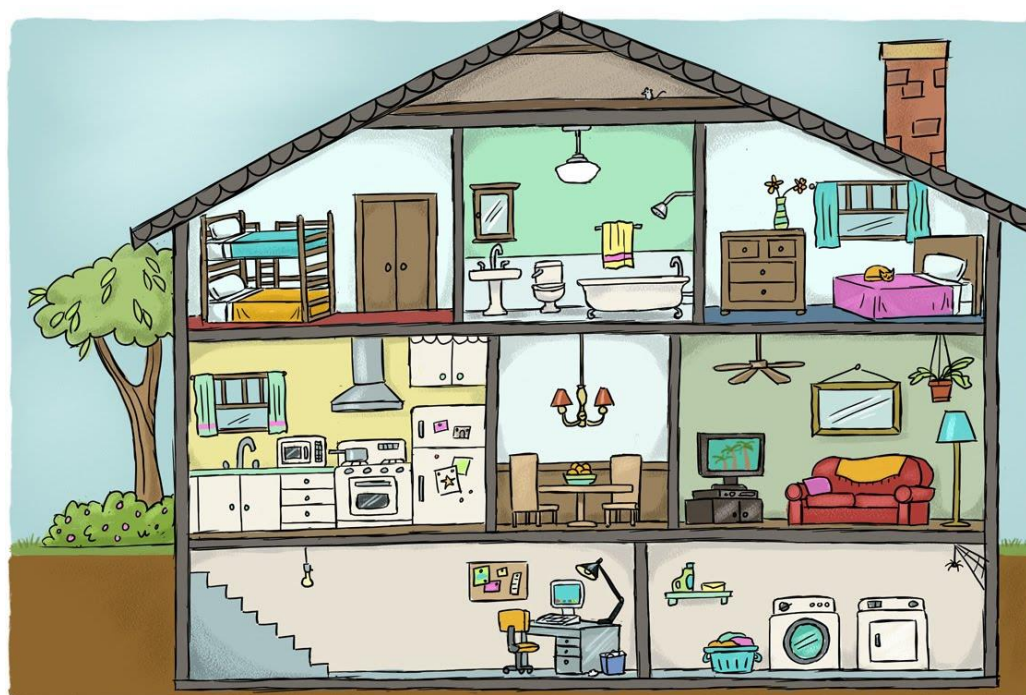


## MY HOUSE PROJECT

The authors of this Project are: Paloma Arcediano, Rosalía Pastor and Inmaculada Martín. All the information provided on this website is for educational purposes only.



This work is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-nc-sa/4.0/).



URL: <http://s1.thingpic.com/images/R5/nXSUAGVGs7Njr6MeGQ195LzC.jpeg>

This is a didactic unit about the house. Here you will find all the sessions explained and the materials that you will need in order to develop them.

### **Target audience: age, level and subject**

- 7-8 year-old children
- 2<sup>nd</sup> Grade of Primary Education
- English

**Language skills:** Listening, Reading, Writing and Speaking

### **Tools used:**

- Wordcloud
- Wheeldecide
- Flashcards (Quizlet)

- Audacity
- Youtube and/or SlideShare
- My story maker or Storybird
- Web Pages: Learn English kids (British Council), Freediesville, Let's have fun in English, etc.
- OpenShot Video Editor
- Kahoot
- Interactive games and activities

**Added value of using selected tool(s)**

- Motivation
- Integrated skills
- Learning to learn strategies
- Collaborative work

In the following pages you will find the different sessions of this Didactic Unit.

## Session 1

### Learning objective(s)

- To learn the different rooms of the house.
- To identify some furniture related to the different rooms of the house.
- To reproduce orally the vocabulary of the unit.

### Tool(s) to facilitate achievement of objective(s)

- Wordcloud
- Wheeldecide
- Flashcards

### Duration of activity

- One session

### Specific instructions for each stage of the activity

#### 1. Presentation

The teacher says the title of the topic (house) and the students make a brainstorm of the vocabulary that they already know while the teacher creates a Wordcloud with that vocabulary.



