

BOOK
1



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 1 Unit 3

AAS Level 1 – Book 1 – A New Place
Unit 3 – Furniture

TL 1

There is (a dog).	There are (3 dogs).	cupboard	desk
in (the living room)	on	under	by

TL 2

Where is (the red candy)?	rug	counter	plant
bookshelf	sink	stove	shower

Basic Aims:

By the end of the unit, the learners will:

BA1: be able to name pieces of furniture and draw them.

BA2: be able to follow instructions and draw furniture in the correct room.

BA3: be able to follow instructions and draw candy in the correct place in a room.

Advanced Aims:

By the end of the unit, the learners will:

AA1: be able to play a game with a partner and say where things are.

AA2: be able to play a game with a partner and ask questions about where things are.

AA3: be able to work with a partner to tell them where to draw things.

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • Shapes and Lines VA • Plain paper • Colored pencils • 'Where Does It Go?' activity – A3 laminated VA 	<ul style="list-style-type: none"> • 'Where's the candy?' activity – A3 laminated VA • Myu cut-out • Scissors • Spare colored pencils
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Lyrics, Games, Glossary

Many of the things referenced in this plan can be found on the latter pages such as the song lyrics, TPR actions, descriptions of games and a glossary of any initializations/abbreviations/terms that are used throughout.

About This Unit

In the final unit of this first book, there are two activities that reuse the language and themes of the previous units and build on them. The first activity, 'Where Does It Go?' starts as a receptive listening activity, guiding learners on how to draw furniture, where to draw it and then communicating that information to their partners. The second activity focuses on communicating the location of specific objects within a room. These activities follow the context provided by the story and song that the learners have just engaged with, making it more relatable. As a teacher, how the activities are set up will determine their success, so make sure you rehearse beforehand and think about your language grading.

Week 1

Before class	Have the song 'Today's Style' playing when the students (Ss) enter. If you didn't work on the song in the previous unit, the third unit is a good time to start doing so. Work on it at the beginning of each class. The Ss should have plenty of exposure to it after hearing it through all of unit 2 and also having got through the whole song which provides context for it.
Lexis (see glossary)	<p>Start with TL1. Show your pile of flashcards and tell Ss the words are for the two games in the book. Show the who unit 3 activities.</p> <ol style="list-style-type: none"> 1. Show/Model/Present → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating after you. 2. Identify (Group)→ Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game 8. Produce (Individual) → Don't Take It
Activity	<p>Where Does It Go? – First Week</p> <p>When setting up activities, our ultimate aim is to have the Ss perform the activity independent of the T's guidance. We want to create a student-centered classroom where Ss feel confident in what is being asked of them. The T can then stand back and observe their performance and language abilities to determine if Ss can independently complete the task. Setting up communicative tasks with low-level, young language learners is a challenge, but with reflection and a desire to improve, it can be achieved.</p> <p>Description: This activity continues the theme of 'moving house'. First the Ss will listen to the T describe how to draw some items of furniture and follow the instructions. Continue on from this, two Ss do Listening 1 (A and B), draw the furniture in the house and then share that information together. This listening 'info gap' then moves on to coloring the items of furniture.</p> <p>Drawing the Furniture</p> <p>Set up: Depending on how much time you have in your classes, you may just want to focus on drawing the furniture this week.</p> <ol style="list-style-type: none"> 1. Get the Shapes VA and go through the different parts. 2. Tell the Ss we are going to draw shapes to make furniture. 3. Show them the flashcards that have furniture. 4. Give the Ss some plain paper and have them take out a pencil and colored pencils. 5. Give the instructions for drawing a chair and have them follow along with you on the paper. E.g. <div style="margin-left: 40px;"> <i>1. Draw a rectangle. It's thin. 2. Draw 2 lines. 3. Draw 2 (more) lines. It's a rectangle!</i> </div> <div style="margin-left: 40px;"> <i>4. Draw 2 lines. They're legs! 5. Color the rectangles brown.</i> </div>

