**Unit 6B  
Tom & Sherlock**

***The Adventures   
of Tom Sawyer***

**LESSON 7**

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# Teacher Edition: Conversation & Collaboration

## Lesson 7: Build Background

Lesson Notes:

The Conversation & Collaboration lessons focus on language acquisition. They include opportunities for students to practice speaking English through a variety of activities. The Teacher Edition provides suggestions for ways in which students might practice speaking English while working independently.



Students can complete the speaking, listening, and presenting activities in a variety of ways, depending on access to technology:

No tech: Students can write their answers and then speak with someone at home or with a friend.

Wi-Fi access: If students can access Wi-Fi, they can use an online app such as Vocaroo to record themselves or Screencastify to make a presentation and email it to you.

Smartphone access: Students can record audio or make a video presentation and email it to you.

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Description automatically generatedSome activities in this lesson provide an opportunity for students to collaborate with a partner. Let students know if they will be working with a partner and/or using technology.

If you are assigning partners, students should be paired with another student at least one proficiency level higher or lower than them (e.g., Emerging with Expanding; Expanding with Bridging, etc.), if possible.

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Description automatically generatedThis lesson offers speaking opportunities. Inform students in advance if they will use technology to complete these activities.

Cultural Notes: The expectation that children perform chores at home differs from family to family and may be tied to cultural expectations. It is important to realize that newly arrived students may have very different experiences with the type of chores done in the US.

Linguistic Notes: Explain that in English /ch/ and /sh/ are different sounds, so it is very important to differentiate and pronounce the sound carefully. English language learners may pronounce the words “chores” and “shores” similarly, for example. If students have Internet access, suggest a pronunciation website where they can listen to the /ch/ and /sh/ sounds in multiple words.

This is the end of the Teacher Lesson Notes. Please print the Student Edition starting on the next page.

# Student Edition: Conversation & Collaboration

## Lesson 7: Build Background

**In this lesson, you will...**

* identify categories of chores.
* learn words and expressions to describe chores.
* explain what chores you like and dislike doing.

### Materials:

Bilingual dictionary

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| **A picture containing mirror  Description automatically generatedIcons**  **A close up of a logo  Description automatically generatedSpeaking activity**  **Pair activity**  **Wi-Fi and a Tablet, Computer, or Smartphone**  **A picture containing knife, drawing  Description automatically generated­Ideas**  **Vocabulary** |



**Grammar Tips**: “do chores”

The verb to do is often used to talk about chores. For example: “I do my chores after school.”

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Description automatically generated Activity 1: Identify chores



You have been reading *The Adventures of Tom Sawyer*. In Lesson 5, Tom is doing a chore. He is whitewashing, or painting, the fence in the front yard. Tom would rather do something fun. In this activity, you will identify chores you do and ask people questions about chores.

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**Vocabulary Tips:** Definitions

**chore**: a job we do at home to help the family

**shore**: land next to an ocean, river, or lake



**Pronunciation Tips:** /ch/ and /sh/

The sounds /ch/ and /sh/ are two different sounds in English. Some English Language Learners find these sounds difficult to pronounce in English. If you have access to the Internet, listen to the words “chores” and “shores” online. Practice saying the words aloud.

1. Read the list of chores in the chart. Use your dictionary or work with your partner to look up words you don’t know.
2. Do you do any of the chores in the chart? Put a check mark next to the chores you do.
3. Use the chores in the chart to ask: “Do you...” questions. For example: “Do you wash dishes?” Ask as many people as you can. When someone answers a question, write that person’s name in the column.

|  |  |  |
| --- | --- | --- |
| ✔ | Do you... | Name of person  who does the chore |
|  | wash dishes? |  |
|  | sweep the floors? |  |
|  | wash and fold clothes? |  |
|  | babysit a little brother or sister? |  |
|  | water the plants? |  |
|  | feed the pets? |  |
|  | wash the car? |  |
|  | help prepare meals? |  |

1. Write five answers from your chart in complete sentences in the box. For example, “Robert washes dishes.” Read your sentences to someone.

