

YOUR HOUSE AND MINE

Mi Casa y su casa

Module Overview

Target Language: Spanish	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

Lesson 2 - This Is My House

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

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

Lesson 5 - My Dream House

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 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.

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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

Lesson 1 of 5		Duration: 30 Minutes
Objectives	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> Name types of dwellings such as, house, apartment, mobile home, igloo, etc. <p>Literacy:</p> <ul style="list-style-type: none"> Recognize the words, same and different <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> Students can tell the difference between the construction materials of various dwellings 	
Performance Assessment task	Students will identify types of houses or structures for homes.	
Vocabulary and Expressions	<p>Recycled</p> <p>Esto es en no.. mí tu su</p>	<p>New</p> <p>la casa el apartamento la casa móvil la casa de pueblo el iglú el tipi la puerta el techo la ventana igual diferente porque</p>
Materials/Resources	<p>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.</p> <p>Worksheets 1a, 1b, and 1c.</p>	

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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</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.) <i>Esta es mi casa. (Holding up picture). Me gusta mi casa. Puedo comer (gesture) en mi casa, y duermo (gesture) en mi casa. Me siento seguro (gesture) en mi casa. Pero busco una casa nueva. Quizás ustedes puedan ayudarme.</i></p> <p>T: <i>Veamos</i>, (sorting through pictures) <i>Esta es una casa.</i> (Holding up and then handing the picture to a student) <i>and this is a house Y esta es una casa también.</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 <i>Miren, ¿es esto una casa?</i> (Answering own question) <i>Puedo vivir aquí, pero no es una casa. Esto es un apartamento.</i></p> <p>S: <i>Es un apartamento.</i> T: <i>Sí, es un apartamento.</i></p> <p>T: (Asking individual students) <i>¿Quiénes de ustedes viven en un apartamento?</i></p> <p>S: (Raising hands)</p> <p>T: (To students with raised hands) <i>¿Vives en un apartamento?</i></p> <p>S: <i>Sí, vivo en un apartamento.</i></p> <p>T: (Continue to question other students.)</p> <p>T: (Holding a picture of a townhouse) <i>¿Es una casa?</i></p> <p>S: <i>Sí, es una casa.</i> T: <i>Es un casa también, pero se llama una casa de pueblo.</i></p> <p>T: (Continuing, passing out pictures of various dwellings and prompting students responses, Worksheet 1a.)</p> <p>T: <i>Todavía no he encontrado una casa nueva para mí. ¿Cuál casa les gusta a ustedes?</i></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: <i>Esta casa es muy fuerte. No es muy grande, ni muy pequeña. ¡Es perfecta!</i></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 (language specific)</p> <p>Provide groups of students with visuals of dwellings from various cultures (Worksheet 1b)</p> <p>T: <i>Esta es una casa. Es una casa del estilo español.</i></p> <p>T: (Continuing to question based on pictures and facilitating interaction among students.)</p> <p>T: (Holding a picture of an igloo) <i>¿Vives en una casa así? Esta es un iglú. Algunas personas llamadas Eskimos viven en iglús.</i></p> <p>T: <i>Vamos a ver si ustedes pueden decir los nombres de estos.</i> (referring to pictures from Worksheets 1a and Worksheet 1b)</p>