	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Now the Ss understand the concept, have them go to p.18-19 and have them draw some more chairs in the blank boxes. 2. Ask them what the next piece of furniture is. (sofa) 3. If you think your Ss are capable, have them ask you, "How do you draw...?" 4. Give the instructions for the other items and have them follow along with you. <p>Pictionary Extension:</p> <ol style="list-style-type: none"> 1. Once they can draw the items of furniture, you can run a quick game of Pictionary. Draw each item of furniture and do a team game to see who can call out the item fastest. You could combine this with a familiar game such as 'Shark Bridge' for added jeopardy. 2. Now they understand the concept, you have Ss come to the board and draw. 3. Introduce some rules where if Ss get the wrong answer they are penalized. This means they'll have to be patient and wait until they are certain. <ul style="list-style-type: none"> - "I think it's (a table)!" - "That's right!" / "Wrong!"
Extension	<p>Custom Furniture:</p> <p>At this point, they should have heard you say the things from the Shapes and Lines VA a lot. Stronger classes can be encouraged to do some risk-taking and give the instructions themselves.</p> <ol style="list-style-type: none"> 1. Give drawing instructions for an item of furniture, but customize it by adding something to it e.g. draw a flower. 2. Have the Ss follow your instructions and follow your custom design. 3. Give yourself lots of points for doing it and create a celebratory atmosphere when you're finished. 4. Ask for volunteers. Get everything to clap when they come up. Help them to give their instructions for drawing custom furniture and get everyone to follow along. 5. Massively praise their efforts, give points and have everyone clap their 'presentation'.

Week 2

Before class	Have the song 'Today's Style' playing in the background when Ss come in. Continue working on this.
Lexis	<p>Review TL1. Go through the cards and check what the Ss have retained.</p> <p>Continue through the progression below using appropriate games to work on their retention, accuracy and pronunciation.</p> <ol style="list-style-type: none"> 1. Show/Model/Present 2. Identify (Group) → Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game Produce (Individual) → Don't Take It <p>It's a good idea to introduce the names of games. As Ss build familiarity with them, you can build up a bank of fun things the Ss can request throughout the year.</p>
Activity	<p>Where Does It Go? – Second Week This week we can focus on the listening task on p.20-21. For this activity you will need two devices to play audio on. If you can separate your Ss, that is ideal, but on other sides of the room can work too. You can even get the A team and the B team to cover their ears while you play the audio for one team.</p> <p>Set up:</p> <ol style="list-style-type: none"> 1. Go to p.20-21 and have the Ss do the same. Tell them that they are going to draw furniture in the rooms of the house. 2. Tell them they need to listen to the iPad (or whatever device) to find out where to draw it. 3. Separate the class into As and Bs. <p>Running the Listening Activity: We want to have them do Listening 1 first. You have the choice of running this activity in two ways: (Listening 1, Speaking 1, Listening 2, Speaking 2) or (Listening 1, Listening 2, Speaking 1 and 2 together) The flow below assumes the later.</p> <ol style="list-style-type: none"> 1. Tell the Ss that Listening 1 is drawing and Listening 2 is coloring. ICQ these instructions: "Do we color for Listening 1?" (No.) 2. Have them listen and draw. Show them how to rewind and use the device. 3. Monitor and assist, checking their answers as you go. 4. Move on to Listening 2 and have them color the items they just drew. 5. Now this is finished, we can move on to the speaking element of the information gap. Remind them to keep their houses secret. <p>Model for Speaking: Now you want the Ss to share this information they've just gathered from the recording. You'll have an opportunity to check their understanding of is/are during this.</p>

	<p>A: What's in your (living room)? B: There is... A: What color is it? B: It's... B: What's in your (living room)?</p> <p>Tip: So they don't see each other's books here, you can do a number of things e.g. put up barriers, have them sit back to back, have them sit very far apart and have to speak with a big voice</p> <p>Feel free to stop the activity and provide feedback and clarification. You can actually start off with an easier model and build up to a more advanced one, feeding in new language as appropriate for your class' level.</p>
Extension	<p>My Own House</p> <p>Provide the Ss with their own piece of paper and have them draw their own house. Tell them to draw in furniture and color. This can also be assigned a homework and then they can present/share their houses with each other. There is also plenty of scope for creativity here so you could prepare your own model drawing to inspire them.</p>

