

BOOK
3



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 3 Unit 8

AAS Level 1 – Book 3 – I Know the Answer
Unit 8 – Pick Me

TL 1

Nice to meet you.	pencil case	study	go to school
question	fractions	I don't know.	bus stop

TL 2

What are you doing?	time to go	the sky	want
again	fun	math	give

Basic Aims:

By the end of the unit, the learners will:

BA1: be able to understand the story 'Pick Me'.

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

BA3: have practiced saying what they can see in a picture.

Advanced Aims:

By the end of the unit, the learners will:

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

AA2: be able to listen to new questions and give answers about what they see.

AA3: be able to work with a partner to do an activity in English.

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • Graded reader 'Pick Me' - A3 laminated VA (see glossary) • 'Story Summary' activity - A3 laminated VA • 'Learn on an Adventure' activity – A3 laminated VA 	<ul style="list-style-type: none"> • 'Learn on an Adventure' cut outs (3 sets) • Blu-tak • Sandwich bags for pieces • Timer app (bomb timer) • Extra tablets for Ss to use the QR codes if available. • Dice
---	--

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 'Pick Me'. Leo is joining a challenging academic school, but instead of studying or paying attention in class, he follows Myu into a magic world again. Will his adventures be a distraction from reality or can he learn from his experiences? This story and unit provides an engaging context for mathematical concepts and phrases that will be exploited in communicative activities to come. In the activity for this unit, learners will communicate what they see on a map of the Myu world and are then challenged by a listening task to build their ability to understand question forms and answer them.

Week 1

Before class	Have the song 'Fractions' playing when the students (Ss) enter. This is the secondary song of the unit and features in the story. This song, as well as any others you've covered so far can be used.
New books	✓ Give the Ss their new graded comic (Pick Me). Elicit what they see on the cover. Have them put the comics aside and tell them as usual you will be reading it later.
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>Pick Me – 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.18, there is a built-in activity. Have the Ss get their books. They will also need a pencil and coloring pencils. • Prevent the Ss from going beyond p.18. • Do the first book with them on p.18 and have them draw it in and color the book appropriately. • Ask the Ss to look through the book and find the other books.

Week 2

Before class	Have the song 'Fractions' 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>Pick Me– 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.11-12 of the textbook. • Start with the number one at the top of p.11 and read the question with the Ss. Have them answer yes or no and then check in the comic for the answer. • Help them with the reading of the questions and have them answer. <p>Controlled/Teacher Centered vs. Student Centered</p> <p>The controlled way of doing this activity would be to simply read through the items one by one and help Ss answer the questions. Even if your Ss can't read, it's possible to do this in a student centered way with short models. Introduce the following model:</p> <p>T: (Reads question.) A: What do you think? B: I think this one. A: Me too. / I don't. I think this one. B: OK! (Check box.) Finished. A: Finished.</p> <p>Drill the lines and do further models with Ss if necessary. Have them decide on the answers then check against the comic.</p>

Week 3

Before class	Have the song 'Fractions' 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. • This activity works better when you choose elements which relate to the TL because Ss are more likely to be able to produce them. 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.
Pre - Activity	<p>This is a short activity you can play this week rather than the full activity.</p> <ol style="list-style-type: none"> 1. Have Ss turn to p.13-14. 2. Ask Ss what they see in the picture. Provide them with a model: A: I see (a rocket). B: It's here! 3. Have them talk together. Then take feedback. 4. Introduce the different sections of the picture. You can write the names on the board and draw something that gives a visual representation: snow world, dragon world, sport world, cowboy world, space world, jungle world 5. Play a quick receptive game where you call out the place and Ss point to it. 6. Ask the Ss which place they want to go to for an adventure.

