

YOUR HOUSE AND MINE

你的房子和我的房子

Module Overview

Target Language: Chinese	Grade Level: 2
Proficiency Level: Junior Novice Low	
Overview: Students will understand houses are important shelters for people; they will identify and name typical types of houses in the US and target cultures.	
Enduring Understanding: Houses are made with different materials. Different cultures live in houses of different styles.	
Essential Questions: 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>Communication</p> <ul style="list-style-type: none">Engage in conversation, provide and obtain information, express feeling and emotion, and exchange opinions (1.1a)Exchange personal preferences and opinions about shelters (1.1b)Describe different types of houses and tell what houses are made of (1.2a) <p>Culture</p> <ul style="list-style-type: none">Observe and identify characteristics about houses in the target cultures (2.1.A) <p>Connection</p> <ul style="list-style-type: none">Use math-related vocabulary and expressions to talk about houses (3.1.A) <p>Comparison</p> <ul style="list-style-type: none">Identify similarities and differences among houses from different cultures (4.2.A)	<p>NGSS K.SPM Structure and Properties of Matter</p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none">Make observations that matter exists as different materials, which can be described and classified by their observable properties and their uses. <p>NGSS 2.SPM Structure, Properties, and Interactions with Matter</p> <p>Students who demonstrate understanding can:</p> <ul style="list-style-type: none">Collaborate with others to design an object built from a small set of pieces to solve a technological problem. <p>Technology</p> <p>Understand the uses of technology systems</p> <ul style="list-style-type: none">3.1. Use software to reinforce knowledge of the shelters3.1. Use templates provided by the teacher to complete learning assignments

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Standards Targeted	
5C – World Language Standards	5E – STEM Standards
	<p>Engineering</p> <ul style="list-style-type: none"> 1.0.D Ask, imagine, plan, create and improve <p>Math Common Core</p> <p>K.CC</p> <ul style="list-style-type: none"> 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20. 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. <p>K.G</p> <ul style="list-style-type: none"> Describe objects in the environment using names of shapes. 2. Correctly name shapes regardless of their orientation or overall size.

Knowledge: Students will know...	Skills: Students can...
<p>Vocabulary</p> <ul style="list-style-type: none"> Animals Shapes Building materials Types of houses <p>Expressions and patterns</p> <ul style="list-style-type: none"> what and why patterns make simple statements 	<ul style="list-style-type: none"> Identify and name various dwellings. Name and identify basic shapes seen in a picture of a house. Name different materials for building a house. Build a model house and give the rationale for using specific materials in its construction.

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Module Duration and Lessons: Five 30-minute lessons

Lesson 1: Welcome to My House 歡迎來我家

Lesson 2: This Is My House 這是我家

Lesson 3: Tell Me a Story (3 Little Pigs) 說故事給我聽

Lesson 4: It's My Turn to Tell You a Story 換我來告訴你一個故事

Lesson 5: My Dream House 我夢想的房子

Performance Assessment:	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 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

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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

歡迎來我家

Lesson 1 of 5		Duration: 30 Minutes
<i>Objectives</i>	I Can: Oral language: <ul style="list-style-type: none">Name types of dwellings such as, house, apartment, mobile home, igloo, etc. Literacy: <ul style="list-style-type: none">Recognize the words, same and different STEM and Other Subject Areas: <ul style="list-style-type: none">Students can tell the difference between the construction materials of various dwellings	
<i>Performance Assessment task</i>	Students will identify types of houses or structures for homes.	
<i>Vocabulary and Expressions</i>	Recycled 這 它 是 在 不 我 你 他/她	New 房子 公寓 雪屋 帳篷 一樣 不一樣 門 屋頂 窗子 因為
<i>Materials/Resources</i>	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. Worksheets 1a, 1b, and 1c.	

