

# YOUR HOUSE AND MINE

بيوتك وبيوتي

## Module Overview

<b>Target Language:</b> Arabic	<b>Grade Level:</b> K-1
<b>Proficiency Level:</b> Junior Novice Low	
<b>Summary:</b> Students will understand houses are important shelters for people; they will identify and name typical types of houses in the US and target cultures.	
<b>Enduring Understanding:</b> Houses are made with different materials. Different cultures live in houses of different styles.	
<b>Essential Questions:</b> What is a house? What shapes can we see in houses? Why do we build houses with different materials?	

Standards Targeted	
5C – World Language Standards	5E – STEM Standards
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions (1.1a)</li> <li>Exchange personal preferences and opinions about shelters (1.1b)</li> <li>Describe different types of houses and tell what houses are made of (1.2a)</li> </ul> <p><b>Culture</b></p> <ul style="list-style-type: none"> <li>Observe and identify characteristics about houses in the target cultures (2.1.A)</li> </ul> <p><b>Connection</b></p> <ul style="list-style-type: none"> <li>Use math-related vocabulary and expressions to talk about houses (3.1.A)</li> </ul> <p><b>Comparison</b></p> <ul style="list-style-type: none"> <li>Identify similarities and differences among houses from different cultures (4.2.A)</li> </ul>	<p><b>NGSS K.SPM Structure and Properties of Matter</b> Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> <li>Make observations that matter exists as different materials, which can be described and classified by their observable properties and their uses.</li> </ul> <p><b>NGSS 2.SPM Structure, Properties, and Interactions with Matter</b> Students who demonstrate understanding can:</p> <ul style="list-style-type: none"> <li>Collaborate with others to design an object built from a small set of pieces to solve a technological problem.</li> </ul> <p><b>Technology</b> Understand the uses of technology systems</p> <ul style="list-style-type: none"> <li>3.1. Use software to reinforce knowledge of the shelters</li> <li>3.1. Use templates provided by the teacher to complete learning assignments</li> </ul> <p><b>Engineering</b></p> <ul style="list-style-type: none"> <li>1.0.D Ask, imagine, plan, create and improve</li> </ul>

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	<b>Math Common Core</b> K.CC <ul style="list-style-type: none"><li>3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</li><li>5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.</li></ul> K.G <ul style="list-style-type: none"><li>Describe objects in the environment using names of shapes.</li><li>2. Correctly name shapes regardless of their orientation or overall size.</li></ul>
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Knowledge: Students will know...	Skills: Students can...
Vocabulary <ul style="list-style-type: none"><li>Animals</li><li>Shapes</li><li>Building materials</li><li>Types of houses</li></ul> Expressions and patterns <ul style="list-style-type: none"><li>what and why patterns</li><li>make simple statements</li></ul>	<ol style="list-style-type: none"><li>Identify and name various dwellings.</li><li>Name and identify basic shapes seen in a picture of a house.</li><li>Name different materials for building a house.</li><li>Build a model house and give the rationale for using specific materials in its construction. .</li></ol>

### Module Duration and Lessons: Five 30-minute lessons

Lesson 1 - Welcome to My House أهلاً وسهلاً في بيتي

Lesson 2 - This Is My House هذا بيتي

Lesson 3 - Tell Me a Story (3 Little Pigs) إحكيلي قصة

Lesson 4 - It's My Turn to Tell You a Story الآن دوري أحكيك قصة

Lesson 5 - My Dream House البيت الذي احلم به

<b>Performance Assessment:</b>	What culminating performance tasks will provide evidence that students have achieved the program learning objectives? Consider providing opportunities for students to be assessed for each mode of communication through interpretive, interpersonal and presentational performance tasks. However, for students at this
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age group, assessment may be integrated.
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### Materials/Resources:

#### Lesson One - Welcome to My House

- Worksheets 1a, 1b, 1c

#### Lesson Two - This Is My House

- Pictures of wooden houses, brick houses and stone houses
- Sample of straw, sticks, wood, brick, and stone building materials
- Worksheets 2a, 2b
- Slide show: Three Little Pigs and Big Bad Wolf

#### Lesson Three - Tell Me a Story (3 Little Pigs)

- Copied pictures of Three Little Pigs story: large set for teacher modeling; small sets for student groups in envelopes for each group
- Worksheet 3a

#### Lesson Four - It's My Turn to Tell You a Story

- Four face-masks (wolf and three little pigs)
- Worksheets 4a, 4b, 4c, and 4d
- Pre-cut paper of different shapes, construction paper, glue, Popsicle sticks, pen, crayons and colored pencils

#### Lesson Five - My Dream House

- Presentation
- Camera or flip camera

### STEM Background Information for Teachers:

Living organisms live in habitats. Habitats are specific environments that meet the needs of living organisms. These basic needs include water, nutrients, oxygen, sunlight, space, and shelter. Shelters are dwellings that provide protection from the elements, other individuals, or adverse conditions. Human beings around the world live in shelters, which are houses or dwellings. These houses or shelters are not the same depending on the environment, natural resources, climate, or natural disasters that may occur in the region. Financial considerations and lifestyles also affect the type of shelter humans use for protection. Shelters vary in size, shape, and colors. Individual homes, apartments, mobile homes, house boats, and condominiums are common structures that are used as shelters in the United States. Cabins, tents, castles, huts, and farmhouses are also examples of different shelters.

