

BOOK
3



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 3 Unit 7

AAS Level 2 – Book 3
Unit 7 – Don't Waste It!

TL 1

Don't waste it.	throw away	food	perfect
for you and me	get	every (Friday)	always

TL 2

flat	bumpy	never	round
straight	healthy	sometimes	delicious

Basic Aims:

By the end of the unit the learners will:

BA1: be able to sing the song 'Don't Waste It'.

BA2: be able to use words and phrases from the song 'Don't Waste It'.

BA3: be able to describe many different vegetables.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to categorize and sort vegetables by various criteria.

AA2: be able to use the adverbs 'always', 'sometimes' and 'never' to describe vegetables that vary in color and shape.

Materials

<ul style="list-style-type: none">• Textbook• Something you can play the song on• Song VA• Perfect and imperfect food VA	<ul style="list-style-type: none">• Blu tac• Ziploc bags• Deck of cards• Sticky balls or anything safe that can be thrown• Homework if applicable
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Lyrics, Games, Glossary

Many of the things referenced in this plan can be found on the latter pages. Including 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 learners are introduced to the song 'Don't Waste It'. This sets up the topic of 'food waste' that will be the focus of the three units of this book. Using simple language and a catchy tune, the song introduces a serious topic in a way that is simple and easy to understand. The activity at the end of the unit is designed so learners can use language from the song to describe, categorize and sort vegetables.

Week 1

Before class	Have 'Don't Waste It' playing, the new song for Unit 7.
Lexis	<p>Start with TL1.</p> <p>Show → Go through TL1 and pronounce it clearly. Make sure you have silence and make sure students are listening closely and not repeating (ICQ this).</p> <p>Identify Individual → Hands on Heads</p> <p>Straight Choral Drill → Call and Repeat - Don't hone in on individual errors at this time.</p> <p>Drill → Target Game</p> <p>CCQ → Clarify the meaning of as much of TL1 as possible (<i>see TL clarification at the end</i>)</p> <p>Produce → Higher or Lower</p>
Song	<p>Setting Context:</p> <p>Give the Ss a minute to look at the images of the comic lyric sheet on p.4-5 of the textbook. Ask the learners some questions to help raise schemata and prepare them to better understand the song.</p> <p>Receptive Activity 1:</p> <p>Have the learners 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 learners can become familiar with the tune.</p> <p>Receptive Activity 2:</p> <p>TPR Teach the actions to the song (see TPR page).</p> <p>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:</p> <p>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 be sensitive. (See the lyrics page in this plan or look in the textbook on p.21)</p> <p>Productive Activity 2:</p> <p>Just 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 bring humor and fun to the class, they should be pretty relaxed now and Ss may just start giving the lines/unintroduced TPR an attempt without prompting.</p> <p>Tell the Ss you'll learn those new lines and TPR next week.</p>
Homework	If you are using our downloadable homework, distribute it at this stage. Show the Ss the textbook and direct them to the TL on p.5 and song summary on p.6-7. Tell them to listen to these at home using the QR code on p.3.

Week 2

Before class	Have 'Don't Waste It' playing.
Introduce	Using the Imperfect Food visual aid, go through each item and ask the students "Can you eat this?" (YES!) The idea is to show that although the food items don't look perfect, you can still eat them!
Lexis	<p>Continue with TL1 and start TL2. Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substitute in some new pieces of language from TL2.</p> <p>Show → Any new cards, same procedure as Week 1.</p> <p>Identify Individual → Pointing Game</p> <p>Straight Choral Drill → Call and Repeat</p> <p>Drill → 4 Walls</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Bye Bye Game</p>
Song	<p>Receptive Activity 1: Do a quick review of the TPR you introduced last time. Do this is a quick fastest first game.</p> <p>Receptive Activity 2: TPR Teach the actions to the song (see TPR page). Add in some new actions from where you were last week.</p> <p>Productive Activity 1: Drill some new lines, so procedure as last week.</p> <p>Productive Activity 2: 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>
Homework	Assign homework if applicable.

