

**Unit 8: Home tour****Day Three: Dear diary****Objective**

1. Students will view Part 2 of the Powerpoint slide show, My Home.
2. Students will read a day's entry in the exchange student's journal.
3. Students will show comprehension by responding to questions about the reading.

**Setting the Stage (5 minutes)**

Teacher asks students to tell what they remember about the slide presentation "My Home", Part 1. Teacher then quickly reviews those slides.

**Input (30 minutes)**

Teacher shows Part 2 of "My Home". During each slide, Teacher asks yes/no, either/or, what/where questions to check for comprehension and to ensure that students are participating and engaged.

Students read an entry in the exchange student's journal.

*September 3, 2008*

*Dear Diary,*

*What a day! Today was my first day in [name of town in the country where the target language is spoken]. My new family is really great. \_\_\_\_\_ [name of daughter/son in the family] showed me their entire home. The house is really pretty but still a bit unusual and different from my own home.*

*First of all, when we entered the house, we were still at the ground level and not on the first floor. There wasn't a first floor, or even a second. There were no stairs going up. At home, we have to climb up some stairs to get to the first level, where the living room, kitchen and a small bathroom are.*

*Another difference is the bathroom. Here, the main bathroom has a bathtub and shower combination. Not like at my home! We just have a small room especially for the toilet. Our bathroom, which is at the end of the hallway, has no toilet. Instead we have a sink and a bathtub-shower combination.*

*I also noticed that here the doors to the bedrooms are always closed. We had to knock to make sure nobody was inside before we opened the door.*

*The bedroom in which I'm sleeping is very nice and the bed is really comfortable. But, the pillow is very strange, almost as wide as the bed. The pillows at my house are much smaller!*

*Also, there's a closet in my bedroom here. I put my clothes inside this closet. At home, I don't have a closet in my bedroom. Instead, my parents and I have small, free-standing cabinets in our bedrooms that we call an armoire.*

*My new family's yard is really small and there are fences all around. At home, we have no fences and lots of space to wander around the neighborhood.*

*Anyway, I know I'm going to be happy here. It's different, but it's okay.*

### **Guided Practice (15 minutes)**

Teacher passes out a clean sheet of paper to each student. Teacher also supplies colored pens or pencils.

Teacher shows the slide show on how to create a [trptych](#) miniature book.

Teacher creates a model of this triptych miniature, one step at a time, as he/she shows each slide. Students follow along and create their own triptych, one step at a time.

Teacher labels the left "roof" area of the triptych as My Home in \_\_\_\_\_ [name of country where the target language is spoken].

Teacher labels the right "roof" area of the triptych as The Home of my New Family.

Students need to illustrate all the differences between the two homes and write phrases or short sentences that explain their illustrations.

### **Independent Practice (5 minutes)**

Students place their triptych miniature book on their desk. They get up and walk around and read 5 other triptych miniature books that their classmates have illustrated and described.

### **Evaluation (10 minutes)**

Students write 10 original questions, with answers, about the slide show and about the journal entry.

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