

## Basic: Family: Identifying Family Members – week 1

- **Unit objective:** Students will be able to identify and talk about family members orally and in writing, ask “How many?” questions about family, express marital status and express where family members live.
- **Vocabulary:** mother, father, son, daughter, sister, brother, aunt, uncle, grandfather, grandmother, niece, nephew, children, family, husband, wife

### Monday

Lesson Objectives:	Materials
<ul style="list-style-type: none"> <li>• Review last week’s objectives as appropriate</li> <li>• Identify family member vocabulary orally and it writing</li> <li>• Ask and answer “How many?” questions about family using have or has</li> </ul>	<ul style="list-style-type: none"> <li>• Story – <u>Talk of the Block Family SV</u>, “Kim and the Kids,” pg 9-10</li> <li>• Volunteer’s family pictures (if possible)</li> <li>• Family worksheet (see below)</li> </ul>
<b>Activity Ideas:</b>	
<ul style="list-style-type: none"> <li>• <b>Family tree:</b> T introduces family by talking about own family and drawing a very simplified family tree on the board using the family vocabulary words (see above). Feel free to bring pictures; learners love it! Learners write</li> <li>• <b>Family worksheet:</b> Ss fill out worksheet after discussing family</li> <li>• <b>Dialogue-</b> Create a simple dialogue with students:</li> <li>• <i>How many brothers do you have?</i>  <i>I have _____ brothers.</i></li> </ul> <p>Practice in variety of ways, switching vocabulary words (whole class, half class/half class, teacher/students, pairs, volunteer perform)</p>	

Who is it?



1. d \_\_\_\_\_



2. h \_\_\_\_\_



3. m \_\_\_\_\_



4. s \_\_\_\_\_



5. w \_\_\_\_\_



6. f \_\_\_\_\_



7. s \_\_\_\_\_



8. b \_\_\_\_\_

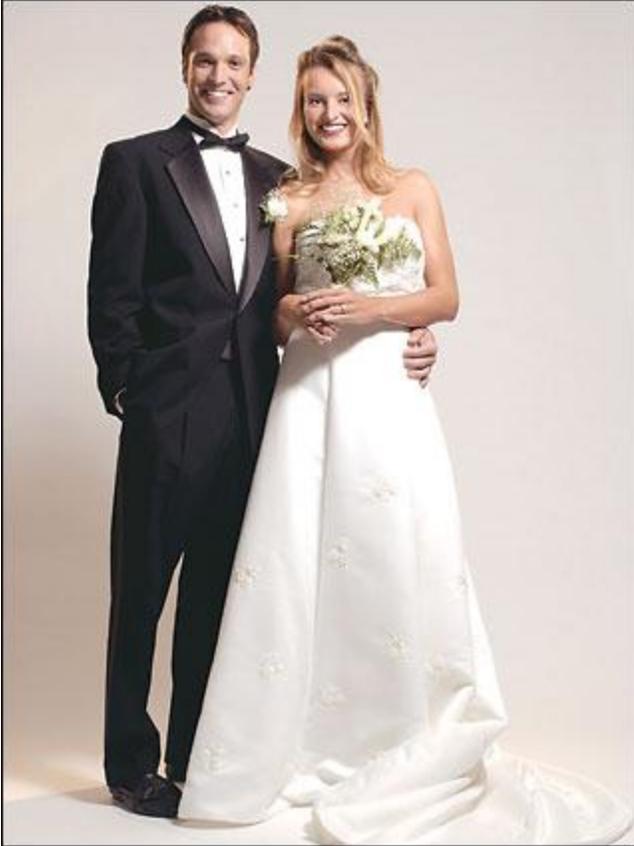
# Tuesday

Lesson Objectives:	Materials
<ul style="list-style-type: none"><li>• Review Monday's objectives as appropriate.</li><li>• Identify family member vocabulary orally and in writing</li><li>• Ask and answer "How many?" questions about family using <i>have</i> or <i>has</i></li><li>• Ask about where family members live</li></ul>	<ul style="list-style-type: none"><li>• Mingle sheet (see below)</li></ul>
Activity Ideas:	
<ul style="list-style-type: none"><li>• <b>Mingle</b> – After modeling the question, Ss mingle asking "How many" questions about the brothers, sisters, sons and daughters.</li><li>• <b>T-chart</b> – Using the list of family vocabulary words covered yesterday, T draws a T chart on the board labeling it man/woman. As a class, write the words under the correct categories. Once finished, Ss can copy the chart into their notebooks.</li><li>• <b>Speaking</b> - Introduce the question, "Where does your _____ live?" "He/she lives in _____" Ask and answer using the various vocabulary words. Can use the ball to indicate who should answer. The person throwing the ball asks the question, and the person catching it answers.</li></ul>	



# Wednesday

Lesson Objectives:	Materials
<ul style="list-style-type: none"><li>• Review Tuesday's objectives as appropriate.</li><li>• Express marital status</li></ul>	<ul style="list-style-type: none"><li>• Yes/No signs (Volunteer made)</li><li>• Marital pictures (see below)</li><li>• Worksheet (see below)</li></ul>
Activity Ideas:	
<ul style="list-style-type: none"><li>• <b>Yes/No Move</b> – Signs are taped to opposite sides of the room. T asks yes/no questions with vocabulary <b>mother, father, sister, brother, son, daughter, children, grandmother, grandfather</b> and students move to their answers (i.e. I have three sisters. My brothers live in Africa.)</li><li>• <b>Marital status worksheet:</b> After introducing each word (married, single, widowed, divorced), T demonstrates, "I am _____." Ss answer orally and then complete the worksheet. Fast finishers can write what they are in their notebooks (I am single. My sister is married. Etc.)</li><li>• <b>Dictation:</b> mom, dad, sister, son. I have two brothers.</li></ul>	





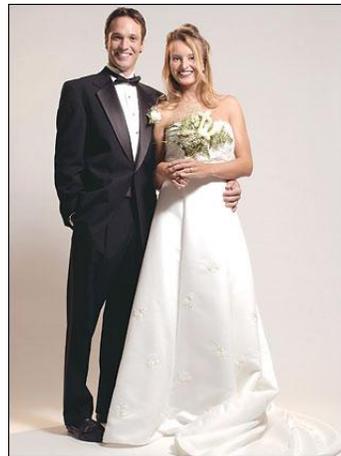
**Write.**

**married      single      widowed      divorced**



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**Write. I am** \_\_\_\_\_.

# Thursday

Lesson Objectives:	Materials
<ul style="list-style-type: none"><li>• Review Wednesday's objectives as appropriate.</li><li>• Write about members of their family.</li><li>• Describe family members with adjectives (optional).</li></ul>	
Activity Ideas:	
<ul style="list-style-type: none"><li>• <b>Family Writing</b> - Together spell all of the family words on the board so students have a point of reference when writing. Class writes sentences together. T models first by writing 3 sentences using "I have" about family members ("I have one brother. I have one sister. I have three sons").  Students write sentences in their notebooks about their families. Fast finishers can write more than three sentences or write using adjectives from last week (My mom is tall). Students share their stories in pairs. Ss can type their stories during computer time if they wish.</li></ul>	

