

YOUR HOUSE AND MINE

Module Overview

Target Language: English	Grade Level: K-1
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 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 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 Understand the uses of technology systems</p> <ul style="list-style-type: none"> 3.1. Use software to reinforce knowledge of the shelters 3.1. Use templates provided by the teacher to complete learning assignments <p>Engineering 1.0.D Ask, imagine, plan, create and improve</p>

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Standards Targeted	
5C – World Language Standards	5E – STEM Standards
	<p>Math Common Core</p> <p>K. CC.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20.</p> <p>K. CC.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> <p>K. G Describe objects in the environment using names of shapes.</p> <p>K. 2. Correctly name shapes regardless of their orientation or overall size.</p>

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.

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

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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.

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	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	
Performance Assessment task	Students will identify types of houses or structures for homes.	
Vocabulary and Expressions	Recycled this it is in not my your his/her	New house apartment mobile home townhouse igloo teepee same different door roof window because
Materials/Resources	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>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>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>This is my house</i> (holding up picture). <i>I like my house—I can eat in my house</i> (gesture), <i>and I sleep in my house</i> (gesture), <i>and my house keeps me safe. But I'm looking for a new house. Maybe you can help me.</i></p> <p>T: (Sorting through pictures) <i>Let's see, this is a house</i> (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) <i>Oh! Is this a house? (Answering own question) I can live here, but this isn't a house. This is an apartment. Students, what is this?</i></p> <p>S: <i>It's an apartment.</i></p> <p>T: <i>Yes, it's an apartment.</i></p> <p>T: (Asking individual students) <i>Who lives in an apartment?</i></p> <p>S: (Raising hands)</p> <p>T: (To students with raised hands) <i>Do you live in an apartment?</i></p> <p>S: <i>Yes, I live in an apartment.</i></p> <p>T: (Continue to question other students.)</p> <p>T: (Holding a picture of a townhouse) <i>Is this a house?</i></p> <p>S: <i>Yes, it's a house.</i></p> <p>T: <i>It's a house too. It's called a townhouse</i></p> <p>T: (Continuing, passing out pictures of various dwellings and prompting students responses as above, Worksheet 1a.)</p> <p>T: <i>I still haven't found a new house for me. Which house do you like? Come here and show us.</i></p> <p>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:) <i>It is strong, it is not too big, not too small. It's just right!</i></p>
<p>Exploration</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: (Holding up a picture of a Spanish-style house)</p> <p>T: <i>This is house. This is a Spanish house.</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>Do you live in this house? Do I? This is called an igloo. Some people called Eskimos live in igloos.</i></p>

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	<p>T: <i>Let's see if you can tell me what these are called.</i> (Referring to pictures from Worksheet 1a and 1b)</p> <p>S: (Name pictures:) <i>house/apartment/mobile home/igloo/teepee</i></p> <p>T: (Referring to the pictures from Worksheet 1b) <i>Let's chant, repeat after me.</i></p> <p><i>I live in a yellow house</i></p> <p><i>A yellow house, a yellow house</i></p> <p><i>I know my street, and the number on the door</i></p> <p><i>I live in an apartment,</i></p> <p><i>Apartment, apartment</i></p> <p><i>I know my street, and the number on the door</i></p> <p><i>I live in a townhouse</i></p> <p><i>A townhouse, a townhouse</i></p> <p><i>I know my street, and the number on the door</i></p> <p>(And so on.....)</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>Students will recognize what is the same about the houses</p> <p>T: (Referring to Worksheets 1a and 1b) <i>Let's see what the houses have that is the same.</i> (Now pointing to door) <i>Do they all have a door?</i></p> <p>S: Yes</p> <p>T: (Pointing to roof) <i>Do they all have a roof?</i></p> <p>S: Yes</p> <p>T: <i>That's right. They all have a door and a roof. They are the same. They all have a roof.</i></p> <p>T: <i>Do people live in houses?</i></p> <p>S: Yes</p> <p>T: <i>That's right. People live in houses. They are the same because people live in them.</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>Students will recognize what is different about the houses</p> <p>T: (Pointing to houses from Worksheet 1a and 1b) <i>Let's look at what is different about the houses.</i></p> <p>(Pointing to window) <i>Do all the houses have windows?</i></p> <p>S: No</p> <p>T: <i>That's right; some of the houses don't have windows. Which houses don't have windows?</i></p> <p>S: (Pointing to the teepee and igloo) <i>The teepee and the igloo</i></p> <p>T: <i>The teepee and the igloo don't have windows. The teepee and the igloo are different. They don't have windows.</i></p> <p>On any flat surface, teacher makes two columns labeled "Same" and "Different."</p> <p>Student volunteers place cut-out pictures of dwellings in appropriate columns,</p>