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	<p>S: Name pictures: (house/apartment/mobile home/ igloo/teepee) T: (Referring to the pictures from Worksheet 1b) <i>Vamos a cantar, repitan después de mí.</i></p> <p style="padding-left: 40px;"><i>Vivo en una casa amarilla</i> <i>Una casa amarilla, una casa amarilla</i> <i>Sé mi calle, y el número en la puerta</i></p> <p style="padding-left: 40px;"><i>Vivo en un casa de pueblo</i> <i>Casa de pueblo, casa de pueblo</i> <i>Sé mi calle, y el número en la puerta</i> <i>Etc., con otros tipos de casas.</i></p> <p>And so on.....</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) <i>Vamos a ver lo que tienen las casas que son iguales.</i> (Now pointing to door) <i>¿Todas las casas tienen una puerta?</i> S: <i>Sí.</i> T: (Pointy to roof) <i>¿Todas las casas tienen un techo?</i> S: <i>Sí.</i> T: <i>Correcto. Esto es igual. Todas las casas tienen una puerta y un techo.</i> T: <i>¿Por qué tenemos casas? (Pause) ¿Vive la gente en casas?</i> S: <i>Sí.</i> T: <i>Correcto. La gente vive en casas. Eso es algo más que es igual. Las casas pueden pearcer diferente, pero todas son donde viven personas.</i></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) <i>Vamos a ver lo que es diferente sobre de las casas.(Pointing to window) ¿Todas las casas tienen ventanas?</i> S: <i>No.</i> T: <i>Correcto. Algunas no tienen las ventanas. ¿Cuáles no tienen las ventanas?</i> S: (Pointing to the teepee and igloo) <i>El tipi y el iglú.</i> T: <i>El tipi y el iglú no tienen las ventanas. El tipi y el iglú son diferentes.</i></p> <p style="padding-left: 40px;">On any flat surface, teacher makes two columns labeled “Igual” and “Diferente”. Student volunteers place cut out pictures of dwellings in appropriate columns, saying, <i>Esta casa tiene ventanas. Esta casa tiene puertas, etc.</i></p> <p>T: (When all pictures are appropriately placed in the same/different columns). <i>Este es una tabla de cosas que son Iguales y Diferentes. Estas casas tienen un techo, las ventanas y una puerta. Esas cosas son iguales.</i></p> <p>T: (Referring to different column) <i>Estas casas tienen un techo y una puerta, pero</i></p>

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	<i>no tienen ventanas. Son diferentes.</i>
<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: <i>Ahora vamos a ver si ustedes pueden hacer sus propias tablas Iguales y Diferentes.</i> (Students glue pictures of houses (Worksheets 1a and 1b) onto paper labeled "Igual" and "Diferente" (Worksheet 1c))</p> <p>After students have completed their work-</p> <p>T: <i>¿Quién puede mostrarnos sus tablas.</i> (Choosing a student volunteer) <i>Pueden mostrar cuales son las casas que son diferentes? ¿Cuáles son iguales?</i></p> <p>S: <i>El _____, _____, y _____ son las mismas. El iglú y el tipi son diferentes.</i></p> <p>T: <i>¿Qué las hace igual?</i> S: <i>Tienen puertas,....etc.</i></p> <p>T: (Repeating) <i>¡Correcto! Todas tienen puertas y ventanas.</i></p> <p>T: <i>¿Qué tienen que las hacen diferente?</i></p> <p>S: <i>No tienen ventanas.</i></p> <p>T: (Pointing to "Same" and "Different" columns) <i>Correcto. el iglú y el tipi son diferentes por que no tienen ventanas.</i></p>

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Teacher Reflection on Lesson 1 - <i>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

Lesson 2 of 5		Duration: 30 Minutes
Objectives	<p>I Can:</p> <p>Oral language:</p> <ul style="list-style-type: none"> • Name a few building materials and their characteristics: straw, wood, sticks, brick, stone, sturdy, flimsy • Name animals: pig, wolf <p>Literacy:</p> <ul style="list-style-type: none"> • Recognize the words: pig, wolf, straw, sticks, wood, brick, and stone <p>STEM and Other Subject Areas:</p> <ul style="list-style-type: none"> • Students will determine the appropriate materials for different houses 	
Performance Assessment task	Students will select materials for different houses, choosing between wood, brick, or stone.	
Vocabulary and Expressions	la paja el palo la madera el ladrillo la piedra el cerdo el lobo fuerte frágil algunos/as muchos/as construir hecho de... ¿Dónde...?	
Materials/Resources	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, Worksheet 2b, Worksheet 2c	

