

ANIMALS AT HOME: MODULE OUTLINE

Field: Natural world **Band:** Upper primary



Purpose

Students design and describe a section of a wildlife park for an animal, based on the needs and features of the animal.

Core learning outcomes

This module is designed to be used with students in the elementary stage of LOTE learning.

Outcomes for students at the elementary stage would be:

Comprehending [3.1](#), [3.2](#), [3.3](#), [4.1](#), [4.2](#), [4.3](#)

Composing [3.4](#), [3.5](#), [3.6](#), [4.4](#), [4.5](#), [4.6](#)

Some students could be 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. Students’ needs and teaching programs will determine the specific content of [form-focused instruction](#).

Sociocultural understanding

Students develop an understanding about different animals from around the world and focus on the particular animals that are native to the target country.

Suggested teacher language

This natural language provides rich content.

Functions and language elements

- [identifying and asking about places and things](#): continents, animals, habitat names, food
- [describing places and things](#): animal features and habitats
- [describing activities](#): climb, dig, swing, run
- [expressing opinions](#): I think
- [giving reasons](#): because, in order to ...
- [expressing ability and inability](#): can, can't
- [giving locations](#): next to

Assessment strategy

In [Task 5](#) the teacher can monitor listening as students respond to a story. At what [level](#) can students comprehend language describing an animal and its habits?

In [Task 5](#) the teacher can observe students' abilities to follow a model to create a written text. At what [level](#) can students use language to describe an animal and its habits?

In [Task 7](#) the teacher can observe students' comprehension of written texts as students develop a habitat and prepare reports to match written information. At what [level](#) can students comprehend language describing an animal and its habits?

In [Task 7](#) the teacher can record anecdotal observations of students' oral reports and abilities to respond to questions about animals and their habitats. At what [level](#) can students comprehend and respond to language describing or asking about an animal and its habits?



Teaching considerations

Sample units

One work unit is provided for this module:



[Unit 1: Wildlife park](#)

Teaching considerations

Students' prior knowledge of wildlife parks, zoos, and animal characteristics and their habitats will vary. It will be more difficult for students who are not familiar with such places to engage in the LOTE learning than for those who have visited a park or a zoo.

Collaboration with the classroom teacher could facilitate a visit to the Queensland Museum Explorer website for a virtual tour prior to the LOTE activity.

WILDLIFE PARK: UNIT OVERVIEW



Orientating task

- 1 Label continents and place or draw pictures of animals in the continent where they originate.



Enhancing tasks

- 2 Classify animals in as many ways as possible and make a classification display chart.
- 3 Listen to descriptions of habitats and show where these habitats are on a world map. Make a poster of a particular habitat.
- 4 Read about animals' habitats and their physical features. Identify the habitat that suits particular animal characteristics and place the animal on the world map. Adapt different animals to different habitats.
- 5 Listen to a story about an animal and its defence mechanism. Match animals with their defence mechanisms.

- 6 Read zoo animal menus. Select a number of animals to feed and exchange food cards with other students until a complete menu for each animal is collected.

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



Synthesising task

- 7 Design a wildlife park. Make and describe a collage of the habitat of one of the animals, and give a report on that animal.

[Print all Unit Tasks](#)

[Print all Unit Resources](#)

[Print all Unit Suggested Teacher Language](#)