

Unit name: Minibeasts	EAL Level: A2	Year level: 1-2	Duration: Approximately 5-6 weeks
Topic focus By the end of this unit, students will be able to: <ul style="list-style-type: none">describe different kinds of minibeastsdescribe the similarities and differences between minibeastsexplain how minibeasts use their body parts to move in different waysdescribe where to find minibeastsexplain the life cycle of minibeasts (VCSSU042)	Victorian Curriculum F-10 EAL By the end of this unit, students will be able to: <ul style="list-style-type: none">explain the features of an explanation text (VCEALL124)write an explanation text about the life cycle of a minibeast (VCEALC136)present an oral presentation about the life cycle of a minibeast (VCEALCo84)	Victorian Curriculum F-10 Capabilities By the end of this unit, students will be able to: <ul style="list-style-type: none">explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)participate in group tasks and respond to simple questions about their contribution in group tasks (VCPSCSO014)	
Topic-specific vocabulary Names of minibeasts (cicada, ant, butterfly...) Names of invertebrates (insects, arachnids, myriapods...) Names of body parts (antenna, abdomen, wing, legs...) Names of places (rock, grass, ground, tree...) Action verbs (crawl, fly, run, jump...) Relating verbs (is, has, have...)	Linguistic structures and features <ul style="list-style-type: none">singular and plural nouns (an ant/ants)order of adjectives (a big green caterpillar)singular and plural pronouns (it/they)relating verbs with verb agreement (are/has)binding conjunctions (because)simple present tense with verb agreement (flies/fly)adverbs ending with -ly (quietly, slowly...)prepositions (under the ground)time markers (First, Next, Then...)explanation text structure (title, introduction, explanation sequence, flow chart, conclusion)	Summative assessments <ul style="list-style-type: none">a written explanation text about the life cycle of a minibeastan oral presentation about the life cycle of a minibeast	

Teaching and learning activities

The following activities follow [the teaching and learning cycle's four stages](#).

Building the field or context	<p>Learning intention: We are learning about different minibeasts.</p> <p>Success criteria: I can say and read the names of minibeasts.</p> <ul style="list-style-type: none"> • Introduce the concept of minibeasts. Explain that the suffix 'mini' means 'small'. Brainstorm other words that contain the same suffix, for example, minibus, minimum. Briefly explain what a minibeast is using simple language, hand gestures and images of minibeasts. • Read a simple fictional story book that contains the targeted language related to minibeasts to students such as <i>Mad About Minibeasts</i> or <i>Twist and Hop Minibeast Bop</i>. Students can also be encouraged to read books in their own language if available. Refer to the list of multi-language resources for minibeasts available from LMERC. • Students brainstorm any minibeast they know of. If possible, students who share the same home language brainstorm in their shared languages and work with the teacher or a Multicultural Education Aide to translate into English. They create a class mind map, with home language translation, which can be added to as students learn about more minibeasts. • Students play quick vocabulary games as a class, in small groups or in pairs such as <i>Name a card</i>, <i>Tic-Tac-Toe</i> or <i>Quick as a flash</i> using minibeast flashcards. Refer to Language games for EAL students on how to play. • Students play games in small groups or in pairs such as <i>Three or four in a row</i> or <i>Matching pairs/concentration</i> using a vocabulary mat of minibeasts with a focus on practising oral language and building vocabulary. Model the game for the students including the language required to communicate and take turns. Refer to Language games for EAL students on how to play. • Students learn a variety of minibeast songs such as <i>Butterfly Ladybug Bumblebee</i>, <i>Icky, Icky Insects</i> or <i>What Do You See?</i> found on YouTube. Use subtitles/closed captions option when watching videos to support students. • Students can also watch child-friendly educational videos introducing them to different minibeasts such as <i>Minibeast Adventure with Jess</i> found on YouTube. Use subtitles/closed captions option when watching videos to support students. Slow down the playback speed to 0.75 to support students if necessary.
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Learning intention: We are learning to describe minibeasts.


Success criteria: I can use the 'a' or 'an' article correctly. I can recognise the difference between singular (one minibeast) and plural (many minibeasts).


- Explicitly teach singular and plural nouns with articles (e.g. 'an ant' or 'ants'). Explain how singular means one and plural means many. Explain to students that in English we use articles like 'a' or 'an' to describe one thing and add an 's' at the end of words to describe many things. Create an anchor chart with the students and use as language displays around the classroom.
- Explain to students that the first letter of the word determines which article we use. If necessary, pre-teach the difference between consonants and the five vowels (a, e, i, o, u). Students choose the correct article 'a' or 'an' depending on the first letter of the word. Choose the worksheet depending on the language proficiency of students.


Name: _____


Minibeasts Articles (a/an) 1
Circle the correct article - **a** or **an**.


A/An butterfly is a minibeast. This is a/an butterfly. 


A/An ant is a minibeast. This is a/an ant. 

A/An spider is a minibeast. This is a/an spider. 

A/An earwig is a minibeast. This is a/an earwig. 


A/An caterpillar is a minibeast. This is a/an caterpillar. 


A/An aphid is a minibeast. This is a/an aphid. 


The ladybug laid a/an egg. This is a/an egg. 


Name: _____


Minibeasts Articles (a/an) 2
Write the missing article - **a** or **an**.


