



TEACHER'S GUIDE

LESSON 22: WHAT ROOMS ARE IN A HOME?

Video summary: Anna makes a doll house with rooms for her friends. She visits a doll house museum.

Functional purpose: Talk about the rooms in a home and daily activities in each room; talk about colors

Grammar: Personal pronouns + own; this/that

Question: What rooms are in a home?

Key words: *brown, green, orange, pink, purple, red, yellow*

Adj	Adv	N	Preposition	V
awake	why	bathroom	during	brush
brown		bed	in	close
green		bedroom		cook
messy		bell		dining
orange		chair		living
pink		doll		share
popular		door		study
purple		kind		
red		kitchen		
yellow		night		
		pillow		
		room		
		television		
		toy		
	type			
	wall			

PREPARE TO WATCH

Get students' attention

- Bring a few pieces of cardboard cut into different shapes that can be put together to make a small model house. Ask students to guide you in putting the pieces together.

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- Or, show on a screen pictures of your home, or take a video of the rooms in your home and show the video to the students. Ask them to say what colors they see and to name some objects in the rooms such as tables, chairs, and beds.
- Say, “What is your favorite room at home?” Take some student answers and write them on the board.
- Choose an object in the classroom and ask, “What color is this?” See if students can say the color in English. If not, translate from the student’s language and write the color on the board. Continue with other objects.

Connect to students’ experiences

- Ask, “What is your favorite color?”
- Describe objects using color names in a complete sentence so students can hear the adjective before the noun: “This is a green book. That is a red pen. You have a blue shirt.”

Guess: What will happen?



- Show the image of Anna with her dollhouse.
- Say, “In this lesson, Anna is making something. What do you think it is?”
- Ask, “Why is she making it?”

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- Take student guesses and say, “What does Max say about it? How about Daisy?”

WATCH AND REVIEW THE VIDEO

Check understanding with specific questions (add your own as necessary)

- Teach one or two new words from the video, such as *doll house*.
- Ask, “Why does Anna make a doll house?” She is using it to teach about rooms and colors. And she wants to have fun playing in it with her friends Max, Daisy, and the bells.
- Talk more about the video. Ask students what they liked, what made them laugh, what parts they want to see again.

ACTIVITIES

1. Rainbows and Colors

Set up/materials

- Bring some colored pencils, crayons, or watercolor paints for students to use. If colored paper is available, choose sheets with the colors used in this lesson. These can be used in the song activity.
- Write the colors used in this lesson on flashcards (use colored pencils or markers) or on the board using colored chalk. Have students repeat the names of the colors as you hold up the flashcard or point to the word on the board.

brown
green
orange
pink
purple
red
yellow

- Make your own prism. Fill a glass $\frac{3}{4}$ full of water. Put the glass on a white piece of paper. Set the glass where sunlight or a flashlight can shine through it. Water in the glass will act like a prism and bend the light into a rainbow on the paper. The angle of the light can be adjusted until you see the rainbow.

How to

- Use the water in a glass or a prism or crystal to show students a rainbow. Ask, "What colors do you see in the rainbow?"
- Play a video or audio recording of the song, if available. NIH: <https://kids.niehs.nih.gov/games/songs/childrens/sing-a-rainbow>
- Here is one on YouTube: <https://youtu.be/nRTdq0VsLGQ> or <https://youtu.be/mXtpjBzPMeY>

"The Rainbow Song"

(Verse 1)

Red and yellow and pink and green,
Purple and orange and blue.
I can sing a rainbow,

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Sing a rainbow,
Sing a rainbow too.

(Verse 2)

Red apples and yellow sun,
Pink flowers in the green grass.
Purple grapes and orange carrots,
A rainbow high in the blue sky.

(Verse 3)

Red and yellow and pink and green,
Purple and orange and blue.
I can sing a rainbow,
Sing a rainbow,
Sing a rainbow too.

Copyrights for lyrics, words, music, and motion picture version held by Arthur Hamilton.

- Say, “Now let’s make our own rainbow.” Have students choose a colored pencil, crayon, colored paper, or object that is the same as one of the rainbow colors. Then have students line up in this order: red, orange, yellow, green, blue, purple.
- Explain to students: “We will sing the first part of the song again. When you hear your color, hold up your paper/crayon/other object.” As students sing the song again, have them hold up their colored paper or object during the chorus.
- Have students take their seats again and provide paper and drawing materials. Say, “Listen to the next part of the song. Draw the things you hear in the song.” Play verse 2 of the song. Students can draw red apples, a yellow sun, pink flowers, purple grapes and orange carrots.