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Key Elements	Lesson 2 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>Where do they live? (Review)</p> <p>T: (Reviewing from previous class with visuals Worksheets 1a and 1b <i>¿Quién nos puede mostrar el apartamento?</i> (Continue with different kinds of houses...) T: <i>¿En qué tipo de casa vives?</i> S1: <i>Casa...apartamento, etc.</i> T: What kind of house does S1 live in? <i>En qué tipo de casa vive _____?</i>[S1] S2: (Answers appropriately) T: (To S1) <i>_____? ¿Es correcto? Vives en _____?</i> S1. <i>Sí/No Vivo en _____</i></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?</p> <p>T: <i>Vamos a hablar de qué están hechas las casas.</i> T: (Provide each student with a set of flash cards or cut up pictures of straw, sticks, wood, brick, and stone - Worksheet 2b)</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) <i>Vamos a ver lo que podemos encontrar.</i> (Referring to something made of wood) (Inviting students to name the parts.) <i>¿De qué es esto? Levantan sus tarjetas. ¿Es de ladrillo? ¿Es de _____?</i> S: (Hold up flashcards that reflect what they think it is made of.) T: <i>Correcto. Esto es ladrillo. ¿Qué es? S: Es ladrillo.</i> T: (Continuing with other materials as found in classroom/ school building.) T: (Now referring to houses (Worksheet 1a and 1b) <i>These houses are made of...</i> (Pauses for students to respond, or prompts, if necessary). <i>Estas casas son de....</i> T: (Referring to additional house pictures Worksheet 2b) <i>Estas casas son de palos.</i> (Holds up samples of sticks.) <i>¿Son palos grandes o pequeños?</i> (Response) <i>¿A quién le gustaría aguantar estos palos? _____,</i> (Student name) <i>por favor toma estos palos.</i></p> <p>T: <i>¿Quién puede encontrar algo de madera en la clase?</i> (Students volunteer. When they find something...) T: <i>Sí. Es de madera.</i> T: <i>Las casas pueden ser de otras cosas también. Aquí hay paja. ¿Quién quisiera aguantar la paja.</i> T: <i>Algunas casas pueden ser de ladrillo.</i> (Showing a picture of a brick house) <i>Esta casa es de ladrillo. ¿Quién quiere aguantar este ladrillo?</i> T: <i>Algunas casas pueden ser de piedra.</i> (Showing a picture of a stone house) <i>¿Quién quiere aguantar la piedra?</i></p>

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	<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.) <i>Clase, ¿Quién tiene _____?</i></p> <p>S: (Pointing or saying the name of the child)</p> <p>T: [S1] _____, <i>dale el ladrillo _____ a _____</i> [S2].</p> <p>(Continuing with each of the objects, mixing them up and changing the commands.)</p> <p>T: <i>¿Tiene _____ (Student name) el ladrillo o los palos?</i></p> <p>At the end of the “play” sequence, have each child place the object s/he is holding on the picture of the item.</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 identify characteristics of each of the materials: sturdy or flimsy</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.) <i>¿Cuál es fuerte?</i> (showing or pretending to flex muscles)</p> <p>T: (Pretending to be weak) <i>¿Cuál no es fuerte? Vamos a ver si podemos averiguar.</i></p> <p>T: (Inviting students to try to break on of the strong sample material) <i>No se puede romper el ladrillo por que es muy fuerte.</i> 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 strong?</p> <p>T: (Telling the class) <i>You were right. The stick is not sturdy. The stick is flimsy. Tenías razón. El palo no es fuerte. El palo es frágil.</i></p> <p>T: (Repeating with the straw, this time asking the class) <i>¿Piensan que la paja es fuerte o frágil?</i> (Student breaks the pieces of straw. Teacher repeats) (Student breaks the pieces of straw. Teacher repeats). <i>Correcto. La paja es frágil.</i></p> <p>T: (Inviting students to identify characteristics of each of the materials) <i>¿Es el ladrillo/la piedra/la paja/el palo/la madera...fuerte o frágil?</i></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</p> <p>T: (Introduce the characters from the story, using story pictures Worksheet 2c or puppets) (Count to three) <i>Esto es un cerdo. Vamos a contar los credos. Uno...dos...tres...</i></p> <p>T: <i>¿Qué es esto?</i> S: <i>Es un cerdo.</i></p> <p>T: <i>¿Y cuántos credos hay?</i></p> <p>S: <i>Tres</i></p>

