**Language & Level/Grade: Approximate length of Unit:**

**Performance Target: Number of Minutes Weekly:**

**Theme/Topic: Essential Question: What special about your house?**

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| **Unit Goals** | | | | |
| Students recognize the type of shelter they live in (house- apartment)  Students identify rooms in the house  Students ask and answer about where members in the family are in the house.  Students ask and answer about daily activities they do in each room and the time they do it.  Students identify items in each room and place them.  Students ask and answer about the items needed to be bought for each room  Students are able to describe their houses in order to design an advertisement.  Students identify and use prepositions of place through questions and answers  Students design their own houses and tell a story integrating the given language in the unit | | | | |
| **Summative Performance Tasks** | | | | |
| **Interpretive** | | | | |
| Students will watch different pictures about houses and discuss them  Students will listen to story about a family in a house and elicit names of rooms  Students will watch videos and songs to identify what people do in different rooms  Students will watch a video of a person buying stuff for his house and list the things he bought  Students will watch an authentic ad about selling a house and try to understand it  Students will watch pictures and try to describe them in target language. | | | | |
| **Presentational** | | | **Interpersonal** | |
| Students will design a house then form a story about it using the language given | | | Students will ask and answer about members of the family in the house  Students ask and answer about what they need for the house | |
| **Can Do Statements** | | | | |
| **Interpretive** | Students can elicit information from pictures, videos and a story they hear | | | |
| **Presenta-**  **tional** | Students can talk about the house they designed, describe it and tell a story about it. | | | |
| **Interpersonal** | Students can ask and answer questions about the house, members of family activities in the house | | | |
| **Supporting**  **Functions** | | **Supporting**  **Structures/Patterns** | | **Priority**  **Vocabulary** |
| Compare: different houses  Describe: houses and rooms  Express opinions: I need/ I don't need / I like/ I don't like  Ask and answer questions: about house/ place of different items/ daily activities | | I live in ……  Where is mum? She is in….  What is mum doing? She is….  Where is the table? It is in….  On/ under/ above/ next to/….  I need…./ I don't need….  The house is big/ small  There are 3 rooms …one bathroom | | House items/ rooms/ preposition of place/ question words: where/ when/ what  I need/ I like/ I want |

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| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | How does this activity support the unit goals or performance tasks? | Mode of Communication |
| TPS: different house, why? | Provide ways of differentiating types of shelter | Interpersonal |
| Watch a video about the house | Provide rooms vocabulary | Interpretive |
| Watch an ad about selling a house | Provide a method of how to describe a house | Interpretive |
| Listen to a story happening in the house | Provide current information use | Interpretive |
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| **Resources** | | |
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