

## Awesome Kidz 3 Unit 3 Lesson 20



**Aim:** Students will practice reading simple sentences, recognizing vocabulary related to furniture and rooms of the house, and completing the sentences using visual cues.

### Materials:

- Picture cards or small models of furniture items.
- Small furniture cutouts or models (for hands-on activity)

**Tip:** For students who may struggle with writing, focus more on verbal sentence completion and drawing. Encourage students to explore at their own pace, and guide them through sentence formation as needed. Modeling the sentences in a fun and interactive way ensures they feel confident.

### Engage:

Start by gathering students in a circle and discussing different rooms in a house. Ask, “What do we have in the living room?” “What do we have in the kitchen?” Encourage students to call out objects (e.g., chairs, lamps, beds).

Introduce/review vocabulary: dining room, living room, bedroom, kitchen, chairs, lamp, bed, fridge.

Begin the lesson with a short story or a puppet play about a day in the life of a family moving through different rooms in their house. This fosters imagination and emotional connection to the content.

### Explore & Practice:

#### With the book

Show the page from the book. Ask students to identify the objects in the pictures (e.g., “What do you see?”) and in which room the objects belong. Read the sentences together and have students take turns completing the blanks by identifying the correct number of objects (e.g., “There are two chairs in the dining room”). After identifying, students can draw the missing objects in the provided spaces.

Practice using “There is...” and “There are...” structures. Guide them through the difference in singular/plural, emphasizing the count of objects.

Provide students with actual small-scale models or cutouts of furniture items. Let them physically move the items into labeled boxes representing the different rooms (dining room, living room, bedroom, kitchen). This hands-on approach supports tactile learning and reinforces the language.

### Closing:

Conduct a short “house tour” activity. Split the class into small groups and have each group take turns being the “tour guide,” describing what’s in each room (e.g., “In the living room, there is a lamp”). Reinforce vocabulary and sentence structures. Give each student a chance to participate by using respectful, supportive language. Encourage self-expression by allowing students to add their own ideas about what could be in each room.