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	<p>saying, <i>This house has windows, this house has doors, etc.</i></p> <p>T: (When all pictures are appropriately placed in the same/different columns). <i>This is a Same or Different Chart. These houses have a roof, windows, and a door. They are the same.</i></p> <p>T: (Referring to Different column:) <i>These have a roof and a door, but they don't have windows. They are different.</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>Same and Different</p> <p>T: <i>Now let's see if you can make your own same and different charts. (Students glue pictures of houses (Worksheets 1a and 1b) onto paper labeled "Same" and "Different" (Worksheet 1c))</i></p> <p>After students have completed their work:</p> <p>T: Who can show us their chart? (Chooses student volunteer) Can you show the class which houses are the same and which are different?</p> <p>S: <i>The____, _____, and _____ are the same. The igloo and the teepee are different.</i></p> <p>T: <i>What makes these the same?</i></p> <p>S: <i>They have doors...etc.</i></p> <p>T: (Repeating) <i>Right! They all have doors, windows...etc.</i></p> <p>T: <i>What do they have that makes these different?</i></p> <p>S: <i>They don't have windows.</i></p> <p>T: (Pointing to "Same" and "Different" columns) <i>That's right. The igloo and the teepee are different because they don't have windows.</i></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 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	<p>straw</p> <p>sticks</p> <p>wood</p> <p>brick</p> <p>stone</p> <p>pig</p> <p>wolf</p> <p>blow</p> <p>sturdy</p> <p>flimsy</p> <p>build</p> <p>made of</p> <p>Where...?</p> <p>some</p> <p>many</p>	
Materials/Resources	<p>Pictures of wooden, brick and stone houses</p> <p>Samples of straw, sticks, wood, brick, and stone building materials.</p> <p>Puppets, stuffed animals, or stick puppets of pigs and the wolf</p> <p>Slide show: Three Little Pigs and Big Bad Wolf</p> <p>Worksheets 2a, 2b</p>	

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Key Elements	Lesson 2 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>Where do they live? (Review)</p> <p>T: (Reviewing from previous class with visuals Worksheets 1a and 1b) <i>Who can show us the apartment?</i> (Continue with different kinds of houses...)</p> <p>T: <i>What kind of house do you live in?</i></p> <p>S1: <i>House (apartment...etc.)</i></p> <p>T: <i>What kind of house does S1 live in?</i></p> <p>S2: (Answers appropriately)</p> <p>T: (To S1) <i>Is that right? Do you live in a _____?</i></p> <p>S1: <i>Yes/No. I live in a _____.</i></p>
<p>Exploration</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>Let's talk about what the houses are made of.</i></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)</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>Let's see what we can find.</i> (Referring to something made of wood) <i>What is this made of? Hold up your flashcards. Is this brick? Is this _____?</i> (Inviting students to name the parts.)</p> <p>S: (Hold up flashcards that reflect what they think it is made of.)</p> <p>T: <i>Good. This is brick. What is it?</i></p> <p>S: <i>It's brick.</i></p> <p>T: (Continuing with other materials as found in classroom/ school building.)</p> <p>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).)</p> <p>T: (Referring to additional house pictures, Worksheet 2b) <i>These houses are made of sticks.</i> (Holds up samples of sticks.) <i>Are these big sticks or little sticks?</i> (Response) <i>Who would like to hold these sticks?_____</i> [Student name], <i>please hold these sticks.</i></p> <p>T: <i>Can anyone find something in this room that is made of wood?</i> (Students volunteer. When they find something, Teacher responds: <i>Yes, this is wood.</i>)</p> <p>T: <i>Houses can be made of other things, too. Here is some straw. Sometimes houses can be made of straw. Who would like to hold this straw?</i></p> <p>T: <i>Some houses can be made of brick.</i> (Showing a picture of a brick house) <i>This house is made of brick. Who would like to hold this brick?</i></p> <p>T: <i>Some houses can be made of stone.</i> (Showing a picture of a stone house). <i>Who would like to hold the stone?</i></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</p>

