

BOOK
4



AWESOME ADVENTURE

series

Level 2

Change Your SEASON



Lesson Plan - Book 4 Unit 11

AAS Level 2 – Book 4 – Come Together

Unit 11 – Winter Country

TL 1

nice	snow	dragon	from
a lot of	everyone	Can we come in?	Who are you?

TL 2

friends	warm	clothes	anything
ice	melting	thin	Thank you for saving me!

Basic Aims:

By the end of the unit the learners will:

- BA1:** be able to understand the story ‘Winter Country’.
- BA2:** be able to use words and phrases from the story ‘Winter Country’.
- BA3:** have practiced describing town.

Advanced Aims:

By the end of the unit the learners will:

- AA1:** be able to answer basic questions about the story ‘Winter 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">• Textbook• A3 Winter Country story laminates• Something on which you can play the song/comic audio• A tablet	<ul style="list-style-type: none">• A3 Story Summary laminate• A3 ‘Winter Country Differences’ laminates
--	---

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 ‘Winter Country’. In the story the main characters reach their final destination in their search for Ali, but the people of Spring Country, Summer Country and Fall Country are in pursuit. The people of the four countries find themselves in trouble and discover that they need to come together to help each other. This brings the central theme of the course to its conclusion; people are happier when they accept each other and live in harmony. This is a message that we hope students will take with them throughout their lives. The activity builds on language for describing cities learned in Unit 8 and leads into the final tasks in Unit 12.

Week 1

Before class	<p>Have the song 'Four Seasons' 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.</p>
New Comics	<p>Ask Ss what country is next and ask them some questions.</p> <ul style="list-style-type: none"> - "What's in Winter Country?" - "Is there good food?" - "Are there witches?" - "Are there guards?" - "Is it always cold, sometimes cold or never cold in Winter Country?" <p>Hand out the new comics (Winter Country) and ask them some questions about what they see on the cover.</p>
Lexis	<p>Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.</p> <p>Show → Show the cards while modeling the language a couple of times. Draw attention to the images that illustrate the meaning as you go. Most of the words can be demonstrated at this stage.</p> <p>Identify → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Song	<p>Winter Country – First Reading</p> <ul style="list-style-type: none"> • Do a straight reading of the story. Read the language as it is in the text. It is very important that the language the Ss hear is consistent each time and that you use language that they have learned leading up to the reading. • Don't point to the words as you read but do point to the images to help comprehension. • The aim of this reading is for the learners to practice listening comprehension and gain a global understanding of the story. • Elicit language you expect them to know as you go but don't let this slow down the pace of the story, making it tedious. Ideally, the learners should become immersed in the story. • When you get to p.18 the aim is for the Ss to work what thing each person from the different countries need. They can check their answers by going to the relevant places for hints.
Homework	<p>Show the Ss the textbook and direct them to the TL on p.11 and also tell them to listen to Winter Country at home. Direct them to relevant QR codes in the comic and on p.3 of the textbook.</p>

Week 2

Before class	<p>Have the song 'Four Seasons' 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.</p>
Lexis	<p>Review TL1 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 → Bum Races</p> <p>Straight Choral Drill</p> <p>Drill Game → Shark Bridge</p> <p>CCQ → Continue working through the CCQing of different cards.</p> <p>Produce → Take Away</p>
Story	<p>Winter Country – Second Reading (with Mistakes)</p> <ul style="list-style-type: none"> • 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.
Story Summary Task	<p>Part 1</p> <ul style="list-style-type: none"> • Have the Ss go to p.12-13 in their textbooks and look at the Story Summary. • Ask the Ss how many boxes there. Count them together. • Draw their attention to the first box and ask them what they see. • Go through the story with them from page 1 to page 3. Don't read it, but ask them what characters they see and summarize what happens as you go, eliciting from the Ss where possible. Now ask them which box they think it is. The answer for this first section is the bottom right box. • Ask them which of the items in the box is not in that part of the story. (castle) Demonstrate crossing it out and have them get their pencils and do it in their own books. See answers below* • You can put some scaffolding on the board, drill it and model how you want them to interact together while doing the activity.** - I think it's this box. - This is next. - This isn't in the story. • Now put them in pairs with one comic between them and ask them which box is 2, 3, etc. Which items are not in the story? • Monitor and assist, encouraging them to work together. <p>*Answers: 1. Bottom right (no castle), 2. Top left (no zucchini), 3. Bottom left (no hotdog), 4. Top right (no animal, no sword), 5. Middle left (no kangaroos), 6. Middle right (no hospital)</p> <p>**It's important to encourage communication even at these younger/lower levels. Don't be disheartened if Ss seem reluctant to speak, keep encouraging and thinking about the way in which you model and set up activities. As always, huge praise for any effort to communicate.</p>