Shelters are often made from the natural resources that are found in the area. Mud, wood, stone, dried plants, and clay can be used to make shelters. Some homes may be built on stilts to prevent them from flooding while others can be built on mountain tops or inside of caves. Some homes are made from bamboo or woven walls with thatched roofs made of grass or leaves. And some don't have electricity or running water. Some shelters have many family members living in them (often known as a compound) while other shelters may have only a few members of a person's immediate family. Shelters can be located in villages, cities, towns, and in the countryside.

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### Lesson 1 - Welcome to My House

#### أهلاً وسهلاً في بيتي

Lesson 1 of 5		Duration: 30 Minutes	
<b>Objectives</b>	<b>I Can:</b> Oral language: <ul style="list-style-type: none"><li>Name types of dwellings such as: (خيمة) إجلو بيت متحرك، شقة، بيت متحرك، إجلو (خيمة)</li></ul> Literacy: <ul style="list-style-type: none"><li>Recognize the words: تشابه and اختلاف</li></ul> STEM and Other Subject Areas: <ul style="list-style-type: none"><li>Students can tell the difference between the construction materials of various dwellings</li></ul>		
<b>Performance Assessment</b>	Students will identify types of houses or structures for homes.		
<b>Vocabulary and Expressions</b>	<b>Recycled</b>	<b>New</b>	
	هذا أو هذه هو أو هي في ليس ي suffix ك suffix هـ و ها suffixes	بيت شقة بيت متحرك بيت (تاون هاوس) إجلو (بيت من تلج) تبيي (خيمة)  تشابه اختلاف  باب سقف شباك لأن	
<b>Materials / Resources</b>	<ul style="list-style-type: none"><li>⊖ Pictures of various types of houses. If possible, the teacher should include a picture of her/his own house to use at the beginning of the lesson. Include houses from different cultures (especially cultures from the language being taught), apartment houses, mobile homes, and construction, etc.</li><li>⊖ Worksheets 1a, 1b, and 1c.</li></ul>		

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Key Elements	Lesson 1 Procedures
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p><b>Introduce houses</b></p> <p>T: (Holding a pile of pictures of different dwellings, <b>Worksheet 1a</b>, if possible, the teacher's own house, or a house that s/he pretends is hers/his.) هذا بيتي (holding up picture). وأنام في بيتي (gesture), أستطيع أن أكل في بيتي —أحب بيتي (holding up picture). ربما تستطيع أن تساعدني. لكتي أبحث عن بيت جديد. وبيتي يحميني (gesture).</p> <p>T: (Sorting through pictures) وهذا بيت (Holding up and then handing the picture to a student) <i>and this is a house</i> (holding up and then handing the picture to another student. Holding up another picture of a different style of house, perhaps a house from another culture.)</p> <p>T: (Holding a picture of an apartment building)          (Answering own question) أه، هل هذا بيت؟          يا طلاب، ما هذا؟ هذه شقة. لكن هذا ليس بيت، أستطيع أن أسكن هنا هذه شقة          S: هذه شقة          T: نعم، هذه شقة          T: (Asking individual students) من يسكن في هذه الشقة؟          S: (Raising hands)          T: (To students with raised hands) هل تسكن في شقة؟          S: نعم، أسكن في شقة          T: (Continue to question other students.)          T: (Holding a picture of a townhouse) هل هذا بيت؟          S: نعم، هذا بيت          T: هذا بيت أيضاً يدعى تاون هاوس          T: (Continuing, passing out pictures of various dwellings and prompting students responses as above, <b>Worksheet 1a</b>.)</p> <p>T: تعال هنا وأريني أي بيت تحبون؟ لم أجد بيت جديد بعد          T: (Students respond and come forward. Teacher comments on a number of the houses, pointing out the ones from other cultures. Finally the teacher makes a choice and explains why) هذا قوي، ليس صغير، هذا بيت ليس كبير؛ هذا قوي مناسب جدا .</p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>Students Identify dwellings from other cultures (language specific)</b></p> <p>Provide groups of students with visuals of dwellings from various cultures (<b>Worksheet 1b</b>)</p> <p>T: (Holding up a picture of a Arab-style house)          T: هذا بيت عربي. هذا بيت          T: (Continuing to question based on pictures and facilitating interaction among students.)          T: (Holding a picture of an igloo) هل تسكن في هذا البيت؟          شعب الإسكيمو يسكن في الأجلو          T: هل تعرفون ما إسم هذه البيوت (Referring to pictures from <b>Worksheet 1a and 1b</b>)          S: (Name pictures:) تيببي/إجلو/بيت متحرك/شقة/بيت</p>