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Key Elements	Lesson 1 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do. 	<p>Introduce houses 介绍房子</p> <p>T: (Holding a pile of pictures of different dwellings, Worksheet 1a, if possible, the teacher's own house, or a house that s/he pretends is hers/his.) 這是我的房子(holding up picture)我喜歡我的房子，我在我的房子裏吃飯 (gesture), 我也在我的房子裏睡覺(gesture), 我的房子保護我。但是我想搬家，我正在找新房子。你们能不能幫我找新房子？</p> <p>T: (Sorting through pictures) 我們看看，這是房子 (Holding up and then handing the picture to a student) 這也是房子 (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) 哦，這是房子嗎？ (Answering own question) 我可以住在這兒，这种房子叫公寓，這是公寓。小朋友們，這是什麼房子呢？</p> <p>S: 公寓。 T: 是的。這是公寓。</p> <p>T: (Asking individual students) 你們誰住公寓？</p> <p>S: (Raising hands)</p> <p>T: (To students with raised hands) 你住公寓嗎？</p> <p>S: 是的。我住公寓。</p> <p>T: (Continue to question other students.)</p> <p>T: (Holding a picture of a townhouse) 這是房子嗎？</p> <p>S: 是房子。</p> <p>T: 這也是房子。</p> <p>T: (Continuing, passing out pictures of various dwellings and prompting students responses as above, Worksheet 1a.)</p> <p>T: 我還沒找到我的新房子，你喜歡那種房子？你可不可以指給我們大家看？</p> <p>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: It is not too big, not too small. It's just right!</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, with guidance. 	<p>Students Identify dwellings from other cultures</p> <p>Provide groups of students with visuals of dwellings from Chinese-style and other cultures houses. (Worksheet 1b)</p> <p>T: (Holding up a picture of a traditional Chinese-style house) 這是房子，這是中國的房子。(Continuing to question based on pictures and facilitating interaction among students.)我们叫“四合院。”小朋友，你们会不会说，四合院？</p> <p>Culture Note for Teacher: 四合院常常住很多人。四合院在中国少有3000多年的历史。一般而言，第一進為門屋，第二進是厅堂，第三進或後進是家人的住的地方，一般人不得隨意進入。</p>

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	<p>T: (Holding a picture of an igloo) 你住在這種房子嗎？這種房子叫雪屋，愛斯基摩人住在雪屋裏。</p> <p>T: 小朋友，你們誰會可以告訴我們這叫什麼？(Referring to pictures from Worksheet 1a and 1b) Repeat with the instruction about tents帳篷.</p> <p>S: Name pictures: 房子/公寓/四合院/雪屋/帳篷</p> <p>Have students play memory games or matching games. Another popular game is using fly swap to touch the picture that corresponds to one of the types of house being named.</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Students will recognize what is the same about the houses</p> <p>T: (Referring to worksheets 1a and 1b) 我們來看看這些房子有什麼相同的地方？(Now pointing to door) 它們都有門嗎？(Pointing to a door.)</p> <p>S: 有。</p> <p>T: (Pointy to roof) 它們都有屋頂嗎？</p> <p>S: 有。</p> <p>T: 答對了，他們都有門和屋頂。</p> <p>T: 誰住在房子裏？</p> <p>S: 人。</p> <p>T: 人住在房子裏。為什麼要住在房子里面？(Show pictures of rain and snow) 下雨怕不怕？下雪怕不怕？</p> <p>S: 不怕。</p> <p>T: 对，房子保护我们。所以人要住在房子里面。</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Students will recognize what is different about the houses</p> <p>T: (Pointing to houses from Worksheet 1a and 1b) 我們來看看這些房子有什麼一樣不一樣的地方？(Pointing to window) 是不是所有的房子都有窗子？</p> <p>S: 不是 T: 答對了，有些房子有窗子，有些沒有窗子。你們看到哪個房子沒有窗子？ Ss: (Pointing to the teepee and igloo) 這沒有窗子。這個也沒有。</p> <p>T: 很好，雪屋和帳篷沒有窗子。它們是房子，可是它們和其他的房子不一樣，因為它們沒有窗子。</p> <p>On any flat surface, teacher makes two columns labeled “一樣”and “不一樣”。 Student volunteers place cut out pictures of dwellings in appropriate columns, saying, This house has windows, this house has doors, etc.</p> <p>T: (When all pictures are appropriately placed in the same/different columns). This is a Same or Different Chart. These houses have a roof, windows, and a door. They are the same.在這張圖表上，請你們把一樣的房子放在一堆，不一樣的放在一堆。</p> <p>T: (Referring to different column) 哪些房子有屋頂，有門，有窗子，哪些沒有？</p>