Week 3

Before class	Have the song 'Today's Style' playing when the Ss enter. Continue working on this.
Lexis	<p>Start with TL2.</p> <p>In week 3 of each unit, we will introduce some alternative games from weeks 1 and 2. Feel free to continue with the previous games, or use these at a later time.</p> <ol style="list-style-type: none"> 1. Show/Model/Present → Go through TL2 as you did in the first week. 2. Identify (Group)→ Slap V1 3. Identify (Individual) → Slap V2 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Stepping Stones 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Hurricane Game 8. Produce (Individual) → Quick Draw (Cowboy Duel)
Activity	<p>Where's the Candy? – First Time</p> <p>Description:</p> <p>This activity is another information gap where the Ss must exchange information about where candy is around the house and draw it on to their own picture. By the end of this activity Ss will be able to say what room something is in as well as explain where it is in relation to other objects using simple prepositions of place.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Ask the Ss what Myu likes to eat. 2. Tell them Myu wants to eat all the candy in the house. 3. Separate the class into a big A and B group. Give each group the laminate and ask them how many pieces of candy they see. Have them count. There are 8 in each picture. 4. Draw two candies on the board. Tell them A has the spotted candy and B has the striped candy. 5. Tell them they need all 16 candies to get Myu to come. 6. Place the Ss into A/B pairs and ICQ keeping their books secret. <p>Model:</p> <p>You can use the model below, or a simpler one, depending on your Ss.</p> <p>A: Where's your (green) candy? B: It's in the kitchen? A: Where in the kitchen? B: On the stove. A: Thank you. (A draws B's candy.) B: Where's yours?</p> <p>As usual, good practice is to use a puppet or a drawing to show the model. Then you run the model again with a strong S for added clarity. Another tip is to model a bad version of how you want the activity to run and ask the Ss if elements of it are OK? E.g. Mumble your words and ask if that is OK</p> <p>Running the Activity:</p> <ol style="list-style-type: none"> 1. Assign the roles to Ss in pairs. 2. Monitor and assist, praising any attempt to use English. Trying their best with language should outweigh any points for 'winning' the game. 3. Try and take notes on errors and good use of English for positive feedback and some basic error correction on the board.

Week 4

Before class	Have the song 'Today's Style' playing when the Ss enter. Hopefully they are pretty good with this now and it will run quickly.
Review	<ul style="list-style-type: none"> ✓ Do a quick productive review of TL1 and TL2. ✓ Pick out the 6-8 most difficult cards and hone in some of their difficulties. Is it pronunciation? Remembering the TL? Depending on the situation, you can do a quick drilling/productive game to improve their ability with the TL. ✓ If they do really well with all of TL1 and TL2 at this stage, simply move on to the activity.
Activity	<p>Where's the Candy? – Second Time</p> <p>If you didn't finish last week, you can continue the activity. You can also have the Ss swap roles and do the A or B page they didn't do last time. Or, provide photocopies when needed.</p> <p>The Myu Game</p> <p>Description: This activity give Ss the opportunity to use the pink squares on the activity pages. There is a cut out of Myu on p.33 in the top left corner. This game has the Ss place their Myus on the picture and take turns guessing where they have placed it. This provides added practice of locations, furniture and prepositions of place. It also provides the opportunity to expand and use a different question structure.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Ask the Ss to go to p.33. 2. Ask them to cut out Myu. 3. Tell them they are going to put Myu their picture, but they have to keep it a secret for their partner. <p>Model: You can use the model below, or a simpler one, depending on your Ss.</p> <p style="padding-left: 20px;">A/B: (Place Myu on the activity pages)</p> <p style="padding-left: 20px;">A: Is Myu (in the living room)?</p> <p style="padding-left: 20px;">B: Yes, she is.</p> <p style="padding-left: 20px;">A: Is she (under the sofa)?</p> <p style="padding-left: 20px;">B: No, she isn't. My turn.</p> <p style="padding-left: 20px;">Is Myu (in the bathroom)?</p> <p style="padding-left: 20px;">A: No, she isn't. My turn.</p> <p style="padding-left: 20px;">Is she (in the living room) (under the table)?</p> <p style="padding-left: 20px;">B: Yes, she is.</p> <p style="padding-left: 20px;">A: I found Myu! I win!</p>
Extension	<p>Have the Ss take their Myu cards and hide them in the room. Provide a model for how you wish for them to go about this and conduct themselves before setting them loose. They can then go around in pairs and when they find a Myu say, "I found Myu!" Stop the class and bring them together around the Myu.</p> <p>You can then use this to practice location, furniture and prepositions of place in a freer way in the real world.</p>