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Key Elements	Lesson 1 Procedures
	<p>رددوا بعدي يلاً نغني (Referring to the pictures from <b>Worksheet 1b</b>)</p> <p>أسكن في بيت أصفر بيت أصفر، بيت أصفر أعرف شارع الرق على الباب</p> <p>أسكن في شقة شقة، شقة أعرف شارع الرق على الباب</p> <p>أسكن في تاون هاوس تاون هاوس تاون هاوس أعرف شارع الرق على الباب</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Students will recognize what is the same about the houses</b></p> <p>Show pictures and lead students to review the types of houses being shown. Increase the speed and have students name the house.</p> <p>T: (Referring to <b>Worksheets 1a and 1b</b>) يلاً نشوف إذا في تشابه بين البيوت (Now pointing to a door) هل هناك باب لكل بيت؟ S: نعم T: (Pointing to a roof) هل هناك سقف لكل بيت؟ S: نعم T: في سقف لكل بيت. في تشابه بين كل البيوت. في كل بيت باب وسقف. صحيح. T: هل يسكن ناس في البيوت S: نعم T: في تشابه بين كل البيوت لأن الناس يسكنوا داخلهم. يسكن الناس في بيوت. صحيح.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Students will recognize what is different about the houses</b></p> <p>T: (Pointing to houses from <b>Worksheet 1a and 1b</b>) يلاً نشوف الاختلاف بين البيوت (Pointing to window) في شباك لكل بيت؟ S: لا T: في بيت ما فيه شباك؟ في بيوت ما فيها شباك. صحيح. S: (Pointing to the teepee and igloo) ما في شباك في التبيبي والإجلو T: في إختلاف بين التبيبي والإجلو وبين البيوت. ما في شباك في التبيبي والإجلو.</p> <p>On any flat surface, teacher makes two columns labeled "تشابه" and "إختلاف" Student volunteers place cut-out pictures of dwellings in appropriate columns, saying, في هذا البيت شباك, في هذا البيت باب etc.</p> <p>T: (When all pictures are appropriately placed in the same/different columns). في تشابه. في هذه البيوت شباك وسقف وباب. هذه لائحة للتشابه وللإختلاف</p>

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Key Elements	Lesson 1 Procedures
	T: (Referring to Different column) في البيوت سقف وباب، ولكن ما في شباك. في إختلاف.
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Same and Different</b></p> <p>T: يلاً نعمل لوائح تشابه وأختلاف! (Students glue pictures of houses (<b>Worksheets 1a and 1b</b>) onto paper labeled “Same” and “Different” (<b>Worksheet 1c</b>))</p> <p>After students have completed their work:</p> <p>T: من يستطيع أن يعرض لائحتة (Chooses student volunteer) وين في تشابه وإختلاف؟</p> <p>S: ال _____ ، وال _____ ، وال _____ فيها تشابه. والإجلو والتبيبي فيهما أختلاف</p> <p>T: لماذا (ليش) في تشابه هنا؟</p> <p>S: في كل بيت في باب، .....</p> <p>T: (Repeating) ..... صحيح، في كل بيت في باب و شباك, و .....</p> <p>T: لماذا (ليش) في أختلاف؟</p> <p>S: ما في شباك .</p> <p>T: صحيح (Pointing to “Same” and “Different” columns).</p> <p style="text-align: right;">في إختلاف في الإجلو والتبيبي لأن ما في شباك</p>

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Teacher Reflections on <i>Lesson 1 - Welcome to My House</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	