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<p><i>Evaluation</i></p> <ul style="list-style-type: none">• Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	<p>Same and Different</p> <p>T: 我們現在來看看大家的答案 (Students glue pictures of houses. Make word flash cards 一樣/不一樣 for students to engage in the next activity to categorize same or different.) After students have completed their work.</p> <p>T: _____ [Student's Name] 你可以給我們解釋/说说你的圖表嗎？這些房子哪些一樣，哪些不一樣？ S: 我把____, _____, 和_____ 它們放在一起，因為它們一樣，它們都有（屋頂，有門，有窗子）。雪屋和帳篷放在一起，它們和其他的不同，它們沒有什麼？</p> <p>S: 窗子。</p> <p>T: 很好，你說它們有什麼一樣的地方？ (Teacher Pointing at the house, apartment....pictures). S: 它們都有門，窗。。。。</p> <p>T: (Repeating) 對，它們都有門，窗。。。。</p> <p>T: 這些有什麼不一樣？ S: 這些沒有窗戶。</p> <p>T: (Pointing to "Same" and "Different" columns) 很好。雪屋和帳篷不同是因為它們沒有窗子。</p>
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Teacher Reflection on <i>Lesson 1 – Welcome to My House</i>	
What worked well?	
What did not work well?	
How will I do this differently?	
Other comments or notes	

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Lesson 2 - This Is My House

這是我家

Lesson 2 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none">Name a few building materials and their characteristics: 茅草，木头，磚头，石頭，堅固，不堅固。Name animals: 小豬，大野狼 <p>Literacy:</p> <ul style="list-style-type: none">Recognize the words: 茅草，木头，磚头，石頭，堅固，不堅 <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none">Students will determine the appropriate materials for different houses	
<i>Performance Assessment task</i>	Students will select materials for different houses, choosing between wood, brick, or stone.	
<i>Vocabulary and Expressions</i>	茅草 木头 磚头 石頭 堅固 不堅固 小豬 大野狼 吹 盖 。。。在哪裡？ 一些 很多	
<i>Materials/Resources</i>	Pictures of wooden, brick and stone houses Samples of straw, sticks, wood, brick, and stone building materials. Puppets, stuffed animals, or stick puppets of pigs and the wolf Slide show: Three Little Pigs and Big Bad Wolf Worksheets 2a, 2b	
<i>Key Elements</i>	Lesson 2 Procedures	

