

BOOK
3



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 3 Unit 9

AAS Level 1 – Book 3 – I Know the Answer
Unit 9 – Fractions and Symmetry

TL 1

watermelon	add them together	equals	count
whole	half	third	quarter

TL 2

How's this?	It's the same.	This is wrong.	This is good.
It's different.	this part	this side	draw

Basic Aims:

By the end of the unit, the learners will:

BA1: have played a board game using only English.

BA2: be able to count and say how many parts of something there are

BA3: be able to say to a partner if something is the same or different

Advanced Aims:

By the end of the unit, the learners will:

AA1: be able to add fractions together with the help of visual aids

AA2: be able to evaluate whether a shape is symmetrical or not

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • 'Myu Jungle' activity - A3 laminated VA (see glossary) • 'Missing Halves' activity - A3 laminated VA • 'Missing Halves' A4 Laminated VA 	<ul style="list-style-type: none"> • "Fruit Fractions" - Guided Discovery • Blu-tak • Timer app (bomb timer) • Extra tablets for Ss to use the QR codes if available.
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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

In this unit, the two communicative activities have the learners engage with plot lines from the comic. These activities are designed to help them explore basic mathematical concepts in a fun and communicative way. The first activity has learners communicate the number of parts of fruits they see in a jungle adventure. They can add them together and communicate the number of whole fruits they have. The second activity focuses on the concept of symmetry and challenges students to work together to draw an accurate image. After doing this, they are expected to evaluate the images against the original and communicate how they performed. Using higher level cognitive functions such as evaluating while practicing a new language leads to better retention of the language used.

Week 1

Before class	Have the song 'Fractions' playing when the students (Ss) enter. If you didn't work on the song in the previous unit, the third unit of the book is a good time to start doing so. Work on it at the beginning of each class. The Ss should have plenty of exposure to it after hearing it through all of unit 8 and also having got through the whole song which provides context for it.
Lexis (see glossary)	<p>Start with TL1. Show your pile of flashcards and tell Ss the words are for the two games in the book. Show the two unit 9 activities.</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)→ Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game 8. Produce (Individual) → Don't Take It
Activity	<p>Myu Jungle – Week 1</p> <p>The goal with activities is for the learners to be able to do them in small groups independently without too much interference from the teacher. In order to achieve this the learners will need to be clear on the concept of halves, thirds and quarters. Also, it will help a lot if the learners are confidently able to produce the language needed to complete the task. Finally, be sure that the instructions are clear and that the learners have a clear model of the task as you'd expect them to execute the activity.</p> <p>Description: In this activity, the characters are in Jungle World and they are identifying and adding together partial fruits to make wholes. The learners need to ask each other how many pieces of fruit there are in each other's picture. After writing this down they need to add this into whole fruits and compare which picture has more of each.</p> <p>Set up:</p> <ol style="list-style-type: none"> 1. Show Activity 1 Student A on p.17. 2. Ask the learners what fruit they see and elicit the different types. 3. Elicit whether the sections are halves, thirds or quarters. 4. Ask the learners how many of each are needed to make a whole (banana, apple, etc) <p>Model: Part one: A: How many bananas are there? B: There are 8 halves. A: (Write down number) B: How many apples are there? A: There are 8 quarters.</p> <p>Part two: You have 4 apples. I have 3 apples You have more apples.</p>

Instructions:

1. Do the set up as mentioned above.
2. Model the task using an imaginary partner or a strong student
3. Drill lines a few times to build their confidence and indicate what language they can use.
 - a. "How many bananas are there?"
 - b. "There are 8 apple quarters"
 - i. etc
4. Do not set up the second stage of the task at this point.
5. CCQ that they need to talk together and not just count and write by themselves.
6. CCQ that they should not show their picture to the other group.
7. Put the learners in small groups.
8. Start the activity and monitor the students and take notes for feedback or help learners that need extra support.