___ butterfly is a minibeast. This is ___ butterfly. 


___ ant is a minibeast. This is ___ ant. 

___ spider is a minibeast. This is ___ spider. 

___ earwig is a minibeast. This is ___ earwig. 

___ caterpillar is a minibeast. This is ___ caterpillar. 

___ aphid is a minibeast. This is ___ aphid. 

The ladybug laid ___ egg. This is ___ egg. 

- In small groups or pairs, students identify flashcards that show single minibeasts and groups of minibeasts and categorise them according to singular or plural.
- Students fill in the blanks to complete the sentences or write their own sentences for each picture depending on language proficiency. Students need to use the correct singular or plural noun including articles 'a' or 'an'.









Singular or plural?

 I can see a caterpillar.	 I can see caterpillars.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.

Learning intention: We are learning to describe minibeasts.

Success criteria: I can use adjectives to describe what minibeasts look like.

- Explicitly teach adjectives (e.g. I can see a green caterpillar). Introduce students to a variety of adjectives to describe colour, size and patterns on minibeasts. Use visuals to support understanding of each new word.
- Show students that in English we put adjectives before the noun when describing a thing and that adjectives follow a particular order. Use this opportunity to discuss the difference in order of adjectives between their home language and English, if possible. Refer to [VCAA's plurilingual posters](#) for more resources and ideas.
- Students can use the adjectives on the worksheet or choose their own adjectives to describe each of the minibeasts depending on language proficiency. Students still need to remember plural and singular articles.

Singular or plural?	
Adjectives: small green brown long colourful	
 I can see a green caterpillar.	 I can see green caterpillars.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.
 I can see _____.	 I can see _____.

Learning intention: We are learning about different body parts of minibeasts.

Success criteria: I can say, read and label the different body parts of a minibeast.

- Use flashcards with pictures to introduce new vocabulary of minibeast body parts. Students play games in small groups or in pairs such as *Three or four in a row* or *Matching pairs/concentration* using a vocabulary mat of minibeast body parts. Refer to [Language games for EAL students](#) on how to play.
- Read a non-fiction text that talks about the different body parts and features of minibeasts to model the language in context for students. Ensure the language of the text is accessible for all students.
- Students create a 3D model of a minibeast using pieces of recycled items and/or art and craft materials. Students must negotiate with each other to share resources and equipment such as glue, sticky tape, rubber bands, etc. Model the types of language needed for social interactions (e.g. 'Please', 'Thank you', 'May I use the glue stick?').
- Students label the different body parts of their 3D minibeast model using small cards and blue tack.

Learning intention: We are learning to describe the body parts of minibeasts.

Success criteria: I can write a sentence about what minibeasts 'have'. I can use 'has' and 'have' correctly in a sentence.

- Explicitly teach the relating verb 'to have' including the plural and singular verb agreement. Use an anchor chart with modelled examples of how to construct a simple subject-verb-object sentence with both singular and plural forms (e.g. 'Spiders have 8 legs.' and 'A spider has 8 legs.'). Students choose the correct verb agreement 'has' or 'have'. Choose the worksheet depending on the language proficiency of students. Using a similar structure as previous lessons will provide familiarity for students.

Name: _____

Minibeasts (has/have) 1

Circle the correct relating verb - *has* or *have*.

Grasshoppers *has*/have antennae. A grasshopper *has*/have antennae.



Butterflies *has*/have wings. A butterfly *has*/have wings.

A caterpillar *has*/have legs. Caterpillars *has*/have legs.

A spider *has*/have eight legs. Spiders *has*/have eight legs.

Beetles *has*/have heads. A beetle *has*/have a head.

An ant *has*/have _____. Ants *has*/have _____.

Name: _____

Minibeasts (has/have) 2

Write the missing relating verb - *has* or *have*.

A grasshopper _____ antennae. Grasshoppers _____ antennae.



A butterfly _____ wings. Butterflies _____ wings.

Caterpillars _____ legs. A caterpillar _____ legs.

A spider _____ eight legs. Spiders _____ eight legs.

Beetles _____ heads. A beetle _____ a head.

Ants _____ . An ant _____ .

- Students describe their 3D minibeast model by writing simple subject-verb-object sentences using the correct relating verb and verb agreement. Students read out their sentences to share with their class.

Learning intention: We are learning the different types of minibeasts.

Success criteria: I can ask and answer questions about the different classifications of minibeasts.

- Read a non-fiction text (book or poster) as a whole class that outlines the different classifications of minibeasts. Ensure the language of the text is accessible for all students. Explicitly teach any new key vocabulary. Where possible, create a word list with home language translation to support student understanding. Display the word list on the wall.
- Students engage in whole class discussions about the text, asking and answering a range of closed and open questions (e.g. 'Is an ant an insect or an arachnid?' and 'Why is a spider an arachnid?').
- Students participate in a shared writing to develop a brief one-sentence explanation for each classification (e.g. 'Arachnids have 8 legs, 2 main body parts and a skeleton on the outside.'). Create different posters for each classification.

Learning intention: We are learning to describe the different types of minibeasts.

Success criteria: I can write a sentence about the classification of minibeasts. I can use 'is' and 'are' correctly in a sentence.

- Explicitly teach the relating verb 'to be' including the plural and singular verb agreement. Use an anchor chart with modelled examples on how to construct a simple subject-verb-object sentence with both singular and plural forms (e.g. 'Spiders are arachnids.' and 'A spider is an arachnid.'). Students choose the correct verb agreement 'is' or 'are'. Choose the worksheet depending on the language proficiency of students.

