

## Houses and Homes - Handout

Ms. Mary taught a unit on homes and houses. She borrowed new books from the library to share with the children and searched for vocabulary to introduce throughout the unit. She created a checklist of the new words and some codes to easily gather information on what words the children were picking up in context. She asked her teaching assistant to note when she heard children using or responding to these words during group time or free play time. During free play/center time she kept the checklist close to the block area where she expected to hear most of the talk about homes. She developed codes so she could easily keep track of what children did:

Codes used:    P = pointed to a picture/representation  
                   + = used word in correct context in a sentence  
                   - = used word incorrectly in a sentence; or gave incorrect response to question  
                   Q = responded correctly to a question with the word in it

On Wednesday the checklist looked like this:

### WEEK OF OCTOBER 25-29

Child	Architect	Balcony	Condo- minium	Con- struction	Elevator	Mansion	Neighbor	Realtor
Anna								
Alisha						Q		
Ari		+	-		+			
Jana	Q	P						
Jose				+				
Manuel			-	++	+	+		Q
Sui								
Tommy	+						Q	

At the end of the first week, she noted that she had not had the opportunity to hear what many of the children had learned about homes. She decided to add some home decorating magazines to the art area for children to use in drawing/designing their own houses. She introduced the roles of “realtor” and “interior designer” into the dramatic play area by providing “For Sale” signs and business cards. Because this introduced additional new words, she added words that she heard children begin to use to her checklist:

### WEEK OF NOVEMBER 1-5

Child	Architect	Balcony	Condo- minium	Con- struction	Elevator	Mansion	Neighbor	Realtor	Decorate	Interior designer	Furniture
Anna	Q								+		
Alisha		+				Q		+	+	+	
Ari		+	Q		+			+			
Jana	Q	P	-		+	+		+			+
Jose				+			Q				
Manuel			-	++	+	+		Q			
Sui											
Tommy	+	P			Q		Q				

## Alternate Records

### Records for Individual Children

The following table can be cut into strips to be stored in individual records.

Child	Architect	Balcony	Condo- minium	Constru- ction	Elevator	Mansion	Neighbor	Realtor	Decorate	Interior designer	Furniture
Anna	Q								+		
Alisha		+				Q		+	+	+	
Ari		+	Q		+			+			
Jana	Q	P	-		+	+		+			+
Jose				+			Q				
Manuel			-	++	+	+		Q			
Sui											
Tommy	+	P			Q		Q				

Alternatively, the teachers can make a summary table for each child. The columns would represent the weeks and the rows would represent correct and incorrect responses.

<b>Child Name:</b> Manuel		
<b>Unit:</b> Houses and Homes		
	Oct. 25-29	Nov. 1-5
Correctly pointed		
Correctly used	4	4
Correctly responded	1	1
Incorrectly used/responded	1	1

Finally, the teacher can use a checklist to track whether children are learning and using words in either English or the language they speak at home, using codes for each language; for example, write “S” for a word in Spanish and “E” for English.

Codes used:        E = English word used  
                           S = Spanish word used

Child	Architect / Arquitecto	Condominium / Condominio	Construction / Construcción	Elevator / Ascensor or Elevador	Mansion / Mansión	Neighbor / Vecino	Furniture/ Muebles
Anna							
Alisha							
Ari							
Jana							
Jose							
Manuel							
Sui							
Tommy							