

## Handout 0.2: Draw/See/Hear Picture Cards and Room Map

Three parts. Part A is the room map, one per student. Part B is the six picture cards: print one set per pair, cut apart, and keep face down in an envelope. The cards are written as descriptions so the teacher can draw each one on the card before class (simple shapes only; a pencil sketch is fine). Part C is the comparison sheet, printed on the back of the map.

| Stop | Name                                  | The one rule (one word or a few) |
|------|---------------------------------------|----------------------------------|
| 1    | Hand sink                             |                                  |
| 2    | Kitchen station A (and the role card) |                                  |
| 3    | First aid kit                         |                                  |
| 4    | Fire extinguisher                     |                                  |
| 5    | Exit (both exits and where we meet)   |                                  |
| 6    | Supply closet                         |                                  |
| 7    | Sewing stations                       |                                  |
| 8    | Safety Data Sheet (SDS)               |                                  |

|    |                                   |  |
|----|-----------------------------------|--|
|    | binder                            |  |
| 9  | Trash and recycling               |  |
| 10 | Teacher desk and the turn-in tray |  |

The reset cue, three words: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Time it took the class today: \_\_\_\_\_ seconds. Goal by Friday: 3 seconds.

Word bank [*check with a native speaker*]: hand sink (el lavabosu / pia para as mãos / lavamanos); first aid kit (ilk yardım çantası / kit de primeiros socorros / botiquín); fire extinguisher (yangın söndürücü / extintor / extintor); exit (çıkış / saída / salida); supply closet (malzeme dolabı / armário de suprimentos / armario de suministros); station (istasyon / estação / estación).

## Part B: The six picture cards

Directions for the teacher: draw each picture on a card with a pencil or a marker, exactly as described. Keep the drawings simple; the game is about words, not art. Card 1 is the easiest; card 6 is the hardest. Grade 6 pairs use cards 1 to 4.

### Card 1: The house

A square house in the middle of the card. A triangle roof on top. A rectangle door in the middle of the bottom edge of the house. One round window in the top left corner of the house. A sun in the top right corner of the card. Three flowers in a row on the ground to the left of the house.

### Card 2: The table

A long rectangle table in the middle of the card, seen from the side, with four legs. On top of the table, from left to right: a tall glass, a round plate, and a short candle with a flame. Under the table, on the left side, a cat sitting (a circle head, an oval body, a curved tail).

### Card 3: The boat

A boat shaped like a half circle (flat side up) floating on a wavy line across the bottom third of the card. A tall mast (a straight line) in the middle of the boat with a triangle sail on the right side of the mast. Two birds (each a small letter M) in the top left corner. A cloud in the top right corner.

### Card 4: The face

A big circle in the middle of the card. Two small circles for eyes, side by side, in the top half of the big circle. A triangle nose pointing down in the exact middle. A curved line smile in the bottom half. Three straight lines of hair sticking straight up from the top of the head. One ear, a small half circle, on the right side only.

### Card 5: The kitchen counter

A long rectangle across the bottom half of the card (the counter). On the counter, from left to right: a bowl (a half circle, flat side up) with a spoon sticking out of it to the right; a tall bottle with a narrow neck; a stack of three plates (three flat ovals on top of each other). Above the counter, on the left, a square window with a cross in it (four panes). Above the counter, on the right, a round clock showing three o'clock.

### Card 6: The map

A big square in the middle of the card with a smaller square inside it, in the top left corner of the big square (a room inside a building). A door, drawn as a short line with a curved swing, on the bottom edge of the big square, in the middle. Inside the small square, a star. Outside the big square, on the right, a tree (a trunk line with a round top). A dotted line



path from the door to the tree. A compass in the top right corner of the card: a circle with an N above it.

## Part C: Comparison sheet (back of the map)

### Round 1

I was the: describer / drawer (circle one). Card number: \_\_\_\_\_

After you compare the drawing to the card, list two things the drawing got wrong and the word that was missing.

| What the drawing got wrong | The word that was missing (position, size, count, or shape) |
|----------------------------|-------------------------------------------------------------|
|                            |                                                             |
|                            |                                                             |

### Round 2 (revised)

I was the: describer / drawer (circle one). Card number: \_\_\_\_\_

Precise words the describer used (at least three): \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Did the second drawing come out closer? Yes / No. Which words did it?

Grade 8 stretch: write a three-step “recipe” for one card that a third student could draw from.

Step 1: \_\_\_\_\_ Step 2:

\_\_\_\_\_ Step 3: \_\_\_\_\_

Which lab role needs the most precise words, and why? \_\_\_\_\_

### Exit card

1. One zone and its rule: \_\_\_\_\_
2. The reset cue in three words: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
3. One precise word I will use next time I explain something: \_\_\_\_\_

## Teacher key

Part A: the rules that count at each stop (accept any close wording): 1 hand sink, hands only (never food or dishes); 2 station, one team, one card each; 3 first aid kit, tell an adult first; 4 extinguisher, I use it, you leave; 5 exits, two ways out, meet at *[Sal: your meeting spot]*; 6 supply closet, ask before you open; 7 sewing stations, needles counted out and in (previews Unit 5); 8 SDS binder, what is in every bottle and what to do if it spills; 9 trash and recycling, sorted, and the bin is not a basketball hoop; 10 turn-in tray, everything goes here, not on the desk. Reset cue: lights, countdown, hands empty. A “got it” map has eight labels in the right places.

Part B: the words that usually go missing, by card: card 1, which corner the window is in and which side the flowers are on; card 2, the order of the three objects and which side the cat is on; card 3, which side of the mast the sail is on; card 4, the ear on one side only and the number of hairs; card 5, the order on the counter and the time on the clock; card 6, “inside” versus “outside” and where the small square sits.

Part C is scored complete, partial, or missing. Complete means both rounds have a card number, round 1 lists two misses with a missing word, and round 2 names three precise words and answers the closer question.

The precise-words slide (for round 2): position (top, bottom, left, right, middle, corner, above, under, next to, inside, outside); size (big, small, tall, short, as big as, half the size of); count (one, two, three); shape (circle, square, triangle, rectangle, oval, line, curve).