



2015 Student Program Lesson Plan Template

For step-by-step help in completing this document, please see the accompanying guide.

Date:		Theme/Topic:	My Home and Your Home		
Age Range of Learners:	10-16	Targeted Performance Level:	Novice High/Intermediate Low	Number of minutes	90

Definition and Guiding Question

How is my home in the United States similar to, yet different than, homes in India?

STAGE 1: What will learners be able to do with what they know by the end of this lesson?

DO	KNOW
<p>What are the learning targets/can-do statements for this lesson?</p>	<p>What vocabulary, grammatical structures, language chunks, cultural knowledge, and content/information do learners need to accomplish the lesson can-do?</p>
<p>I can identify and describe rooms of a house in India and in the United States.</p> <p>I can ask and answer questions about houses.</p> <p>I can state preferences.</p> <p>I can describe places and things found in a home.</p>	<ul style="list-style-type: none"> Location of home: shahar (m)-city, gaaNw (m) -village, ilaakaa (m) -area, paRos (m)/muhallaa (m) - neighborhood, saRak(m) /maarg (m) – street, chauraahaa (m)-crossing/cross roads Type of home: (flaaT (m)- flat/apartment, baNgalaa (m)-family home, hawelii-small palace, mahal (m)-palace)

I can talk about activities that people typically do in different areas of a house.

I can compare a home in the United States with one in India identifying commonalities and differences.

- Names of rooms of a house:
sone kaa ramraa (m)-bed room, paRane kaa ramraa (m)-study room
baiTak (m)-living room, rasoii ghar (m)- kitchen, khane kaa kamraa- dining hall, gusalkhaanaa/baathruum (m)-bathroom,baagh (m)- garden, aaNgan-inner courtyard
- Types of furniture in different rooms of a house
palang (m) –bed frame, bistaar/bichhaawan-bed, chhat (f)-roof, farsh (m)-floor, mez (f)-table, kursii (f)- chair, sofaa (m)-sofa, kaalin-carpet almaarii (f)-cup board.
- Adjectival expressions:
baRaa-big, choTaa -small, aadhunik –modern , paaramprik-traditional.
- Postpositions of location:
... par- on,at ...
... meN- in...
... ke uupar- on, above, at the top of ...
... ke niche- under, beneath, below ...
... ke pahale- before...
... ke baad- after ...
... ke saamne- in front of ...
... ke age- a head of ...
... paas- near ...
... ke saath- with, along with ...
- Verbs that describe activities commonly carried out in different areas of a house:
khaanaa banaanaa- cooking
khaanaa- eating
sonaa- sleeping
socializing- milnaa-julnaa
TV dekhnaa- watching tv,

	<p>Ghar-kaam karnaa-doing homework Aaraam karnaa- relaxing</p> <ul style="list-style-type: none"> Expressions of comparison: se (adjective - (adjective) than... <p>....sabse (adjective)...- most (adjective)</p> <p>... se baRaa/baRii - bigger than...</p> <p>... se chhoTaa/chhotii- smaller than...</p> <p>sabse lambaa/lambii- tallest sabse chhotaa/chhotii-smallest</p>
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STAGE 2: How will learners demonstrate what they can do with what they know by the end of the lesson?

What will learners do (learning tasks/activities/formative assessments) to demonstrate they can meet the lesson can-do?
<p>Students are fascinated by Shahrukh Khan and his fabulous home Mannat. They search online for news about him and find a photo shoot of his home. They make note of the rooms of the house and his elaborate furnishing and then talk with classmates about this home, comparing it with their own houses in the United States. They decide to design a home where they will live when they earn fame and fortune. They post the plan and description of this house on the class Facebook (or Fakebook/Edmodo) page where classmates view and comment on the plans.</p>

STAGE 3: What will prepare learners to demonstrate what they can do with what they know?

Opening Activity	
The teacher tells the class that he/she is selling his/her home. He/She shows the class a digital tour of his/her home. This may	Time: 10

<p>be done using a video clip, a slide show, or with large visuals depicting rooms of the house. As the teacher narrates the house tour, he/she specifically uses the targeted vocabulary repeatedly and notes important expressions on the board for students to use as reference.</p>	<p>minutes</p>
<p>Learning Episode</p>	
<p>The teacher distributes an 8x10 sheet of paper with small visuals of rooms of the house, some furniture items, pictures of typical activities carried out in different rooms of the house. Students “tear” the sheet into individual pictures. The teacher then leads the class in a series of tasks that allows students to internalize the new vocabulary:</p> <ul style="list-style-type: none"> • As the teacher names the rooms and furniture items, the students hold up the corresponding pictures. • The teacher describes the different rooms and furniture items; students hold up the corresponding pictures. • Students play picture Bingo with the vocabulary. • Students work in pairs to create a story about an imaginary home using the pictures as prompts. They tell their story to another pair of students who ask clarifying questions and make comments about the home. <p>For additional vocabulary practice, teachers present additional thematic vocabulary and implement a variety of games and activities as suggested at the following website:</p> <p>http://iteslj.org/Techniques/Koprowski-RecyclingVocabulary.html</p>	<p>Time: 10 minutes</p>
<p>Learning Episode</p>	
<p>Teacher plays the video clip, 2. Rathore Family- Our Home. Students listen and hold up corresponding vocabulary cards when they hear and/or see the name of the room or the furniture item.</p> <p>Students watch the video a second time and fill in a graphic organizer with information from the video: 1) names of the rooms of the Indian house; 2) furniture items they see or hear; 3) activities/chores carried out in the house.</p>	<p>Time: 10 minutes</p>
<p>Learning Episode</p>	
<p>Students create an outline for a slide show or for a video tour of their own home. They include a script for the slide show or video; they peer edit the work.</p>	<p>Time: 30 minutes</p>

Learning Episode	
Homework: Using Photo Story, Power Point, Story Bird, or another presentational application, students create a tour of their home that includes photos and commentary.	60 minutes
Learning Episode	15 minutes
Half of the students display their homes for their classmates who circulate, watch the presentations, ask questions, and make comments. Students switch roles to allow the rest of the students to present their homes.	
Learning Episode	
Students work in pairs to view video clips of homes in India and they scan real estate ads to gather information about the ways people live in different parts of India. They fill in a graphic organizer comparing their home with those in India and then write a short email to an epal in India/Skype with a friend in India/blog about the differences and similarities between the homes.	
Learning Episode	30 minutes
Performance Assessment: Fascinated by the lifestyles of the rich and famous, students search online for news about celebrities and find photos shoot of his home. They make note of the rooms of the house and his elaborate furnishing and then talk with classmates about this home, comparing it with their own houses in the United States. They decide to design a home where they will live when they earn fame and fortune. They post the plan and description of this house on the class Facebook (or Fakebook/Edmodo) page where classmates view and comment on the plans.	

Materials needed for this lesson

Empty rectangular box for notes or reflection.

Reflection/Notes to Self

Empty rectangular box for notes or reflection.