Name: _____

Minibeasts (is/are) 1

Circle the correct relating verb - *is* or *are*.

A butterfly is an insect. Butterflies are insects.

Spiders are arachnids. A spider is an arachnid.

Worms are annelids. A worm is an annelid.

A millipede is a myriapod. Millipedes are myriapods.

A snail is a mollusc. Snails are molluscs.

Ants are _____. An ant is _____.



Name: _____

Minibeasts (is/are) 2

Write the missing relating verb - *is* or *are*.

A butterfly _____ an insect. Butterflies _____ insects.


A spider _____ an arachnid. Spiders _____ arachnids.

Worms _____ annelids. A worm _____ an annelid.

A millipede _____ a myriapod. Millipedes _____ myriapods.

Snails _____ molluscs. A snail _____ a mollusc.

An ant _____ . Ants _____ .



Note: Adjust the vocabulary in the worksheets according to types of classifications previously taught.

Building the field or context	<p>Learning intention: We are learning to describe the different types of minibeasts.</p> <p>Success criteria: I can use pronouns to refer to different minibeasts. I can use 'because' to give additional information about a minibeast.</p> <ul style="list-style-type: none"> • Explicitly teach singular and plural nouns. Demonstrate to students when to use pronouns in order to avoid repetitive language (e.g. Millipedes are myriapods. They have many legs.). • Use a non-fiction text that has examples of both pronouns 'it' and 'they' to read and model to students. Highlight the link between the pronouns and their relevant noun throughout the text through prompting questions (e.g. What does 'it' refer to?). Ensure the language level of the text is accessible for all students. • Students engage in hands-on language learning experiences with a range of minibeast sensory items such as plastic toys or preserved insects in resin. Students choose a minibeast and use oral language to describe each minibeast using the modelled sentence structures 'A _____ is a _____. It has _____. ' and '_____ are _____. They have _____. ' Write the sentence structures on the board for student reference. • Optional extension: Introduce the conjunction 'because' to join the two sentences together (e.g. A spider is an arachnid because it has 8 legs.) Students can incorporate this into their descriptions of each minibeast.
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Learning intention: We are learning what minibeasts do.

Success criteria: I can use action verbs to describe what minibeasts do.

- Students move around the room as different minibeasts according to the different action verbs (e.g. run, crawl, walk, jump, etc.). Use either flashcards of action verbs or call them out.
- Explicitly teach the simple present tense with verb agreement for singular and plural forms (e.g. 'The butterfly flies.' and 'Butterflies fly.'). Create an anchor chart that shows the different verb forms in both singular and plural forms for common action verbs.
- Students fill in a data chart by writing or drawing the minibeasts in the correct spaces according to how they move.

What do minibeasts do?

<i>fly</i>	<i>wriggle</i>	<i>jump</i>	<i>slide</i>
<i>march</i>	<i>crawl</i>	<i>spin</i>	<i>walk</i>

- Students take turns asking each other questions about what each minibeast does (e.g. 'What does a cricket do?') and answering in simple subject-verb sentences (e.g. 'A cricket jumps.'). This can be done in pairs or small groups.

Learning intention: We are learning to describe how minibeasts move.

Success criteria: I can use adverbs to describe how minibeasts move.

- Explicitly teach adverbs ending with '-ly' to describe how minibeasts move. Model where they are placed after an action verb (e.g. 'Grasshoppers jump quietly.'). Create a list of different adverbs that students can use which are appropriate for minibeasts and how they move.
- Students move around the room according to the same action verbs as before but this time they must alter how they move based on the adverb as well (e.g. 'crawl slowly', 'run quietly'). Likewise, students can take turns instructing the class what to do and how to move around the room.

Learning intention: We are learning where you find minibeasts.

Success criteria: I can brainstorm places where minibeasts are found. I can talk about the different places I found minibeasts.

- Students brainstorm places where they think they will find minibeasts at home and at school. Use pictures to support students' contributions if they do not know the words. Build a list of possible places.
- Students go out on a minibeast hunt around the school. During the minibeast hunt, focus on eliciting oral language to talk about what they see and where. With a camera, students take photos of the different places they found minibeasts hiding. They tick off the different places on the list to see how many places they guessed correctly. Use the photos taken by the students to build a vocabulary wall or picture dictionary.

Learning intention: We are learning to describe where minibeasts are found.

Success criteria: I can use prepositions to describe where minibeasts are found.

- Explicitly teach prepositions to describe where each minibeast is (e.g. 'The worm is under the ground.'). Use an enlarged version of a garden scene and label the different locations with the appropriate preposition. Copy A4 versions for students to keep and refer to in a support folder.
- Using a blank garden scene, students cut out pictures of minibeasts and paste them in different areas of the garden. They write sentences using the correct preposition to describe where each minibeast is in their garden scene.

Where are the minibeasts?
Prepositions tell us where things are.

Example: The bee is on the flower.

1. The butterfly is _____.
2. The ladybug is _____.
3. The dragonfly is _____.
4. The moth is _____.
5. The centipede is _____.
6. The flower is _____.
7. The praying mantis is _____.

- Students play vocabulary building games in pairs such as *Barrier game* using the previously created garden scene with minibeasts and an empty garden scene. Refer to [Language games for EAL students](#) on how to play.

Learning intention: We are learning about the life cycle of a minibeast.

Success criteria: I can listen and talk about the life cycle of a minibeast. I can draw a life cycle in a flow chart. I can complete sentences and match them to the flow chart.

