The Mixed-Up Bedroom

STORY • DRAW • WRITE • SAY

TEACH TAGS RESOURCES

Name: _____ Date: _____

1 Read and look.

Mia and Tom have a messy bedroom!



Mia: “Whose jumper is this?” Tom: “It’s Mia’s!”

Tom: “Whose jeans are these?” Mia: “They’re Tom’s!”

Mia: “My hat!” Tom: “My shoes!”

2 Draw the missing things.

Help Mia and Tom! Draw and say.

MIA’S HAT

TOM’S SHOES

3 Write the name tags.

Read the story. Complete and say.

It’s _____ jumper.

They’re _____ jeans.

It’s _____ hat.

They’re _____ shoes.

4 Be a detective!

Point, ask and say. Swap roles.

A: Whose hat is this?

B: It’s Mia’s hat.

A: Whose shoes are these?

B: They’re Tom’s shoes.

Lesson Ideas for “The Mixed-Up Bedroom”

TEACHER PAGE | GRADE 2 | 30–35 MINUTES

TEACH TAGS RESOURCES

Quick prep & learning focus

Language: Whose … is this? / Whose … are these?

Answers: It’s Mia’s. / They’re Tom’s.

Prepare: print one page per student, with pencils and colours. Optional: real clothes or flashcards.

Aim: notice ownership; read, draw, write and speak.

Model the language

Hold up one item. Ask: “Whose hat is this?”

Model: “It’s Mia’s hat.” Point to two items:

“Whose shoes are these?” “They’re Tom’s.”

Model the task directions with pointing; then let students reread the short story independently.

Classroom sequence

1 **Picture talk** • **5 min**
Point to Mia, Tom, the jumper and the jeans.

2 **Shared reading** • **8 min**
Read each speech line. Students point to the owners.

3 **Draw & write** • **12 min**
Draw Mia’s hat and Tom’s shoes. Add all four names.

4 **Partner detectives** • **7 min**
Students point to the drawings, ask and answer.

Answer key & options

Name tags:

1 Mia’s jumper
2 Tom’s jeans
3 Mia’s hat
4 Tom’s shoes

Optional: draw the items on spare paper, cut them out and place them by Mia and Tom.

Extra: swap owners and speak again.