

FAMILY

Lesson Length: 1 hour + Extension Activities

Vocabulary & Expressions: Words related to family members; Who is this?; This is my/your/his ___.

Language/Culture Point: Possessive pronouns

Objective: Students will be able to recognize and use words related to family members.

Materials: Family photos showing multiple generations, computer, projector, PPT Presentation: Family, red/green/yellow Signal Cards, printed PPT slides/family photographs, tape, blank paper, markers, *students' family photos*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
5 minutes	- Family photos showing multiple generations	- Authentic Materials - Using Pictures/Chalk Talk - Brainstorming

TEACHING ACTIVITY

1. Show a picture(s) of your family with two or three generations - mother, father, children, and grandparents. If you don't have one available, use Chalk Talk to tell students about your family.
2. Ask students, "What do you see in this picture?" Write vocabulary words on the board. Group words for each generation, and write male and female words in different colors.
3. For any people that students do not identify, ask students "Who is this?" If they can't answer, say, "This is my ___."

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STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Computer and Projector - PPT Presentation: Family - Alternative: printed slides/ photographs/pictures 	<ul style="list-style-type: none"> - Teaching with PowerPoint - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Grab your students' attention by showing a presentation about family. You can put family pictures into a slide presentation or show pictures/photographs.
- Many students at this level will already know basic nouns for family members. In your presentation, *focus on expanding students' family-related vocabulary and emphasize nouns explaining relationships*. For example:
 - This is me, and this is my husband.
 - We have a daughter named Linda. She is our only child.
 - We also have a pet dog named Bingo and a pet cat named Whiskers.
 - This is my dad, my mom, and my sister.
 - My sister has two children, a boy and a girl. My nephew's name is Jason and my niece's name is Kim. My daughter loves to play with her cousins Jason and Kim.
 - This is my husband's mother, my mother-in-law.
 - My mother-in-law does not live with her husband anymore. They are divorced.
 - This is my husband's brother. This is his other brother. They are my brothers-in-law.
- Go back through the presentation a second time, if necessary.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards - Printed slides/photographs 	<ul style="list-style-type: none"> - Signal Cards - Authentic Materials - Using Pictures

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TEACHING ACTIVITY

- Using Signal Cards, ask students Yes/No questions about each individual photo or printed slide from the presentation. For example: “Is this my husband? Yes or no?” “My mother-in-law is divorced. Yes or no?”

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5-10 minutes	<ul style="list-style-type: none"> - Family photos showing multiple generations - Tape 	<ul style="list-style-type: none"> - Authentic Materials - Using Pictures

TEACHING ACTIVITY

- Tell students, “Today we’re talking about family relationships.” Tape a picture of yourself in the middle of the board.
- Take the individual pictures of your family members out, and model how to arrange them into a chart. For example, take out the picture of your father and ask students, “Do you remember who this is? This is my father.” Put him above you on the board, and draw a line between the pictures. Write the word “father” next to the line.
- Have the students help you finish arranging all of the family photos.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Paper and Markers 	<ul style="list-style-type: none"> - Chalk Talk

TEACHING ACTIVITY

- Give the students time to draw their own family and label each family member with their name and relationship.
- After the students have drawn their families, ask one to show his/her family to the class. Ask questions, such as, “Who is this? What is your brother’s name?” etc.



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STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
15 minutes	- Students' drawings of their families	- Question Asking and Answering

TEACHING ACTIVITY

1. After you have modeled with at least one student, have the students get with a partner.
2. Have students ask questions about each other's family, using "Who is this?" to start. More proficient students should be encouraged to expand and tell names, ages, marital status, etc.
3. Allow ample time for pair practice by having students switch partners multiple times.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
5 minutes	- Family photos showing multiple generations - Students' drawings of their families	- Authentic Materials

TEACHING ACTIVITY

1. Point back to your own family picture, and tell the students: "This is me, and this is **my** (husband/child/sister)." Write on the board:
This is **my** __.
2. Choose a gender to focus on for possessives. For example, choose a male student in the class and focus on his picture by asking, "Who is this?" Depending on his answer, write:
This is **his** __.
3. Practice with a few more students of the same gender.

Note: Research shows that teaching possessives in chunks (i.e. focusing on 'him' during one lesson and introducing 'her' during a follow up lesson) minimizes confusion and improves comprehension, when compared to teaching 'him' and 'her' at the same time.



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STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Students' drawings of their families	

TEACHING ACTIVITY

1. Have each student say another student's name and share his/her family drawing with the class. For example, "This is Angelo. This is his wife. This is his son. This is his daughter. This is his mother."
2. Ask students to bring in family photos to share during the next class.

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EXTENSION ACTIVITIES: FAMILY PHOTO SHOW-AND-TELL/FAMILY SURVEY

Time Frame	Materials	Teaching Strategies
Varies	- Students' family photos	- Authentic Materials - Using Pictures - Surveys and Interviews

TEACHING ACTIVITY #1

1. Have students bring in family photos for the next class.
2. Have students present their family photos by saying, "This is my ___."
3. When you have a female student present, use it as an opportunity to now highlight the female possessive and write the patterns on the board: "This is Maricela. This is her husband. This is her daughter. This is her pet cat."
4. Have a few more students present their family photos to the class so that you can review vocabulary.
5. Have students get into pairs and study their partner's family photo.
6. Each person should share their partner's family photo.

TEACHING ACTIVITY #2

Do a Survey Activity to see how many people in the class have children, siblings, and pets.