Example of Wordcloud. Licencia: Dominio público ([CC0](https://creativecommons.org/licenses/by/4.0/))

Once the teacher knows their previous knowledge, she adds the new words on the Wordcloud. You can print it and display it in the wall of the classroom like a poster.



Example of Wordcloud 2. Licencia: Dominio público ([CC0](https://creativecommons.org/licenses/by/4.0/))

In order to create your own Wordcloud you need to sign up in [Wordart](https://www.wordart.com/).

## 2. Practice

Once the vocabulary has been presented, the students will practice it through a game using a wheel decide. The teacher makes groups of 4 or 5 students. Each group has a set of the same [flashcards](#). The teacher spins the wheel and the first group that holds up the right flashcard wins a point.

You can use this wheel if you want by clicking on the image or create your own wheel decide by clicking [here](#).



*Example of Wheel decide ([CC0](#))*

### **3. Production**

In order to reinforce the vocabulary, students will then play another game through a different wheel in which they have to listen to the teacher carefully and guess the missing word.

Click on the image to play this game or click [here](#).



*Wheel decide 2 ([CC0](#))*

### **Success indicators**

- To be able to identify the different rooms of the house.
- To be able to identify some furniture related to the different rooms of the house.
- To be able to reproduce orally the vocabulary of the unit.

## **Session 2**

### **Learning objective(s)**

- To identify the different rooms of the house and some furniture related to the these rooms.
- To listen to and have a clear understanding of the story *Goldilocks and the three bears*.
- To act out the story.

### **Tool(s) to facilitate achievement of objective(s)**

- Flashcards
- Youtube and/or SlideShare
- My story maker or Storybird
- Learn English Kids (British Council):  
[https://www.teachingenglish.org.uk/sites/teacheng/files/Teaching%20Kids%20resource\\_Goldilocks%20and%20the%20three%20bears.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/Teaching%20Kids%20resource_Goldilocks%20and%20the%20three%20bears.pdf)

### **Duration of activity**

- One session

### **Specific instructions for each stage of the activity**

#### ***1. Pre-Reading activities***

Begin by showing the students a picture of Goldilocks and asking her name. Then elicit the names of the other characters in the story (Daddy, Mummy and Baby bear). You could have the children mime the characters using simple gestures e.g. for Goldilocks point to their hair, for Daddy bear growl very loud, for Mummy bear growl not so loud and for Baby bear a short growl.



Photo URL: <http://www.mibepa.info/bb/bb015.htm>

Once you have all the characters you can try and elicit what happens in the story. Explain that Goldilocks is the name of a little girl. Ask: Have you heard the story of

Goldilocks? Do you know what she did one day? Children may resort to L1, but you can write key words e.g. house, forest or bowl on the board.

Then, you may also focus on pre-teaching vocabulary: **house and furniture**. You could ask them to imagine the Bears' House. How many rooms has it got? What are they? What furniture is in the living room?, etc. They can play an online game where they have to put different objects and furniture in the right rooms by painting the words. If you want to play the game, click [here](#).

## **2. While-Reading activities**

The students watch a video where the story is read aloud. To see the video, click [here](#).

If you prefer, you can read your students the story by clicking [here](#).

Students will need to listen to the story two or three times and you will need to give them a different focus each time. For example, they could mime the actions of the characters during the first listening. They could repeat some of the key dialogue during the second listening e.g. It's too big! During the third listening/reading children could come out and point to items in the bears' house or you can ask questions in order to check the students' understanding of the story. You can use these questions.

