

Title: Everyday chores

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Level: Beginning; elementary school grades 1-2 (or ages 5 to 8)

Purpose of the activity: The purpose of the activity is to help the learners use the modals (*has to/have to, must, doesn't have to/don't have to*) to talk about classroom chores.

Type of activity:

- Whole classroom work
- Individual work
- Classroom setting; 15-20 students

Objective: To practice and learn the modals, the learners will use listening and speaking skills (in answering the teacher's question) and reading and writing skills (to complete the worksheet).

Duration: approximately 60 minutes

Vocabulary: Chores; have to; must; don't have to; erase the board; sweep the floor; wipe the desks; water the plants; close the blinds; pick up the mats; push in the chairs; put homework in backpack; return library books to library

Materials: Chart with chores and names of students; worksheet; survey sheet; pencils or pens

Teaching Note: This lesson is an exercise in helping the students to learn modals (*has to/have to, must, and doesn't have to/ don't have to*). The following chart is only a suggestion as there are many possible chores and expectations that the teacher has from the students. This

lesson may also be beneficial to do at the beginning of a new class in order to clarify chores and responsibilities.

Procedure:

1. The teacher activates background knowledge by asking the students if they know what *chores* are. The teacher can explain to the students that they do chores which are things that they do in order to help at school. Ask the students if their parents expect them to do chores at home and what those chores are.
2. Explain to the students that at school there is a chart which a list of the chores that each student does. The students' names and the days are on the chart. Show the students an example of a chart (like the one below) or draw an authentic one with the students' names.
3. Point to the different types of chores and ask the students how to do each chore. Pick a day and point to the name of a student. Explain to the students what that person's chore is for that day.
4. Tell the students that they are required to do all of their chores. Therefore, they *have to* or *must* do those chores that day. Write *has to/have to* and *must* on the board. Explain that *has to/ have to* and *must* have similar meanings—that is, that talk about things (such as chores) which are required and necessary. Therefore, chores are required to keep everything in the class running smoothly. (There is no choice with things that are required.)
5. Next, write *don't have to* on the board. Ask how *have to* is different than *don't have to*. Discuss how *don't have to* is the opposite and means that the chore is not required.
6. Look at the chore chart again.
7. Ask each student to find his or her name on the chore chart. Ask each student what he or she has to do that day. You can write a few examples on the board with the singular *has to/must* first and then do a few examples with the plural *have to*. (If the teacher prefers an inductive approach, then write the examples with all the singular examples in the left column and write the

plural examples in the right column. Then, allow the students to guess why you use *has to* in some instances and why you use *have to* in other instances.)

8. After the students have practiced *has to/have to*, then introduce *must*. Explain to the students that *must* has the same meaning of *has to/have to*. Tell the students that you can use *must* in place of *has to/have to*. (You can write *must* on index cards or small pieces of paper and tape these over the words *has to/have to* in order to show that *must* is an acceptable replacement.)
9. Pass out worksheet. Read directions together. Do either in pairs or individually. Do an example together as a class. (Answers will vary for questions 6-10.)

CHORE CHART

	erase the board	sweep the floor	wipe the desks	water the plants	pick up mats
Monday	Maria				
Tuesday				Paul	
Wednesday					Becky Dan
Thursday		Bill Arlene			
Friday					

Examples:

- a. Maria **has to** sweep the floor on Monday. --singular
Paul **has to** water the plants on Tuesday. --singular
- b. Becky and Dan **have to** pick up the mats on Wednesday. --plural
Bill and Arlene **have to** sweep the floor on Thursday. --plural
- c. Show how **must** can be used in place of **has to/have to**. **Must** also have the same meaning.
- d. Write **doesn't have to/don't have to** on the board. Review with students how these are different than **has to/have to**. After the students say that these are negative, ask them which is used for the singular and which is used for the plural. (You can write **doesn't have to** and **don't have to** on index cards and ask the students to match these with the correct sentences by placing these over **has to/have to**.)
- e. When teaching how to answer these questions, make clear that we answer these questions with either the singular or the plural, depending on how many students are doing the chore; however, when we ask the question, we use the singular.

Worksheet

Directions: Please answer the questions using the names in the chart. Please answer in complete sentences.

CHORE CHART

	erase the board	sweep the floor	wipe the desks	water the plants	pick up mats
Monday	Anna				
Tuesday		Jose Yoko			
Wednesday			Gabi Jon		
Thursday				Jackie	
Friday					Pierre Laura

1. Who has to erase the board on Monday?

2. Who has to sweep the floor on Tuesday?

3. Who has to wipe the desks on Wednesday?

4. Who has to water the plants on Thursday?

5. Who has to pick up the mats on Friday?

6. Who doesn't have to erase the board on Monday?

7. Who doesn't have to sweep the floor on Tuesday?

8. Who doesn't have to wipe the desks on Wednesday?

9. Who doesn't have to water the plants on Thursday?

10. Who doesn't have to pick up the mats on Friday?

Extension Activity:

Give the students a copy of the chore chart below and ask them to fill in with students' names (either for fun or for real chores that the students will do). Then, ask students questions orally similar to the questions that they did for the worksheet. (You can change some of the chores to fit what is expected of the students in this particular classroom.)

CHORE CHART

	erase the board	sweep the floor	wipe the desks	water the plants	pick up mats
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					