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	<p>them.) <i>Class, who has the brick?</i> S: (Pointing or saying the name of the child) T: <i>S1, give the brick to S2.</i> (Continuing with each of the objects, mixing them up and changing the commands.) T: <i>Does S3 have the brick or the sticks?</i></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>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>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.) T: (Showing students samples of each of the types of building materials— straw, sticks, wood, brick and stone.) <i>Which one is sturdy?</i> (showing or pretending to flex muscles) T: (Pretending to be weak) <i>Which one is not sturdy? Let’s see if we can find out.</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> (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?) T: (Telling the class) <i>You were 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 the straw is sturdy or flimsy?</i> (Student breaks the pieces of straw. Teacher repeats) <i>That’s right! The 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>Story Time: The Three Little Pigs</p> <p>T: (Introduce the characters from the story, using story pictures or puppets) <i>This is a pig. Let’s count the pigs.</i> (Count to three) T: <i>What is this?</i> S: <i>This is a pig.</i> T: <i>How many pigs are there?</i> S: <i>Three</i> T: <i>That’s right. There are three pigs. Are the big pigs or little pigs</i> (gesturing to ensure comprehension).</p> <p>T: (Introduce the wolf) 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</p>

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	<p>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>
<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>What are they made of?</p> <p>T: <i>Let's see what you can tell your friends. (Worksheet 2b) What is the house made of?</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	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>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>What's It Made Of?</p> <p>Ask students to identify the building materials from previous lessons: straw, wood, stone, and brick.</p> <p>T: <i>What is this?</i> <i>Is it sturdy or flimsy?</i> <i>Which is better, wood or straw? Sticks or wood? Why?</i> (Teacher guides students to answer correctly, using gestures to ensure comprehension of sturdy and flimsy.)</p> <p>Introduction of story</p> <p>T: <i>Now let's look at a story about 3 Little Pigs who lived in different houses.</i> T: (Shows PowerPoint or leads students in a book walk with text and asks anticipation questions)</p> <p><i>What is the name of the story?</i> <i>How many pigs are there?</i> <i>What is this animal? (Wolf)</i> <i>What is this little pig's house made of?</i> <i>What do you think will happen next?</i></p> <p>(Guide students to answer correctly using gestures to ensure comprehension of sturdy and flimsy.)</p>
<p>Exploration</p> <ul style="list-style-type: none"> • Objects and phenomena are explored. • Hands-on activities, with guidance. 	<p>What's Next?</p> <p>T: <i>What do you think happens next in the story?</i> (Continues reading the story. Elicit student input by asking questions and using TPR to act out sections of text.)</p> <p>T: <i>What happens next? Does the wolf....? Does the pig....?</i> S: (Answer appropriately.)</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>Story Cards</p> <p>T: <i>Let's put the story in order.</i> (Displaying copied pages of story for students to see Worksheet 3a)</p> <p>T: <i>What happens first?</i> (Models first, next, etc.)</p> <p>T: (Distributing copies pages of story to students) <i>Can you show me what happens first?</i> S: (Student holds up the first picture.)</p> <p>T: <i>Good.</i> (Repeats the line from the story) <i>What happens next?</i> S: (Holds up another picture)</p> <p>T: (Continue until the basic story has been told.)</p>

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<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>Show me the story</p> <p>T: <i>Let's see if you can put the pictures in order. (Worksheet 3a)</i></p> <p>Students working in groups, put pictures in order. Teacher circulates among students to reinforce the retelling of the story.</p>
<p>Exploration</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>Who can show me a picture of the straw house? (Continue with wood, then brick.) Which one is sturdy?</i></p> <p>T: <i>Show me a picture of the wolf blowing down the straw house (Continue with wood, then brick.)</i></p> <p>T: <i>Show me the picture of a very tired wolf (using gestures to show tired).</i></p> <p>T: (Expand language use by asking students which pictures they have and/or what the houses are made of.)</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>Role Play The Three Little Pigs</p> <p>T: (Displaying four face masks and pictures of three different types of houses)</p> <p><i>What is this? It's a little pig!</i></p> <p>T: (Continuing with other masks, houses, etc.) <i>Can you be the wolf and the three little pigs? Let's have some friends help us out.</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).