1. What is the name of this book? (The book is called *Goldilocks and the Three Bears*.)
2. Who is this story all about? (It's about a girl named Goldilocks and three bears.)
3. What is the first thing that happens in the story? (The bears go out for a walk because their porridge is too hot to eat.)
4. What happens next? (Goldilocks comes into the bears' house.)
5. What does Goldilocks do first in the house? (She tastes everyone's porridge and eats the little bear's porridge all up.)
6. Where are the bears' plates? (The bears' plates are in the kitchen.)
7. What happens to the bears' chairs? (Goldilocks sits in all the chairs and breaks the little bear's chair.)
8. Where does Goldilocks go next? (She goes upstairs and falls asleep in the little bear's bed.)
9. Where are the bears' beds? (The bears' beds are in the bedroom.)
10. What happens when the bears come home? (They discover that someone has been eating their porridge, sitting in their chairs, and lying in their beds.)
11. What happens at the end of the book? (The little bear wakes up Goldilocks, and she runs away.)

## **3. Post-Reading activities**

Once the students have understood the whole story you are ready to go on to other activities. You could do any of these activities, there are many possibilities but take into account that depending on which one(s) you choose, you will need to develop them in one or more sessions.

- Create your own version of the story with the children by using any of these applications. For example, you can change the food, the animals involved, the end, etc. Click on the images to go to the sites.



- Make a [worksheet](#) (matching words to pictures).
- Students write or draw their favourite part of the story or an alternative ending.
- Act out the story. Acting out the story allows teachers to cater for different learning styles and motivate children in a dynamic way. On the Learn English Kids website you can find a Goldilocks play to download. Go to: <http://learnenglishkids.britishcouncil.org/en/crafts/goldilocks-play>.

This is written in very simple child-friendly language and includes stage directions and suggestions for mimes and actions. Children by groups can create their own masks for the different characters or print the ones that are in the web page. Cut out the faces, stick them on card and use a lollipop stick or pencil to stick on the back for children to hold the masks.

### Success indicators

- To be able to identify the different rooms of the house and some furniture related to these rooms.
- To understand the story Goldilocks and the three bears and be able to act out the story.



## Session 3

### Learning objective(s)

- To learn the correct pronunciation of the vocabulary shown
- To identify some furniture related to the different rooms of the house
- To reproduce orally the vocabulary of the unit.
- To identify the different rooms of the house.

### Tool(s) to facilitate achievement of objective(s)

- Audacity
- OpenShot Video editor
- Computer room





### Duration of activity

- One session

### Specific instructions for each stage of the activity

**Warm-up activities:** (routines) today we are going to work with phonics and we will use vocabulary from other lessons as revision. We will go to the computers' room. Children have some of these exercises in each lesson, so they know what to do in each one. In this lesson the children will work with the sounds /i/ and /i:/

Flashcards were created preciously on [Quizlet.com](https://quizlet.com)

bathroom		☆ 🔊
dining room		☆ 🔊
roof		☆ 🔊
block of flats		☆ 🔊

*Rooms of the house flashcards ([CC0](https://quizlet.com)).*

The words used to work pronunciation are the following:

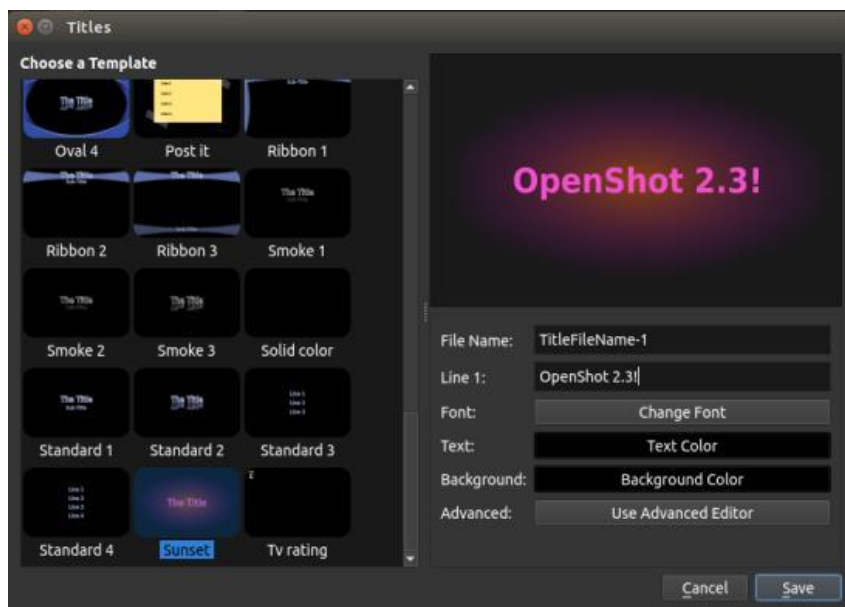
- Key, peas, cheese, peach, peanut, three, meat, sheep, leaf, bee.
- Dish, tin, fish, pig, chips, milk, Italy, lips, ship, window, brick.