- Students read a range of non-fiction texts and view a range of simple educational videos about the different life cycles of minibeasts. Ensure the language in the texts and videos are accessible for all students. Students engage in a class discussion focused on understanding new content, including any unknown vocabulary.
- Explicitly teach and model how to summarise key ideas from the texts, videos and the class discussion through illustrations.
- Students fill in a blank circular flow chart to illustrate the different stages of a life cycle. They fill in the missing verbs in the cloze activity and cut, match and paste the sentences to the correct stages of the life cycle on their flow chart. Choose the worksheet depending on the language proficiency of students.

Cloze Activity - Life Cycle 1
Fill in the missing *verbs*.

The butterfly _____ her eggs on a leaf.
The caterpillar _____ from the eggs.
The caterpillar _____ lots of leaves.
The caterpillar _____ bigger and bigger.
The caterpillar _____ into a chrysalis.
The caterpillar _____ into a butterfly.

Cloze Activity - Life Cycle 2
Fill in the missing *verbs* and put the sentences in order.

The caterpillar _____ into a chrysalis.
The caterpillar _____ lots of leaves.
The butterfly _____ her eggs on a leaf.
The caterpillar _____ from the eggs.
The caterpillar _____ into a butterfly.
The caterpillar _____ bigger and bigger.

Note: This student work sample of a life cycle can be used as an uncoached first draft of an explanation text for assessment purposes.

Learning intention: We are learning the structure of an explanation text.

Success criteria: I can find the title, introduction and explanation sequence of an explanation text. I can put the parts of an explanation text in order.

- Explicitly teach the main structural features of an explanation text – title, introduction, explanation sequence (flow chart). Use visual hand gestures to help students remember each section such as arms out wide means title, arms pointing up means introduction and arms moving around in a circle means explanation sequence.
- Read a non-fiction text that models an explanation text of a minibeast life cycle such as *Go Facts Insects*. Highlight the different sections of the explanation text according to the structural features. This can be done in a whole class shared reading or guided reading session in smaller groups.
- Discuss what type of information is included in each section, for example a title tells us what the text is about, an introduction introduces us to the minibeast, their classification and its body parts, an explanation sequence describes what happens at each stage of the life cycle and can be represented in a flow chart.
- The following texts and images have been taken from the book *Go Facts Insects*. Students unjumble and label the main sections of the explanation text. This can be done in pairs and students cut and paste the model text together with the correct labels. Choose the worksheet according to text difficulty and the language proficiency of students.

Unjumble the explanation text 1

The caterpillar eats some of the plant and grows quickly.

Life Cycle of a Butterfly


The butterfly breaks out of the chrysalis

Title

Butterflies lay their eggs on a plant. Each egg hatches into a caterpillar.

Explanation Sequence

The caterpillar covers itself in a hard shell called a chrysalis. Inside the chrysalis its body changes.



adult caterpillar egg pupa

Unjumble the explanation text 2

Title

The queen bee lays all the eggs. She lays each egg inside a honeycomb cell.

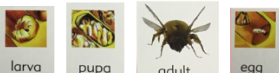
The adult bee breaks out of the honeycomb. Growing from egg to adult takes about three weeks.

Explanation Sequence

The larva grows into a pupa. The pupa changes into a bee.

Life Cycle of a Bee

Each egg grows into a larva. Worker bees feed and care for the larva.



larva pupa adult egg

Unjumble the explanation text 3

After two or three weeks, the adult ants break out of their shells.

Introduction

Life Cycle of an Ant

Explanation Sequence


A larva hatches out of each egg. Nurse ants feed and care for the larvae.

Each larva converts itself in a firm shell. It is now called a pupa.

Title

How an ant grows from an egg to an adult.

Every ant colony has a queen ant who lays all the eggs. Worker ants carry the eggs to other rooms in the nest.



pupa adult larva egg

Note: Students can make these explanation texts into posters.

Learning intention: We are learning the language features of an explanation text.

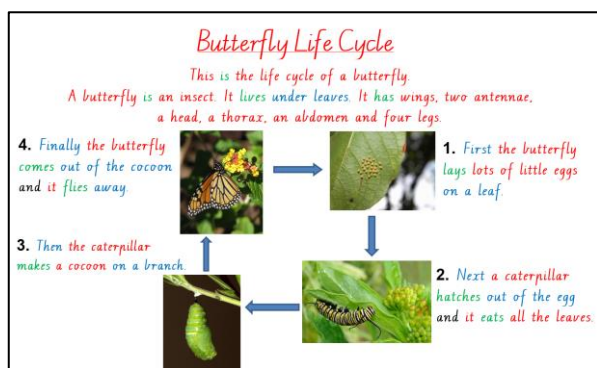
Success criteria: I can use time markers to order my writing.

- Explicitly teach the main time markers (e.g. first, next, then, after that, finally) used to organise and order an explanation text.
- Students are given flashcards of time markers to put in order. They add the time markers to the previous explanation text.

Learning intention: We are learning to read an explanation text.

Success criteria: I can find action verbs, nouns and pronouns, and prepositions in an explanation text.

- Read an enlarged black and white version of the model text and revisit the structure of an explanation text with the same visual hand gestures taught previously. Give a black and white copy of the model text to all students.



