

# Unit 04: The Way We Are, Grade 3: Homes Around The World

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **FY**  
Status: **Published**

## **Standards Alignment**

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### **New Jersey Student Learning Standards**

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#### **Integration of Career Readiness, Life Literacies and Key Skills**

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| CRP.K-12.CRP1  | Act as a responsible and contributing citizen and employee.                        |
| CRP.K-12.CRP2  | Apply appropriate academic and technical skills.                                   |
| CRP.K-12.CRP3  | Attend to personal health and financial well-being.                                |
| CRP.K-12.CRP4  | Communicate clearly and effectively and with reason.                               |
| CRP.K-12.CRP5  | Consider the environmental, social and economic impacts of decisions.              |
| CRP.K-12.CRP6  | Demonstrate creativity and innovation.   |
| CRP.K-12.CRP7  | Employ valid and reliable research strategies.                                     |
| CRP.K-12.CRP8  | Utilize critical thinking to make sense of problems and persevere in solving them. |
| CRP.K-12.CRP9  | Model integrity, ethical leadership and effective management.                      |
| CRP.K-12.CRP10 | Plan education and career paths aligned to personal goals.                         |
| CRP.K-12.CRP11 | Use technology to enhance productivity.  |
| CRP.K-12.CRP12 | Work productively in teams while using cultural global competence.                 |

#### **Technology / Integration of Computer Science and Design Thinking**

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#### **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math Section**

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# Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media LiteracyNew Section

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see Crosswalks

## 21st Century Life and Careers

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### Stage I: Desired Results

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#### Transfer/Overview/Rationale

##### Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

#### Meaning

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#### Essential Questions

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Essential Questions

What is culture?

How can we study culture?

What are the similarities and differences in the traditional types of shelter found in various cultures?

What influences the type of home that is built in a particular region?

## **Enduring Understanding/Indicators of Understanding**

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Enduring Understanding/Indicators of Understanding

Culture is a system of shared beliefs, values, customs, and behavior among a group of people.

Culture is both a unifying and divisive force among humans.

There are many different forms of shelter in the world.

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## **Acquisition (Student Learning Objectives)**

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### **Knowledge**

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Knowledge

Students will know...

**Culture** is a system of shared beliefs, values, customs, and behavior among a group of people.

**Shelter** is one of the basic needs of any community.

There are many **different forms of shelter** in the world.

**Climate, available natural resources, local values and customs, as well as economic circumstances** have an **influence** on the type of shelter a family selects.

## **Skills**

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Skills

Student will be skilled at ...

Students will develop the ability to:

Read and understand non fiction text, both in books and on the internet.

Research topics on the internet and in the library

Use problem solving skills to create a model of a home from a particular culture

Deliver an oral presentation

Use a graphic organizer to compare and contrast

## **Stage 3: Learning Plan**

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## **Resource and Mentor Texts**

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Resources and Mentor Texts

Google Maps Street View (see Links)

Optional Unit Plan on Homes Around the World(Links)

(good discussion questions for books listed below)

Housing Around The World Slide Show ( see Links)

"Cultures" power point slide show (see Links)

Time4 Kids website-explore world cultures (see Links)

Homes Around the World research site (see Links)

Research guide (see Links)

Books on topic - *A House is a House for Me*, *Wonderful Houses Around he World*, *Homes Around he World*, *Shompa Live in India*, *Caravan* (Afghanistan), *The Village of Round and Square Houses*(Cameroon), *Gregory Cool* (Tobago) *Window*(Australia)

Various Graphic organizers ( see Links)

Simple Homes in US PowerPoint (see Links)

[Family letter for HOmes Unit](#)

[Google Street view - brief video tutorial](#)

[Google Maps Street View](#)

[Optional Lesson PLaN for Unit on Homes](#)

[Homes Around The World Slide Show](#)

[houses around the world](#)

[simple homes in US powerpoint](#)

[Slide show about Culture - use homes section](#)

[Research guide for homes around the world](#)

[3 column chart for listing characteristics](#)

[KWL chart for accessing prior knowledge](#)  
[Venn diagram for comparing homes](#)  
[Web site that guides you to create and print a 3-circle Venn diagram](#)  
[T Chart for comparing](#)

## **Formative Assessment Strategies**

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Formative Assessment Strategies

## **Learning Activities/Unit of Study**

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Learning Activities/Unit of Study

1. Activate prior knowledge about homes/shelter in our community and region of the country. Use Google street view to explore and discuss characteristics of shelters. Analyze how forms of shelter can be an aspect of the culture of a group of people.
2. Guided practice - Teacher leads a small group discussion, after which students complete a graphic organizer comparing and contrasting two or more types of homes.(see Resources - links)
3. Use "Cultures Slide Show" section on shelter, and other slide shows (see Resources - Links), to encourage discussion and to determine prior knowledge about homes around the world. Use Google street view, books, and other internet sites to explore and discuss characteristics of various shelters in a variety of regions. ( see Resources - Links)
4. Analyze what factors influence the selection of a shelter to be used as a home. ( Guide students to include climate, available natural resources, economics, local values and customs) Optional idea - keep a large chart, or available page, to list ideas as research progresses.

## **Modifications and/or Accommodations**

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## **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

### **English Language Learners**

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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## **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

## **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a

child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.