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	<p>T: <i>Sí. Hay tres cerdos. ¿Son grandes o pequeños los cerdos?</i> (gesturing to ensure comprehension). S: <i>Son pequeños.</i> T: <i>Hay tres cerditos pequeños.</i> T: (Introduce the wolf) <i>Permítanme presentarles al lobo grande y feroz.</i> 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.</p> <p>T: (Anticipating the next day) <i>¿Piensan que todas las casas estarán seguras? Cuando viene el lobo, ¿Creen que todos los cerditos estarán seguros?</i></p> <p>See the story text in another attachment. http://www.dltk-teach.com/rhymes/pigs/index.htm</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>What are they made of?</p> <p>T: Let's see what you can tell your friends. (Worksheet 2b) <i>¿De qué es esta casa?</i></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	
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

Lesson 3 of 5		Duration: 30 Minutes
Objective	I Can: Oral language: <ul style="list-style-type: none">• Students retell / reenact the Three Little Pigs Story	
Performance Assessment	With guidance, gestures, and visuals, students retell the story of the three little pigs.	
Vocabulary and Expressions	Put the story in order What happens first? What happens next? Show me... Which/what is better?	
Materials/Resources	<ul style="list-style-type: none">○ Book, puppets or online story of the Three Little Pigs○ Copied pictures from story, cut into story cards and placed in envelopes for each group. (Worksheet 3a)○ Glue○ Plain paper○ Four face-masks (a wolf and three little pigs)○ Resources: Worksheet 3a○ http://edu.ocac.gov.tw/culture/biweekly/collection/index.html○ http://www.kevscartoons.com/illo_child_3LittlePigs.php○ http://bookbuilder.cast.org/view_print.php?book=16913○ http://math-www.uni-paderborn.de/~odenbach/pigs/pig2.html	

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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?</p> <p>Ask students to identify the building materials from previous lessons: straw, wood, stone, and brick. <i>¿Qué es esto? ¿Es fuerte o frágil? ¿Cuál es mejor, madera o pajo? ¿Madera o palos? ¿Porqué?</i> (Guide students to answer correctly using gestures to ensure comprehension of strong and flimsy.)</p> <p>Introduction of story</p> <p>T: <i>Ahora, vamos a mirar un cuento sobre de Los Tres Cerditos y que todos viven in casas diferentes.</i></p> <p>T: (Shows PowerPoint or leads students in a book walk with text and asks anticipation questions)</p> <p style="text-align: center;"><i>¿Cómo se llama el cuento?</i> <i>¿Cuántos cerditos hay en el cuento?</i> <i>¿Qué animal es? (Wolf)</i> <i>¿De qué es la casa de este cerdito?</i> <i>¿Qué creen que pasará después?</i></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: (Continues reading the story. Elicit student input by asking questions and using TPR to act out sections of text.) <i>¿Qué pasará después? ¿_____ el lobo? ¿_____ el cerdito?</i></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: <i>Vamos a ordenar el cuento con estas tarjetas.</i> (Displaying copied pages of story for students to see Worksheet 3a)</p> <p>T: <i>¿Qué pasa primero?</i> (Models first, next, etc.)</p> <p>T: (Distributing copies pages of story to students) <i>¿Pueden mostrarme lo que pasa primero?</i></p> <p>S: (Student holds up the first picture.)</p> <p>T: <i>Bueno..</i> (Repeats the line from the story) <i>¿Qué pasa después?</i></p> <p>S: (Holds up another picture)</p> <p>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: Let's see if you can put the pictures in order. (Worksheet 2c) 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: <i>¿Quién puede mostrarnos la casa fuerte?</i> (Continue with wood, then brick) <i>¿Cuáles son fuertes?</i></p> <p>T: <i>Muéstranos la imagen del lobo soplando la casa de paja.</i> (Continue with wood, then brick).</p> <p>T: <i>Muéstrame la imagen del lobo muy cansado.</i> (Using gestures to show tired).</p> <p>T: (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) <i>¿Qué es esto? ¡Es un cerdito!</i></p> <p>T: (Continuing with other masks, houses, etc.) <i>¿Pueden ser ustedes el lobo y los tres cerditos? Vamos a buscar unos amigos para que nos ayuden.</i></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).