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	○ Worksheets 2a, 2b
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Key Elements	Lesson 2 Procedures
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>● Object, event or question used to engage students.</li> <li>● Connections facilitated between what students know and can do</li> </ul>	<p><b>Where do they live? (Review)</b></p> <p>T: (Reviewing from previous class with visuals <b>Worksheets 1a and 1b</b>) أين (Continue with different kinds of houses...) الشقة؟</p> <p>T: في أي نوع بيت تسكن؟ S1: (etc... شقة) بيت</p> <p>T: في أي نوع يسكن؟ S2: (Answers appropriately)</p> <p>T: (To S1) ؟ أنت تسكن في _____ S1. نعم / لا أنا أسكن في _____</p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>● Objects and phenomena are explored.</li> <li>● Hands-on activities, with guidance.</li> </ul>	<p><b>What is it made of?</b></p> <p>T: يلاً نتكلم من ماذا مصنوعة البيوت</p> <p>T: (Provide each student with a set of flash cards or cut up pictures of straw, sticks, wood, brick, and stone - <b>Worksheet 2b</b>)</p> <p>Teacher and students walk around the classroom/school, pointing out different materials.</p> <p>T: (Pointing to different items around the classroom and later the building) هذا مصنوع من ماذا؟ (Referring to something made of wood) يلاً نشوف ماذا في الغرفة (Inviting students to name the parts.) هل هذا _____ ؟ هل هذا طوب؟ إرفعوا بطاقتكم</p> <p>S: (Hold up flashcards that reflect what they think it is made of.)</p> <p>T: جيد. هذا طوب. ما هذا؟ S: هذا طوب</p> <p>T: (Continuing with other materials as found in classroom/ school building.)</p> <p>T: (Now referring to houses (<b>Worksheet 1a and 1b</b>) هذه البيوت مصنوعة من _____ (Pauses for students to respond, or prompts, if necessary).</p> <p>T: (Referring to additional house pictures, <b>Worksheet 2b</b>) هذه البيوت مصنوعة من _____ من (Response) هل هذه عيدان كبيرة أو صغيرة؟ (Holds up samples of sticks.) عيدان. من فضلك، أمسك هذه العيدان [Student name] إريد أن يمسك هذه العيدان؟</p> <p>T: (Students volunteer) هل تستطيع أن تجد شيئاً في هذه الغرفة مصنوعة من خشب؟</p> <p>When they find something, Teacher responds: نعم هذا خشب</p> <p>T: البيوت مصنوعة من أشياء أخرى أيضاً. هنا قش. أحياناً البيوت مصنوعة من قش. من يريد أن يمسك هذا القش؟</p>

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Key Elements	Lesson 2 Procedures
	<p>هذا البيت (Showing a picture of a brick house) بعض البيوت مصنوعة من طوب: مصنع من طوب. هل تريد أن تمسك هذا الطوب؟</p> <p>T: (Showing a picture of a stone house). بعض البيوت مصنوعة من حجر من يريد أن يمسك الحجر؟</p> <p>T: (Referring to pictures of straw, sticks, woods, brick, and stone, and moving the objects around so most of the children have a chance to hold one of them.) يا طلاب، من معه الطوب؟</p> <p>S: (Pointing or saying the name of the child)</p> <p>T: S1, ___ إعطي الطوب لي (Continuing with each of the objects, mixing them up and changing the commands.)</p> <p>T: الطالب ___ معه الطوب أم العيدان؟</p> <p>At the end of the “play” sequence, have each child place the object she/he is holding on the picture of the item.</p>
<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Students will identify characteristics of each of the materials: sturdy or flimsy</b></p> <p>T: (Showing pictures of houses made of stone, brick, wood and identifying the material used for each one.)</p> <p>T: (Showing students samples of each of the types of building materials— straw, sticks, wood, brick and stone.) أي واحد قوي؟ (showing or pretending to flex muscles)</p> <p>T: (Pretending to be weak) أي واحد قوي؟ يلاً نشوف إذا بنعرف؟</p> <p>T: (Inviting students to try to break on of the sturdy sample material) لا تستطيع أن تكسر الطوب لأن الطوب قوي جداً</p> <p>(Do the same with the brick and the stone. Then give one of the students a stick and have the class predict whether the student can break it or not. Do they think the straw is sturdy?)</p> <p>T: (Telling the class) أنت صح. العودة مش قوي. العودة ضعيفت</p> <p>T: (Repeating with the straw, this time asking the class) هل تعتقد أن القش قوي أم صحيح، القش (Student breaks the pieces of straw. Teacher repeats) ضعيف. ضعيف.</p> <p>T: (Inviting students to identify characteristics of each of the materials) هل الطوب/ الحجر/ القش/ العيدان/ الخشب قوي أو ضعيف؟</p>
<p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend</li> </ul>	<p><b>Story Time: The Three Little Pigs</b></p> <p>T: (Introduce the characters from the story, using story pictures or puppets) هذا خنزير. يلاً نعد الخنازير (Count to three)</p> <p>T: ما هذا؟</p> <p>S: هذا خنزير</p> <p>T: كم خنزيراً؟</p> <p>S: ثلاثة</p>