Week 3

Before class	Have 'Don't Waste It' playing.
Lexis	<p>Start with TL2. Substitute in some TL2 cards if they seem to have any language thoroughly acquired.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating. Any new cards, some procedure as Week 1. Hopefully by the end of this class you'll have covered all of TL1 and TL2.</p> <p>Identify Individual → Hands on Heads</p> <p>Straight Choral Drill → Call and Repeat</p> <p>Drill → Target Game</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Higher or Lower</p>
Song	<p>Receptive Activity 1: Review previous TPR again.</p> <p>Receptive Activity 2: TPR Hopefully you should be almost done with this! Add in some new actions from where you were last week.</p> <p>Productive Activity 1: Drill some new lines, same procedure as last week.</p> <p>Productive Activity 2: 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> <p>This section should go a lot faster because of the routine. 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 the first 2 weeks.</p>
Activity	<p>Good Food for You and Me</p> <p>This activity has a lot of flexibility and could be played in a variety of ways. The basic premise is that Ss can label the baskets with different headings using the cut outs from p. ? (preview not up). They then draw vegetable/fruit cards, which should be placed face down. They put them into the appropriate baskets.</p> <p>Baskets Version</p> <ol style="list-style-type: none"> 1. First, have the Ss cut out the pieces from p. ? (preview not up) and give them ziplock bags. Have them write their names on the bag. 2. Model the activity for the Ss. Do a very simple version first with 2 Ss books. 3. Use your strongest S and have them stick 'always + bumpy' on one of their baskets using sticky tac. 4. On your basket, stick 'sometimes + green'. Note: It's not essential you follow this combination for your demonstration 5. Place all the vegetable/fruit cards face down and choose one. 6. Model: A: I got tomatoes. B: Tomatoes are sometimes green!

	<p>A: Yes. They are not always bumpy.</p> <p>B: Ok! My basket.</p> <p>A: OK. Next!</p> <p>7. You can change the criteria for the baskets and do some different models with Ss until they feel confident with the premise.</p> <p>8. Drill some of the trickier language and place them in pairs or groups.</p> <p>9. If 2 people have baskets the vegetables/fruit can go in, they can play rock, scissors, paper to decide who gets it.</p> <p>10. Increase the complexity and number of baskets as the Ss gain confidence.</p>
Homework	Assign homework if applicable

Week 4

Before class	Have 'Don't Waste It' playing.
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, either do a productive game or a drilling game from the games you've introduced during this unit. 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. Do the song.
Activity	<p>Good Food for You and Me</p> <p>Boxes Version</p> <p>This version operates as a 'venn diagram'.</p> <ol style="list-style-type: none"> Follow a similar procedure as the 'Baskets Version' but this time demonstrate how the sorting works. For this one, the Ss can work in pairs with one book and decide where items go together. For this one, the 'always, sometimes, never' aspect is optional at first. For example, just choose 'round' and 'green'. Model: <ul style="list-style-type: none"> A: I got a carrot. B: It's not round. A: It's not green. B: Bye bye carrot! B: I got a watermelon. A: It's round! B: Yes. It's green! A: It goes in here. (1+2 box) As with the previous version of the activity, increase the complexity and language expectations based on your Ss.
Homework	Assign homework if applicable.

Games and Activities

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 class room. 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? (indicates)

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 (a deck of playing cards)
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!

Pointing Game

It's a very simple game. Either the T or the Ss stick the flashcards around the room. If you let the Ss do it, make sure to ICQ where is an appropriate or inappropriate location for the cards. The cards must be visible to the Ss from the center of the room. Assign locations for the Ss to stand and ICQ that when the T calls a card, the Ss do NOT run for it. Call the card and have the Ss point. Don't place too much pressure on them to get it right. Start slow, with the teacher clarifying and increase the speed. This is good as a receptive game but can be used productively as well.