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

My House and Yours

Worksheet 3a - Three Little Pigs and A Big Bad Wolf



My House and Yours

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

Lesson 4 of 5		Duration: 30 Minutes
Objectives	<p>I Can:</p> <p>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>	
Performance Assessment task	Students will make a model house and justify the materials they choose.	
Vocabulary and Expressions	<p>circle square triangle rectangle</p> <p>What...? Why...? need use my</p>	
Materials/Resources	<p>Samples of straw, sticks, wood, bricks, stone</p> <p>Pre-cut paper of different shapes, glue, construction paper, pen, crayons, and colored pencils.</p> <p>Two-dimensional house (model)</p> <p>Worksheet 3a, 4a, 4b,</p> <p>http://www.preschooleducation.com/sshape.shtml</p>	

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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 3a) <i>Let's tell the story again, class.</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) <i>These are shapes. This is a square. Repeat class: "This is a square. (Modeling) Draw a square in the air."</i></p> <p>S: <i>Draw the square.</i></p> <p>T: (Pointing to circle) <i>Is this a square?</i> (Pause) <i>No, it's a circle. Draw a circle in the air.</i></p> <p>T: (Pointing to one of the shapes) <i>Is this a circle or a square?</i></p> <p>S: (Answer accordingly.)</p> <p>T: <i>Draw a (one of the shapes) in the air.</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>This is a square, this is a square, How can you tell? How can you tell? It has four sides, All the same size. It's a square, It's a square.</i></p> <p><i>This is a circle, this is a circle. How can you tell? How can you tell? It goes round and round, No end can be found. It's a circle, It's a circle.</i></p> <p><i>This is a triangle, this is a triangle. How can you tell? How can you tell? It only has three sides, That join to make three points. It's a triangle, It's a triangle.</i></p>

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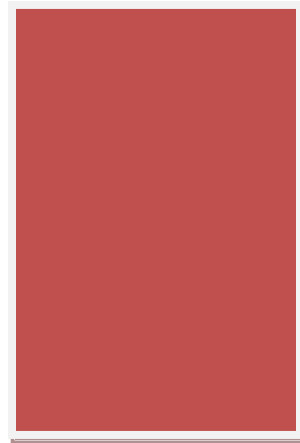
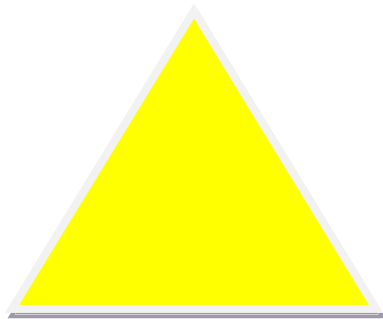
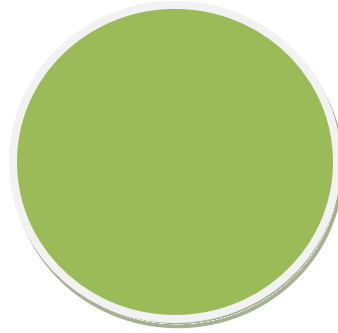
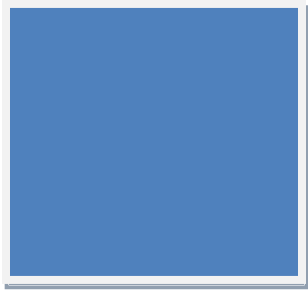
	<p><i>This is a Rectangle, This is a rectangle. How can you tell? How can you tell? It has two short sides And it has two long sides. It's a rectangle, It's a rectangle.</i></p>
<p>Explanation</p> <ul style="list-style-type: none"> Students explain their understanding of concepts and processes. New concepts and skills are introduced as conceptual clarity and cohesion are sought. 	<p>Find Shapes in the Classroom</p> <p>Walk with the students around the classroom, chanting: <i>Circle, triangle, rectangle, square</i> <i>What do you see? I see a _____. How can you tell? It has _____ (attributes). Where, where, where?</i> 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>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>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>What are our shapes made of? Are they made of straw?</i> S: <i>No.</i> T: <i>Are they made of stone?</i> S: <i>Yes.</i> T: <i>Let's put the stone triangle on the house.</i> T: (Continuing to include other materials.) T: <i>Now let's talk about your houses.</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>Students describe their houses and get ready for presentation</p> <p>Students will explain what the model house is made of and why the materials are chosen</p> <p>T: <i>What is your house made of?</i> S: <i>My house is stone.</i> T: <i>Is a stone sturdy or flimsy?</i> S: <i>It's sturdy.</i> T: <i>Is your stone house sturdy or flimsy?</i> S: <i>It's sturdy!</i> T: <i>Yes, a stone house is Sturdy.</i></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	

