

LEVEL 2: UNIT 3

WELCOME TO MY HOME!

PERFORMANCE CONTINUUM

NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
BELOW EXPECTATIONS	🎯 LOWEST ACCEPTABLE PERFORMANCE	🎯 TEACH TO...
<p>APPROACHING EXPECTATIONS</p> <p>I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.</p>	<p>MEETING EXPECTATIONS</p> <p>I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.</p>	<p>EXCEEDING EXPECTATIONS</p> <p>I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.</p>



PERFORMANCE TARGET:

I can have a conversation about what makes my family both unique and special.

ENDURING UNDERSTANDING

- Students understand that while all families are unique in how they live, how they work, and how they play, they all have value.
- Students understand that families around the world depend on each member to make the house a home.

ESSENTIAL QUESTIONS

- What makes a house a home?
- What things do I take for granted?
- How does my home and home life compare to that of those in other countries?

TOPICS

Houses

- types of houses
- basic rooms in a house
- some furniture

Home Life

- routines
- chores
- family meals



UNIT LEARNING TARGETS

What will students be able to do with what they learn and acquire?

INTERPRETIVE		INTERPERSONAL	PRESENTATIONAL	
LISTENING	READING	PERSON-TO-PERSON	SPEAKING	WRITING
<ul style="list-style-type: none"> - I can understand the main idea and some details when someone describes their home. - I can understand a message about the routines and traditions of families. - I can understand when someone tells me about their basic routine, chores, and responsibilities. 	<ul style="list-style-type: none"> - I can understand emails and messages about someone's daily activities and routines. - I can understand when I read about daily activities and routines. 	<ul style="list-style-type: none"> - I can ask and answer simple questions about routines and daily activities. - I can have a conversation about what I do in the home daily. . 	<ul style="list-style-type: none"> - I can talk about what I have to do regularly at home. - I can describe my house, its rooms, and some of the typical contents. - I can express my opinion about housing preferences, and defend my opinions with supporting information. 	<ul style="list-style-type: none"> - I can write an email, note, or blog telling about my home. - I can write about what I have to do at home on a regular basis. - I can describe some items in the home—including appliances, furniture, rooms, etc.

UNIT PERFORMANCE TASKS

How will students demonstrate what they can do with what they know?

PRESENTATIONAL	INTERPERSONAL	INTERPRETIVE
<p>Speaking You want to have a party at your house. Describe your house and tell why it would be the ideal place to host a party. (Include chores you do to prepare, how many bathrooms, size of rooms, what activities you can do.)</p> <p>Writing You have an exchange student staying with you. Make a treasure hunt in your house to help him/her learn the rooms in the house and what is done in each. ex. Start in the living room. Go to Bedroom # 1. note: You sleep here. Put your clothes in the closet. Go to the bathroom. #2 note: This is the bathroom. You wash your hands here. (Use 4-7 different places and different activities.)</p> <p>*TC Target Culture * TL Target Language</p>	<p>Speaking You want to go to the movies with a friend, but must finish chores before you go. Using the target language, call your friend and ask what chores he/she did, still needs to do and if he/she will help you finish your chores so you can go on time. Tell at least two chores you already did or didn't do. Ask friend to do at least two chores with you.</p> <p>Writing You are going to go to TC for a summer exchange program. Your roommate is from country of TL and doesn't speak a lot of English. He/she sends you a facebook message asking you about a normal day in your life in the United States. Explain your normal routine to him from the time you wake up until you go to bed. Ask him/her about his normal routine, using specific questions and comparisons. Answer similar questions from him/her.</p>	<p>Listening #1 Listen to various people describe their houses, typical houses/neighborhoods in their area, and what they like/dislike about their own houses. Fill out graphic organizer while listening. Answer specific basic questions about what you heard.</p> <p>#2 Use the Treasure Hunt created in the Presentational Writing task and give the instructions to a partner. As one gives the instructions, the partner will complete the tasks. (draw, place picture on template, act out, make video, etc.) Reader/listener take turns completing task.</p> <p>Reading Read instructions of simple household chores. Demonstrate your understanding by acting out each chore. (Have a jar with different chores. Once each student has read the instructions, have them draw 3 papers with the different chores and show understanding by acting them out.)</p>



VOCABULARY

What will learners need to know?

LANGUAGE CHUNKS

- | | |
|-----------------------------------|-------------------|
| - I have to | - I appreciate... |
| - I have to.... before I can... | - I share... |
| - I have to..., then I can... | - I need* |
| - I would like..* | - I live* |
| - I wouldn't like... | - I go* |
| - I like* | - I went... |
| - We like... | - We went... |
| - It would be... | - I do chores |
| - I woke up. | - We do chores |
| - I slept... | |
| - I washed... | |
| - I cooked... | |
| - I ate* | |
| - I vacuumed/mowed the lawn, etc. | |
| - I went... | |

BASIC VOCABULARY SUCH AS...

*indicates that these topics are recursive from level 1. Take this opportunity to reinforce and also go deeper into these areas.

more/less than

- before
- after
- then
- help
- use
- bigger
- smaller
- already
- still
- often
- always
- usually
- tradition

basic rooms of a house or apartment

- kitchen
- bathroom
- bedroom
- living room
- garage
- yard

Chore words

- vacuum
- garbage
- wash
- clean
- laundry
- dishes
- straighten up
- mow the lawn
- set/make/put (*set the table or make the bed, for example*)

Basic things in a home

- refrigerator
- microwave
- table
- chair*
- couch
- bed
- rug
- light/lamp

