

BOOK  
**3**



# AWESOME ADVENTURE

series

Level 2

## Change Your SEASON



**Lesson Plan - Book 3 Unit 8**

## AAS Level 2 – Book 3 – Don't Throw That Food Away

### Unit 8 – Fall Country

#### TL 1

I think...	tired	hear a sound	What are you doing?
look	stairs	heavy boxes	another

#### TL 2

make	the castle	There is a market.	There are shops.
the old chef	the new chef	the king and queen	grow

#### Basic Aims:

By the end of the unit the learners will:

**BA1:** be able to understand the story 'Fall Country'.

**BA2:** be able to use words and phrases from the story 'Fall Country'.

**BA3:** be able to use vocabulary to give a basic description of locations.

#### Advanced Aims:

By the end of the unit the learners will:

**AA1:** be able to answer basic questions about the story 'Fall Country'.

**AA2:** be able to use 'there is' and 'there are' to describe a location to a partner.

#### **Materials**

<ul style="list-style-type: none"> <li>• Textbook</li> <li>• A3 Fall Country story laminates</li> <li>• Something on which you can play the song/comic audio</li> <li>• Is/Are Guided Discovery</li> <li>• A tablet</li> </ul>	<ul style="list-style-type: none"> <li>• A3 Story Summary laminate</li> <li>• A3 'What is There?' laminate</li> <li>• Dice</li> <li>• Sticky balls</li> <li>• Soft ball</li> <li>• A hat</li> </ul>
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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**

This unit is based around the story 'Fall Country'. The story links directly to the song 'Don't Waste It' and follows the characters as they explore Fall City and learn about the wastefulness of its residents. The vocabulary introduced in this unit helps Ss with comprehension of the story and will gradually build their confidence as they understand more and more of it each week. The story focuses on issues of wasting food and the consequences, as the monster under the city grows. The activity for this unit encourages Ss to share information about a location and say what they see.

## Week 1

<b>Before class</b>	Have the song 'Keep the Monster Down' playing in the background when Ss come in. This is the secondary song of the unit and features in the story. For the first week, just have it playing so Ss become familiar with it.
<b>New Comics</b>	Ask Ss what happened at the end of the first comic and ask where the characters are heading next. Get them to check their books if they've forgotten. Hand out the new comics (Fall Country) and ask them some questions about what they see on the cover.
<b>Lexis</b>	<p><b>Start with TL1.</b></p> <p><b>Show →</b> Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p><b>Identify →</b> Hold Up</p> <p><b>CCQ →</b> See the back of the plan for suggestions.</p> <p><b>Drill →</b> Roll and Collect</p> <p><b>Produce →</b> Bomb Ball Toss</p>
<b>Song</b>	<p><b>Fall Country – First Reading</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Don't point to the words as you read but do point to the images to help comprehension.</li> <li>The aim of this reading is for the learners to practice listening comprehension and gain a global understanding of the story.</li> <li>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 learners should become immersed in the story.</li> <li>When you get to p.19 the aim is for the Ss to work out what the food is from the clues the monster gives. They can check their answers by going to the relevant places for hints.</li> </ul>
<b>Homework</b>	Show the Ss the textbook and direct them to the TL on p.9 and also tell them to listen to Summer Country at home. Direct them to relevant QR codes in the comic and on p.3 of the textbook.

## Week 2

<b>Before class</b>	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could start the class by teaching some of this with TPR if you have time and drilling a few of the lines. Take it slow.
<b>Lexis</b>	<p><b>Review TL1</b> 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><b>Show →</b> Any new cards, same procedure as Week 1.</p> <p><b>Identify →</b> Call the Number</p> <p><b>Straight Choral Drill</b></p> <p><b>Drill Game →</b> Sticky Ball Target Shooting</p> <p><b>CCQ →</b> Continue working through the CCQing of different cards.</p> <p><b>Produce →</b> Kick the Cup</p>
<b>Story</b>	<p><b>Summer Country – Second Reading (with Mistakes)</b></p> <ul style="list-style-type: none"> <li>Make some simple errors as you tell the story, and have the learners stop you when you make a mistake. If the learners are capable, have them give you the correct sentence.</li> </ul>
<b>Story Summary Task</b>	<ul style="list-style-type: none"> <li>Have the Ss go to p.10-11 in their textbooks and look at the Story Summary.</li> <li>Go through the sentences with the Ss, helping them to read where necessary. Do this in a mixed up order and elicit the responses to gap fills.</li> <li>You can have them write in the answers if you wish depending on your Ss writing ability.</li> <li>Now draw Ss' attention to the little yellow boxes next to each thing that happens.</li> <li>Write 1-7 on the board and ask the Ss which is 'number 1'. Don't worry too much about introducing ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) at this stage. We don't want to overburden them with a high language load (see glossary).</li> <li>Depending on the level of your class, either have them talk together and decide the order of events, or lead it yourself as T. You can give them a basic model for talking together.</li> </ul> <p>A: This is number 1.</p> <p>B: Yes! This is number 2.</p>