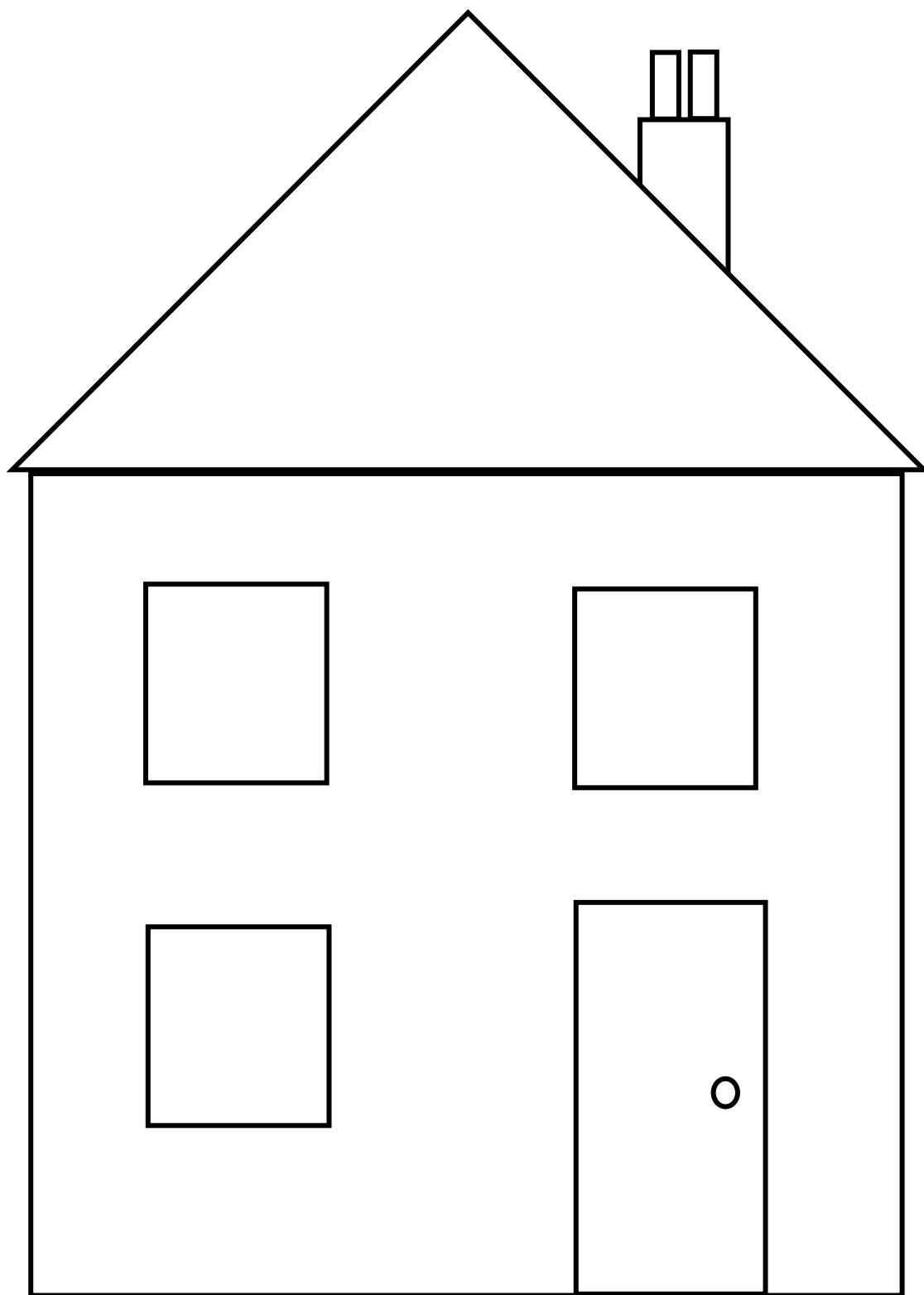
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Worksheet 4a - Geometric Shapes