Variation

- Ask students to make up another verse to the song and draw and color the things they sing about. They could sing about a blue house, a red car, a brown dog, and so on.

2. Read and Write

Set up/materials

- Give students a copy of the *Read and Write* activity sheet.
- Review the names of rooms in a home:

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bedroom
bathroom
dining room
kitchen
living room

How to

- Ask students to form pairs and take turns asking and answering questions by completing the sentences and then reading the completed words and phrases on their activity sheets. The words are:

The doll house has an orange roof, purple walls, and a pink door.

The dining room has a brown table and two green chairs.

Daisy wants her own bedroom.

We cook in a kitchen and wash in a bathroom.

- Have students practice reading the sentences aloud for a partner. Choose two or three pairs to demonstrate their reading for the rest of the group.

Variation

- Have students copy the sentences they have written from the activity sheet to their notebooks.
- Ask students to make questions for their partner about what people do in each room of their house. They may make the questions personal:

Student A: Where is your brother's room?

Student B: It's here next to my parents' room.

Student A: What does your brother usually do in his room?

Student B: He just sleeps there. It's too messy to do anything else!



READ AND WRITE

The doll house has an

orange roof, purple walls, and a pink door.



The dining room has

a brown table and two green chairs.



Daisy wants her

own bedroom.



We cook in a kitchen and wash in a bathroom.



3. Listen and Speak

Set up/materials

- Have students form pairs.
- Give students colored pencils, markers, or crayons.
- Review the colors by having students repeat:

red, blue, green, yellow, orange, purple, pink

How to

- Show students the house outline on the *Listen and Speak* activity sheet. Draw a similar outline of a house on the board and show how to draw furniture in the house to create rooms. If a colored whiteboard marker, or chalk, is available, use it to color some of the objects in the rooms.
- Tell students that they are making a house like the doll house Anna makes in the lesson. Show the drawing you have made on the board and tell about one or two rooms.
- Say, “Here is my house. It has a kitchen here.” Point to one room. “I put a table in the kitchen. It is a blue table. I eat dinner on this table.”
- Have students think of the rooms they want in their houses.
- Say, “Draw the things you want in each room.”
- After students have drawn the objects in their rooms. say, “Now give your partner your paper.”
- Have one pair of students demonstrate the activity with the sample conversation from the activity sheet.
- Set a time by which to complete the activity and monitor students as they talk about and color their houses.

Variation

- For more advanced students, have them write a story about the people in their house and what they do in each room.

● LISTEN AND SPEAK

Make a house with anything you want in it. Draw people or things in each room of the house. Give your paper to your friend. They will add colors to your house. Ask and answer like this:

Student A: What is this room? What is in it?

Student B: It's the bedroom. It has a bed and a table and chair.

Student A: What color is the chair? What color is the wall?

Student B: The wall is green. Please color the chair blue.



Rooms: bedroom, bathroom, dining room, kitchen, living room

Colors: green, orange, pink, purple, red, yellow, brown

Other words: messy

<https://learningenglish.voanews.com>

LEARN MORE

1. Color Jumps

Set up/materials

- Small colored pieces of paper. Students can use crayons or markers to make the pieces, or, if colored paper is available, it can be cut into pieces.

How to

- Make, or have students make, small pieces of paper of various colors, including those from this lesson (brown, green, orange, pink, purple, red, yellow)
- Distribute the pieces of paper among students. Each student gets one or two pieces of colored paper. If two pieces, they should be of different colors.
- Students sit in chairs or on floor. When the teacher calls out the name of a color, students who hold paper that matches the color jump up out of their chairs and show the color paper that matches what was said.
- After some practice, have individual students lead the class in the activity.
- Add more colors as students make progress in building their vocabulary.

Variations

- After students jump up, ask one of the students who is standing to spell the name of the color.
- Have students trade papers with each other so they get practice with all the colors.
- After students jump up, ask one of the students who is standing to make a complete sentence using the color.
- Say the names of two or more colors so more students jump at once. Then have a student make a sentence using more than one color.
- Say all but one or two of the colors. Then ask the few remaining students who are seated to name the colors they have and to make a sentence with them.

2. Homes around the world

Set up/materials

- This activity may work best with more advanced learners. Adapt it to your level of students as necessary.