### Week 3

<b>Before class</b>	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
<b>Lexis</b>	<p><b>Start with TL2.</b> The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed.</p> <p><b>Show →</b> Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p><b>Identify →</b> Hold Up</p> <p><b>CCQ →</b> See the back of the plan for suggestions.</p> <p><b>Drill →</b> Roll and Collect</p> <p><b>Produce →</b> Bomb Ball Toss</p>
<b>Story</b>	<p><b>Summer Country – Third Reading (What's Next!?)</b></p> <ul style="list-style-type: none"> <li>Do another reading of the story, but occasionally stop and ask the Ss, "What's next?"</li> <li>Hide the story from them at this stage.</li> <li>You can put some vocabulary and sentence starters on the board to help them express what's next. Be careful to choose only parts of the story you think the Ss could realistically be expected to have a good attempt at.</li> <li>Remember, you can also get the Ss to act out what's next and feed them the language. Award lots of points for this. With their limited language resources, acting to convey meaning is a skill you should continuously develop.</li> </ul>
<b>Activity</b>	<p><b>What is There?</b></p> <p>This activity is quite flexible and can be conducted in a number of ways.</p> <p><b>Receptive – Teacher Describes Version</b></p> <ol style="list-style-type: none"> <li>Ask the Ss, "Which picture?" then begin to describe one of the pictures.</li> <li>Encourage the Ss to put their hands up when they think they know the answer.</li> <li>Drill the line, "I think it's number..." with them.</li> <li>When you have done this a few times, put them into teams and award points to the teams.</li> <li>You can also use this week to drill some lines in anticipation of the following week.</li> </ol>
<b>Guided Discovery</b>	<p><b>Is/Are Guided Discovery</b></p> <p>At this point, Ss would have run into this basic grammatical structure quite a few times already. This Worksheet should provide them with some more clarity. Work with them and clarify when needed.</p>

## Week 4

<b>Before class</b>	Have the song 'Keep the Monster Down' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
<b>Review</b>	Quickly review TL1 and TL2 with a production game of your choice and work on Ss weaknesses.
<b>Activity</b>	<p><b>What is There?</b></p> <p><b>Productive - Pairs Version</b></p> <ol style="list-style-type: none"> <li>1. Model the interaction you want between partners.</li> <li>2. Set them up in pairs.</li> <li>3. Monitor and take notes on is/are errors, vocab gaps, pronunciation errors and good production as well.</li> <li>4. Do some feedback with the Ss and praise them for specific good sentences. If they are making mistakes with the areas you noted, but them on the board and help the whole class, don't focus on individuals.</li> </ol> <p><b>Productive Version – Team Race</b></p> <ol style="list-style-type: none"> <li>1. Put them into groups of 3+</li> <li>2. Model this activity based on how you ran it for the receptive version but now an S is playing the role of the T.</li> <li>3. Monitor, note and then feedback.</li> </ol> <p><b>Productive Version - Bomb Version</b></p> <p>This is a fun variation that can be done with a group of 3 with one describer then 2 Ss passing the bomb between them. It can also be run in a 'pair vs pair' way.</p> <ol style="list-style-type: none"> <li>1. Introduce a bomb timer and a ball to represent it.</li> <li>2. Nominate your two strongest Ss.</li> <li>3. Start the bomb timer and read descriptions to the each S in turn.</li> <li>4. They switch the bomb between them as they correctly determine the picture you describe.</li> <li>5. They lose when the timer reaches zero.</li> <li>6. Put the Ss in groups of 3+ and give them timers and balls.</li> </ol>
<b>Story</b>	<p><b>Spring Country – Fourth Reading</b></p> <p>Repeat either week 2 or 3 reading approach, or if you have a particularly strong class, just ask them what comes next and see how much they can tell you.</p>
<b>Aims</b>	Go through the aims on p.8 and have Ss self-assess.

## Games Glossary

### 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.

### Roll and Collect

Need dice. Place 6 cards on the white board from left to right. Practice the Target Language. Flash a card. Student with the correct answer rolls a dice. If, for example, a 6 is rolled, write 6 above the card that is sixth in line on the white board. Each team must roll a number that has not already been assigned to a card. The first team to have all numbers from 1 to 6 written above their cards are the winners.

