

INTRODUCED ANIMALS: MODULE OUTLINE

Field: The Natural World **Band:** Middle Primary



Purpose

Students investigate introduced animals: they listen, read, then prepare and present a case study on them.

Core learning outcomes

This module is designed for students in the beginner stage of LOTE learning. Outcomes for students at the beginner stage would be:

Comprehending [1.1](#), [1.2](#), [1.3](#), [2.1](#), [2.2](#), [2.3](#)

Composing [1.4](#), [1.5](#), [1.6](#), [2.4](#), [2.5](#), [2.6](#)

To see the detailed descriptions, click on the relevant level.

Content

The content for this module is delineated in the field and tasks and under the headings of 'sociocultural understanding' and 'functions and language elements'. The teacher will need to select a range of appropriate [process skills and strategies](#) that will meet the current needs of the students.

Sociocultural understanding

Students learn how animals as well as humans move from one country to another and that animals have arrived in Australia from countries around the world. Particular attention will be paid, if relevant, to animals from **Target**.

Functions and language elements

- [identifying and asking about places and things](#): Australian native animals, introduced animals, countries and continents
- [giving reasons](#): pest control, sport, food, work, clothing
- [describing things](#): animal body parts, colours, size
- [giving locations](#): states of Australia, countries and continents
- [describing and asking about routines, habits and procedures](#): eat, drink, animal foods, damages
- [comparing](#): very useful, not useful
- [describing situations and activities](#): used for, sold, pets, clothing
- [giving reasons](#): It's cold, it's hot, it's not raining

Assessment strategy

In [Task 9](#) the teacher can use the worksheets to record students' abilities to comprehend written language. At what [level](#) can students understand key phrases about introduced animals?

In [Task 3](#), [Task 5](#), [Task 6](#) and [Task 8](#) the teacher can assess students' abilities to comprehend spoken language from their responses to the questions. At what [level](#) can students comprehend language about where animals come from and what they are used for?

In [Task 7](#) and [Task 10](#) the teacher can collect and annotate work samples of written language and record anecdotal observations of spoken language. At what [level](#) can students use language to write and talk about animals, what they eat and where they live?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Introduced animals](#)

INTRODUCED ANIMALS: UNIT OVERVIEW



Orientating tasks

- 1 Identify a variety of animals and categorise them as native or introduced animals.
- 2 Read a big book case study of an introduced animal.



Enhancing tasks

- 3 Listen to where introduced animals came from and place pictures of the animals in the right country on a world map.
- 4 Listen to some reasons why animals were brought to Australia. Make a spinner matching animals with the reasons for introducing them.
- 5 Listen to or read riddles. Compose riddles to identify animals and make a collage.
- 6 Listen to where introduced animals live in Australia and match pictures of the animals to a map of Australia.
- 7 Survey other students to find out what different animals eat.

- 8 Listen to an impact statement. Match animals to problems and uses, then evaluate on a continuum how useful each animal is.
- 9 Read segments of text and reconstruct case studies of introduced animals.

Students' needs and teaching programs will determine the specific content of [form-focused instruction](#).



Synthesising task

- 10 Write and illustrate a case study of an introduced animal and present the case study to the class.