- Use a gradual release of responsibility 'I do, we do, you do' model for the following:
- Find all the **action/doing verbs** in the model text and highlight in **green**. Students participate in a class discussion about the type of tense used and verb agreement as a revision from previous lessons.
- Find all the **nouns and pronouns** in the model text and highlight them in **red**. Show students how to link the pronouns to the noun it is referring to. Use guiding questions (e.g. 'What is it referring to?').
- Find the **time markers, prepositional phrases and adverbs** and highlight them in **blue**. Use guiding questions (e.g. 'Where is the butterfly?' or 'Where does the butterfly fly?').

Note: The copy of the model text has been colour coded in the correct colours for teacher reference.

Guided Practice (or joint construction)	<p>Learning intention: We are learning to read an explanation text.</p> <p>Success criteria: I can look for patterns in an explanation text.</p> <ul style="list-style-type: none"> Using the previously highlighted model text, students look at the colour patterns emerging and discuss most common patterns. Use coloured unifix cubes or other manipulatives in the three colours to show the blocks of colours in a sentence. One of the most common patterns in an explanation text is a time marker noun/pronoun verb noun/pronoun or time marker noun/pronoun verb prepositional phrase/adverb.
	<p>Learning intention: We are learning to write an explanation text together.</p> <p>Success criteria: I can make a checklist of things I need to put into my explanation text.</p> <ul style="list-style-type: none"> Introduce checklists and explain why checklists are helpful to ensure we don't forget things in our writing. As a class, co-create the elements of an explanation text students need to remember to include such as the structure of an explanation text (title, introduction and explanation sequence), time markers, grammatical features such as pronouns 'it' and 'they', action verbs, adverbs and prepositions. Display the checklist in the classroom.
	<p>Learning intention: We are learning to write an explanation text together.</p> <p>Success criteria: I can contribute my ideas to a shared explanation text with my class.</p> <ul style="list-style-type: none"> Students participate in a shared writing of an explanation of a minibeast. They choose a minibeast as a class, read a text about the minibeast and create a visual flow chart to support their understanding about the life cycle of the chosen minibeast. Students then co-write the life cycle with the teacher on the whiteboard or butcher's paper. The class discussion about the language is the core focus of this lesson. Students copy the explanation text and then highlight the key words in the explanation text using the same colours as in previous lessons (e.g. action/doing verbs are green, nouns and pronouns are red, and time markers, prepositional phrases and adverbs are blue). Students participate in a class discussion on proof reading and using the checklist to ensure they have not forgotten anything in their explanation text.

Independent construction	<p>Learning intention: We are learning to write an explanation text on our own.</p> <p>Success criteria: I can try my best to write an explanation text by myself.</p> <ul style="list-style-type: none"> Students choose a minibeast that they are interested in and research information about them. Note: Ensure there is a selection of non-fiction texts at an appropriate level of difficulty for students to research about their chosen minibeast. They create a visual flow chart as modelled in the shared writing previously about their chosen minibeast. Students use the checklist for explanation text for support along with the anchor charts around the classroom and any other reference material. Students write a first draft of their explanation text. Students use the checklist created as a class to review and edit their own work as well as each other's work (peer assessment). Students present their explanation text in poster form in preparation for their oral presentation. <p>Note: This student work sample of a life cycle can be used as a final piece of writing of an explanation text for assessment purposes.</p>
	<p>Learning intention: We will learn to talk about a minibeast in front of the class.</p> <p>Success criteria: I can practise speaking loudly and clearly in pairs.</p> <ul style="list-style-type: none"> Explicitly teach and model how to talk in front of an audience, focusing on eye contact, volume, pitch and speed. Use visual flashcards as prompts and guiding questions (e.g. 'Are you speaking loud enough? Are you talking clearly enough? Are you talking too fast or too slow? Are you looking at the audience?'). Students rehearse their presentations of their explanation text with their partners.
	<p>Learning intention: We are learning to talk about a minibeast in front of the class.</p> <p>Success criteria: I can use a loud and clear voice. I can speak clearly, not too fast or too slow. I can look at the audience.</p> <ul style="list-style-type: none"> Students take turns presenting their minibeast explanation text in front of the class. Use the visual flashcards and guiding questions to seek feedback from the class on student performance.

References

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Suggested excursions/language learning experiences

- Royal Botanic Gardens – [Minibeasts \(F-6\)](#)
- Melbourne Museum – [Bugs Alive!](#) (Self-directed gallery visit)
- Melbourne Museum – [Bugs, Bugs, Bugs](#) (Museum led)
- Melbourne Museum – [Virtual learning: Schoolyard Bugs!](#) (online)

MINIBEASTS

YEARS 1 & 2 – EAL LEVEL A2

RESOURCES AT LMERC

A list of books and readers providing examples of the range of resources available at the Languages and Multicultural Education Resource Centre (LMERC) related to the TEAL unit of work 'Minibeasts'.

LMERC is a DET library specialising in English as an Additional Language, Languages and the Cross Curriculum Priority Areas for educators across all sectors and levels. Membership is free and teachers can borrow resources for up to 12 weeks. Click on the LMERC catalogue link to check availability, to request or get more information.

GAMES AND ACTIVITIES

Non-fiction sequence and write tiles

50 sequencing tiles, 10 vinyl pouches, 10 sequencing mats, activity guide. One tile set features life cycle sequence.

See: [LMERC catalogue](#)

Sequencing snakes - by Dr Duncan

24 full colour picture cards designed to assist children to develop comprehension and oral language through sequencing activities. 6 non-fiction & fiction sets.

