

Lesson Plan
Module 3: Session 15

Module 3
Health, Housing and Food

Unit 8 – Session 15
Housing

Standards Alignment

Speaking and Listening

- CCSS.ELA-LITERACY.SL.1.1: Participate in collaborative conversations with diverse partners about grade level topics and texts in small and larger groups.
- CCSS.ELA-LITERACY.SL.1.1.A: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- CCSS.ELA-LITERACY.SL.1.1.C: Ask questions to clear up any confusion about the topics and texts under discussion.
- CCSS.ELA-LITERACY.SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- CCSS.ELA-LITERACY.SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- CCSS.ELA-LITERACY.SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Reading

- CCSS.ELA-LITERACY.RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- CCSS.ELA-LITERACY.RI.1.10: With prompting and support, read informational texts appropriately complex for grade level.

Writing

- CCSS.ELA-LITERACY.W.1.7: Participate in shared research and writing projects.

Language

- CCSS.ELA-LITERACY.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-LITERACY.L.1.1.J: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- CCSS.ELA-LITERACY.L.1.1.E: Use verbs to convey a sense of past, present, and future.
- CCSS.ELA-LITERACY.L.1.1.I: Use frequently occurring prepositions.

Goals and Objectives (SWBAT)

- State whether they live in a house or apartment.
- Name the basic rooms in the house.
- Describe their home using have/has there is/there are.
- Place furniture in a room using “next to” “on” “under.”
- Use the present continuous to talk about what people are doing.

Technology Needs and Presentation/Handouts

Technology Needs

- Projector, laptop, and speakers
- Tablets (if available)
- Internet connection
- Access to *English for Your Health Ventures* arcade and USA Learns

Presentation Needs & Handouts

- Chart paper and markers
- Picture dictionaries
- *Ventures 1*
- Pictures of homes, rooms and people doing things in various rooms
- Worksheets or cut out pictures of furniture (multiples of each for group work)

Each item listed below will be available in PDF format:

- *AddVentures 1* Unit 3B, 3C, 3D
- Room prepositions worksheet
- Worksheets or cut out pictures of furniture (multiples of each for group work)

Vocabulary Focus

Apartment, house, room, bedroom, kitchen, bathroom, living room, in front of, describe, between

Grammar Focus

- Prepositions of location
- Present continuous
- There is/there are

Introduction/Warm-Up/Review (30 min)

- What's today? How's the weather?
- Vocabulary card practice.
- Ask and write: What did you do yesterday? What did you do on the weekend? What are you going to do this week?
- Assess what learners already know by showing some housing pictures and asking, "Tell me about this picture."
- Introduce vocabulary: big, small, house, apartment, by showing pictures of several buildings. Write the words on the board.
- Show pictures of the rooms in the house. Review the names.

Lesson Plan Activities

Activity 1: Answering questions about your residence (35 min)

1. T says, "I live in an apartment." Ask one or two participants, "Do you live in an apartment?" "My apartment is big. (Show picture) Is your apartment big or small?"
2. Write 4-5 questions on board or chart paper, and review with group.
3. Ask higher level learners to ask their partners/small group:
 - Where do you live?
 - Do you live in a house or an apartment?
 - Is your home big or small?
 - Do you like your home? Why?
 - Tell me about your home? How many rooms are there?
 - Who lives with you?
 - Describe your "dream home." (for higher levels)At the same time, T works with lowest level Ss to review housing vocab, using housing pictures and/or picture dictionary. T also preps low level learners for the activity the whole class will do in activity 2.

Wrap Up/Assessment

- Ask Ss to share about their partner. Model with a higher level student first, writing his/her answers on the board. (e.g. Jeong lives in an apartment. Her apartment is big. It is in Flushing.)

Activity 2: What furniture do you have? (25 min)

1. Handout worksheets with furniture OR small furniture pictures. Learners work in pairs to try to name as many as they can.
2. T assists with words they do not know.
3. Ask learners to sort the furniture by rooms.
4. Show pictures of each of the rooms: bedroom, bathroom, kitchen, living room. Write the words, and ask Ss to repeat.
5. Write on the board: Do you have a _____ in your _____?
6. Model first: Do you have a bed in your bathroom? No, I don't I have a bed in my bedroom.
7. Learners take turns asking each other nonsensical questions and correcting. First in small groups, then allow the learners to ask other people in the room. Optional: toss a ball to ask the question.

Wrap Up/Assessment

- After Ss ask questions to each other in small groups, do a ball toss activity with the same questions to review.

Activity 3: Prepositions of location practice (35 min)

1. Draw a square layout of an apartment on the board, and ask each small group to copy onto chart paper.
2. Give them small pictures of furniture. Ask them to sort the furniture into the correct room. Check by asking, Where's the bed? Where's the sink? There may be several correct answers.
3. Ask them to clear their chart. Write on the board: next to, in front of, between, above, in the corner. Review the terms and introduce those that are new.
4. Make statements: "There's a bed in the corner of the living room." "There's a chair next to the bed." etc. Ss place the furniture according to your instructions. Elicit suggestions from class.
5. Clear the furniture one more time. Students take turns telling each other different instructions until they have furnished the apartment.

Wrap Up/Assessment

- Ask the learners to walk around and look at the different rooms. Ask them to find at least one difference between their set up and a classmate's.

Activity 4: What are they doing? (20 min)

1. Show pictures of people doing things in their house: washing dishes, cooking, cleaning, fixing the door, vacuuming the floor, watching TV, reading a book.
2. Ask learners say where the person is: e.g. She's watching TV in the living room.
3. Use the chart on *Ventures 1* p. 34 to explain present continuous. Explain difference between simple present and continuous using examples.
4. Give learners a picture of people doing different things (e.g. use a picture Dictionary, *Ventures 1*, p. 96 or *Ventures* p. 35): Ask learners to write what the people are doing. Check as a class.
5. Separate the class into two teams. Give each group 10 cards with verbs in present continuous.
 - a. Model the activity first. Then, put the cards on two chairs in the front of the room. At the same time, one person from each group picks a card and acts out what it says. The other members of the group have to guess what he/she is doing.
 - b. The team that finishes the cards first wins.

Wrap Up/Assessment

- Separate the class into two teams. Give each group 10 cards with verbs in present continuous.
 - Model the activity first. Then, put the cards on two chairs in the front of the room. At the same time, one person from each group picks a card and acts out what it says. The other members of the group have to guess what he/she is doing.
 - The team that finishes the cards first wins.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What did you learn today?
2. What did you like today?
3. Have learners write 5 new words on the cards or in their journals.

Homework/Project (Extension Activity)

- **Reading/Writing:** Practice with present continuous and what people are doing use *Addventures 1* Unit 3B, 3C or 3D as appropriate.
- *For practice with prepositions, use the modified Standout worksheet.*
- Ask learners to write descriptions of their homes. Give sentence frames if needed.
- **Speaking:** Ask someone the warm-up questions about their house.
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 5 Lesson A (listen answer and repeat)

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- www.usalearns.org