

Basic: Housing, Week 2 – Furniture

Unit objective: Students will be able to name common furniture items, describe rooms using there is/are, understand prepositions of location, role play calling about a furnished apartment, identify sales and price and write about their place of residence.

Monday

Lesson Objectives:	Materials
<ul style="list-style-type: none"> • Students will be able to learn vocabulary for common household furniture and appliances (chair, table, lamp, bed, stove, refrigerator, sink, sofa, rug, toilet, tub, shower, TV) • Students will be able to utilize vocabulary learned last week to orally express what's in a room using there is/there are. • Students will be able to answer yes/no questions using "Yes, there is. No, there isn't." 	<ul style="list-style-type: none"> • <u>Reading:</u> Talk of the Block SV, "Jack's Apartment," pg 14-15 • Furniture pictures/matching words (see below) • House pictures (see last week's materials) • Foundations Workbook, pg 29
Activity Ideas:	
<ul style="list-style-type: none"> • Picture match: Teacher creates pictures and corresponding cards for each of the vocabulary words listed above. Ss match words with pictures, either in pairs, groups or as a whole class. • Speaking: Teacher puts pictures of rooms of a house on the ELMO. Ss orally create sentences about what is in the room using there is/there are/isn't/aren't. No writing should happen at this point. • Worksheet: After modeling, students complete the worksheet. 	

Matching words

chair

sink

table

tub

lamp

sofa

bed

rug

stove

TV

toilet

shower

Furniture Pictures for Matching







Tuesday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review Monday's objectives• Categorize furniture by room• Use basic prepositions of location (in, under, next to, behind, in front of, between)	<ul style="list-style-type: none">• Housing pictures (see last week's materials)
Activity Ideas:	
<ul style="list-style-type: none">• Total Physical Response: After physically demonstrating the prepositions of location with classroom objects, T gives commands to students to do with their pencils or classroom objects ("Put your pencil on your nose.") After this, discuss the placement of furniture items in various housing pictures as a class on the ELMO together.• Classroom mingle: Brainstorm together the rooms (kitchen, living room, dining room, bathroom, bedroom). T writes these on different colored papers. Students mingle writing furniture they know in the appropriate room. If students have trouble spelling, you might want to brainstorm a list of words on the board prior.• Guess the room: Model this activity prior to starting. Pair students up and give one a picture of a room; they should not let their partner see it! The student without a picture asks the other one questions until they are able to guess what room it is. "Is there a stove?" Yes, there is. (students review is/isn't questions/answers)	

Wednesday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review Monday and Tuesday's objectives• Role play asking about furniture using is there/are there question or where is the questions.• Identify sales and furniture prices	<ul style="list-style-type: none">• Furniture pictures (Volunteer should cut and add prices – make some “sales”) – use pictures from day 1• Furniture grid (below)
Activity Ideas:	
<ul style="list-style-type: none">• How much is the ? – After reviewing the names of things, set out the pictures with prices. Ss mingle and write down how much each thing costs on a grid. Discuss as a class how much each thing costs, and what is cheap/expensive. Finish by doing some math problems as a class – how much would a few items cost together?• Role play: T should lead students in creating a dialogue about asking about furniture when calling about a furnished apartment. Practice the dialogue in a variety of ways (Whole class, T/Ss, half class/half class, Ss pairs). Finally, have volunteer pairs perform for the class. <p>Dictation: sofa, bed, tub, There is a table in the kitchen.</p>	

Furniture	How much?
table	
chair	
lamp	
rug	
stove	
pot	
bed	
sofa	

Thursday

Lesson Objectives:	Materials
<ul style="list-style-type: none">• Review week's objectives• Write about their place of residence and furniture using basic prepositions of locations introduced earlier in the week	
Activity Ideas:	
<ul style="list-style-type: none">• Writing: T should model writing sentences about their place of residence using there is/there are. Ss should write similar sentences/words (low-lit) about their house or apartment. Encourage advanced students to write as much as they can. T should not focus on error correction and should encourage students to try and sound words out and not worry about grammar/punctuation. Ss can read their stories in pairs, in front of the class or type them during computer time.	