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<p><i>Engagement</i></p> <ul style="list-style-type: none"> ● Object, event or question used to engage students. ● Connections facilitated between what students know and can do 	<p>Where Do they Live? (Review) 他们住哪里？</p> <p>T: (Reviewing from previous class with visuals Worksheets 1a and 1b) 哪一個是公寓？哪一個是。。。？ (Continue with different kinds of houses...)</p> <p>T: 你住在那一種房子？</p> <p>S1: 房子 (apartment...etc.)</p> <p>T: 他/她住在哪一種房子？</p> <p>S2: (Answers appropriately)</p> <p>T: (To S1) 是嗎？你住在_____？</p> <p>S1. 是/不是，我住在_____。</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> ● Objects and phenomena are explored. ● Hands-on activities, with guidance. 	<p>What is it made of? 这是什么盖的？</p> <p>T: 我們來看看可以用什麼來蓋房子？</p> <p>T: (Provide each student with a set of flash cards or cut up pictures of straw, sticks, wood, brick, and stone - Worksheet 2b and introduce each words: 茅草, 木头, 磚头, 石头 堅固 不堅固 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) Let's see what we can find 我們可以找到什麼？ (Referring to something made of wood) 這棟房子是用什麼蓋的？把你的圖片舉高，這是磚頭嗎？ (Inviting students to name the parts.)</p> <p>S: (Hold up flashcards that reflect what they think it is made of.)</p> <p>T: 很好，</p> <p>S: 這是磚頭</p> <p>T: (Continuing with other materials as found in classroom/ school building.)</p> <p>T: (Now referring to houses (Worksheet 1a and 1b) 這些房子是用... (Pauses for students to respond, or prompts, if necessary).</p> <p>T: (Referring to additional house pictures Worksheet 2b) 這些房子是用茅草蓋的 (Holds up samples of straws.) 我們有誰會用茅草蓋房子？_____ [Student name], 請你拿著茅草。我們來看看什麼房子是用茅草蓋的。(Have students find houses made of straws.)</p> <p>T: 小朋友，你們看看這教室裏哪兒有木頭做的東西？房子裏有很多東西是用木頭做的。我們來看看什麼房子是用木頭蓋的。</p> <p>T: 也有些房子是用磚塊蓋的。(Showing a picture of a brick house) 這個房子是用磚塊蓋的。我們來看看什麼房子是用磚頭蓋的。 T: 有些房子是用石頭蓋的 (Showing a picture of a stone house). 你可不可以拿這塊石頭。</p> <p>T: (Referring to pictures of straw, woods, brick, and stone, and moving the objects around so most of the children have a chance to hold one of them.) 同學們，誰有磚塊？</p> <p>S: (Pointing or saying the name of the child)</p> <p>T: S1, 把磚塊給 S2. (Continuing with each of the objects, mixing them up and changing the commands. 來，我們一起說：我們有磚頭，我們用磚頭蓋房子。(Repeat with other materials.) At the end of the “play” sequence, have each child place the object s/he is holding on the picture of the item.</p>

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<p><i>Explanation</i></p> <ul style="list-style-type: none"> ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Students will identify characteristics of each of the materials - sturdy or flimsy 堅固還是不堅固？</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.) 哪一個堅固？ (showing or pretending to flex muscles)</p> <p>T: (Pretending to be weak) 我們來看看哪一個堅固？</p> <p>T: (Inviting students to try to break on of the sturdy sample material) 石頭和磚頭都很堅固 Do the same with the brick and the stone. Then give one of the students a straw 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) 你們答對了，茅草並不堅固。</p> <p>T: (Repeating with the straw, this time asking the class) Do you think the straw is sturdy or flimsy? 你覺得茅草堅固不堅固？ (Student breaks the pieces of straw. Teacher repeats) 答對了，茅草並不堅固。</p> <p>T: (Inviting students to identify characteristics of each of the materials) 磚頭/石頭/茅草/木頭, 堅固還是不堅固？</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Story Time: The Three Little Pigs 三只小豬</p> <p>T: (Introduce the characters from the story, using story pictures or puppets) 這是小豬，請跟我一起說“小豬” (Count to three)</p> <p>T: 這是什麼？</p> <p>S: 小豬。</p> <p>T: 我們來數一數這兒有幾隻小豬。</p> <p>S: 三隻。</p> <p>T: 答對了，這兒有三隻小豬。有大豬，也有小豬。(Gesturing to ensure comprehension).</p> <p>T: (Introduce the wolf) 這是“大野狼”，請跟我一起說“大野狼”。</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: <i>Do you think all the houses are safe? When the wolf comes, will the pigs be safe?</i>)</p> <p>See the story text in another attachment. http://www.dltk-teach.com/rhymes/pigs/index.htm</p>

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<p><i>Evaluation</i></p> <ul style="list-style-type: none">• Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness.	<p>What are they made of? 這是用什麼蓋成的？</p> <p>T: Let's see what you can tell your friends.讓我們來看看你可以告訴你的朋友什麼？ (Work sheet 2b) What is the house made of? 這是用什麼蓋成的房子？</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 Reflection on Lesson 2 – <i>This is my House</i>	
What worked well?	
What did not work well?	
How will I do this differently?	
Other comments or notes	