## 1. Presentation

The teacher will present all the words previously presented, saying them aloud and making emphasis on the sound to be worked. The rest of the children have to listen carefully because after doing it twice, the teacher will ask for volunteers to come in threes to put the toys in the correct box after listening to them. They will have to discuss in which box it should be.

## 2. Practice

**Sing with the story:** Each student will be sat in front of a computer and clicking on the link they will see a video of the three little pigs in which there is a popular song: “Who’s afraid of the big bad wolf”. After watching the video, the students are asked to link the oral with the written form.



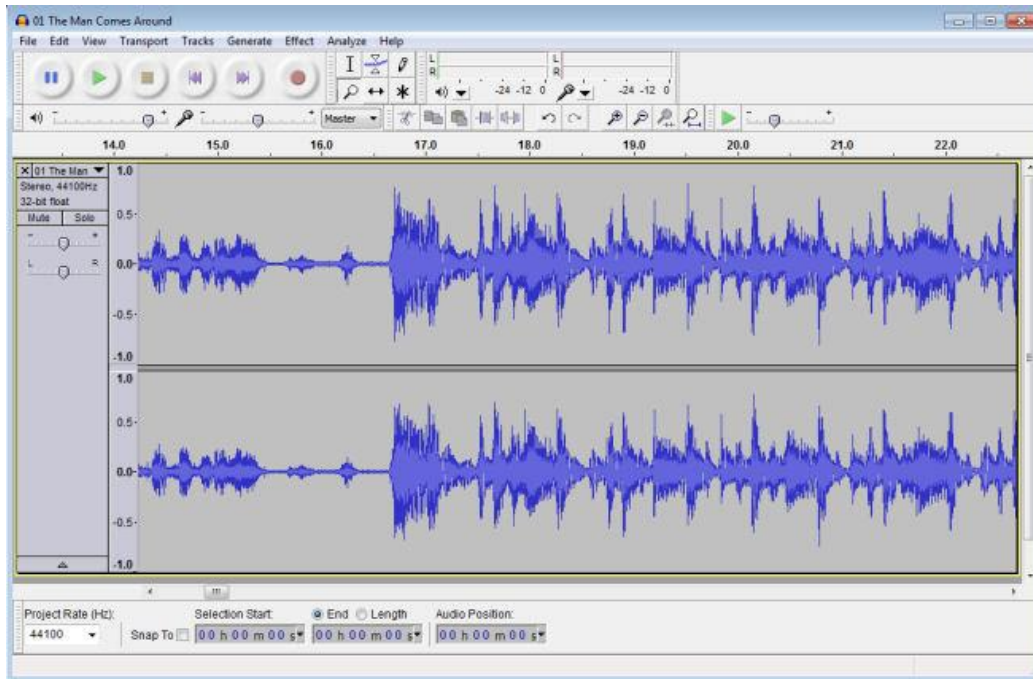
The video was edited previously on [OpenShot Video Editor](#)



### 3. Production

The teacher will sing the song once and the students will clap and listen carefully, because afterwards, it's their chance to sing it. Then, they will play the video again and when the song is played, children will have to sing it.

