

BOOK
4



AWESOME ADVENTURE

series

Level 1

Where's My Place?



Lesson Plan - Book 4 Unit 10

AAS Level 1 – Book 4 – I Want to Stay
Unit 10 – Get Back in the Book

TL 1

This is crazy!	I don't like it.	nightmare	everywhere
jumping	in my shoe	get back in	cut in two

TL 2

new teacher	shout	They are out.	face
teaching	square	circle	rectangle

Basic Aims:

By the end of the unit the learners will:

BA1: be able to sing the song 'Get Back in the Book'.

BA2: be able to use words and phrases from the song 'Get Back in the Book'.

BA3: have practiced using vocabulary for colors, sizes and shapes.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to use adjectives in full sentences to describe creatures.

Materials

<ul style="list-style-type: none"> • Textbook • Audio device to play the song • 'Song Summary' - A3 laminated VA • 'Get Back in the Book!' – A3 laminated VA • A device for accessing the QR codes for the quiz audio (1 per pair) 	<ul style="list-style-type: none"> • Something for game pieces • 6-sided dice
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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 song 'Get Back in the Book'. The Myus have started to come out of their books and are creating chaos wherever they go! What will Leo do? This song provides context for the story to come as well as review and introduce new vocabulary. It provides exposure to the present simple. This fun, crazy song is sure to get kids excited and ready to use language in a humorous and creative way. The activity in the unit gives the learners opportunities to use color, shape and size adjectives to describe creatures.

Week 1

Before class	Have the song 'Get Back in the Book' playing when the students (Ss) enter. This is the song they will be learning in this unit, so this helps develop instant familiarity.
Icebreaker	✓ Play <i>Freeze</i> (see games). Make sure you award lots of points and keep this very light and fun.
Lexis (see glossary)	<p>Start with TL1. Show your pile of flashcards and tell Ss the words are from the song too.</p> <p>The outline below provides receptive to productive staging/progression (see glossary). When introducing new vocabulary throughout the course, you should use this staging to introduce and work on new target language (TL). You may not get through the entire receptive to productive stages within one week. Depending on how quickly your class pick up new language, their confidence, and their retention, you may speed up or slow down progression through these stages. As a general rule though, if a class is struggling, it is because this progression has not been followed.</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 (ICQ this). This is important, as more nervous or more inexperienced Ss need to tune their ears to the intonation and sounds of English without the pressure of production. Some schools/teachers will immediately go into drilling. However, this should be avoided. Don't go with the pace of your strongest and most confident S. Go at the right pace for the whole group. 2. Identify (Group) → Point (see games section of plan) We will introduce a series of different games you can play throughout this course. As you and your Ss become familiar with them, feel free to substitute games as you see fit. 3. Identify (Individual) → Hands on Heads 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Target Game 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Higher or Lower 8. Produce (Individual) → Take a Walk <p>Note: Unless you have a long class, it is unlikely you will be able to get through this whole process in one week. We have assumed classes are between 45-60 minutes and that you will work on TL1 over two weeks. Even if your classes are longer than 60 minutes, covering this over two weeks is ideal.</p>
Song	<p>Setting Context: Give the Ss a minute to look at the images of the comic lyrics sheet on p.5-6 of the textbook. Ask the learners some questions to help raise schemata (see glossary) and prepare them to better understand the song.</p> <p>Receptive Activity 1: Listen and Touch Have the Ss follow along the song with the VA or with their textbooks and touch the images as they listen. Play the song the whole way through the first time without stopping so the Ss can become familiar with the tune.</p>

	<p>Receptive Activity 2: TPR Actions (see glossary) Teach the actions to the song (see TPR page). You can gamify this element if you wish; call out some of the lines and have the Ss race to do the action. Award lots of points and speed up/chain as your Ss get better throughout this unit.</p> <p>Productive Activity 1: Drill Drill the first lines of the song. Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the learners are saying the lines clearly. Drill chorally and move to <i>some</i> individual drills. Be strict on pronunciation to an extent but <i>be sensitive</i>. Remember that this is the first lesson of the unit. (See the lyrics page in this plan or look in the textbook on p.23)</p> <p>Productive Activity 2: Perform Simply play the song this time. Encourage them to sing and do the TPR for the bits they can do, and award points based on effort for the individual, not their ability to 'be the best'. When it gets to parts of the song they don't know yet, with actions they don't know, as the T you can just do the actions and sing anyway. If you've done a good job of bringing a sense of levity and fun to the class, they should be pretty relaxed now and Ss may just start giving the lines/unintroduced TPR and attempt without prompting.</p> <p>Tell the Ss you'll learn those new lines and TPR next week. Don't introduce too much, always keep the challenge level optimal.</p>
Homework	<p>Show the Ss the textbook and direct them to the TL on p.4 and song summary on p.5-6. Tell them to listen to these at home using the QR code on p.2.</p>