See: [LMERC catalogue](#)



POSTERS

Life cycle of a frog

Illustrations of the stages of a frog's life with short descriptions at each stage. Teachers' notes on back.

See: [LMERC catalogue](#)

TEACHER BOOKS

Caring for minibeasts. Book A – by Peter Clutterbuck

A book of ideas for activities and worksheets.

See: [LMERC catalogue](#)

BOOKS IN LANGUAGES

These books provide examples of the type of resources available at LMERC. Relevant resources may be available in other languages.

Batta no Pyonko chan (Thai language text) – by Hiroshige Takaie; Michiko Nakagawa

A fictional story about the life cycle of a bearded locust with factual information included throughout.

See: [LMERC catalogue](#)

Nộn chộmhiu = The very hungry caterpillar (Thai – English) – by Eric Carle, Translated by Ariyā Paitoon

The well known story of the caterpillar who ate and ate. Shows the life-cycle of a caterpillar.

See: [LMERC catalogue](#)

Chong! chong! chong! = Bugs! Bugs! Bugs! – by Zhu Baobo Banuo, Zhang Xiangdong yi.

LMERC RESOURCE LIST

Bilingual non-fiction book in Mandarin (Simplified Chinese). 24 pages. Information about insects in verse form (poetry).

See: [LMERC catalogue](#)

Từ điển khoa học của bé. Bé tập khám phá – by Denise Chauvel. Translated by Vĩnh Bách Nguyễn

Vietnamese language text. 158 pages. A life-science encyclopaedia for children originally written in French and translated into Vietnamese. A chapter on insects is included.

See: [LMERC catalogue](#)

The Very Hungry Caterpillar = La oruga muy hambrienta – by Eric Carle

A Spanish language version the iconic book about the life cycle of a caterpillar. Available in 11 languages at LMERC.

See: [LMERC catalogue](#)

El diario de mis Abejas – by Bill Keir. Translated by Patricia Almada

Spanish language text. A diary about bee keeping for young people. 16 pages.

See: [LMERC catalogue](#)



BOOKS - FICTION

Francis Frog Meets a Space Snake – by Andrew Trimmer and Murray Pile

A reader in the Reading Safari series. Level 11. Belongs in the Readings Safari kit *Ribit, ribit* which also includes magazine style text with non-fiction and fiction articles on frogs.

See: [LMERC catalogue](#)

Where is that frog? – by Gordon Winch and others

Go books series.

See: [LMERC catalogue](#)

Lizard loses his tail – by Beverley Randell, illustrations by Bruce Lauchlan

PM Reader, Level 5.

See: [LMERC catalogue](#)

BOOKS – NON-FICTION

The Water Boatman – by Joy Cowley, Illustrator: Tim Galloway

From the Ready to read series.

See: [LMERC catalogue](#)

Mantises – by Valerie Bodden (2011)

From the Creepy creatures series.

See: [LMERC catalogue](#)

Monarch Butterfly

Wordless text about the life-cycle of the Monarch butterfly. PM reader, Level 1

See: [LMERC catalogue](#)

Bugs Don't Bug Me – by Jan Stradling

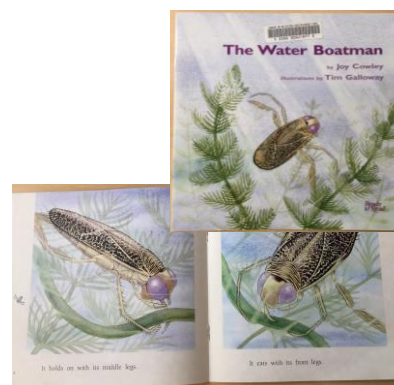
First explorers series, Level 1. 24 pages. A non-fiction reader.

See: [LMERC catalogue](#)

Mystery Monsters: a game for two or more players – by David Drew

16 pages. Big book and reader format available. Images show extreme close ups of minibeasts with clues to the identity of the different small creatures. Could be used for What am I? games.

See: [LMERC catalogue](#)



Bug Watch – by Monica Hughes

LMERC RESOURCE LIST

A reader available at 3 levels. 12 pages.

See: [LMERC catalogue](#)

Minibeast Encyclopedia – by Monica Hughes

A 16 page reader about worms and arthropods. Discovery world. Stage C.

See: [LMERC catalogue](#)

A Butterfly is Born – by Melvin Berger

16 page big book about the life-cycle of a butterfly.

See: [LMERC catalogue](#)

Make a Worm Farm – by Jill McDougall

Big book. Procedural text about making a worm farm. Includes information about soil ecology. Wings, level 7.

See: [LMERC catalogue](#)

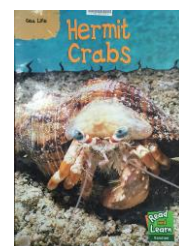
Hermit Crabs – by Lola M Schaefer

Big book with 2 to 4 short sentences to a page.

See: [LMERC catalogue](#)



Selection of big books- sample pages



These books and other relevant resources can be borrowed from LMERC. Membership to the library is free. To join, click on the register button on the top right side of the [library homepage](#). Contact LMERC to request titles or select via the online catalogue. For more information, please contact LMERC by email or by phone.