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<p>understanding and skill.</p>	<p>T: هناك ثلاثة خنازير. هل الخنازير كبيرة أم صغيرة؟ (gesturing to ensure comprehension).</p> <p>T: (Introduce the wolf)</p> <p>T: (Reading the story. As teacher reads the story aloud, students will use their flashcards to demonstrate understanding of what building materials the pigs are using to build their house to protect it from the huffing and puffing of the wolf. Read the story as far as time will allow, probably to the point where all the houses are finished, and finish reading it in the next lesson. Anticipate the next day by asking: هل تعتقد أن كل البيوت آمنة؟ عندما يأتي الذئب، هل ستكون الخنازير آمنة؟</p> <p><b>See the story text in another attachment.</b></p> <p><a href="http://www.dltk-teach.com/rhymes/pigs/index.htm">http://www.dltk-teach.com/rhymes/pigs/index.htm</a></p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>● Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>What are they made of?</b></p> <p>T: من ماذا مصنوع البيت؟ (Worksheet 2b) يلاً نشوف ماذا نستطيع أن نقول لأصدقائك</p> <p>S: (Students will demonstrate understanding by orally identifying what the house is made of and showing the appropriate corresponding flashcard.)</p>

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Teacher Reflections on Lesson 2 – <i>This is my House</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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#### Lesson 3 - Tell Me a Story

Lesson 3 of 5		Duration: 30 Minute
<i>Objectives</i>	Students will retell / reenact the Three Little Pigs Story	
<i>Performance Assessment</i>	Students will be able to retell the story of the three little pigs with guidance, gestures, and visuals.	
<i>Vocabulary and Expressions</i>	إحكي القصة ماذا يحدث أولاً؟ ماذا يحدث بعد ذلك؟ أريني أحسن	
<i>Materials/ Resources</i>	<ul style="list-style-type: none"><li>○ Book, puppets or online story of the Three Little Pigs</li><li>○ Copied pictures from story for teacher example and others cut into story cards and placed in envelopes for each students group.</li></ul> <b>(Workbook 3a)</b> <ul style="list-style-type: none"><li>○ Glue</li><li>○ Plain paper</li><li>○ Four face-masks (a wolf and three little pigs)</li><li>○ Resources: <b>Workbook 3a</b> <a href="http://edu.ocac.gov.tw/culture/biweekly/collection/index.html">http://edu.ocac.gov.tw/culture/biweekly/collection/index.html</a> <a href="http://www.kevscartoons.com/illo_child_3LittlePigs.php">http://www.kevscartoons.com/illo_child_3LittlePigs.php</a> <a href="http://bookbuilder.cast.org/view_print.php?book=16913">http://bookbuilder.cast.org/view_print.php?book=16913</a> <a href="http://math-www.uni-paderborn.de/~odenbach/pigs/pig2.html">http://math-www.uni-paderborn.de/~odenbach/pigs/pig2.html</a></li></ul>	

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Key Elements	Lesson 3 Procedures
<p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>● Object, event or question used to engage students.</li> <li>● Connections facilitated between what students know and can do</li> </ul>	<p><b>Introduce weather changes</b></p> <p>T: (Pause, looking out the window) كيف الجو اليوم؟ (Pause, looking out the window) or ماطر/غانم/مشمس/ثلج (Depending on the weather on that day and holding up the appropriate pictures.)</p> <p>T: (Engaging students in question) كيف الجو اليوم؟</p> <p>S: حار/بارد or ماطر/غانم/مشمس/ثلج</p> <p>T: (Using visuals of weather, Ask and answer the same questions.) كيف الجو اليوم؟</p> <p>S: (Answer according to the visuals)</p> <p>T: (Showing the video about weather, narrate through the first set of pictures.) أه، انظر، الجو ثلج/مشمس/غانم / ماطر/ بار/ حار</p> <p>T: (Holding up the visuals, ask either/or questions.) هل الجو غائم أم مشمس؟ هل الجو مشمس أم ماطر؟</p> <p>The URL of this video can be used as a base for weather-related activities using TPR. <a href="http://www.youtube.com/watch?v=KgHe_11x9W4">http://www.youtube.com/watch?v=KgHe_11x9W4</a></p>
<p><b>Exploration</b></p> <ul style="list-style-type: none"> <li>● Objects and phenomena are explored.</li> <li>● Hands-on activities, with guidance.</li> </ul>	<p><b>Sing the Itsy Bitsy Spider song</b></p> <p>Before class, “hide” several small plastic spiders around the classroom in obvious places.</p> <p>T: (Using TPR gestures and visuals, reinforce غيمة, شمس and introduce new vocabulary عنكبوت)</p> <p>T: (Pretending to “find” one of the spiders.) أنظر، في عنكبوت صغير هل ترى عنكبوت آخر؟ من يرى عنكبوت آخر؟</p> <p>T: (Calling on a volunteer to find another spider, praise the child and hold up the two spiders.) هل هناك عنكبوت واحد أم عنكبوتين؟</p> <p>T: (Continue with additional volunteers and additional spiders. After several times of asking an either/or question) كم عنكبوتاً عندنا؟ When all spiders have been found (or enough to continue), tell the class, أعرّف أغنية عن العنكبوت—هل تعرفون الأغنية؟ هي عن عنكبوت صغير! إتسي بتسي.</p> <p><b>Draw a rough picture of a water spout on the board.</b></p> <p>T: (Using one of the spiders, the picture of the water spout, and pictures of the rain and the sun, sing the song and dramatize the action with the visuals): إتسي بتسي سبايدر (عنكبوت)</p> <p>T: Sing the song again, instead using familiar gestures for each line. Invite the children to do the gestures with you while you sing, and repeat several</p>