Aims	<ul style="list-style-type: none"> ✓ Go to the aims page for this unit and go through them with your class. ✓ 'H' means 'they can do it with help from the teacher' and 'I' means 'independently/without the teacher's help'. ✓ Some of principled use (see glossary) of the Ss' L1 (see glossary) could be acceptable here, but it is possible to get the meaning across only using the L2. ✓ Have the Ss circle what they think.
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Game Glossary

Note: A note on points awarded for flashcard games. The points are for the game, not for general participation. Your overall points system for the class should encourage effort in English, not excessive competitiveness in games. If someone has 2 points from the game, but another has 10 and you feel they both tried hard, on your main points system, they both get the same number of points.

Which One? (Team)

Take two sets of cards. Place 3 or 4 cards in front of the two teams. Both teams should have the same cards. Now turn them over so the images and words can't be seen. Tell them you will say a card, then as a team, they must turn over the correct card when you say "Go!" This is a good game which is a little bit of simple communication involved in the decision making.

A: Which one?

B: This one.

C: Yes.

Hold Up

Make a circle and give each learner a card when you call a language item. The person holding the card has to hold it up quickly. Switch cards from time to time so that they have practice with different items. Make sure they hold the cards facing inwards so that they can all see each other's cards. You can also do this with two sets of cards so there is overlap in what they are holding. The game then has a competitive slant.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called.

Note: To make the game safer/more challenging, have the learners balance a stuffed toy on their head as they do it.

Team Bye Bye Game

Put the Ss into 2 teams. Flash a card at the team. If they can they can all produce it when prompted, they get a point or token. If they can't, give them the card and have them practice it together. Switch to the other team when they fail. If a team is exceptional, just make the time they get to see the flashcard shorter and shorter. When a team fails, dramatically proclaim, "BYE BYE!" Be careful not to single out Ss who fail to produce the card and create a sense of levity.

Don't Take It (Old Maid)

Draw a cockroach or some other unpleasant thing on one or two of the flashcards. Deal out the cards to everyone and have them keep them secret. They have to say one of their cards before taking a card from the person to their right. They can shuffle their cards before the next person takes. Set a timer to dictate the end of the game.

Slap

This is one of the simplest and most straightforward games. It's fast paced and enables you to get a lot of receptive exposure in a short period of time. Lay the cards down face up in the middle of the room or on a table. Have the Ss make a circle around the cards. Have them put up their hands.

Version 1: Say an item of target language and give the Ss a chance to identify the card. When the T says "Go!" the Ss race to slap the correct card.

Version 2: Once the Ss have built up confidence, have them race to slap the card as soon as they hear the teacher say the target language.

*Make this game *collective receptive* by not assigning points. Make it *individual receptive* by adding points.

Stepping Stones

This game works well if you have around 8-10 pieces of TL and have 2 sets of the cards. Lay them out in a line on the floor as shown below:

apple	ninja	pencil	fish	happy	phone	sleep	disco
apple	ninja	pencil	fish	happy	phone	sleep	disco

The aim is for the Ss to remember the pattern of good and bad stones until one S gets to the end. When a S falls, they go to the back of the line. The T should make a note of which of the stones are good or bad. Keep the pattern secret from the Ss, they must remember it as they go. After setting this up, ask a S to choose the first 'stone' to jump to. They should say the TL before jumping. Automatically make the first stone a 'fall stone' and have the S act out falling dramatically. You can do an amusing picture of this on the board too. The T should monitor and make sure that the Ss are producing the TL as they jump and getting the correct pattern.

Hurricane Game

You need a whiteboard, markers, eraser, and a ball, (preferably a sticky ball). Draw a circle for each student, as well as for yourself (e.g. 7 students and 1 teacher means 8 circles), and either write the person's name inside a circle or have the student write their own name. Draw a hurricane somewhere on the board. Practice the Target Language. Flash a card and elicit the answer. The first student to answer correctly gets to throw the sticky ball at the board. Erase everything between the hurricane and where the sticky ball landed. Erase the original hurricane and draw another hurricane where the sticky ball landed. The last name to be erased off the board wins the game.

