

BOOK
1



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 1 Unit 2

AAS Level 1 – Book 1 – A New Place

Unit 2 – Moving

TL 1

over there	play	a pink shirt	closet
read a book	morning	eat breakfast	school

TL 2

white shoes	a brown sweater	go shopping	friends
black pants	What's your name?	scared	hungry

Basic Aims:

By the end of the unit, the learners will:

BA1: be able to understand the story 'Moving'.

BA2: be able to use words and phrases from the story 'Moving'.

BA3: have practiced a shopping role play.

Advanced Aims:

By the end of the unit, the learners will:

AA1: be able to answer basic questions about the story 'Moving'.

AA2: be able to play a shopping game with a partner.

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • Graded reader 'Moving' - A3 laminated VA (see glossary) • 'Story Summary' activity - A3 laminated VA • 'Ana's Clothes' activity – A3 laminated VA 	<ul style="list-style-type: none"> • 'Ana's Clothes' cut-outs • Envelopes for cut-outs • Extra photocopies of 'Ana's Clothes' • Scissors • Brown, pink and black 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

This unit is based around the story 'Moving'. The story starts in a similar way to the song, recycling much of the language about rooms, furniture and moving house. The vocabulary introduced in this unit helps Ss with comprehension of the story and will gradually build their confidence as they understand more and more of the story each week. The story also has a focus on people's clothing and introduces common daily activities in a routines in a natural and rich context. The activities in this unit exploit situations from the story to continue developing Ss communicative skills when playing games and going shopping.

Week 1

Before class	Have the song 'Today's Style' playing when the students (Ss) enter. This is the secondary song of the unit and features in the story. This song, as well as review of the Unit 1 song can be worked on throughout Units 2 and 3.
New books	✓ Give the Ss their new graded comic (Moving). Introduce the characters on the front of the cover: Mom, Dad and Leo. Point to the cute character and ask, "Who's this?" Elicit or introduce the phrase, "I don't know." Tell the Ss they will have to read to find out.
Lexis (see glossary)	<p>Start with TL1. Show your pile of flashcards and tell Ss the words are for the story.</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)→ Upside Down 3. Identify (Individual) → 1, 2, 3 Game 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Shark Bridge (see games) 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Sliders – Safe Zone 8. Produce (Individual) → Ball Toss
Story	<p>Moving – First Reading</p> <ul style="list-style-type: none"> • Do a straight reading of the story. Read the language as it is in the text. It is very important that the language the Ss hear is consistent each time and that you use language that they have learned leading up to the reading. • Don't point to the words as you read but do point to the images to help comprehension. • The aim of this reading is for the Ss to practice listening comprehension and gain a global understanding of the story. • Elicit language you expect them to know as you go but don't let this slow down the pace of the story making it tedious. Ideally the Ss should become immersed in the story. • When you get to p.20, there is a built-in activity. Have the Ss get their books and colored pencils if they have their own. • Prevent the Ss from going beyond p.20. • Do the first candy with them on p.7 and have them color. • Ask the Ss to look through the book and find the color of the candies. • When they have found them all, there should be a pattern that emerges: blue/red, green/orange, green/orange, pink/yellow, blue/red, green/orange, green/orange, pink/yellow. • You could have them look at the 7 candies and think about what's next. ICQ thinking and not shouting out so everyone gets the chance to think about their answer. Ask Ss if they know and have them put up their hand. • Have the whole class give their answer at once, or just walk them through the answer if Ss in any way seem stressed that they haven't got the answer.

Week 2

Before class	Have the song 'Today's Style' playing in the background when Ss come in. You could start the class by teaching some of this with TPR if you have time.
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) → Upside Down 3. Identify (Individual) → 1, 2, 3 Game 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Shark Bridge (see games) 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Sliders – Safe Zone 8. Produce (Individual) → Ball Toss <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>
Story	<p>Moving – Second Reading (with Mistakes)</p> <ul style="list-style-type: none"> • Make some simple errors as you tell the story and have the Ss stop you when you make a mistake. If the Ss are capable, have them give you the correct sentence. • Make sure to set this task up before you start the second reading. This can be easily achieved using the front cover or the first box of the comic and saying, "This is Tanaka-san!" and comically getting the Ss to say, "That's wrong!" Drill this phrase a few times.
Story Task	<ul style="list-style-type: none"> • After getting through the story, direct the Ss to p.12-13 . • Read through the sentences with the Ss. It is likely that at this level, their reading skills will be limited. Use lots of actions to show the meaning of each image. • Now model yourself thinking and writing the order into the boxes. • Get them to think for themselves and number the pictures. • Conduct feedback with the Ss and clarify the order.

