



## Conversation Curriculum

### Where are Grandma's Teeth?

#### Learning Objective:

1. Students will use prepositions to inquire about and describe locations.
2. Students will apply vocabulary relating to housing and floor plans.

Before Class: Review the lesson plan and make copies of word search, pictures of a house layout, Grandma's House' worksheet and a set of Grandma's "teeth" as needed. Blank pieces of paper are needed for the **Warm-Up**. Hide an object in the classroom (keys, sunglasses or phone) for the **I do/We do** activity.

**Warm Up Activity (10 minutes):** As students arrive, give them a copy of the Word Search: Where are Grandma's Teeth? Students can work in pairs or individually.

- Picture This game: Ask students to get into pairs. One student will have a copy of the house layout. The other student will have a blank piece of paper. The student with the house layout will describe the house to their partner, and the partner must draw it on their paper based on the description- without looking at the house layout.

**I do/ We do Activity (10 minutes):** The teacher will hold up the picture of the house layout and ask different students to identify those rooms. Clarify and model correct vocabulary so the grammar structure for location questions and terms for different parts of a house are clear.

- Ask students to tell the class what they usually lose and where they look for it.
- Tell the students you have hidden an item (tell them what it is: keys, sunglasses, phone, etc.)
- Ask students to look for it by asking questions. Give an example, such as, "Are they behind the books?", "Is it on the shelf?"

**They do Activity (20 minutes):** The teacher will pass out a copy of the 'Grandma's House' worksheet to each student and a set of Grandma's "teeth" to every pair of students.

- Students will set up a divide so that students cannot see their partners' house worksheet.
- Students will take turns placing the teeth somewhere in the house. The partner plays the role of Grandma and will ask yes or no questions about where the teeth might be.

**Journal Writing (10 – 15 minutes):** Students will write in their dialog journals about one of the four following topics:

- Respond to the last entry (i.e. continue the ‘dialog’)
- Introduce yourself to the teacher (for new students)
- When was the last time you lost something? What was it? Where did you look? Where did you find it?
- Free-write about a topic of the student’s choice

## Word Search:

### Where are Grandma's Teeth?

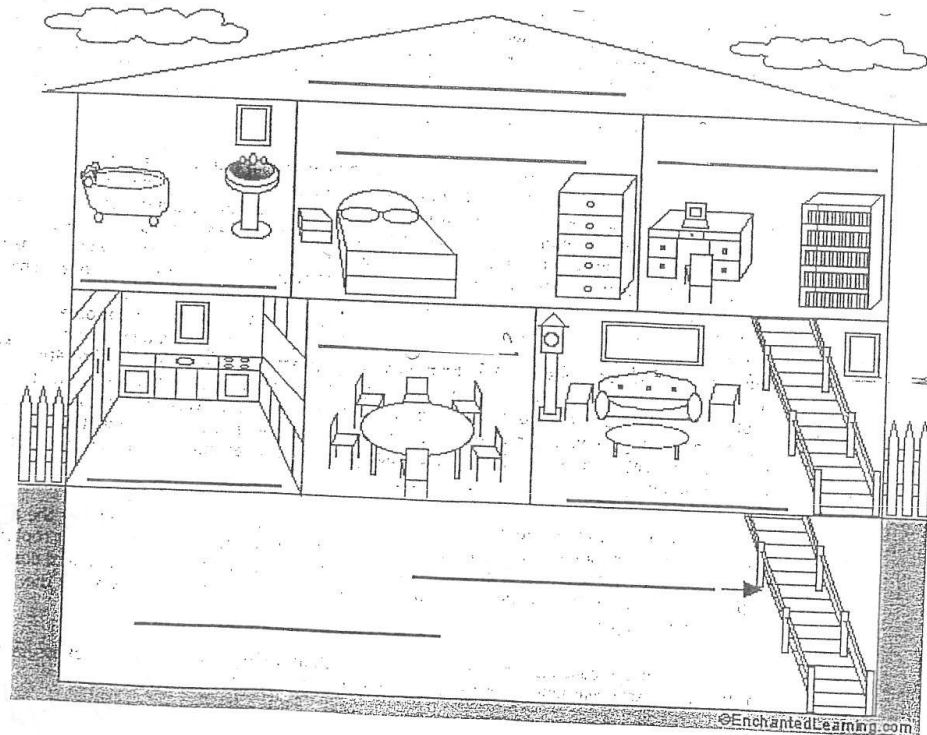
*Words are written up, down, diagonally, forwards and backwards- good luck!*

E	B	M	E	P	A	A	F	R	L	D	M	T	A	N
X	V	U	H	L	R	W	O	E	H	L	O	E	S	Z
K	H	O	T	I	B	E	A	D	J	I	O	E	M	A
A	N	Q	A	H	W	A	F	N	M	P	R	T	I	W
E	Q	H	X	I	T	N	T	U	Q	M	D	H	F	A
A	C	V	A	S	E	A	C	F	O	Q	E	I	T	S
F	S	N	X	H	I	U	B	L	M	V	B	H	N	L
T	R	N	C	K	P	A	M	D	N	A	R	G	Z	R
S	S	T	P	B	Q	H	F	F	P	H	V	V	Q	R
T	I	I	O	Q	Z	W	F	E	S	P	O	X	U	C
K	O	A	N	C	K	X	C	L	O	S	E	T	W	P
R	R	I	E	K	E	R	V	W	Q	S	R	P	F	E
D	C	H	L	L	S	B	Z	W	A	O	M	T	Q	A
G	A	D	W	E	Z	L	L	H	T	E	O	L	A	H
K	Q	R	Y	X	T	E	V	O	T	S	Z	D	K	O