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Lesson 3 - Tell Me a Story

說故事給我聽

Lesson 3 of 5		Duration: 30 Minutes
<i>Objective</i>	I Can: Oral language: <ul style="list-style-type: none">Students retell / reenact the Three Little Pigs Story	
<i>Performance Assessment</i>	With guidance, gestures, and visuals, students retell the story of the three little pigs.	
<i>Vocabulary and Expressions</i>	Put the story in order 什麼最先? 再來呢? 給我看 哪一個比較好?	
<i>Materials/Resources</i>	<ul style="list-style-type: none">Book, puppets or online story of the Three Little PigsCopied pictures from story, cut into story cards and placed in envelopes for each group. (Worksheet 3a)GluePlain paperFour face-masks (a wolf and three little pigs)http://bit.ly/vZGfBBhttp://bit.ly/xTg6NT	

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Key Elements	Lesson 3 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do. 	<p>What's It Made Of? 這是用什麼蓋成的？ Ask students to identify the building materials from previous lessons: straw, wood, stone, and brick.</p> <p style="padding-left: 40px;">這是什麼？ 堅固還是不堅固？ 哪一個比較好？ 為什麼？</p> <p>(Teacher guides students to answer correctly, using gestures to ensure comprehension of sturdy and flimsy.) Introduction of story T: 現在再我們來看看三隻小豬的故事。</p> <p>T: (Shows PowerPoint or leads students in a book walk with text and asks anticipation questions)</p> <p style="padding-left: 40px;">這個故事的名字是什麼？ 有幾隻小豬？ 後來來了一隻什麼？ 大野狼 他們用什麼蓋房子？ 後來呢？</p> <p>(Guide students to answer correctly using gestures to ensure comprehension of sturdy and flimsy.)</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>What's Next?</p> <p>T: 後來三隻小豬的故事怎麼了呢？ (Continues reading the story. Elicit student input by asking questions and using TPR to act out sections of text.)</p> <p>T: 後來呢？大野狼呢？小豬們呢？</p> <p>S: (Answer appropriately.)</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Story Cards</p> <p>T: 我們來把故事重新排一下 (Displaying copied pages of story for students to see Worksheet 3a)</p> <p>T: 什麼最先？ (Models first, next, etc.)</p> <p>T: (Distributing copies pages of story to students) 哪一個最先？</p> <p>S: (Student holds up the first picture.)</p> <p>T: 很好 (Repeats the line from the story) 後來呢？</p> <p>S: (Holds up another picture) T: (Continue until the basic story has been told.)</p>

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<p><i>Elaboration</i></p> <ul style="list-style-type: none"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Show me the story</p> <p>T: 現在我們來看看我們的故事排得對不對？ (Worksheet 3a) Students working in groups, put pictures in order. Teacher circulates among students to reinforce the retelling of the story.</p>
<p><i>Exploration</i></p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Review of individual stories</p> <p>T: 哪一個是茅草屋？ (Continue with wood, then brick) 茅草屋堅固嗎？ T: 哪一張是大野狼把茅草屋吹倒了？ (Continue with wood, then brick). T: 哪一張是大野狼吹呀吹，吹得很累？ (Using gestures to show tired). T: (Expand language use by asking students which pictures they have and/or what the houses are made of. <i>Show me the picture of a very tired wolf</i> (using gestures to show tired).</p> <p>Teacher expand language use by asking students which pictures they have and/or what the houses are made of.</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Role Play The Three Little Pigs</p> <p>T: (Displaying four face masks and pictures of three different types of houses) 這是什麼？這是一隻小豬。 T: (Continuing with other masks, houses, etc.) 小朋友，我們一起來表演三隻小豬和大野狼的故事。誰當小小豬？誰當大野狼。。。 Divide students into groups of four, three as the three little pigs and one as the wolf. Facilitate students to practice.</p> <p>Suggestion:</p> <ul style="list-style-type: none"> • Ask for volunteers to come to the front of the class. Tell the story, using the same text or perhaps simplifying it, and have the volunteers act it out, repeating dialogue as you direct. If a dialogue line is rather long, break it up into meaningful segments. (Guided role play).