YOUR HOUSE AND MINE
Mi Casa y su casa

Teacher Reflection	
What worked well?	
What did not work well?	
How will I do this differently?	
Other comments or notes	

My House and Yours

Lesson 4 - What Do I Need to Build My House?

Lesson 4 of 5		Duration: 30 Minutes
<i>Objectives</i>	<p>I Can: Oral language: Identify shapes: circle, square, triangle, and rectangle</p> <p>Literacy: Recognize the words: circle, square, triangle, and rectangle</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>	el círculo el cuadrado el triángulo el rectángulo ¿Qué...? ¿Por qué...? necesito usa mi	
<i>Materials/Resources</i>	<ul style="list-style-type: none"> ○ 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, Worksheet 4a, Worksheet 4b ○ http://www.preschooleducation.com/sshape.shtml 	

My House and Yours

Key Elements	Lesson 4 Procedures
<p>Engagement</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 2c) <i>Vamos a contar el cuento otra vez.</i></p> <p>S: (Retell story with gestures to show wolf huffing and puffing to try to blow the house down)</p>
<p>Exploration</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: <i>Let's look again at our houses and see what we can see. Oh look. I see shapes! What shapes can we see in the houses?</i> (Displaying the four different shapes - Worksheet 4a) (Modeling) <i>Estas son las formas. Este es un cuadrado. Repiten clase.</i></p> <p>S: (Class repeats)</p> <p>T: <i>Dibujen un cuadrado en el aire.</i></p> <p>S: (Draw the square.)</p> <p>T: (Pointing to circle) <i>Es un cuadrado?</i> (Pause) <i>No, es un círculo. Dibujen un círculo en el aire.</i></p> <p>T: (Pointing to one of the shapes) <i>Is this a circle or a square? Es un círculo o un cuadrado?</i> S: (Answer accordingly.)</p> <p>T: <i>Dibujen un _____</i> (one of the shapes) <i>en el aire.</i></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><i>Esto es un cuadrado, Esto es un cuadrado. ¿Cómo sabes tú? ¿Cómo sabes tú? Tiene cuatro lados, todos son iguales. Esto es un cuadrado, Esto es un cuadrado.</i></p> <p><i>Esto es un círculo, Esto es un círculo. ¿Cómo sabes tú? ¿Cómo sabes tú? Va alrededor, no empieza y termina. Esto es un círculo, Esto es un círculo.</i></p> <p><i>Esto es un triángulo, Esto es un triángulo. ¿Cómo sabes tú? ¿Cómo sabes tú? Sólo tiene tres lados, que tocan en tres ángulos. Esto es un triángulo, Esto es un triángulo. Esto es un rectángulo, Esto es un rectángulo.</i></p>