CONTACT US:

LMERC

Address: Level 1, 189 Faraday Street, (CO.AS.IT Building), Carlton 3053

Phone: (03) 9349 1418

Email: lmec.library@education.vic.gov.au

Web: [LMERC Homepage](#)
[DET website - LMERC](#)

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Language games for EAL students

The following games have been taken from the FUSE resource *Language games for EAL students: Classroom activities for student learning English as an additional language*. They can be used with students at different levels of English language learning. If they are played in a mixed-ability or multi-aged group, rules can be made where the beginning students can match pictures or respond using single word answers, and the more advanced students could use more complex language structures. For beginner or younger students, use fewer cards.

Quick vocabulary games

You need:

- one set of game cards with pictures of different minibeasts.
- one pointer

Name a card - Seat the students in a circle and place the cards face up in a pile in the middle. Students take it in turns to choose a card and say the name of it. If they are correct, they keep it. The student can go on selecting cards until they make a mistake. The student with the most cards is the winner.

Tic-Tac-Toe – Seat the students in a circle and scatter the cards face up in the middle. Students take it in turns to say the rhyme as they tap the cards (Rhyme: ‘Tic, tac, toe, Here I go, Where I stop, I do not know.’) When the rhyme ends the student picks up the card that the pointer is on. If they are correct in reading it, they keep it. (Version 2: turn the cards face down.)

Quick as a flash – Hold a pack of cards and show them to the students, one at a time. Students put up their hand if they know the word. Choose a student with their hand up. If the student names the card correctly they keep it. (Version 2: Students play with a partner.)

Three or four in a row (version 1)

You need:

- one game sheet (4x5 grid with pictures and words of different minibeasts) between two students
- two sets of cards (cards should have the same pictures and word that is on the grid), on different coloured cards

How to play:

1. Each player has one set of cards, face down, in their hand.
2. Each player takes it in turns to play a card. They say the word (or use it in a sentence) and then place the card on the game sheet.
3. If there is already a card on the picture the player misses a turn.
4. If the player says the word incorrectly, they miss their turn to place a card.
5. The first player to place three (or four) cards of their colour in a row is the winner. A row can be vertical, horizontal or diagonal.

Three or four in a row (version 2)

You need:

- One game sheet (4x5 grid with pictures and words of different minibeasts) between two people
- Ten counters per player (each player has a different colour)

How to play:

1. The aim of the game is for player A to place the counters on the game sheet for player B, following instructions given by player B, and vice versa.
2. Each player takes it in turns to say where they want their counter to be placed on the game board. For example, 'Please put the counter on the snail.'
3. Counters can only be placed on free pictures.
4. The first player to have three (or four) counters of their colour in a row is the winner.

Matching pairs/concentration

You need:

- Flashcards of different minibeasts (each minibeast has a matching pair)

How to play:

1. The aim of the game is for the players to find as many pairs as possible. Mix and match the cards used, depending on the students' abilities. More advanced students can match words to pictures, younger or beginner students can use fewer pairs.
2. Shuffle and place the two sets of cards face down (place the two sets separately in rows).
3. Each player takes a turn at turning one from each set of cards face up and saying the name of the card as they turn it over.
4. If the cards are the same the player keeps the cards and has another turn. If the cards are not the same the cards are returned to the same place, face down.
5. The player with the most pairs at the end of the game is the winner.

Barrier

You need:

- 2 manila folders or stiff paper/cardboard folded in half
- 2 paper clips
- 2 A4 copies of a game sheet (4x5 grid with pictures and words of different minibeasts)
- 2 packs of 6-10 clear multi-coloured counters

How to play:

1. Make a barrier with the two manila folders or stiff paper/cardboard by placing them back-to-back and joining them with the paper clips on the top edge.
2. The game is played by a pair of students. Player A places their counters onto a selection of pictures, behind the barrier and out of sight of Player B.
3. Player A instructs Player B where to place the counters, to mirror where Player A has put his/her counters. Players may use the name of the minibeast (e.g. 'Put a blue counter on the worm. '), or they can describe the minibeast (e.g. 'Put a blue counter on the minibeast with black and orange wings and two antennae. ').
4. At the end of the game the barrier is removed and the counters are checked to see if they are identical to the pictures.
5. Play again with players reversing roles.

Name: _____

Minibeasts Articles (a/an) 1

Circle the correct article - ~~a~~ or ~~an~~.

A/An butterfly is a minibeast. This is a/an butterfly.



A/An ant is a minibeast. This is a/an ant.



A/An spider is a minibeast. This is a/an spider.

A/An earwig is a minibeast. This is a/an earwig.



A/An caterpillar is a minibeast. This is a/an caterpillar.

A/An aphid is a minibeast. This is a/an aphid.

The ladybug laid a/an egg. This is a/an egg.



Name: _____

Minibeasts Articles (a/an) 2

Write the missing article - *a* or *an*

_____ butterfly is a minibeast. This is _____ butterfly.

_____ ant is a minibeast. This is _____ ant.

_____ spider is a minibeast. This is _____ spider.

_____ earwig is a minibeast. This is _____ earwig.

_____ caterpillar is a minibeast. This is _____ caterpillar.

_____ aphid is a minibeast. This is _____ aphid.

The ladybug laid _____ egg. This is _____ egg.



Singular or plural 1



I can see a caterpillar.



I can see caterpillars.



I can see ____.



I can see ____.



I can see ____.



I can see ____.



I can see ____.



I can see ____.



I can see ____.



I can see ____.

Singular or plural 2

Adjectives: small green brown long colourful



I can see a green caterpillar.



I can see green caterpillars.



I can see _____.



I can see _____.



I can see _____.



I can see _____.



I can see _____.



I can see _____.



I can see _____.