Week 4

Before class	Have the song 'Fractions' 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>Learn on an Adventure</p> <p>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 visit different 'Myu Worlds'. You may have covered the different worlds last week, if not, check the Week 3 Pre-Activity. The white circles on p.13-14 are areas of the map that are 'unvisited'. In the comic, Leo starts to learn things that are useful for school from going on his adventures with Myu. The player has limited time to visit as many areas of the map as possible before being called back to the real world for a test. The QR code in the top right of p.14 has listening quizzes that require the information they acquire during the game.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Have the Ss turn to p.13-14. 2. Teach/Refresh the Ss on the different 'worlds' on the map: snow world, dragon world, sport world, cowboy world, space world, jungle world 3. At this stage if you do not have the p.26 cut outs prepared for your class, have your Ss do so. 4. Place the pieces face down on the floor. 5. Direct the Ss' attention to white circles. Tell them the circles go into the picture. 6. Direct their attention to the teacher in the top right. Ask who it is. 7. Tell them they can have fun in the Myu world, but they have to go back and have a test. 8. Demonstrate how to use the QR code and show them there are 6 different tests from the teacher. 9. Show them they have to roll a die to determine which test they have to listen to. 10. Show them where they can find the answers. <p>Model:</p> <ol style="list-style-type: none"> 1. Set a bomb timer for 3 minutes. You may want to play with this time depending on the speed on your Ss. 2. Get a puppet or something/someone to act as your partner. 3. Model the following: <ul style="list-style-type: none"> A: Let's go here. B: OK. A+B: (check circle cut outs one by one until they find the right circle)

	<p>B: Got it!</p> <p>A+B: (stick the circle down)</p> <p>A: Where next?</p> <p>B: Let's go here.</p> <p>A: OK</p> <ol style="list-style-type: none"> When the bomb timer goes off, ask the Ss what to do next. Scan the QR code and tell them they have to go take the test. Roll a die and show them the process of taking the quiz. If you don't have the answer cut out on the activity page, encourage the Ss to help you based on what they remember. <p>Running the Activity:</p> <ol style="list-style-type: none"> Set your timer and show the Ss. ICQ the behaviors you want: <ul style="list-style-type: none"> Do we turn over 1 card? (yes) Do we turn over 2 cards? (no) Do we leave the cards like this? (no) – (leave the turns turned face up) Do we talk like this? (no) – (do a bad model) Put them in pairs and have them play. Monitor and assist. If they pass the quiz at the end of the timer limit give them extra points. This activity can be run multiple times, resetting the board and feeding in more language to help with the quiz. As they play more, they will start to remember more of the cut outs and the language that goes with them. Try and keep the challenge level appropriate for your class to maintain motivation.
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

nice to meet you	Tell the class there's a new student. Get a puppet or toy and act out the new student joining the class. Say "nice to meet you" to one of your existing Ss. Ask if this is OK. Model interactions so the Ss know this is a phrase for when you meet someone for the first time.
pencil case	If you or one of your Ss have a pencil case you can CCQ with it. Is this the case?
study	Show a comic book (not the class one, maybe one in their L1). Ask, "Do we study this?" (no) Draw a TV and ask the same. Get a real textbook and ask the same question.
go to school	Designate an area in the room as the school. Role play getting ready for school and leaving the house.
question	Present a series of basic sentences and questions within their language level and ask them if they are questions or not.
fractions	Do a demonstration on the board with a pizza and show them the different fractions.
I don't know.	Contrast this against 'I know' and present some math problems on the board within their ability and beyond their ability.
bus stop	The card should be clear, but you can also do some dramatic play where the Ss and you pretend to be on a bus and stop at different places around the classroom.

TL 2

What are you doing?	Use the card and ask if the girl can see the boy. Ask what the boy is doing. Ask if the girl knows. Do a comedic interaction with the Ss where you hide beyond something in the classroom and have the Ss shout "What are you doing!?". Reveal what you are doing. Let students try.
time to go	Get a clock and ask Ss when it is time to go (when the class finishes). You can also draw pictures of their house and school and ask them when it is time to go to school from their home and time to leave school to go home.
the sky	Is this the sky? (Point to different parts of the flashcard.)
want	Do a brief shopping role play using the TL.
again	You can do the jumping from the flashcard with the class, or you can do other actions using the TL to reinforce.
fun	Present Ss with a series of images that and ask them to decide whether it is a fun activity or not.
math	Present Ss with other subjects.
give	Act this out in the classroom with various objects.

Song Lyrics – Fractions

Verse

I have one but,
We are two.
Talkin' 'bout fractions.

Halves, halves

You have one but,
We are three.
Talkin' 'bout fractions.

Thirds, thirds, thirds

She has one but,
We are four.
Talkin' 'bout fractions.
Quarters, quarters, quarters, quarters

Chorus

We only have one,
But we can share it.
Use fractions.
Use fractions.
Halves, thirds, quarters

We only have one,
But we can share it.
Use fractions.
Use fractions.
Halves, thirds, quarters

Verse

Chorus

Halves, thirds, quarters
Halves, thirds, quarters