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Key Elements	Lesson 3 Procedures
	<p>times.</p> <p style="text-align: right;">شاع شعشوبونة طلعت عالعصاية شنتت الدنيا وخربتلو إياها شمست شميسة نشفتلو إياها شاع شعشوبونة طلعت عالعصاية</p> <p>Teacher asks guiding questions (using TPR gestures). Students gesture or answer.</p> <p>T: ممين طلع عالعصاية؟ العنكبوت؟ T: ممين نزل؟ T: ممين بطلع؟ T: الشمس تنشف المطر؟ T: العنكبوت؟ بطلع كمان مرّة؟ T: العنكبوت؟ بطلع أم ينزل؟</p> <p>T: (Lead students in singing the song again and showing students the Itsy Bitsy Spider video if available ) <a href="http://www.youtube.com/watch?v=KA7b416ptLs">http://www.youtube.com/watch?v=KA7b416ptLs</a></p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Reinforce the concept of evaporation</b></p> <p>Teacher asks follow-up questions (using TPR gestures). Students gesture or answer.</p> <p>T: هذه اغنية عن العنكبوت، ولكنها أيضاً عن الماء (Hold up visual for rain) هل الماء من مطر؟ نعم، الماء من مطر!</p> <p>T: هل الثلج من ماء؟ (Pause for student response. Maybe ask students to vote.) نعم، الثلج من ماء أيضاً.</p> <p>T: هل الغيم من ماء؟ (Pause.) نعم الغيم من ماء أيضاً</p> <p>T: (Holding up visual for sun.) شمست شميسة (Pause to see if children can complete the line). شو بتعمل الشمس؟ T: بطلع عالسماء. (Pause.) وين بروح المطر؟ T: هل تطلع الشمس؟</p>

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Key Elements	Lesson 3 Procedures
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Introduce the concept that water can look different</b></p> <p>T: (Holding pictures of clouds and sun, depicting heat energy) هذه غيوم. في ماء في الغيوم؟</p> <p>S: نعم، في ماء في الغيوم</p> <p>T: (Pointing to picture of clouds) في ماء كثير في الغيوم. ماذا سيحدث؟ الماء سوف ينزل. الآن نسقيه مطر. ماذا ينزل من الغيوم؟ المطر ينزل من الغيوم.</p> <p>T: ماذا ينزل من الغيوم؟ المطر ينزل من الغيوم. ماذا يحدث عندما يكون الجو بارد جداً؟ هل تنزل الماء مطراً أم ثلجاً؟ الماء تنزل ثلجاً.</p> <ul style="list-style-type: none"> <li>Teacher repeats sequence as necessary for comprehension.</li> <li>Teacher uses enlarged picture of <b>Worksheet 3a</b> to repeat the stages of the water cycle, using the same sentences as those present on the worksheet, with some variations. After modeling, have several volunteers point to the part of the picture that fits the statement.</li> </ul>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Students will identify the order of the phases of the water cycle</b></p> <p>Students will use picture to describe the water cycle. <b>Worksheet 3a</b></p>

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Teacher Reflections on <i>Lesson 3 – Tell Me a Story</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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### Lesson 4 - It's My Turn to Tell You a Story

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	<b>I Can:</b> Oral language: Identify shapes: دائرة، مربع، مثلث، مستطيل Literacy: Recognize the words: دائرة، مربع، مثلث، مستطيل STEM and Other Subject Areas: Students will select appropriate simulated materials and construct a model house.	
<i>Performance Assessment task</i>	Students will make a model house and justify the materials they choose.	
<i>Vocabulary and Expressions</i>	دائرة مربع مثلث مستطيل  ماذا؟ لماذا؟ حاجة أستعمل Suffix ي	
<i>Materials/Resources</i>	<ul style="list-style-type: none"><li>○ Samples of straw, sticks, wood, bricks, stone</li><li>○ Pre-cut paper of different shapes, glue, construction paper, pen, crayons, and colored pencils.</li><li>○ Two-dimensional house (model)</li><li>○ <b>Worksheet 4a, 4b, 4c, and 4d</b></li><li>○ <a href="http://www.preschooleducation.com/sshape.shtml">http://www.preschooleducation.com/sshape.shtml</a></li></ul>	
<i>Key Elements</i>	Lesson 4 Procedures	
<i>Engagement</i>	<b>Retell the Story</b>	

