



Theme Picture #25: A Dollhouse

Target Vocabulary: bathroom, bedroom, ceiling, chimney, closet, dining room, family room, floor, heater, kitchen, light, living room, patio, porch, roof, sidewalk, stairs

TEACHING TIP

Tap into students' prior knowledge. Engage students in a discussion about their own homes. Ask them questions such as: **Do you have a porch? Do you share a bedroom? What is your favorite room? Describe it.**

INTERMEDIATE LANGUAGE DEVELOPMENT ACTIVITIES

Show students the theme picture and say: **This is a picture of two girls playing with a dollhouse. Have you ever seen or played with a dollhouse? You can see many different rooms in this dollhouse.**

Listening and Speaking

- Lead students in a “description chain” about the theme picture. They should focus on using prepositions and prepositional phrases. Example: *The heater is near the family room. The family room is above the kitchen. The kitchen is next to the dining room.*
- Point to a room (e.g., the kitchen) in the theme picture. Call on a student to ask a question and then have another student answer. Example: Student 1—*Did you sleep in the kitchen last night?* Student 2—*No, I didn't sleep in the kitchen.* Student 1—*Did you eat in the kitchen last night?* Student 2—*Yes, I ate in the kitchen.* Then reverse roles and have Student 2 ask the questions and Student 1 respond.

Reading and Writing

- Write on the board a riddle about one of the parts of the house in the theme picture:
*It has lots of clothes.
It has a door.
It is not a room.
What is it? [closet]*
Have student pairs write a riddle about a part of the house in the theme picture and allow time for them to ask their riddles to the class.
- Have students work with a partner to write sentences comparing the rooms in the theme picture. Students should practice using the target forms they are learning. Example: *The bedroom is quiet, but the family room is loud. The porch is colder than the living room.*
- Write the following on the board: *What is your favorite room?* Have students write 2-3 sentences telling about their favorite room and explaining why they like that room best.

- Write numbers 1-6 on small pieces of self-adhesive paper. Post the numbers in the six rooms in the theme picture (i.e., living room, family room, bathroom, kitchen, dining room, bedroom). Students should number their papers 1-6 and then work with a partner to write a sentence describing what they did yesterday in that room. Example: *I ate in the kitchen. I watched TV in the family room.*

LANGUAGE DEVELOPMENT ACTIVITIES FOR OTHER LEVELS

Beginning: Students are able to listen and respond nonverbally and/or speak in one- or two-word responses. Give directions and ask questions such as: **Point to the living room. Is this the closet or the porch? Is this the bathroom?** Continue with other yes/no and either/or questions.

Early Intermediate: Focus on students' ability to speak in short, simple sentences. Have them describe the picture. Ask questions: **What is happening in this picture? What rooms do you see? Describe the rooms.** Have students write a sentence explaining something that is happening in this picture; then ask students to read their sentences to a partner.

Early Advanced: Students are speaking in complex and compound sentences, and should be able to analyze and debate a position. Ask questions such as: **Who are the two girls? What are they doing?** Have students work with a partner to write a dialogue between the two girls. Have students read their dialogues to the class.

Advanced: Students are able to listen, speak, read, and write proficiently in English. Focus on their ability to predict, persuade, and debate. Ask a question such as: **Is it better for children to play indoors or outdoors? Why?** Have students write a paragraph answering the question. Encourage students to consider the pros and cons of the two alternatives. Help them create a graphic organizer to chart their ideas.