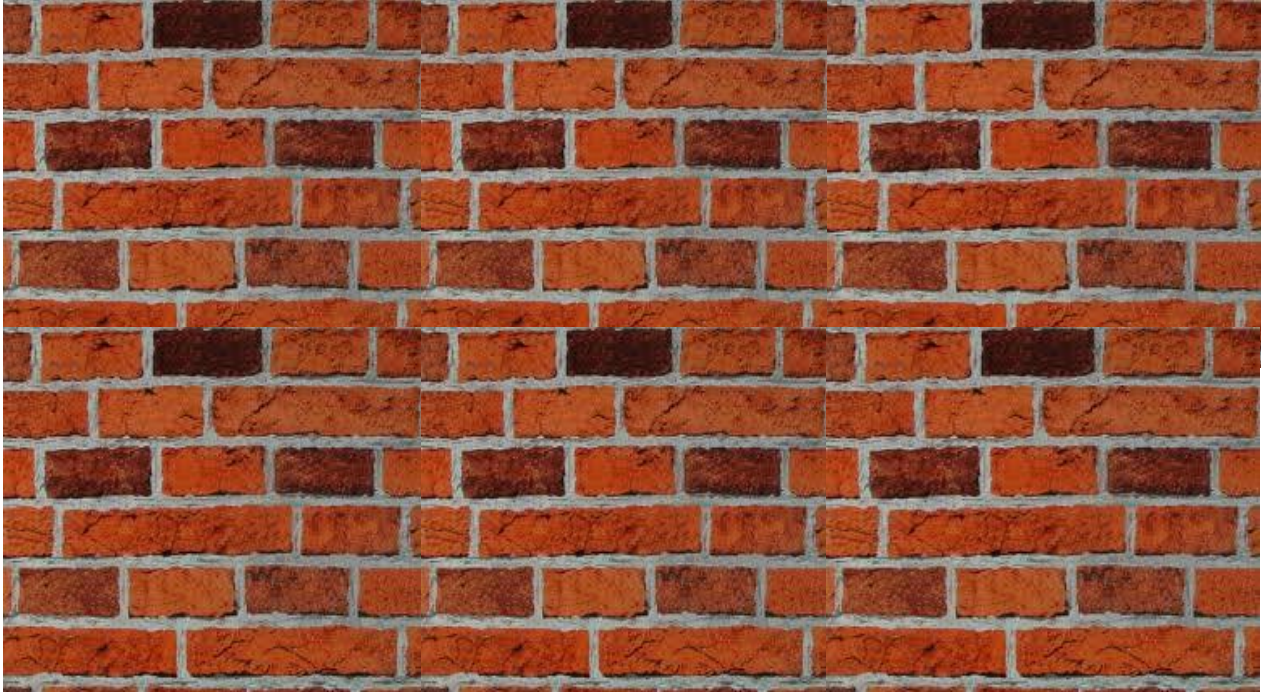
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Worksheet 4b - Find and Color the Shapes in This House