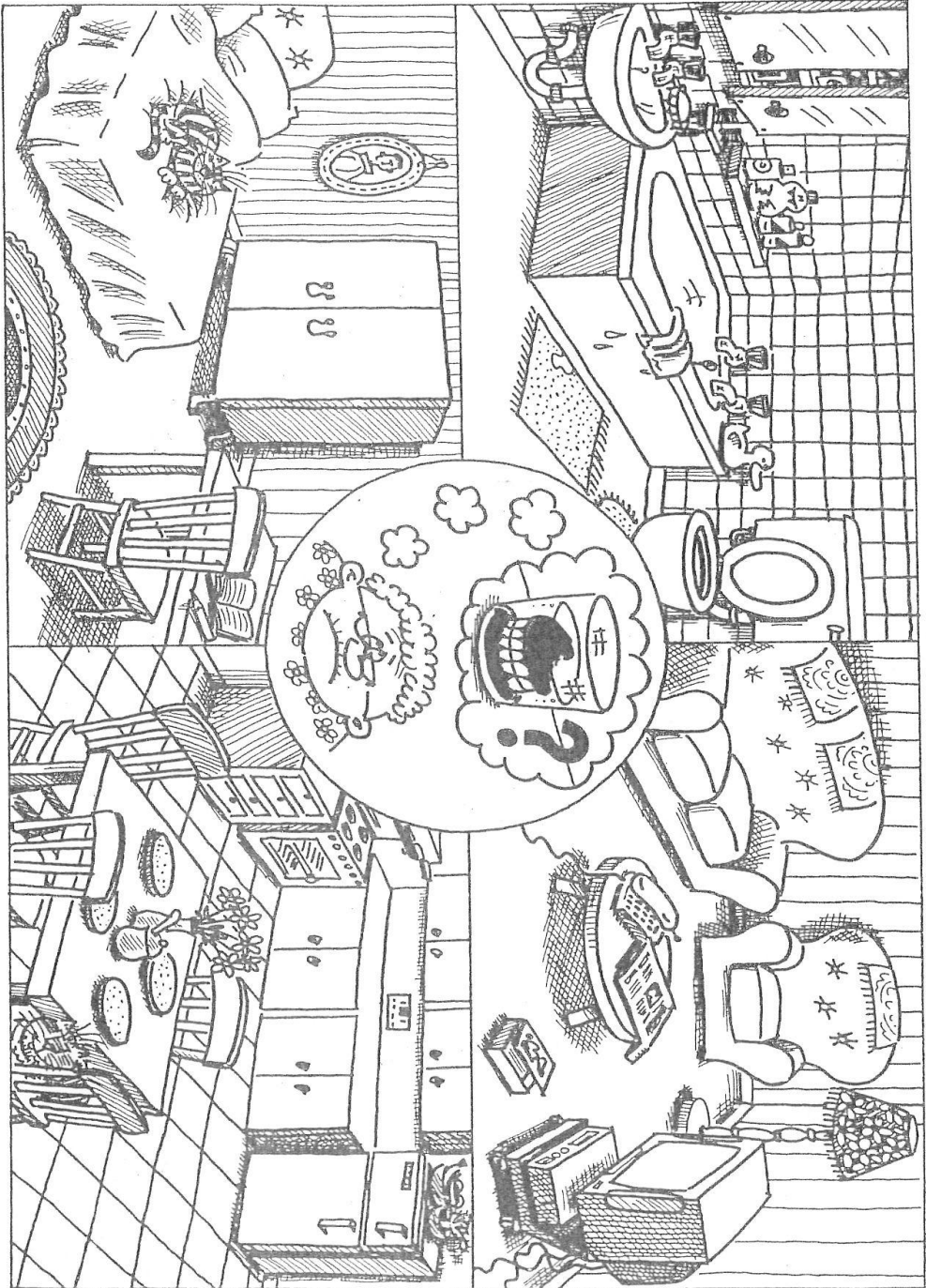
BATHTUB  
CLOSET  
KITCHEN  
STOVE  
TOILET

BEDROOM  
CUPBOARD  
PHONE  
TABLE  
UNDER

CHAIR  
GRANDMA  
SINK  
TEETH  
VASE



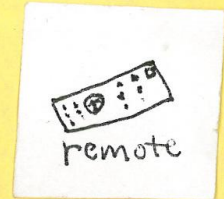
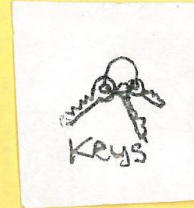
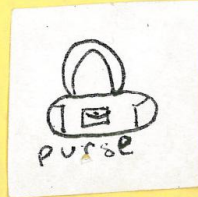
## Worksheet 2







← Grandma's teeth + other items that are commonly lost. Copy + cut out multiples for students to "lose" in Grandma's house



↑ ↗ →  
OTHER items  
which can be  
"lost" "found" in