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Teacher Reflection on Lesson 3 – Tell Me a Story	
What worked well?	
What did not work well?	
How will I do this differently?	
Other comments or notes	

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Lesson 4 – It’s My Turn to Tell You a Story

換我來告訴你一個故事

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I can</p> <p>Oral language: Identify shapes: 圓形, 正方形, 三角形, 長方形</p> <p>Literacy: Recognize the words: 圓形, 正方形, 三角形, 長方形</p> <p>STEM and Other Subject Areas: Students will select appropriate simulated materials and construct a model house.</p>	
<i>Performance Assessment task</i>	Students will make a model house and justify the materials they choose.	
<i>Vocabulary and Expressions</i>	圓形 方形 三角形 正方形 需要 用 我的	
<i>Materials/Resources</i>	Samples of straw, sticks, wood, bricks, stone Pre-cut paper of different shapes, glue, construction paper, pen, crayons, and colored pencils. Two-dimensional house (model) Worksheet 3a, 4a, 4b, 4c (pre-cut into shapes) http://www.preschooleducation.com/sshape.shtml	

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Key Elements	Lesson 4 Procedures
<p><i>Engagement</i></p> <ul style="list-style-type: none"> • Object, event or question used to engage students. • Connections facilitated between what students know and can do 	<p>Retell the Story</p> <p>T: (Using picture cards of The three Little Pigs Worksheet 3a) 小朋友，我們再來說一次三隻小豬的故事。</p> <p>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"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>Let's Find Some Shapes</p> <p>T: 我們現在看看這些房子，你們能找到什麼形狀？ (Displaying the four different shapes - Worksheet 4a) 这儿有正方形。(Modeling) 在空气里，画一个四方形。</p> <p>S: (画一个正方形。)</p> <p>T: (Pointing to circle) 这是个正方形吗？ (Pause) 不是，这是圆形。 Draw a circle in the air. 在空气里，画一个圆形。</p> <p>T: (Pointing to one of the shapes) 这是圆形还是长方形？</p> <p>S: (Answer accordingly.) T: 在空气里，画一个_____ (One of the shapes).</p> <p>T: (Continue with other shapes and reinforcing with song below)</p> <p>Sung to: "Frère Jacques" http://www.preschooleducation.com/sshape.shtml</p> <p style="padding-left: 40px;">正。◦方形，正。◦方形 怎么知道？怎么知道？ 它有四边 四边一样长啊 正方形，正方形</p> <p style="padding-left: 40px;">这是圆形，这是圆形 怎么知道？怎么知道？ 转呀转呀转呀 没起点没终点， 园圆形，园圆形</p> <p style="padding-left: 40px;">三角形，三角形。 怎么知道？怎么知道？ 它只有三边 它只有三边 三角形，三角形。</p> <p style="padding-left: 40px;">长方形，长方形，</p>

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	<p>怎么知道？怎么知道？ 两边比较短 两边比较长 长方形，长方形。</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> • Students explain their understanding of concepts and processes. • New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Find Shapes in the Classroom Walk with the students around the classroom, chanting:</p> <p style="padding-left: 40px;">圆形，三角形，长方形，正方形。 你看到什么？ 我看到 _____。 你怎么知道是_____。 因为它有 _____ (attributes).</p> <p>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"> • Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>Let's Build a House 我们来盖房子 Students will begin to make their own model house using cut out shapes - Worksheet 4a and Worksheet 2a (materials) cut in different shapes.</p> <p>T: 这是茅草屋吗？ S: 不是。 T: 这石头屋吗？ S: 是的。 T: 让我们现在把一块三角形的石头放在我们的房子上。(Continuing to include other materials and shapes.) T: 告诉我们你的房子。</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>Students describe their houses and get ready for presentation Students will explain what the model house is made of and why the materials are chosen</p> <p>T: 你的房子是什么盖的？ S: 这是石头屋。 T: 石头屋坚固吗？ S: 坚固。 T: 你的房子坚固不坚固？ S: 坚固。 T: 是的，石头房子很坚固。</p>

