

Lesson Plan: My Home

<p>Warm-up: Conversation circle Time: 10 minutes Focus points: Build schema for lesson, cross-cultural sharing Materials: Conversation Card: <i>Greetings</i></p>	<ul style="list-style-type: none"> • Show students Conversation Card: <i>Greetings</i>. Talk about the pictures. • Questions for discussion could include: <ul style="list-style-type: none"> ○ In your country, do people often visit each other's homes? ○ Do you call first, or just arrive without an invitation? ○ How do you greet each other? ○ Do men and women greet each other differently? ○ When do people visit? Special occasions, such as holidays, or anytime? ○ When you have visitors, do you offer them food? What kind? ○ How long do visitors stay? ○ Do you ever tell your visitors that it is time to leave? ○ Do you often visit other people?
<p>Activity: Rooms in your house Time: 30 min Focus points: Home vocabulary Materials: 4 large pieces of paper, furniture cut from ads or magazines (enough to 'furnish' the four rooms in the house), glue</p>	<ul style="list-style-type: none"> • Draw a large house on the whiteboard. Next to it draw a floorplan for a house. Ask students to name the kinds of rooms in their homes. Make a list and then decide together which room should be which, i.e. small room for the bathroom, etc. and label. • Put 4 large pieces of paper out on separate tables or areas. Label the papers Kitchen/Dining Room, Bedroom, Living Room, Bathroom. • Give individuals or pairs of students an envelope with house furnishing pictures cut from magazines or ads. Students place their furnishings in the rooms where they belong. • Split students into groups so that an equal number of students are at each 'room'. • See how many items from their room they can name (sofa, lamp, refrigerator, toilet, etc). Have a higher level student teach others the items they don't know. • After the furnishings are sorted by room, have the groups sort furnishings by type, i.e. beds, sofas, lamps, etc. and choose which ones they would like to put into their 'room'. • Students work together to arrange the furnishings for that room on a piece of paper and glue them down (i.e. they choose which sofa picture they want and decide where to put it in the room). If they don't have a picture they need, they can draw, along with windows and doors. • Save these pictures for the next activity.
<p>Activity: Where is it? Time: 20 minutes Focus points: Prepositions of location Materials: 3 Objects for TPR for each student, white board, 'rooms' from the previous activity</p>	<ul style="list-style-type: none"> • Use the Total Physical Response method (TPR) to teach prepositions of location: <i>on, in, under, in front of, between, behind, and next to</i>. • Give each student three objects. A paper bowl, a small block, and a pen or pencil work well for this, but most any objects will work. • Continue with this activity until most students are confident. If you have time, students enjoy having the opportunity to be the 'teacher', telling the other students where to place their objects. • Write the prepositions on the white board for reference.

	<ul style="list-style-type: none"> • On the white board, write the sentence frame, <i>The _____ is _____ the _____.</i> • Model filling in the blanks with furniture and prepositions, i.e., <i>The rug is under the table</i>, etc. • In their groups from the previous activity, have students describe where the furnishings are in the rooms they designed, i.e., The refrigerator is <i>next to</i> the sink, The sofa is <i>under</i> the window, etc. • After they have practiced saying at least three sentences about their room, have each group share their room and one or two sentences with the other groups.
<p>Activity: Changing places Time: 30 minutes Focus Points: <i>I am going to, I want to</i> phrases to describe everyday activities Materials: Card set: My Home</p>	<ul style="list-style-type: none"> • Return to the original floorplan of a house you drew on the white board for the first activity (or redraw). • Room by room, talk about activities that are done in each room, i.e., Living room- watch TV, read a book, play games. Bedroom – go to sleep, get dressed. Kitchen – make dinner, wash the dishes, eat breakfast. Bathroom – take a shower, brush my teeth, use the toilet, etc. • For each activity, create an action with the students to do while repeating the words. For example, mime pushing a remote for <i>watch TV</i>, or mime flushing for <i>use the toilet</i>. • Practice the actions and words until most students are confident. • Have students choose a card from Card set: My Home and tape it in the correct room of the house on the white board. • Listening activity. Collect the activity cards off the board (or use a second set). Read each activity out loud. As you do, students listen and move to that room (the table from the previous activity) and pretend to do the activity on the card. • Next, have students choose any ‘room’ to go to. • Introduce sentence frames: <i>I am going to _____.</i> or, <i>I want to _____.</i> • Game: A student picks a room activity card, says the complete sentence, and then moves to the appropriate ‘room’. For example, if someone at the Bedroom table chose the TV card, they would say, <i>I want to watch TV</i>, and then would move to the Living room table. Someone in the Bedroom might say, <i>I am going to cook dinner</i>, and move to the kitchen, etc. • Continue until everyone has had 1-2 turns speaking and changing places.
<p>Activity: Where do you live? Time: 20 minutes Focus Points: Saying and writing home addresses Materials: Information forms, local map or computer for Google Earth,</p>	<p><u>Beginners:</u></p> <ul style="list-style-type: none"> • Practice these three questions and responses: <i>Where do you live? What street do you live on? What is your address?</i> • Write down student addresses before class. Show students where they live using Google Earth or a local map. • Teach city and street: <i>I live in (city). I live on _____ St/Rd.</i> • If students become confident with this, they can say and/or write their complete street address.

<p>addresses for beginner students</p>	<p><u>Advanced beginners/intermediate:</u></p> <ul style="list-style-type: none"> • Review as above, but these students should already be able to say their address. Have students fill out the first box on the information form. • Now have the students practicing answering the question <i>What is your address?</i> as though being asked by someone, such as friend, in person, or over the phone. Can they spell their street name if asked? Pay particular attention to pronunciation so they can be clearly understood. • In pairs, have students ask each other their addresses. The other student writes down the information in the second box on the information form. It is helpful to have student pairs sit back to back for this activity. Tell them they can ask, <i>How do you spell that?</i> and/or <i>Can you repeat that?</i> Write these sentences on the board for reference.
<p>Wrap-up: Welcome! Time: 15 minutes Focus Points: Role play dialogue for visiting or having visitors Materials: None</p>	<ul style="list-style-type: none"> • Students will role play welcoming a visitor to their home, or being a visitor. • Write a 2-person dialogue on the board. For example: <ul style="list-style-type: none"> ○ <i>A. Knock, Knock</i> ○ <i>B. Hello!</i> ○ <i>A. Hello (name)!</i> ○ <i>B. Come in.</i> ○ <i>A. Thank you.</i> ○ <i>B. Please sit down. How are you?</i> ○ <i>A. I am fine/good. How are you?</i> ○ <i>B. Good! You have a very nice home.</i> ○ <i>A. Thank you! Would you like some coffee or tea?</i> ○ <i>B. Yes, I would like some tea, please.</i> ○ <i>A. OK.</i> • Model the dialogue. • Have students practice in pairs. Choose a few pairs to perform for the class.
<p>Extension Activities</p>	<ul style="list-style-type: none"> • Workshop by the Fire and/or Police Department community liaison on home safety. • Workshop by SNAP on housing resources and energy saving tips. • Field trip to a historical home in your community.