Week 2

Before class	Have the song 'Get Back in the Book' playing when the Ss enter.
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) → Point 3. Identify (Individual) → Hands on Heads 4. Choral Drill → Call and Repeat - Don't hone in on individual errors at this time. 5. Drill Game → Target Game 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Higher or Lower 8. Produce (Individual) → Take a Walk <p>It's a good idea to introduce the names of games. As Ss build familiarity with them so you can build up a bank of fun things the Ss can request throughout the year.</p>
Song	<p>Receptive Activity 1: TPR Actions Do a quick review of the TPR you introduced last time. Do this as a quick and fast first game.</p> <p>Receptive Activity 2: New TPR Actions Add in some new actions from where you were last week.</p> <p>Productive Activity 1: Drill Drill some new lines, same procedure as last week.</p> <p>Productive Activity 2: Perform Same procedure as last week. You should see them gain confidence. You can stop the song in certain places as well and ask them, "What's next?"</p>

Week 3

Before class	Have the song 'Get Back in the Book' playing when the Ss enter.
Lexis	<p>Start with TL2. 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) → Call the Number 3. Identify (Individual) → Swat 4. Choral Drill 5. Drill Game → Pairs 6. Language Clarification → see language clarification section of the plan 7. Produce (Team) → Wheel of Misfortune 8. Produce (Individual) → Take Away
Song	<p>Receptive Activity 1: TPR Actions Review again.</p> <p>Receptive Activity 2: New TPR Actions Add in more new actions, hopefully you should have covered the whole song after this week.</p> <p>Productive Activity 1: Drill Drill some new lines with the same procedure as the previous week.</p> <p>Productive Activity 2: Perform This section should go a lot faster as the routine is established. In addition, they should be very comfortable with a lot of the song now, especially if you've been asking them to listen to the song at home and they've been doing it.</p>
Activity	<p>Get Back in the Book!</p> <p>Reminder: 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: In the song Leo wants to get the Myus to go back in the book because they are creating havoc at his school. In the activity, players need to try to put the Myus under the book before they go too crazy.</p> <p>Set up:</p> <ol style="list-style-type: none"> 1. Show the page of Myu cut outs to the learners. Say different attributes that they have and have the learners identify them. The attributes are: big, small, green, purple, square, circle, rectangle, and triangle. 2. Have the learners cut out one set of Myus per group. 3. Have the learners spread the Myus out on the book face up. 4. Have the learners take turns rolling a dice and going around the circle on the activity page. 5. Where their counter stops, they need to say the attribute and take off a myu with that attribute. "This is a rectangle Myu."

6. If there are no Myus left with that attribute, they need to move up the crazy meter. If they get to the top of the meter, they lose. If they get all of the myus under the book, they win.

Model:

A: It's your turn. Roll the dice.

B: It's a rectangle.

A: This is a rectangle My

-or-

A: There are no rectangle myus! OH no!

B: This is crazy!

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Week 4

Before class	Have the song 'Get Back in the Book' 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 song.
Song	<ul style="list-style-type: none">✓ They should be pretty confident with this now, so just do a quick review game for the TPR actions and award points.✓ Chain TPR actions together really quickly and see how fast they can do them. This should create a lot of energy in the room.✓ Perform the song.
Activity	Get Back in the Book! Continue with the activity this week.
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) 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

Point

Put the cards up on the walls. Have the Ss stay in a designated area in the middle of the room. Call the cards and have the Ss point at the correct image. Award points for either the fastest S or you could give points to whomever gets it right. You could also run it as a game where the slowest has to sit down.

Freeze

This is a good, high-energy way to review different actions and also expose Ss to a new piece of music for the first time. Have all the Ss do an action together (run, jump, jumping jacks, wiggle, swim, fly, dance etc.) while the music is playing. When the music stops, they must freeze. ICQ (see glossary) that low energy actions are not OK. As Ss do the actions and survive, award plenty of points and praise them.

Hands on Heads

Have the cards in the middle of the group. Have the Ss put their hands on their heads. Call out a card and have them touch. You can award points for the fastest or you can have a time limit and when your mini countdown ends, the Ss with their hands on the correct card get points.

Target Game

Simply assign a target in the classroom. You can draw a target on the board which is worth different points like darts. Alternatively, you could have Ss choose their own target before the drill and you can determine how many points hitting it is worth. As a drill game this is quite easy to run.

T: What's your target?

S: That!

T: This? (indicate)

S: Yes!

T: Hmmm, it's far away and small... 5 points!