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Key Elements	Lesson 4 Procedures
<ul style="list-style-type: none"> <li>Object, event or question used to engage students.</li> <li>Connections facilitated between what students know and can do</li> </ul>	<p>T: (Using picture cards of The three Little Pigs <b>Worksheet 3a</b>)  يلاً نحكي القصة مرة ثانية.  S: (Retell story with gestures to show wolf huffing and puffing to try to blow the house down.)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> <li>Objects and phenomena are explored.</li> <li>Hands-on activities, with guidance.</li> </ul>	<p><b>Let's Find Some Shapes</b></p> <p>يلاً نشوف البيوت مرّة ثانية. ماذا نرى! أنظروا، أنا أرى أشكال هندسية. ما هي الأشكال في البيوت؟</p> <p>T: (Using picture cards of The three Little Pigs <b>Worksheet 3a</b>)  يلاً نشوف البيوت مرّة ثانية. ماذا نرى! أنظروا، أنا أرى أشكال هندسية. ما هي الأشكال في البيوت؟</p> <p>(Displaying the four different shapes - <b>Worksheet 4a</b>)  هذه أشكال. هذا مربع. رددوا يا طلاب: "هذا مربع. (modeling) أرسموا مربع في الهواء"  S: أرسم مربع  T: (Pause) هذا مربع؟ (Pointing to circle)  لا، هذه دائرة. أرسم دائرة في الهواء.  T: (Pointing to one of the shapes) هل هذه دائرة أم مربع؟  S: (Answer accordingly.)  T: في الهواء (one of the shapes) أرسم  T: (Continue with other shapes and reinforcing with song below)</p> <p>Sung to: "Frère Jacques"  <a href="http://www.preschooleducation.com/sshape.shtml">http://www.preschooleducation.com/sshape.shtml</a></p> <p>هذا مربع، هذا مربع  كيف نعرف؟ كيف نعرف؟  من الأربع جوانب، من الأربع جوانب  نفس المقياس  هذا مربع، هذا مربع</p> <p>هذه دائرة، هذه دائرة  كيف نعرف؟ كيف نعرف؟  لأنها بتدور لأنها بتدور  وما توقّف وما توقّف  هذه دائرة، هذه دائرة</p> <p>هذا مثلث هذا مثلث  كيف نعرف؟ كيف نعرف؟  من الثلاث جوانب، من الثلاث جوانب  الثلاث رؤوس فقط  هذا مثلث هذا مثلث</p>

## My House and Yours

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Key Elements	Lesson 4 Procedures
	<p>هذا مستطيل هذا مستطيل كيف نعرف؟ كيف نعرف؟ من الجانبين الصغيران والجانبين الكبيران هذا مستطيل هذا مستطيل</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Find Shapes in the Classroom</b> Walk with the students around the classroom, chanting: دائرة، مثلث، متطيل، مربع ماذا ترى؟ أنا أرى ____ . كيف تعرف؟ من ____ . أين؟ أين؟ أين؟ Before each chant, tell the students what they are looking for, and at the end of the chant have students look around to identify that shape in the classroom. Affirm their choices, telling them what the objects are in the TL. If they are wrong, give them the right shape. Repeat with each of the shapes. Optional: create student pairs to participate in chanting.</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>Let's Build a House</b> Students will begin to make their own model house using cut-out shapes - <b>Worksheet 4a, 4b, 4c, and 4d</b> (materials) cut in different shapes. T: هذه الأشكال مصنوعة من ماذا؟ من قش؟ S: لا T: من حجر؟ S: نعم T: يلاً نضع الحجر المثلث في البيت T: (Continuing to include other materials.) T: يلاً نحكي عن بيوتكم</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>Students describe their houses and get ready for presentation</b> Students will explain what the model house is made of and why the materials are chosen T: بيتك مصنوع من ماذا؟ S: بيتي من حجر T: الحجر قوي أم ضعيف؟ S: قوي T: بيتك قوي أم ضعيف؟ S: قوي T: نعم، البيت من حجر قوي</p>

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Teacher Reflections on <i>Lesson 4 - It's My Turn to Tell You a Story</i>	
What worked well?	
What did not work well?	
What would I do differently?	
Other comments or notes	

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### Lesson 5 - My Dream House