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

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Lesson 5 - My Dream House

我夢想的房子

Lesson 5 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> • Tell why I used certain materials to build my house. <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> • Students will be able to use pictures of materials they selected to complete their house picture. • Students will tell why they chose the materials to build their dream house. 	
<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>	Camera or flip camera www.voicethread.com Houses created earlier Worksheet 2b	

Key Elements	Lesson 5 Procedures	
<i>Engagement</i>	<p>What are our Houses made of?</p> <p>T: (Showing pictures of houses Worksheet 2b) 你的房子是用什么盖的？</p> <p>S: (Answer accordingly)</p> <p>T: 你的房子是用什么盖的？</p> <p>All student-made houses are placed around the classroom. Students describe the pictures of their houses.</p> <p>S: My house is made of _____. 我的房子是用_____盖的。</p>	
<i>Exploration</i>	<p>Let's See What We Made (Gallery Walk)</p> <p>Teacher designates four areas within the classroom representing the building materials that students have used.</p> <ul style="list-style-type: none"> • Randomly chosen students place their houses in the appropriate area based 	

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<ul style="list-style-type: none"> ● Hands-on activities, with guidance. 	<p>on building materials.</p> <p>T: 小朋友，我们来看看我们的房子 (Leads students in a gallery walk to review the houses that their classmates have made.)</p> <p>T: (Asks students to identify the common types of building materials: stone, sticks, brick, wood, straw) 你的房子是用什么盖的？</p> <p>S: 用茅草/石头/砖头/木头/房盖的。</p>
<p><i>Explanation</i></p> <ul style="list-style-type: none"> ● Students explain their understanding of concepts and processes. ● New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Review Sturdy/Flimsy</p> <p>T: (Showing pictures of houses from the story of the Three Little Pigs) 哪一个比较坚固 (showing or pretending to flex muscles)</p> <p>T: (Pretending to be weak) 哪一个比较不坚固？</p> <p>T: (Inviting students to try to break on of the sturdy sample material)</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) 茅草屋不坚固。</p> <p>T: (Repeating with the straw, this time asking the class) 你觉得茅草屋坚固吗？</p> <p>S: (Student breaks the pieces of straw) 不坚固。</p> <p>T: 对了，茅草屋不坚固。</p> <p>T: (Inviting students to identify characteristics of each of the materials) 茅草/石头/砖头/木头坚固不坚固？</p>
<p><i>Elaboration</i></p> <ul style="list-style-type: none"> ● Activities allow students to apply concepts in contexts, and build on or extend understanding and skill. 	<p>House Descriptions</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="padding-left: 40px;">这是我的房子。 我的房子有_____ [Names shapes]. 我的房子是_____。 我的房子_____ (坚固/不坚固)</p>
<p><i>Evaluation</i></p> <ul style="list-style-type: none"> ● Students assess their knowledge, skills and abilities. Activities permit 	<p>I Record My Voice</p> <p>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.</p> <p>Students can be photographed, holding the picture of her/his house. A short</p>

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evaluation of student development and lesson effectiveness.	<p>presentation and the digital photographs can be prepared and recorded on the "VoiceThread." www.voicethread.com</p> <p>[Referring to student's own house] 这是我的房子。 我的房子有_____ [Names shapes]. 我的房子是_____。 我的房子_____ (坚固/不坚固)</p> <p>[Referring to another student's house] 这是_____的房子。 他/她的房子有_____ [Names shapes]. 他/她的房子是_____。他/她 我的房子_____ (坚固/不坚固)</p>
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Teacher Reflection	
What worked well?	
What did not work well?	
How will I do this differently?	
Other comments or notes	