(T does drill)

Higher or Lower

If this is the first time you are doing this game, set it up as follows:

1. Go through all the values of the cards from 1-10
2. Lay out 5 cards face down
3. Turn over the first card
4. Ask them if the next one is higher or lower
5. If it's wrong – game over

For a productive activity, you can set this up as a team game. If they produce the language for the flashcard correctly, they get to decide 'higher' or 'lower' on their row of cards. If they don't produce it correctly, give the team the card and have them go practice it together while you quiz the other team. You can also do this game as individuals and have them quiz each other to keep it more student-centered. There are many variations!

Take a Walk

Have Ss line up beside the table in front of a sitting teacher. You can use tokens or award points on the board. Flash the vocab card to the first S. If the student answers correctly, give a point or token. Ss walk around the table to back of line. Repeat the process. If a student cannot say the card, give them that card and tell them, "Take a walk!" Have them walk through a set long course around back to the back of the line. When they come to the T for a second time, they must say their card to receive a token.

Call the Number

Put between 3-6 cards on the whiteboard and assign numbers to them. Call out a card's target language and have the Ss hold up the number of fingers or call out the correct number.

Swat

This is a simple 'identify game'. Use batons made of rolled up card. Lay out the cards. Have the learners make a circle around the cards. Call one of the vocabulary items, then say, "One, two, three, go!" They have to wait for "Go!" before they try to hit the card. Take away points for jumping the gun.

Pairs (Pelmanism/Concentration)

A very well-known memory game where two sets of cards are placed face down and the player must match them. Turn over two cards and match them. To win the cards when they match, for language learning purposes, the Ss must produce language. This can either be a drilling or productive game. It can also be run as a team or individual game.

Wheel of Misfortune

Draw a circle and cut the circle into eighths. Choose 3 of the spaces and mark them as safe spaces to land on, 4 of the spaces as bad spaces, and 1 space with a heart/+1 point. Give each team 5 points to start with. Teams take turns rolling a die and going around the circle. This can be run as a drill game or a productive game. If it is a productive game, if they can't produce on their turn, drill and give them the card to remember. If they can produce the card give them extra rewards.

Take Away

Put 4 cards on the board and give the learners 10 seconds to remember them. Have them close their eyes and remove one of the cards. When they open their eyes, they have to race to say the card that is missing. Increase the number of cards and reduce the amount of time they have to see the cards for each successive round to increase the difficulty.

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.

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.

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

This is crazy!	Point to the talking cat and the flying elephant on the card. Ask the students "Can cats talk? Can elephants fly?" Respond by saying "This is crazy!"
I don't like it.	Draw a heart with an X over it on the board. Start saying things you don't like and write them on the board. Say "I don't like it!" and make a disgusted sound after each one. Elicit things that the students don't like and put them on the board too. Try to get the students to repeat the phrase with you.
nightmare	Point to the thought bubble on the card. Ask students if a nightmare is a good dream or a bad dream.
everywhere	Show the card and ask the students "Where is Myu?" Continue asking questions about Myu faster and faster. "Is Myu on the sofa? Is Myu on the chair? Is Myu on the floor?" Stop and say "Myu is everywhere!"
jumping	Get the students to stand up and start jumping. Say "We are jumping!" Get them to stop and ask them "Are we jumping now?"
in my shoe	Use the card.
get back in	The students may remember this language from the song in Unit 1. Point to the mouse in the first image on the card and ask "Is the mouse in the cage? Is that okay?" then prompt the students to say "Get back in!" You can also pretend to leave the classroom and have the students shout "Get back in!"
cut in two	Use the card and scrap paper and scissors if they are available.

new teacher	Point to the woman in the first image. Ask “Who is she? What is she saying?” Say “Bye!” and mimic waving and walking away. Wave, walk back and say “Hello!” Point at the woman in the second picture and ask “Who is she?”
shout	Cup your hands around your mouth to mimic shouting but whisper instead. Ask the students if your voice was loud. Do it again but this time shout or speak in a comfortably loud voice. Tell the students that a shout is when you use a loud voice.
They are out.	Point to the bees on the card. Ask where they are. Ask the students if that’s good or bad.
face	Point to different body parts on yourself asking “Is this my face?” before finally pointing to your face.
teaching	Point to the woman on the card. Ask “Who is she? What is she doing?”
square	Use the card.
circle	Use the card
rectangle	Use the card

Song Lyrics – Get Back in the Book

<p>Verse 1</p> <p>This is crazy! What a nightmare! I don't like it. There are creatures everywhere.</p> <p>I see lions... ... and zebras too. Now the creatures are jumping in my shoe.</p> <p>Chorus</p> <p>Get Back In The Book Please!</p> <p>Verse 2</p> <p>This is crazy! What a nightmare! I don't like it. There are creatures everywhere.</p> <p>The new teacher is cut in two. His pants are teaching and his face is blue.</p>	<p>Chorus</p> <p>Verse 3</p> <p>This is crazy! What a nightmare! I don't like it. There are creatures everywhere.</p> <p>The book is open. They are out. This is crazy! I just want to shout.</p>
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