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) → Which One? (Team) 3. Identify (Individual) → Hold Up 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Kick the Cup 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Team Bye Bye Game 8. Produce (Individual) → Don't Take It <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>
Activity	<p>Myu Jungle – Second Week</p> <p>You can run the activity the same as in the first week. With younger Ss, depending on the amount of time you have, it may take longer before you get to a stage where they can do the activity with a higher degree of independence.</p>
Extension	<p>Print out various fruit pictures. Cut them into halves, thirds or quarters. Make sure to use one fraction for each fruit type.</p> <p>Spread out the fruit parts and have the learners race to make whole fruits. After this they can count up the wholes and see who have the most.</p> <p>Alternatively you could hide fruit parts around the classroom and have the learners say where they are relative to the furniture in order to collect them. This reviews language from Book 1.</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)→ Slap V1 3. Identify (Individual) → Slap V2 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Stepping Stones 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Hurricane Game 8. Produce (Individual) → Quick Draw (Cowboy Duel)
Activity	<p>Missing Halves – First Week</p> <p>Description:</p> <p>In this activity the learners work together to draw simple drawings on a grid. One learner draws one half and the other draws the other half which is a mirror image on the other side of the grid. In the next stage of the activity, the learners practice evaluating, comparing and ranking the activities. This requires the learners to use their higher order cognitive thinking skills.</p> <p>Set up:</p> <p>Show a sample image that you have drawn that is not completely symmetrical. Ask the learners if they like it. Elicit some things that are good or things that are not right (symmetrical)</p> <p>It is important to stagger the instructions for this activity as it is a multi-staged activity.</p> <p>Running the activity:</p> <p>Stage 1: Drawing</p> <ul style="list-style-type: none"> • Have the learners choose one image to draw. • Have the learners draw the right side of the image that they chose. • ICQ that the learners are not supposed to draw the whole image. <p>Stage 2: Drawing the mirror image</p> <ul style="list-style-type: none"> • Tell the learners that they are going to draw the other side of their partner's drawing. (don't make partners or have them switch books until you have finished demonstrating) • Demonstrate switching books and completing your partner's drawing. • ICQ that the learners don't look at the sample drawing on p28. • ICQ that they don't draw the other half of their own drawing. <p>Stage 3: Comparing</p> <ul style="list-style-type: none"> • Show your own model and ask the learners if the sides are the same. Ask them what is different. Elicit some of the phrases from TL2 • Model the conversation as below. • Have the learners switch their books back and sit together with their partner. <p>Model stage 3</p>

	<p>A: How's this? B: It's different. A: Yes, This is wrong. B: This part is good. A: This side is different. (See TL2 for applicable phrases)</p> <p>If time allows repeat the task with another image.</p>
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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>Missing Halves – Week Two</p> <p>You can run the activity the same as in the first week. With younger Ss, depending on the amount of time you have, it may take longer before you get to a stage where they can do the activity with a higher degree of independence.</p>
Extension	<p>Extension 1: Gallery</p> <p>Have the learners put their books around the room and circulate in pairs. The learners stop at each picture and evaluate the picture having a short conversation as in week 3.</p> <p>Extension 2: Ranking</p> <p>Have the learners circulate and give a score from one to ten for each picture. You may need to draw up a simple table for them to write in the scores.</p> <p>Model for Extension 2</p> <p>I give it a 4. This is good. (but) This is wrong.</p> <p>Extension 3:</p> <p>As a follow up for the ranking activity in extension 2, you could have the learners compare their rankings and justify their decisions.</p> <p>***Be very careful not to attribute the drawings to the learners specifically as they might feel upset by a negative evaluation. If you think some of your learners are sensitive or too invested in their drawing, don't do this stage at all or provide models of your own to be evaluated instead.</p>
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.

Which One? (Team)

Take two sets of cards. Place 3 or 4 cards in front of the two teams. Both teams should have the same cards. Now turn them over so the images and words can't be seen. Tell them you will say a card, then as a team, they must turn over the correct card when you say "Go!" This is a good game which is a little bit of simple communication involved in the decision making.

A: Which one?

B: This one.

C: Yes.

Hold Up

Make a circle and give each learner a card when you call a language item. The person holding the card has to hold it up quickly. Switch cards from time to time so that they have practice with different items. Make sure they hold the cards facing inwards so that they can all see each other's cards. You can also do this with two sets of cards so there is overlap in what they are holding. The game then has a competitive slant.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called.

Note: To make the game safer/more challenging, have the learners balance a stuffed toy on their head as they do it.

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.

Don't Take It (Old Maid)

Draw a cockroach or some other unpleasant thing on one or two of the flashcards. Deal out the cards to everyone and have them keep them secret. They have to say one of their cards before taking a card from the person to their right. They can shuffle their cards before the next person takes. Set a timer to dictate the end of the game.