4 Walls

Practice the Target Language. Randomly place a few vocab cards on the walls around the room. Ss start in the center of the room with the teacher. Have students choose and stand in front of a vocab card. Count down from 5 while closing your eyes or turning your back to the cards. Nominate a card just before you open our eyes or turn around. Any student standing in front of a card that is nominated by the teacher is the winner. Call all students back to the center and repeat the process.

Bye Bye Game

Divide students into 2 teams on either side of a table and have them make lines. The teacher stands or sits in the middle of the two teams. Flash a card to the 2 students at the front of each line. The fastest to answer receives the card. The other student goes to the end of the line. Students can win a max of three times before having to go to the end of the line. Repeat the process.

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 amount of points.

Glossary

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! :D

ICQ: Instruction Checking Question. Usually a simple yes/no question designed for the teacher to check Ss understanding of an idea e.g. T: Do we run in this game? Ss: Yes! T: Nooooo! No running, please!

L1: This refers to a S's first language. L2 would be their second language (in this context, the target language).

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.

Ss: Student(s)

TL: Target Language

T: Teacher

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.

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 methodology of teaching language 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.

TPR staging for 'Don't Waste It?' song

Tip: This will have the best chance of running well if you make sure you have practiced the actions by yourself beforehand to make sure it goes smoothly.

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 3-4 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 3-4 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 3-4 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 next 3-4 lines of the song.
- 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. It depends on the song and your individual Ss.

Language Clarification

General note:

Depending on the time you have in class, going through all this TL clarification can be time consuming. Understanding your learners is the key here. You may feel they immediately understand a concept, but it's better to check. If you have time constraints in the class, don't worry about getting through all of these in weeks 1 and 2, you could save some for week 3.

TL 1

Don't waste it.	Draw an apple. Pretend to take a bite, then draw the bite in. Tell the Ss you're finished and walk away from the apple. Have a puppet/toy intervene in a horrified/angry way and say "Don't waste it!"
throw away	Show the bin (if you don't have a bin in the classroom, draw one on the board). Pretend to throw away something.
food	Draw some food and non-food items on the board. Circle all the food items. Pretend to eat food items and ask Ss "Food?" (yes!) Pretend to eat non-food items and ask Ss "Food?" (no)
perfect	Draw a perfect object, then an imperfect one. Show the difference. Also, you can use the imperfect fruit and vegetable VA.
for you and me	Pretend you have a pizza. Ask who wants pizza. Choose one person to share with and say it's 'for you and me' to the S. The other Ss who wanted pizza, turn them away and say it's 'not for you'.
get	Hand things out to the Ss and as you do tell them, "You get a ____."
every (Friday)	Use the flashcard. Maybe your Ss take English class on a specific day, use this to model the meaning too.
always	Use the card, but additionally, you can use an example like 'go to sleep at night'. Contrast it with the idea of 'staying awake' through the night and act it out.

TL2

flat	Use objects in the room and CCQ with, "Is this flat?" Use enough examples until you feel they get the concept.
bumpy	As above.
never	Use the card. Additionally, you can ask the Ss, "Do you eat spiders?" or something equally ridiculous. Contrast with 'always'. Pretend to be a person who loves to eat spiders and say that you always do it. Ask them if they do and act surprised that they don't. Get them to say, "I never eat spiders." They will derive the meaning from this context.
round	Use the flashcard examples and other items in the room.
straight	As above.
healthy	Use the card. Additionally you can show some pictures of healthy/unhealthy people/food and CCQ.

sometimes	Use the card. Additionally, you could ask the Ss if they always speak English, or never speak English.
delicious	Show some different foods and ask if they look delicious or not.

Song Lyrics – Don't Waste It

Chorus

Don't waste it.
Don't throw that food away.
Don't waste it.
It's not perfect.
But it's good good food
For you and me.

Verse 1

I get a pumpkin
Every Sunday.
It's always flat
So I throw it away.

I get some potatoes
Every Monday.
They're always flat
So I throw them away.

Chorus

Verse 2

I get some zucchinis
Every Wednesday.
They're never straight
So I throw them away.

I get some carrots
Every Friday.
They have three legs
So I throw them away.

Chorus