Quick Draw (Cowboy Duel)

Have pairs of students stand back-to-back. Give them each a flashcard which they hold at their chest. Have the learners take five paces on the count of five, they turn around and race to say the TL on the other learner's card. The first one to say it wins the duel!

Glossary of Terms

Affective barrier: The idea of the affective barrier is that stress, anxiety or other negative emotions can be a barrier to learning.

CCQ: Concept Checking Question. Usually a simple yes/no question designed for the teacher to check Ss understanding of an idea, e.g.

T: Is a dolphin a mammal?

Ss: Yes.

T: Yes, it is a mammal.

Cline: A cline is a continuum with an infinite number of gradations from one extreme to the other. It can be used in language teaching to demonstrate the intensity of words.

ICQ: Instruction Checking Question. Usually a simple yes/no question designed for the T to check Ss understanding of the instructions given, e.g.

T: Do we run in this game?

Ss: Yes.

T: No. No running, please.

L1/L2: L1 is the learner's first or native language(s). The L2 is the 'second language' which the learner is trying to acquire.

Lexis: Sometimes misconstrued as meaning 'vocabulary'. However, vocabulary is the individual words that make up a language, whereas lexis is also how those words fit together into a system and collocate. Lexis is a more accurate term when we are referring to 'chunks' of language or phrases.

Noticing: Young learners below the age of puberty will have ability to still 'acquire' language in native-like ways. In acquisition based models of language learning, the T drawing Ss attention to things they should 'notice' can be beneficial. These include errors, form, use and meaning. These learning opportunities will be grabbed when Ss reaching to right level to acquire it. Explicit instruction is more valuable as Ss get older (generally).

Principled Use of L1: Using the Ss' L1 can sometimes be acceptable. Our aim as Ts is to create a more immersive environment and for the Ss in the L2, giving them as many opportunities to engaged with the L2 as possible. However, principled use of L1 means using their native language in very specific situations for a specific purpose. Always be wary about using the Ss L1 and think very carefully about whether you really needed it and what you are trying to achieve as a T.

Productive Skills: Speaking and writing

Receptive Skills: Listening and reading

Receptive to Productive Staging/Progression: This staging is used to introduce and eventually have Ss produce new target language in a way that maximizes the likelihood of retention, understanding of meaning, pronunciation and independent use.

1. **Show/Model/Present:** We do this first so the Ss gain familiarity with the sounds of the language and have time to process the images on the flashcards.
2. **Identify (Group):** This is a receptive stage based on listening. This stage is about making sure what they hear matches the appropriate meaning on the card. We start with some kind of group game because it takes the pressure off the Ss to get it right first time.
3. **Identify (Individual):** This is a receptive stage based on listening. Once your Ss have more confidence with identifying, you can challenge them more and make it competitive.
4. **Choral Drill:** This is a group form of pronunciation practice. You can hone in on individual

pronunciation issues after Ss have had a chance to practice saying it as a group. Keep your pronunciation natural, but not excessively fast.

5. **Drill Game:** This will give you a further chance to hone in on individual difficulties with pronunciation. This stage is different from 'produce' in that the Ss is repeating after the T.
6. **Language Clarification:** This stage can be done earlier, but it's beneficial for Ss to be able to say the TL before you talk with them about the meaning. See the language clarification section for guidance on how to deliver this section.
7. **Produce (Team):** This is productive stage and has the Ss produce the language independently of the T. Again, we start with teams as not to put too much pressure on weaker Ss.
8. **Produce (Individual):** Now the Ss have gained confidence they can produce individually and be more competitive.

Schemata: This refers to how knowledge of a topic or concept is organized in our minds. Raising schemata helps learners to use their world knowledge to make sense of what we hear and read.

(The) Silent Way: The Silent Way is a language teaching methodology based on the idea that teachers should be as silent as possible during a class but learners should be encouraged to speak as much as possible.

T: Teacher

TL: Target Language that we aim for the Ss to have learned through our lessons.

TPR: Total Physical Response. A method of teaching a foreign language in which the teacher asks the students to do something in the foreign language, and they must react with a body movement or action.