### Bomb Ball Toss

Have Ss make and circle and place a card in front of them. Introduce a ball and get a bomb timer (this works better if you have an app). The S must say the card of the person who threw them the ball before they are allowed to throw to a new person. Bad throws and rushing production to the detriment of pronunciation is punishing by the bomb instantly exploding. You can make this a team game with lives on the whiteboard. If there are no infractions, when the timer reaches zero, the bomb explodes and they lose a life.

### 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.

### Sticky Ball Target Shooting

Put your flashcards up on the board. Make two teams. Each team has a suction cup ball. At their own pace, the Ss choose a card, say the target language, and then throw their ball. If the ball sticks to the card, they get a point.

### 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.

**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

**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

**Choral Drill:** Drilling of a lexical item as a group rather than as an individual.

**Global understanding:** The concept of having a broad/general understanding of the text without focusing on specific details. In the context of a story, it means being able to follow what is happening in the story without worrying about the specific details.

**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!

**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.

**Language Load:** This is the amount a new/unfamiliar language a language learner is being asked to hold in their mind at any one time. The language load should be balanced with other things you are asking the learner to do i.e. asking learners to complete a complex task (high cognitive load) with a relatively high language load can be detrimental.

**Realia:** Real objects used in the classroom rather than say, an image of something

**Ss:** Students

**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.



## 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

I think...	Have Ss hide 1 of 2 objects under a cup and keep it secret. Use "I think..." to make a guess about what's under it. This example should make it clear that you are expressing an uncertain opinion.
tired	Demonstrate some different expressions and behaviors, some of which indicate you're tired, some of which don't. CCQ with, "Am I tired?"
hear a sound	To CCQ sound you could make some different animals sounds. Ask, "What animal sound is this?" (cat/cow/dog/frog) Next, ask, "What do you hear?" and have the Ss give you the animal.
What are you doing?	Do an action continuously, like pretending to eat. Have the Ss ask you the question and give an answer. You can also get them to close their eyes, ask the question, you give an answer and then they open their eyes to see. For added fun, you can give verbal answers which are different from the action you're doing. The Ss can respond with 'yes' or 'no' when they open their eyes.
look	Simply do a TPR game with this. Call out which direction you want them to look and Ss race to do it.
stairs	Use the flashcard.
heavy	Act out heavy with different objects. Also you can ask different CCQs: - Is an elephant heavy? - Is a carrot heavy? - Is the monster from the story heavy?
another	Get some blocks and start building a tower. Get them to say 'another' each time.

make	Say, "Hmmm... I will make a sandwich!" Act it out. Ask the Ss, "What can I make next?" Give them some ideas: castle, monster, omelet Take requests from the Ss with this model, "Make _____, please!"
the castle	Show the card. If you want, show them some different styles of castle on a tablet. Ask them which castle they like.
There is a market.	Show the card. Show a picture of some different markets on a tablet and ask them what they want to buy.
There are shops.	Show the card. Ask Ss what shops they see. Draw your house and ask them if it is a shop. Show the castle card and ask them if it's a shop.
the old chef	Get a hat, or something that can represent a hat. Tell them this is a chef hat. Tell the Ss you are the king/queen. KQ: You are my chef! Make me food. Chef: (pretends to make food) KQ: No good! I want a new chef! (appoint a new chef and say good bye to the old chef) CCQ with, "Is he/she the old/new chef?"
the new chef	See above.
the king and queen	Show the card.
grow	Draw a shoot and a watering can on the whiteboard. Nominate a S to water the shoot (act it out). Erase the shoot and ask the Ss to keep watering until it 'grows' into a flower. Keep saying, "Please grow, flower!"

## Song Lyrics: Keep the Monster Down

<p><b>Chorus</b></p> <p>Keep the monster down, He's big, scary and brown. Keep the monster down, He's eating up the town.</p> <p><b>Verse 1</b></p> <p>Let's use a board. Put the board on the hole To keep the monster down.</p> <p>Let's use a table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p><b>Chorus</b></p> <p><b>Verse 2</b></p> <p>Let's use a chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Let's use a basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p><b>Chorus</b></p>	<p><b>Verse 3</b></p> <p>Let's use a pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p>Let's use a rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p><b>Chorus</b></p> <p><b>Verse 4</b></p> <p>Let's use a fridge. Put the fridge on the rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p>	<p>Put the mouse on the fridge. Put the fridge on the rhinoceros. Put the rhinoceros on the pumpkin. Put the pumpkin in the basket. Put the basket on the chair. Put the chair on the table. Put the table on the board. Put the board on the hole To keep the monster down.</p> <p><b>Chorus</b></p> <p><b>Ending</b></p> <p>Foooooooood...</p>
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