My House and Yours

	<p style="text-align: center;"><i>¿Cómo sabes tú? ¿Cómo sabes tú? Con dos lados cortos y dos lados largos. Esto es un rectángulo, Esto es un rectángulo.</i></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="text-align: center;"><i>Círculo, triángulo, rectángulo, cuadrado. ¿Qué ven ustedes? Yo veo un _____. ¿Cómo sabes tú? Tiene _____ (attributes).</i></p> <p>Before each chant, tell the students what they are looking for. At the end of the chant, have students look around to identify that shape in the classroom. Affirm their choices. If they are wrong, give them the right shape. Repeat with each of the shapes.</p> <p>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</p> <p>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: <i>¿De qué son nuestras formas? ¿ Son de paja? S: No.</i> T: <i>¿Son de piedra? S: Sí.</i> T: <i>Vamos a poner el triángulo de piedra en la casa.</i> T: (Continuing to include other materials.) T: <i>Ahora vamos a hablar de sus casas.</i></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: <i>¿De qué es tu casa?</i> S: <i>Mi casa es de piedra.</i> T: <i>Es una piedra fuerte o es frágil?</i> S: <i>Es fuerte.</i> T: <i>¿Es tu casa de piedra fuerte o frágil?</i> S: <i>Es fuerte.</i> T: <i>Sí, una casa de piedra es fuerte.</i></p>

My House and Yours

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	

My House and Yours

Lesson 5 - My Dream House

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>	<ul style="list-style-type: none"> ○ Camera or flip camera ○ Houses created earlier ○ Worksheet 2b ○ www.voicethread.com 	

Key Elements	Lesson 5 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 are our Houses made of?</p> <p>T: (Showing pictures of houses - Worksheet 2b) <i>What are the houses made of?</i></p> <p>S: (Answer accordingly)</p> <p>T: <i>Let's talk about your houses. What are your houses made of?</i></p> <p>All student-made houses are placed around the classroom. Students describe the pictures of their houses.</p> <p>S: <i>My house is made of _____.</i></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 See What We Made (Gallery Walk)</p> <ul style="list-style-type: none"> • Teacher designates four areas within the classroom representing the building materials that students have used. • Randomly chosen students place their houses in the appropriate area based on building materials. <p>T: <i>Let's look at our houses</i> (Leads students in a gallery walk to review the houses that their classmates have made.)</p>	

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	<p>T: (Asks students to identify the common types of building materials: stone, sticks, brick, wood, straw) S: <i>This is stone, sticks, brick, wood, straw, etc.</i></p>
<p>Explanation</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) <i>Which one is sturdy?</i> (showing or pretending to flex muscles) T: (Pretending to be weak) <i>Which one is flimsy?</i> T: (Inviting students to try to break on of the sturdy sample material) <i>You can't break the brick because brick is very sturdy.</i></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) <i>You are right. The stick is not sturdy. The stick is flimsy.</i> T: (Repeating with the straw, this time asking the class) <i>Do you think straw is sturdy or flimsy?</i> (Student breaks the pieces of straw. Teacher repeats) <i>That's right! Straw is flimsy.</i> T: (Inviting students to identify characteristics of each of the materials) <i>Is the brick/stone/straw/stick/wood sturdy or flimsy?</i></p>
<p>Elaboration</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><i>This is my house.</i> <i>My house has _____.</i> [Names shapes] <i>My house is made of ____.</i> <i>_____ is strong.</i></p>
<p>Evaluation</p> <ul style="list-style-type: none"> • Students assess their knowledge, skills and abilities. Activities permit evaluation of student development and lesson effectiveness. 	<p>I Record My Voice</p> <ul style="list-style-type: none"> • 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>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." www.voicethread.com</p> <p>[Referring to student's own house] <i>This is my house.</i> <i>My house has _____.</i> [Names shapes] <i>My house is made of ____.</i></p>

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	<p>_____ is strong.</p> <p>[Referring to another student's house]</p> <p>This is _____'s house.</p> <p>His/her house has _____. [Names shapes]</p> <p>His/her house is made of _____.</p> <p>_____ is strong.</p>
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Teacher Reflection	
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How will I do this differently?	
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