The teacher will record the students' voices on [Audacity](#) in order to have a better evaluation tool.



### Success indicators

- To be able to identify the different rooms of the house.
- To be able to identify some furniture related to the different rooms of the house.
- To be able to reproduce orally the vocabulary of the unit.

## **Session 4**

### **Learning objective(s)**

- To revise the different rooms of the house and vocabulary related to them.
- To understand the different vocabulary related to the different rooms of the house.
- To reproduce orally and in the written form the vocabulary of the unit.
- To improve the digital competence.

### **Tool(s) to facilitate achievement of objective(s)**

- SlideShare Presentation
- Kahoot
- Online interactive games

### **Duration of activity**

- One session

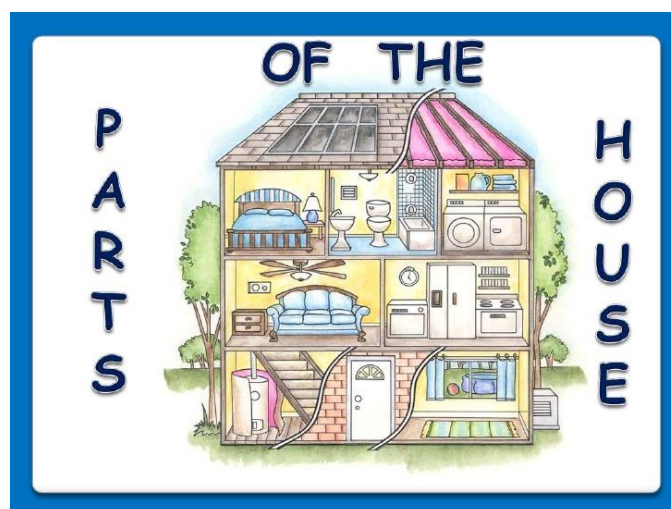
### **Specific instructions for each stage of the activity**

#### ***1. Presentation***

This is the ICT session of the Unit in the Computer room, in which students will revise and extend all the vocabulary related to the topic. The teacher split the class in groups of four students and explain them what they have to do:

- Watch a Slideshare presentation.
- Play a Kahoot Quiz.
- Play online interactive games that are uploaded in the teacher's website.

Once the students have entered in the teacher's website, they will follow the order given before, starting by watching the Slideshare presentation. Click on the image:



Link by A. Simoes: <https://www.slideshare.net/MJSIMOES/house-presentation-and-game>

## 2. Practice

In order to reinforce the vocabulary, students will then play the Kahoot Quiz. The results will be kept in a report document in order to identify possible difficulties and remedial work.

If you want, you can use this [Kahoot Quiz](#) by clicking on the image or create your own Kahoot by clicking [here](#).



*Example of Kahoot Quiz ([CC0](#))*

## 3. Production

In this part, students will play freely and at their own pace other online interactive games.

- **ONLINE INTERACTIVE GAMES:**

1. Matching game parts of the house:

<https://matchthememory.com/partsofthehouse>

2. Spelling game:

<https://learnenglishkids.britishcouncil.org/es/archived-word-games/hangman/rooms>

3. Word search online: Listening & Spelling

<http://www.freddiesville.com/games/rooms-in-a-home-vocabulary-word-search-puzzle-online/>

4. Crossword: Listening & Spelling the words

<http://www.freddiesville.com/games/rooms-in-a-house-vocabulary-crossword-puzzle-online/>

5. Spin the Wheel: Home Vocabulary

<http://eslgamesworld.com/members/games/ClassroomGames/SpinOff/Home,%20Actions,%20Furniture%20for%20Elementary/index.html>

6. Listen & Repeat:

<http://www.letshavefunwithenglish.com/vocabulary/rooms/vocabulary.html>

**Success indicators:**

- To be able to identify the different rooms of the house and vocabulary related to them.
- To be able to reproduce orally and in the written form the vocabulary of the unit.
- To be able to follow instructions and work using ICT tools.