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- Find images on the internet of traditional and modern houses/dwellings from different parts of the world, such as a yurt, teepee, igloo, mobile home, log cabin, brick house, and adobe home.

How to

- Show one or more pictures of a home from a part of the world that is different from your students' culture. Ask students to describe its color, shape, and materials. Help them with vocabulary and write the words on the board as the class tries to answer the questions.
- Ask students to write one to three questions about the home.
- Students ask their questions; other students and the teacher answer. Teacher continues to add new vocabulary on the board.
- Discuss the advantages and disadvantages of each type of house/dwelling.

Variations

- Assign pairs of students to research home design in different parts of the world. For example, one pair could research homes in Japan while another could research homes in sub-Saharan Africa. Students can then report what they learned to the rest of the class.
- Have students create a short story about people who live in one or more of the homes.
- Students can design their own imaginary home. The teacher can limit the size/number of rooms in the home the students imagine. Students may mix more than one style. For example, a log cabin may have a glass greenhouse attached to it.
- Talk about the cost of homes. Compare the cost of homes in different areas within the same country or between different countries.
- Teach students the concept of square meters to help them understand the relative sizes of different homes.

3. Vocabulary builder

Set up/materials

- You can use the *Listen and Speak* activity sheet from this lesson or draw a similar outline of a house on the board and have students copy it.
- If possible, show pictures from a book or from the internet of furniture that is typically found in homes, including ones from this lesson.

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How to

- Ask students to help you name the parts of the house drawn on the board. List the vocabulary items on one side of the board as you do this, while also writing the vocabulary items on lines connected to the various parts of the house. A possible list of words includes:

Roof, attic, ceiling, wall, floor, door, door handle, doorknob, light switch, window, (curtains, shades, blinds, drapes), window screens, closet, stairs, railing, porch, fireplace, chimney, basement, garage, front door, back door, side door, screen door; **rooms:** bedroom, bathroom, living room, study, kitchen

- Have students copy what you have written on the board onto the house outline they have on their paper.
- Erase the words on the board on the lines connected to the house but keep the list of words on the side of the board.
- Have students draw another outline of the house on the back of their paper or on another piece of paper.
- On a different piece of paper, have each student choose and write down any five of the words on the board.
- Put students into pairs and have students exchange their papers with the vocabulary words. Each student then tries to write the vocabulary words they were given on the correct part of the outline of the house.
- After students complete their five items, have them compare papers and work together to choose more vocabulary from the board and write the words on the correct part of the house.
- Follow a similar procedure for vocabulary for furniture and objects in a house, such as:

Bed, table, chair, lamp, dresser, mirror, desk, sofa, bookcase, rug or carpet

Variations

- Practice prepositions as they relate to homes and objects in them. For example:

On the roof, on the floor, on the wall, on the ceiling, in the bedroom, under the table, next to the desk

- Tell students to imagine that they have hidden a toy or a special treat somewhere in a house. They can use the outline house from this activity or draw a new one. Their partner must guess and try to find the toy. You can explain to students how to ask questions by giving a few examples such as:

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Is it under the bed? Is it in a dresser? Is it up on the roof? Is it somewhere in the living room?

- If possible, prepare a series of images that relate to this lesson's vocabulary to show on a screen, such as windows, bedrooms, walls, and so on. Split the class in half and have the students stand up, with one group on one side and the other group on the other. Then have one student from each side come closer to the front. Show a new image on the screen. The two students in front race try to be the first to say the vocabulary of the image. As students get better at this, you can increase the speed of the activity (give the students less time to answer).
- Put students into small groups of three or four. Give them a paper with a house outline but no words on it. Then have the groups compete to see which group can correctly label the parts of the house the fastest. As students improve their vocabulary, you can shorten the time allowed for the activity. You can also have them draw furniture and label it to expand the number of vocabulary items they use.

CHECK UNDERSTANDING

1. Quiz

Give students the printed quiz at the end of this lesson guide, have them use the online quiz, or simply write the questions on the board. If you want to test only their listening skills, say the questions but don't write them.

Questions:

1. We wash in a _____.
2. The doll house has two _____ - one for Max and one for Daisy.
3. Mom and Dad _____ in the kitchen.
4. The pillow is _____.

Answer key:

1. bathroom
2. bedrooms
3. cook
4. yellow

QUIZ

1. We wash in a



2. The doll house has
two —
one for Max and one
for Daisy.



3. Mom and Dad
 in the
kitchen.



4. The pillow is