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Worksheet 4c

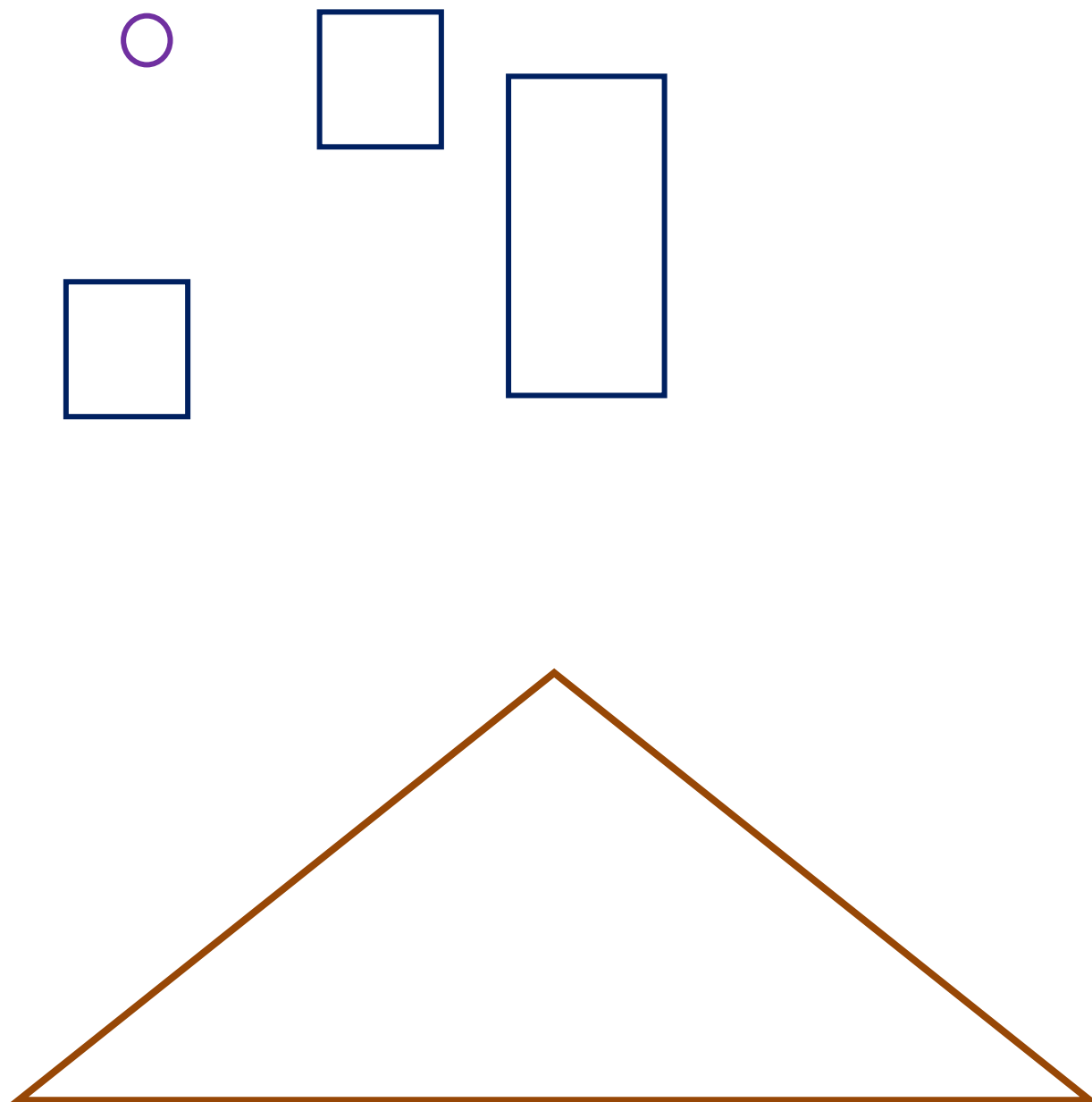


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Worksheet 4d - Shapes to Cut Out



