NIGHT AND DAY: MODULE OUTLINE

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

Purpose

Students list features of night and day, including routines for people and animals. They report on features of nocturnal and diurnal animals.

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 investigate and compare daily routines across cultures and especially in the **target culture**.

Functions and language elements

- identifying and asking about people and things: sun, moon, stars, dark, light, colours, animals, continents

- giving directions and locations: east, west, here, there

- expressing thanks and gratitude

- describing places and things: body parts, colours, senses, nocturnal, diurnal animals

- comparing: same, different

- describing activities: see, hear, smell, touch, taste

- introducing: This is …

- greeting

- describing routines: daily routines

- identifying and asking when: day, night, hours, o'clock, morning, afternoon, evening

- apologising

Assessment strategy

In Unit 1 Task 5 and Unit 3, Task 5 the teacher can collect written work samples and analyse students' oral presentations. At what level can students use language to identify daily routines?

In Unit 2, Task 4 the teacher can observe students' listening, speaking or writing abilities. At what level can students comprehend and use the language to talk about animals?

In Unit 3, Task 4 the teacher can observe students' reading abilities. At what level can students comprehend language identifying different animals?

Teaching considerations

Sample units

Three work units are provided for this module:

Unit 1: Twenty-four hours

Unit 2: Nocturnal and diurnal animals

Unit 3: Animals adapt

Teaching considerations

Tasks in this module should be modified to suit the everyday lives of the students.

Also be aware of sensitivities when asking students to disclose specific details of their home life, for example, eating breakfast.

In discussing the lives of students in the **target country**, talk about diversity within our culture.

'Same' and 'different' tasks are not necessarily experienced as value free by students. They could marginalise some students. 'Difference' is often negatively evaluated in subtle or not-so-subtle ways as 'not as good'.

Enhancing Task 5 – This task should be approached with sensitivity.

TWENTY- FOUR HOURS: UNIT OVERVIEW

Aim

Students describe the difference in night and day, and match routines to times.

Orientating task

1   Comprehend the qualities of night and day in poems. Represent these ideas in art.

Enhancing tasks

2   Identify night and day by noting the earth's position in relation to the sun. Dramatise the turning of the earth, showing the passage of hours.

3   Chart the sun's appearance at various times of the day.

4   Match greetings to the time of day.

5   Record daily routines on a 24-hour timeline.

Students' needs and teaching programs will determine the specific content of form-focused instruction.

Synthesising task

6   Match routines to times of day and order the routines to make a book of a day around the world.

NOCTURNAL AND DIURNAL ANIMALS: UNIT OVERVIEW

Aim

Students describe the physical characteristics of nocturnal and diurnal animals.

Orientating task

1 Match animal names and pictures. Identify animals by characteristics. Make a diurnal and nocturnal animal chart.

Enhancing tasks

2 Group animals according to a given characteristic. Play a game with animal pictures: identify characteristics that animals share.

3 Record animal characteristics in a table.

Students' needs and teaching programs will determine the specific content of form-focused instruction.

Synthesising task

4 Present and solve animal riddles.

ANIMALS ADAPT: UNIT OVERVIEW

Aim

Students present a report about a nocturnal animal.

Orientating task

1   Read and act out a story about a diurnal animal whose attempts to sleep are disturbed.

Enhancing tasks

2   Match body parts with different senses.

3   Record the features of some nocturnal animals in pictures or words.

4   Read about a nocturnal animal and use the information to match the animal with its place in the zoo.

Students' needs and teaching programs will determine the specific content of form-focused instruction.

Synthesising task

5   'Discover' a new nocturnal animal and present a report about it at a 'science conference'.