Week 3

Before class	Have the song 'Today's Style' playing when the Ss enter.
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) → Team Bye Bye Game 3. Identify (Individual) → Paper Ball Throw 4. Choral Drill 5. Drill Game → Bum Races 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Slow Reveal 8. Produce (Individual) → Rock, Paper, Scissors Bridge
Story	<p>Moving – Third Reading (What's Next!?)</p> <ul style="list-style-type: none"> • Do another reading of the story, but occasionally stop and ask the Ss, "What's next?" • Hide the page or panel from the comic from them. • You can start at p.3 and read through to, "Only one bedroom?" then quickly cover the next panel. Ask them, "What's next?" Elicit, "Get back in the car!" • This activity works better when you choose elements which relate to the TL because Ss are more likely to be able to produce then. However, with strong classes, they may pick up a lot of the incidental lexis. Also, consider encouraging the acting out of elements of the story even if they don't have the language. • In the scenario above, you can get the Ss to act out with you. Award points. Now drill the line along with the action. • Find appropriate places in the comic to do this.
Activity Preparation	<p>Ana's Clothes</p> <ul style="list-style-type: none"> ✓ Depending on how much time you have left you may want to take a look at p.14-15 with the Ss. ✓ Ask them who is on these pages. ✓ Ask them what their 'today's style' is for them. Introduce "I'm wearing..." from the song and encourage engagement by showing everyone what your style is today and then having them tell each other what they are wearing. ✓ It's a good idea to take 5 minutes to cut out the pieces they'll need for the next week and put them in an envelope.
Shopping Role Play	<p>If you have time, you can do a short shopping roleplay with the cards. Have A lay out the clothes cards and give B some money.</p> <p>Model and then have the Ss perform this basic role play.</p> <p>A: Hello! B: Hello. I want this, please. A: \$10, please. B: Here you are. A: Thank you.</p> <p>When they have bought one of each type of item, they can present their 'style' to each other using "This is today's style. I'm wearing..."</p>

Week 4

Before class	Have the song 'Today's Style' playing when the Ss enter.
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>Ana's Clothes</p> <p>This is the first textbook activity of the course. 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 has the Ss play the roles of Ana and Leo (or someone like him). In the story, Leo goes shopping with his mother, hoping to have the same clothes as Ana the next day. One S decides Ana's clothes for the day, the other S goes shopping for clothes using the money cards and the clothing cut-outs.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Direct Ss to p.14-15 again. 2. Go through the days of the week with the Ss. Use a calendar to clarify where necessary. 3. Use the comic to show that Ana's clothes change every. 4. Point to yourself and tell the Ss that you are Ana. 5. Take an extra photocopy of the activity page and the brown, black and pink colored pencils. 6. Keep your sheet a 'secret' and color her clothes for Monday. 7. Lay out the different clothes cards in front of them and ask them to choose one of each as a class. 8. Now show them Ana's Monday style and check to see how close they got. 9. Award points based on how many items they matched. 10. Repeat this with Tuesday – Friday if you want. <p>Model: Now that the Ss understand the concept and objective of the game, you need to model how to do the activity in full. Take a puppet or a strong S and model the following:</p> <p style="padding-left: 40px;">A: (Color Monday secretly) B: (Takes 4 cards: sweat, pants, shirt, shoes) I'm wearing... A: This is today's style! B: YAY! / Oh no! A: I'm wearing... You get... points. (Color Tuesday)</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

	<p>should outweigh any points for 'winning' the game.</p> <p>3. Try and take notes on errors and good use of English for positive feedback and some basic error correction on the board.</p> <p>Extension</p> <ol style="list-style-type: none"> 1. If your Ss do well with the simple version of the game, you can add in a shopping roleplay like in Week 3. The person playing Ana also plays the role of the shopkeeper. 2. The S goes shopping for new clothes each day after school in the hopes of matching Ana's clothes. 3. As an additional option, you can also put in a daily routine role play. As they acquire more clothes from the shop, they can get ready for school and get dressed.
Extension	Have the Ss design their own style using whatever colors/patterns they wish. They can present it to the class.
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.

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.

Upside Down

In your stack of flashcards, turn 2 or 3 cards upside down.

As a receptive game, say the name of the card and if it matches Ss make a circle with their arms. If the T says the wrong name the team/individual that is slowest to make an X sign with their arms has a soft ball or balloon thrown at them. If an upside down card appears, everyone must duck because the ball/balloon could target any team.