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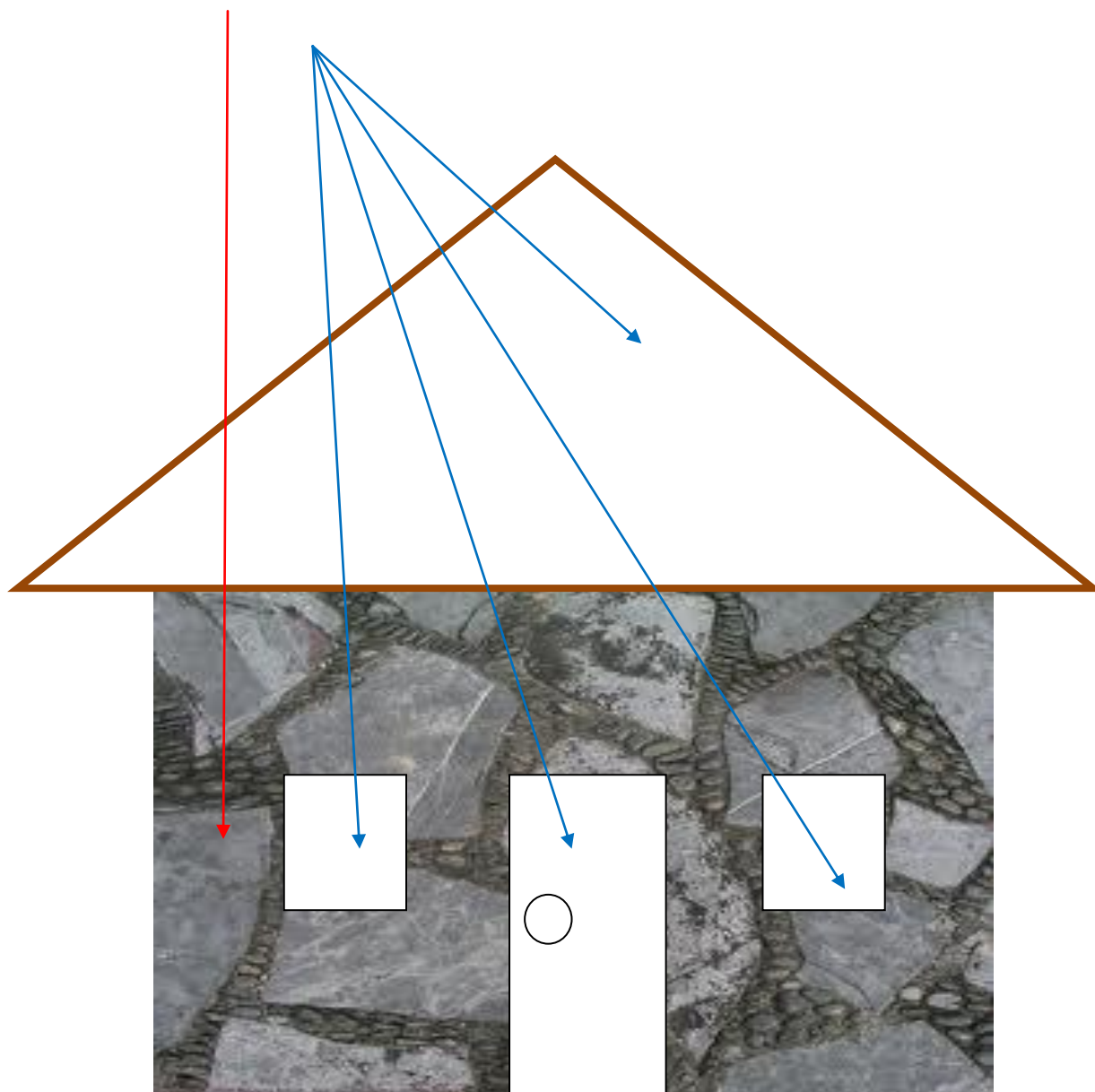
Sample for Teacher:

Teacher should provide construction paper on which students can glue their houses.

From Worksheet 5a – Students can choose what kind of material they want to use as walls.

From Worksheet 5b – Students can choose and cut out shapes for windows, doors, and a roof.

Students can decorate their houses and around the houses with chimneys, curtains, house numbers, shrubs, trees, flowers, sidewalk and Sun.



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Lesson 5 - My Dream House

Lesson 5 of 5 Duration: 30 Minutes	
Objectives	<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.
Vocabulary and Expressions	No new vocabulary or expressions
Performance Assessment task	Students will present the houses they made.
Materials/Resources	<p>Camera or flip camera</p> <p>www.voicethread.com</p> <p>Houses created earlier</p> <p>Worksheet 2b</p>

Key Elements	Lesson 5 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>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>Exploration</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</p>

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	<p>houses 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: <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)</p> <p>T: (Pretending to be weak) <i>Which one is flimsy?</i></p> <p>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></p> <p>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></p> <p>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 _____. [Names shapes]</i> <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 _____. [Names shapes]</i></p>

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	<p><i>My house is made of ____.</i> <i>_____ is strong.</i></p> <p>[Referring to another student's house] <i>This is _____'s house.</i> <i>His/her house has _____. [Names shapes]</i> <i>His/her house is made of ____.</i> <i>_____ is strong.</i></p>
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Teacher Reflection	
What worked well?	
What did not work well?	
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Other comments or notes	