Slap

This is one of the simplest and most straightforward games. It's fast paced and enables you to get a lot of receptive exposure in a short period of time. Lay the cards down face up in the middle of the room or on a table. Have the Ss make a circle around the cards. Have them put up their hands.

Version 1: Say an item of target language and give the Ss a chance to identify the card. When the T says "Go!" the Ss race to slap the correct card.

Version 2: Once the Ss have built up confidence, have them race to slap the card as soon as they hear the teacher say the target language.

*Make this game *collective receptive* by not assigning points. Make it *individual receptive* by adding points.

Stepping Stones

This game works well if you have around 8-10 pieces of TL and have 2 sets of the cards. Lay them out in a line on the floor as shown below:

apple	ninja	pencil	fish	happy	phone	sleep	disco
apple	ninja	pencil	fish	happy	phone	sleep	disco

The aim is for the Ss to remember the pattern of good and bad stones until one S gets to the end. When a S falls, they go to the back of the line. The T should make a note of which of the stones are good or bad. Keep the pattern secret from the Ss, they must remember it as they go. After setting this up, ask a S to choose the first 'stone' to jump to. They should say the TL before jumping. Automatically make the first stone a 'fall stone' and have the S act out falling dramatically. You can do an amusing picture of this on the board too. The T should monitor and make sure that the Ss are producing the TL as they jump and getting the correct pattern.

Hurricane Game

You need a whiteboard, markers, eraser, and a ball, (preferably a sticky ball). Draw a circle for each student, as well as for yourself (e.g. 7 students and 1 teacher means 8 circles), and either write the person's name inside a circle or have the student write their own name. Draw a hurricane somewhere on the board. Practice the Target Language. Flash a card and elicit the answer. The first student to answer correctly gets to throw the sticky ball at the board. Erase everything between the hurricane and where the sticky ball landed. Erase the original hurricane and draw another hurricane where the sticky ball landed. The last name to be erased off the board wins the game.

Quick Draw (Cowboy Duel)

Have pairs of students stand back-to-back. Give them each a flashcard which they hold at their chest. Have the learners take five paces on the count of five, they turn around and race to say the TL on the other learner's card. The first one to say it wins the duel!

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

watermelon	Draw different fruit on the board. Ask Ss "Is this a watermelon?" while pointing at different fruits.
add them together	Write "2 __ 2" on the board. Tell the Ss "Let's add them together!" and put a plus and equals sign in the equation. Ask them what the answer is. Alternatively, if you have appropriate colors you can do a color mixing activity where they add red and blue together.
equals	Using the same example from "add them together" point out the different symbols in the equation. Ask Ss "Is this equals?"
count	Place markers or any item you have multiples of in the class on the floor. Tell the students "Let's count!" and count out the items.
whole	Point to the slice of watermelon on the card and ask Ss "Is this a whole watermelon?" while making a circular gesture with your hands.
half	Draw 4 pizzas or watermelons on the board. Erase half of the second one and point between the first and second saying "whole" and "half."
third	Erase $\frac{2}{3}$ of the third one and add it to the sequence saying "whole, half, third."
quarter	Erase $\frac{3}{4}$ of the fourth one and add it to the sequence saying "whole, half, third, quarter"

How's this?	Tell the Ss "I'm going to draw a circle." Then draw a squiggly line and ask "How's this?" Continue to draw incorrect things for comedic effect before finally drawing a proper circle.
It's the same.	Point at the two images on the cards. Say "Strawberry ice cream and chocolate ice cream?" Prompt the students to say "no!" Respond by saying "Strawberry and strawberry?" "Oh, it's the same!"
This is wrong.	Point at the two grapes on the card. Ask the students if it's the same. Then ask them what's wrong while pointing at different parts of the image.
This is good.	Point at the picture the boy drew then point at the girl on the card. Ask if it's good.
It's different.	Point at the two images on the cards. Say "Strawberry ice cream and strawberry ice cream?" Prompt the students to say "no!" Respond by saying "Strawberry and vanilla?" "Oh, it's the different!"
this part	Show them the card and point to different parts of the robot.
this side	Show them the card and point to either side of the fruit. Then draw more images on the board with a line down the middle.
draw	Draw something on the board.

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