

Basic: Housing - Rooms – Week 1 of 4

Unit objective: Students will be able to name the rooms of a house, assert whether they live in a house or an apartment, use *there is/there are* sentences, describe actions done in each room and write about their own place of residence.

Monday

Lesson Objectives:	Materials
<ul style="list-style-type: none"> • Learn the names of rooms in a house, including <ul style="list-style-type: none"> ✓ Living room ✓ Dining room ✓ Kitchen ✓ Bedroom ✓ Bathroom ✓ Patio • Assert whether they live in a house or apartment. 	<ul style="list-style-type: none"> • <u>Reading:</u> “Bailey’s House” (see below) • Rooms pictures (ask coordinator) • Foundations Activity Workbook, pg 25
Activity Ideas:	
<ul style="list-style-type: none"> • Rooms/Writing: Discuss the rooms of the house using the pictures. After modeling and making sure students know the vocabulary on the worksheet, have the students complete Foundations Workbook pg 25. Do the listening section (part B) together as a class. • Speaking: Discuss as a class the answers to the following questions: <ol style="list-style-type: none"> 1. Do you live in a house or an apartment? I live in a _____. 2. What’s your address? My address is _____. 3. Do you live upstairs or downstairs? I live _____. <p>Discuss one question and how to answer it at a time. Ss should practice in pairs and then each student should be asked by the class and answer for themselves. Repeat for all questions.</p>	

Bailey's House

1. I live in a yellow house.
2. I live in a house in Minneapolis, MN.
3. I live with two friends.



4. My house has three bedrooms.
5. I sleep in my bedroom.
6. My bedroom is upstairs.

7. My house has two bathrooms.
8. I take a shower in the bathroom.

9. My house has one kitchen.
10. I cook in the kitchen.

11. My house has one dining room.
12. I eat in the dining room.

13. My house has one living room.
14. I watch TV in the living room.
15. The living room is downstairs.

16. My house has a patio.
17. We have a party on the patio.

Tuesday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review Monday's objectives• Name the rooms in their house/apartment, using sentences with There is and There are as appropriate.	<ul style="list-style-type: none">• Room pictures (see coordinator)• Yes/No signs (volunteer made)• House picture (see below)
Activity Ideas:	
<ul style="list-style-type: none">• Speaking – Introduce there is/there are using rooms in a house (There is one living room. There are three bedrooms). Ss pick a room picture. They say this is the (insert room name). They say how many they have in their own house/apartment. (I have one kitchen).• Yes/no signs – Post a Yes/No sign on either side of the room. All students stand up. T makes housing statements, Ss move depending on their answers. (I live in an apartment. I live in a house. I have one bathroom. I have two kitchens. I have three bedrooms, etc.)• House picture – Students label the rooms of the house. Teacher passes out colored pencils and gives commands regarding the rooms: "Color the kitchen green." When finished, quiz the students: "What color is the kitchen?" "What room is yellow?" Discuss what rooms are missing from the house.	



Wednesday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review Monday and Tuesday's objectives• Identify the different activities typically done in different rooms, including: sleeping, eating, cooking, watching TV, taking a bath/shower, parking a car, etc.	<ul style="list-style-type: none">• Matching strips (see below – requires volunteer assembly)• CASAS Listening script (see below)
Activity Ideas:	
<ul style="list-style-type: none">• Discuss – what do you do in each room? Discuss actions – write them on the board (make sure to cover the actions on the matching strips). Ss write them in their notebooks once the discussion is over.• Matching – Prior to class, copy the room words and action words on two different colored papers. Make enough sets for students to work on this in pairs. Fast finishers can write them in their notebooks when finished.• CASAS Listening– Have students number 1 to 7 in their notebooks (do not pass out the sheet; it is just a script for the teacher). Read one questions aloud at a time with the four answers. Students should write A, B, C or D in their notebooks. Repeat questions as needed. This activity is designed to prepare students for the CASAS listening test. Correct together as a class.• Dictation: bedroom, bathroom, I am in the kitchen.	

Living room

Rooms for matching

Kitchen

Bathroom

Bedroom

Dining room

Garage

Laundry room

Patio

Sleeping

Actions for matching

Eating

Cooking

Watching TV

Relaxing outside

Taking a shower

Park a car

Wash clothes

CASAS Listening

1. What is your address?
 - A. My name is Doug.
 - B. My last name is Johnson.
 - C. My address is 3452 Lake Street.
 - D. My telephone number is 763-232-3293.

2. What is your zip code?
 - A. 55406
 - B. My sister's last name is Ali.
 - C. My first name is Halimo.
 - D. My zip code is 2700 East Lake Street

3. What do you do in your living room?
 - A. I relax and watch TV.
 - B. I cook soup.
 - C. I eat lunch.
 - D. I sleep.

4. What is your city?
 - A. My first name is Halimo.
 - B. St. Paul
 - C. My city is 55406.
 - D. 2700 East Lake Street

5. How many bedrooms do you have?
 - A. 55432
 - B. I have 2.
 - C. 23 years old
 - D. \$45.00

6. Where is the bathroom?
 - A. Upstairs
 - B. In the kitchen
 - C. I take a shower.
 - D. 2700 East Lake Street

7. What floor is the English school on?
 - A. My first name is Bailey.
 - B. It is on the 1st floor.
 - C. It is in Minneapolis.
 - D. It is on the 2nd floor.

Thursday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review week's objectives• Students will be able to write about their place of residence using <i>there is/there are</i> sentences.	
Activity Ideas:	
<ul style="list-style-type: none">• Refrigerator writing: Students should write about their place of residences using there is/there are sentences to describe rooms (There are two bedrooms. There is one kitchen.) Teacher should do a model with the whole class first about their own house before having students work individually. Fast finishers can read what they wrote in pairs and write more if they can.	