Lesson 5 of 5	Duration: 30 Minute
<i>Objectives</i>	<p><b>I Can:</b> Oral language:</p> <ul style="list-style-type: none"> <li>• Tell why I used certain materials to build my house.</li> </ul> <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> <li>• Students will be able to use pictures of materials they selected to complete their house picture.</li> <li>• Students will tell why they chose the materials to build their dream house.</li> </ul>
<i>Vocabulary and Expressions</i>	No new vocabulary or expressions
<i>Performance Assessment task</i>	Students will present the houses they made.
<i>Materials/ Resources</i>	<ul style="list-style-type: none"> <li>○ Camera or flip camera</li> <li>○ <a href="http://www.voicethread.com">www.voicethread.com</a></li> <li>○ Houses created earlier</li> <li>○ <b>Worksheet 2b</b></li> </ul>

Key Elements	Lesson 5 Procedures
<i>Engagement</i>	<p><b>What are our Houses made of?</b> T: (Showing pictures of houses - <b>Worksheet 2b</b>) من ماذا مصنوعة هذه البيوت؟</p> <p>S: (Answer accordingly) T: يلاً نحكي عن بيوتكم. من ماذا مصنوعة بيوتكم؟</p> <p>All student-made houses are placed around the classroom. Students describe the pictures of their houses. S: بيتي مصنوع من _____</p>
<i>Exploration</i>	<p><b>Let's See What We Made (Gallery Walk)</b></p> <ul style="list-style-type: none"> <li>• Teacher designates four areas within the classroom representing the building materials that students have used.</li> <li>• Randomly chosen students place their houses in the appropriate area based on building materials.</li> </ul> <p>T: يلاً نشوف بيوتكم (Leads students in a gallery walk to review the houses</p>



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Key Elements	Lesson 5 Procedures
	<p>that their classmates have made.)</p> <p>T: (Asks students to identify the common types of building materials: stone, sticks, brick, wood, straw)</p> <p>S: هذا حجر، عيدان، طوب، خشب، قش.</p>
<p><b>Explanation</b></p> <ul style="list-style-type: none"> <li>Students explain their understanding of concepts and processes.</li> <li>New concepts and skills are introduced as conceptual clarity and cohesion are sought.</li> </ul>	<p><b>Review Sturdy/Flimsy</b></p> <p>T: (Showing pictures of houses from the story of the Three Little Pigs) أي بيت قوي؟ (showing or pretending to flex muscles)</p> <p>T: (Pretending to be weak) أي بيت ضعيف؟</p> <p>T: (Inviting students to try to break on of the sturdy sample material) لا تستطيع أن تكسر الحجر، لأن الحجر قوي.</p> <p>Do the same with the brick and the stone. Then give one of the students a stick and have the class predict whether the student can break it or not. Do they think the straw is sturdy?</p> <p>T: (Telling the class) صحيح. العود مش قوية. العود ضعيفة.</p> <p>T: (Repeating with the straw, this time asking the class) القش ضعيف أم قوي؟ نعم. القش ضعيف. (Student breaks the pieces of straw. Teacher repeats)</p> <p>T: (Inviting students to identify characteristics of each of the materials) الطوب/ الحجر/ القش/ العيدان/ الخشب قوي أم ضعيف؟</p>
<p><b>Elaboration</b></p> <ul style="list-style-type: none"> <li>Activities allow students to apply concepts in contexts, and build on or extend understanding and skill.</li> </ul>	<p><b>House Descriptions</b></p> <p>Individual students will describe their houses, telling what the house is made of and why. <i>After teacher modeling, the students should use the following format:</i></p> <p style="text-align: right;">هذا بيتي. في بيتي _____ . (Names shapes) بيتي مصنوع من _____ . قوي. _____</p>
<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.</li> </ul>	<p><b>I Record My Voice</b></p> <ul style="list-style-type: none"> <li>Individual students will describe his/her house and tell what his/her house are made of and why. They will use the format practiced earlier in the lesson.</li> </ul> <p>Option 1: Students can be photographed, holding the picture of her/his house. A short presentation and the digital photographs can be prepared and recorded on the "VoiceThread." <a href="http://www.voicethread.com">www.voicethread.com</a></p> <p>[Referring to student's own house]</p> <p style="text-align: right;">هذا بيتي.</p>

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Key Elements	Lesson 5 Procedures
	<p>(Names shapes) . في بيتي _____ بيتي مصنوع من _____ قوي. _____</p> <p>[Referring to another student's house]</p> <p>هذا بيت _____ (Names shapes) . في بيته / بيتها _____ بيته / بيتها مصنوع من _____ قوي. _____</p>

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Teacher Reflection on Lesson 5 - <i>My Dream House</i>	
What worked well?	
What did not work well?	
How would I do differently?	
Other comments or notes	