TPR Staging for Songs

Tip: This will have the best chance of running well if you have practiced the actions by yourself beforehand to make sure it goes smoothly. Come up with your own actions or crowd source them from your Ss. As a group of teachers, you can also have a pre-unit meeting and decide the actions together as a team and practice.

The following sequence should help you gradually introduce and practice the actions to the song. Gradually increase the pace as the learners gain confidence. The **Show** and **Call** stages should be kept short. The **Mix** stages should gradually get longer.

- 1) **Show** the actions for the first 3 lines of the song.
- 2) **Call** the lines from 1. Have the learners respond by doing the actions.
- 3) **Show** the actions for the next 3 lines of the song.
- 4) **Call** the lines from 3. Have the learners respond by doing the actions.
- 5) **Mix** 1 and 3. **Call** all the lines in random order.
- 6) **Show** the actions for the next 3 lines of the song.
- 7) **Call** the lines from 6. Have the learners respond by doing the actions.
- 8) **Mix** 1, 3 and 6. **Call** all the lines in random order. Gradually increase the pace.
- 9) **Show** the actions for the
- 10) **Call** the lines from 9. Have the learners respond by doing the actions.
- 11) **Mix** all lines introduced up to now.

Try to do all of the actions for the song in order.

This will probably take 1 or 2 weeks, 3 maximum, depending on the song and your individual Ss.

Language Clarification

General Guidance:

The purpose of this section is to aid you in clarifying the meaning of each piece of TL. The card will probably provide the Ss with a decent idea of most meanings, but it's beneficial to check. This is primarily achieved by either providing additional context for the language and/or asking CCQs (see glossary) to gauge their level of understanding.

Depending on the time you have in class, going through all this TL clarification can be time consuming. If you have time constraints in the class, don't worry about getting through all of these in the first week of introducing them. You can also just focus on the items you think your Ss are struggling to grasp.

TL 1

There is (a dog).	Point to a location in the room (with nothing) and say the card. Ss should respond with an emphatic no. Draw 3 animals on the board (including a dog). Point to each in turn from distance and CCQ. Also take this time to ask, "How many dogs?" Draw their attention to 'is' before moving on to the next card. Do not give an explanation of this grammar.
There are (3 dogs).	Some process but draw their attention to 'are' this time.
cupboard	Ask the Ss the following: "Do we put shirts in the cupboard?" "Do we put apples in the cupboard?" etc
desk	Ask the Ss the following: "Do we eat dinner on the desk?" "Do we go to the toilet in the desk?" "Do we use a computer on the desk?"
in (the living room)	Use a gesture for 'in' and then ask questions about what they see in there: "Is there a sofa in the living room?" "Is there a bear?" etc For all of the follow prepositions, you have also use objects in the room. A box/cup and ball is always good.
on	Use a gesture for this as well as objects in the room.
under	Use a gesture for this as well as objects in the room.
by	Use a gesture for this as well as objects in the room.

Where is (the red candy)?	<p>Take an object from the room, tell the Ss to cover their eyes. Now ask them where it is. Have them find it. When they find it, answer the question of where it is.</p> <p>You can also put the ball on your head, on your leg etc. and ask them to answer where it is. This should convey the meaning further.</p>
rug	You could show some pictures of a towel or a bath mat. Ask CCQs and narrow the meaning until you assess they know how to identify what is and isn't a rug.
counter	Some principle as above. Also ask them what room we found counters in usually.
plant	Use images of trees, flowers, moss etc to narrow the definition. Again, use CCQs here.
bookshelf	If you have shelves on in your room, use those clarify. Show some additional images if you have an electronic device for doing so.
sink	Ask what rooms they see these in.
stove	Use the card and ask if the oven part of the image is the stove. Show some additional images of stove tops because there is some visual variation between types. This should cement their understanding.
shower	Additional images help. Show a bath as well for contrast.

Song Lyrics – Today's Style

Part A

Hello everyone,
I have a new style.
Look what I'm wearing.
Are you wearing it too?

Part B

Today's style!
I'm wearing white shoes.
Today's style!
I'm wearing blue pants.
Today's style!
I'm wearing a sweater.
Today's style!
And this yellow hat too.

Part A

Part C

Today's style!
I'm wearing white pants.
Today's style!
I'm wearing black shoes.
Today's style!
I'm wearing a white hat.
Today's style!
And this pink shirt too.