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1. Now, brainstorm all the chores done in your home. If you need ideas, review the examples in the chart.

|  |  |  |
| --- | --- | --- |
| kitchen chores | bathroom chores | yard work |
| wash dishes |  |  |
| Indoor chores | outdoor chores | garage chores |
| sweep the floors | take out the trash |  |

1. Talk about it. Read the list of chores you brainstormed to someone.
2. If you are working with a partner, listen carefully to your partner’s list of chores. Add new chores you hear from your partner to your list.

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Description automatically generated Activity 2: **Describe chores**

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**Vocabulary Tip:** Adjectives

Adjectives are words that describe a person, place, or thing.

**Step 1: Learn adjectives to describe chores**

In this activity, you will use adjectives to describe chores.

One way to include more descriptive words in your speaking or writing is by considering shades of meaning. For example, you can use adjectives that are similar in meaning to describe how difficult chores are.

Some words have a similar meaning but vary in intensity. That means some words are milder (weaker) and some words are more intense (stronger). For example, there are many synonyms for the word *hard*, such as *back-breaking*, *difficult*, *not easy*, and *toug*h. These words mean about the same but are used in different situations. *Hard* is a milder word than *difficult*. *Back-breaking* is a more intense word than *hard* or *difficult*.

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| --- | --- | --- | --- | --- | --- | --- |
| Milder  (weaker) word | not easy | hard | difficult | tough | back-  breaking | More intense  (stronger) word |

1. Organize the words that are similar in meaning to “fun” by placing the adjectives from the word bank on the continuum.

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| --- |
| enjoyable   entertaining   exciting   fun    interesting |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Milder word  milder = weaker |  |  |  |  |  | More intense word  intense = stronger |

1. Tell someone three chores you do. Use adjectives to describe the chores. For example: “I do yard work. Yard work is fun.” Listen carefully to your partner’s answer. Summarize their answer in the box.

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**Step 2: Match idiomatic expressions with their meaning**

Idiomatic expressions are phrases that must be defined as a phrase. They cannot be understood by defining each word in the phrase separately. For example, someone could say: “Washing a car is a piece of cake.” “A piece of cake” means easy to do.

1. Read the idiomatic expressions in the chart. Use your dictionary or work with your partner to look up words you don’t know.
2. Draw a line to match each idiomatic expression with the correct meaning.



|  |  |
| --- | --- |
| Idiomatic Expression | Meaning |
| Can’t teach an old dog new tricks. | It’s not as great as you’d think. |
| Ain’t what it’s cracked up to be. | It’s very easy. |
| A piece of cake. | Work very hard. |
| Work my fingers to the bone. | Some people don’t change. |

1. Use the idioms you learned in this activity to write about two different chores.

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1. Talk about it. Tell someone your sentences.

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Description automatically generated Activity 3: **Discuss chores you like and don’t like**



In this activity, you will use the words and phrases you learned to talk about chores.

1. Think about the chores you do at home. List the chores you like and dislike.

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| --- | --- |
| The chores I like to do. | The chores I don’t like to do. |
|  |  |
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1. Talk about it. Use the sentence frames to discuss the chores you like to do or don’t like   
   to do.

|  |  |
| --- | --- |
| **Emerging** | The chore I like to do is \_\_\_\_\_\_\_\_\_\_. It is \_\_\_\_\_\_\_\_\_\_ to do this chore.  The chore I don’t like to do is \_\_\_\_\_\_\_\_\_\_. It is \_\_\_\_\_\_\_\_\_\_ to do this chore. |
| Expanding | The chore I like to do / don’t mind doing is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.  The chore I dislike/hate doing is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |
| Bridging | I’m responsible for doing various chores around the house, but one chore I actually enjoy doing is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_.  I don’t mind helping my family, but the chore I dislike the most is \_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_. |

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Description automatically generated Wrap-Up



There are many different chores that people do around the house. Summarize what you’ve learned by answering the questions.

1. What kind of chores did you learn about today?

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2. What words and phrases did you learn to describe chores?

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3. Talk about it. Tell someone your answers.