1, 2, 3 Game

Make two teams. Put balls or blocks on one side of the room with the two teams. Put cards face down on the other side of the room. Have the learners repeat one of the items of lexis a few times. On the count of three, one Ss from each team runs, gets a card, runs back, gets a ball and runs back again to put both items in a basket or other receptacle.

Shark Bridge

Draw a bridge between two cliffs with 13 spaces. The middle space has a hole in it. Under the bridge, draw water and a shark. Assign teams a magnet and put them at either side of the bridge. Do a slow reveal of the vocabulary. The first team to answer stays in place while the other team moves forward. The first team to reach the hole in the center falls into the water and is eaten by the shark.

You can make the game more even by having the team that moves forward decided by rock paper scissors.

Sliders – Safe Zone

This can be run as an individual or team game. On a table or the floor, designate an area called the 'safe zone'.

Provide something for the Ss to slide e.g. blocks, magnets, coins

Have the Ss produce the TL then slide their token. Reward them if they are successful.

Ball Toss

Have Ss stand in random places within the room and give them a vocab card to place at their feet. The teacher throws the ball to any student and the student must catch the ball and say their card. If the student is unable to say the vocab, or if they drop the ball, they are out and must sit down on their card. Last person standing wins.

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.

Paper Ball Throw

Have the Ss make some paper balls. Stick the cards up around the room. Have the Ss stand at fixed positions.

ICQ: Do we move from here?

Call out a card and have them aim to hit it with their balls. First S or team to hit it gets a point.

Slow Reveal

Hide the cards and slowly start to reveal one. The winner is the S or team that produced the language fastest.

Rock, Paper, Scissors Bridge

Make a line of cards face up across the center of the room. Make two teams and have them line up at either end of the line facing each other. On 'go', the Ss step from card to card saying the TL. When they meet, they play rock, paper, scissors. The loser goes back to the end of their team's line and the next person in line begins to step from card to card saying the TL towards the oncoming player. Repeat the process until one player manages to get all the way across the line, winning the game.

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

over there	Point to the floor. "Over there?" (No.) Put an object (A) next to the Ss. Put another object (B) across the room. Where's A? (Here.) Where's B? (Over there.)
play	Show them to the card. Pretend to sleep. Ask them, "Is this play?" (No.) Do a series of actions and get them to tell you if it's 'play' or not: draw, swim, play video games, eat, drink, play tennis etc
a pink shirt	Point to items of clothing that aren't shirts and ask Ss if it's a shirt. Check the colors with them too.
closet	Contrast this with cupboard and drawer with images.
read a book	Show the flashcard. Pretend to draw a picture in a book or write in a book. Ask them if this is 'reading'. Contrast 'book' with magazine or newspaper if you wish.
morning	Most Ss will probably understand from the image. Ask them if it's morning now. Point to a clock in the room, "Is it morning?" If not, ask them which one it is now. Give them simple activities and ask them when they do them. You can act these out and have them point to the 4 periods on the card.
eat breakfast	This works well with the previous card. You could also show them a big image of breakfast foods and ask them what they eat for breakfast.
school	Contrast with other images of non-school buildings if you wish.

white shoes	See 'a pink shirt'. Also ask, "How many shoes?" and draw their attention to the 's'. You don't have to focus on this too much, just getting them to notice (see glossary) little elements of grammar is important. Contrast this with the things with 'a'.
a brown sweater	See 'a pink shirt'.
go shopping	Show a room with just a toilet and ask if it's a bathroom. It may be of interest to Ss to see different types of bathroom and elicit some vocab for describing it as you talk together.
friends	Get a volunteer and have them act with you. Look at each other like you hate one another. It's important to choose the write S and make this funny. Ask the other Ss, "Are we friends?" (No.) Thank the S and nominate another S. Say, "Let's play games!" Pretend to play video games or similar with them. Ask again.
black pants	See 'a pink shirt'. Draw attention to the two legs of the pants and the 's'.
What's your name?	Get a puppet or toy. Go around the class and say, "Your name is ____." To each of the Ss. When you get to the toy say, "Your name is..." and look confused... shrug/frown and look at the other Ss. "Do you know its name?" (No.) "Let's ask!"
scared	Make some different faces and ask if they show that you are 'scared'. Some Ss may know the word 'scary' so you could take this opportunity to clarify draw their attention to the different usage.
hungry	Look hungry and point to your stomach; "Is there any food?" (No.) Look around desperately for food; "Do I want food?" (Yes.) "I'm hungry!" Now pretend you have a dry throat and want water. Ask if this is 'hungry'.

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.