I can see _____.

Name: _____

Minibeasts (has/have) 1

Circle the correct relating verb - has or have.

Grasshoppers has/have antennae. A grasshopper has/have antennae.

Butterflies has/have wings. A butterfly has/have wings.

A caterpillar has/have legs. Caterpillars has/have legs.

A spider has/have eight legs. Spiders has/have eight legs.

Beetles has/have heads. A beetle has/have a head.

An ant has/have _____. Ants has/have _____.



Name: _____

Minibeasts (has/have) 2

Write the missing relating verb - has or have

A grasshopper _____ antennae. Grasshoppers _____ antennae.

A butterfly _____ wings. Butterflies _____ wings.

Caterpillars _____ legs. A caterpillar _____ legs.

A spider _____ eight legs. Spiders _____ eight legs.

Beetles _____ heads. A beetle _____ a head.

Ants _____. An ant _____.



Name: _____

Minibeasts (is/are) 1

Circle the correct relating verb – is or are.

A butterfly is/are an insect. Butterflies is/are insects.

Spiders is/are arachnids. A spider is/are an arachnid.

Worms is/are annelids. A worm is/are an annelid.

A millipede is/are a myriapod. Millipedes is/are myriapods.

A snail is/are a mollusc. Snails is/are molluscs.

Ants is/are _____. An ant is/are _____.



Name: _____

Minibeasts (is/are) 2

Write the missing relating verb - is or are

A butterfly _____ an insect. Butterflies _____ insects.

A spider _____ an arachnid. Spiders _____ arachnids.

Worms _____ annelids. A worm _____ an annelid.

A millipede _____ a myriapod. Millipedes _____ myriapods.

Snails _____ molluscs. A snail _____ a mollusc.

An ant _____ . Ants _____ .



What do minibeasts do?

fly

wriggle

jump

slide

march

crawl

spin

walk

Where are the minibeasts?

Prepositions tell us where things are.

Example: The bee is on the flower.

1. The butterfly is _____.

2. The ladybug is _____.

3. The dragonfly is _____.

4. The moth is _____.

5. The centipede is _____.

6. The flower is _____.

7. The praying mantis is _____.

Cloze Activity – Life Cycle 1

Fill in the missing **verbs**.

The butterfly _____ her eggs on a leaf.

The caterpillar _____ from the eggs.

The caterpillar _____ lots of leaves.

The caterpillar _____ bigger and bigger.

The caterpillar _____ into a chrysalis.

The caterpillar _____ into a butterfly.

Cloze Activity – Life Cycle 2

Fill in the missing **verbs** and put the sentences in order.

The caterpillar _____ into a chrysalis.

The caterpillar _____ lots of leaves.

The butterfly _____ her eggs on a leaf.

The caterpillar _____ from the eggs.

The caterpillar _____ into a butterfly.

The caterpillar _____ bigger and bigger.

Unjumble the explanation text 1

The caterpillar eats some of the plant and grows quickly.

Life Cycle of a Butterfly

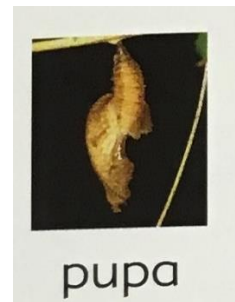
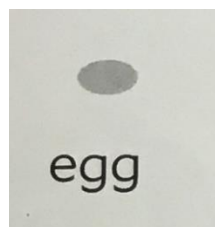
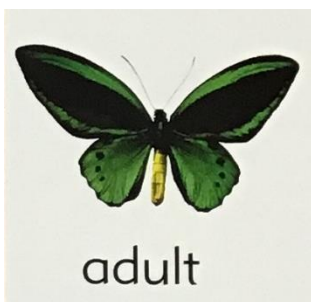
The butterfly breaks out of the chrysalis.

Title

Butterflies lay their eggs on a plant. Each egg hatches into a caterpillar.

Explanation Sequence

The caterpillar covers itself in a hard shell called a chrysalis. Inside the chrysalis its body changes.



Unjumble the explanation text 2

Title

The queen bee lays all the eggs. She lays each egg inside a honeycomb cell.

The adult bee breaks out of the honeycomb. Growing from egg to adult takes about three weeks.

Explanation Sequence

The larva grows into a pupa. The pupa changes into a bee.

Life Cycle of a Bee

Each egg grows into a larva. Worker bees feed and care for the larva.



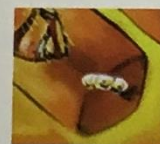
larva



pupa



adult



egg

Unjumble the explanation text 3

After two or three weeks, the adult ants break out of their shells.

Introduction

Life Cycle of an Ant

Explanation Sequence

A larva hatches out of each egg. Nurse ants feed and care for the larvae.

Each larva covers itself in a firm shell. It is now called a pupa.

Title

How an ant grows from an egg to an adult.

Every ant colony has a queen ant who lays all the eggs. Worker ants carry the eggs to other rooms in the nest.



pupa



adult



larva



egg

Butterfly Life Cycle

This is the life cycle of a butterfly.

A butterfly is an insect. It lives under leaves. It has wings, two antennae, a head, a thorax, an abdomen and four legs.

4. Finally the butterfly comes out of the cocoon and it flies away.



3. Then the caterpillar makes a cocoon on a branch.



1. First the butterfly lays lots of little eggs on a leaf.



2. Next a caterpillar hatches out of the egg and it eats all the leaves.