Week 3

Before class	Have the song 'Four Seasons' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
Lexis	<p>Start with TL2. The Ss should be reasonably competent with TL1 now, but you could do a very quick review if needed.</p> <p>Show → Show the cards while modeling the language a couple of times. Don't worry about meaning too much at this stage.</p> <p>Identify → Call the Number (see end of plan)</p> <p>Straight Choral Drill</p> <p>Drill → Ball Toss</p> <p>CCQ → (see end of plan)</p> <p>Produce → Don't Take It</p>
Story	<p>Winter Country – Third Reading (What's Next!?)</p> <ul style="list-style-type: none"> • Do another reading of the story, but occasionally stop and ask the Ss, "What's next?" • Hide the story from them at this stage. • 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. • 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.
Story Summary	<p>Part 2</p> <ul style="list-style-type: none"> • Having the Ss turn to p.12-13 again. If there were any absent Ss, make sure they are sharing a book with someone who completed the activity last week. • Ask the Ss if they can remember the story and tell them they are going to talk together. • Model trying to remember what happens in the story, sometimes pretending you don't have the vocabulary and acting it out. Start with box 1 from last week. • Ask they try to communication verbally or non-verbally make notes on what they are missing. • If they are struggling, you could stop at box 3 and give them feedback where they are lacking English, practice the phrases and have them do it again. <p>Alternative</p> <ul style="list-style-type: none"> • Act out the parts of the story from the summary together and elicit vocabulary and phrases as you go, drilling when necessary.
Activity	<p>Winter Country Differences - Controlled Version</p> <p>This activity is much like a simple 'spot the difference' game, however this one is designed to recycle much of the TL from the whole course as well as new vocabulary from the story.</p>

You may not have time for a fully 'free practice' (see glossary) version this week, so you may just wish to do a whole class interaction with drilling and CCQing so they are in a better position next week.

Model:

1. Show the Ss the two scenes from p.14-15 and p.16-17. Tell them they are different.

2. Model as follows with the T as A and the Ss as B:

A: I see a dragon.

B: Me too! (encourage the Ss to find the dragon on their pages)

A: The dragon is blue.

B: The dragon is (elicit red).

A: Ohhhh, it's different!

A: I see the short man and tall man from Fall Country. They say, "Throw it away!"

B: Me too! I see them.

A: They are... side by side...

B: Yes, they are side by side.

A: Hmm... maybe the same? Let's check. Is it the same?

B: Yes, it's the same.

A: OK, next!

Week 4

Before class	Have the song 'Four Seasons' playing in the background when Ss come in. You could continue teaching this song, or review a previous song.
Review	Quickly review TL1 and TL2 with a production game of your choice and work on Ss weaknesses.
Activity	<p>Winter Country Differences - Free Version</p> <p>Do what you did last week to reintroduce the basic structure of the activity. Now put the Ss in pairs assigning A and B to them.</p> <p>Throughout this course we have stressed the importance of certain techniques when carrying out speaking activities, continue to work on them and refine your skills:</p> <ul style="list-style-type: none">- Monitor and take notes on errors, successes and missing language- Assist Ss when you believe it to be beneficial- Encourage Ss and praise them for trying to produce- Use a points system to show effort is rewarded, regardless of errors- Stand back when possible if Ss are doing well with the activity, regardless of errors- Bring class to order and give delayed feedback on what you made notes of, eliciting answers and corrections from Ss where possible- Put useful phrases and scaffolding on the board- Drill structures Ss aren't very confident with and encourage its use <p>If these principles are applied continuously and worked on as an educator, eventually any Young Learner of English will start to produce. Reflect on your own performance after each activity and think about how you can tweak your</p>
Story	<p>Winter Country – Fourth Reading</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>
Aims	Go through the aims on p.8 and have Ss self-assess.

Games Glossary

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.

Ball Toss

Have students stand in random places within the room and give them a vocab card to place at their feet. The teacher throws the ball to any student and the student must catch the ball and say their card. If the student is unable to say the vocab, or if they drop the ball, they are out and must sit down on their card. Last person standing wins.

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.

Bum Races

Good game for younger students. Practice the Target Language. Have the kids lined up at one end of the room sitting down on their bums. Make a goal not too far away on the other side of the room. Ready... GO! Kids must slide on their bums to the other side of the room. First to reach the goal is the champ.

As an 'identify' game, have two sets of flashcards at the end of the room and have 2 players race and touch the correct card.

Shark Bridge

Draw a bridge between two cliffs with 13 spaces. The middle space has a hole in it. Under the bridge, draw water and a shark. Assign teams a magnet and put them at either side of the bridge. Do a slow reveal of the vocabulary. The first team to answer stays in place while the other team moves forward. The first team to reach the hole in the center falls into the water and is eaten by the shark. You can make the game more even by having the team that moves forward decided by rock paper scissors.

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 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.

Free practice: This is productive practice of language where Ss are less restricted by activity parameters. The activity set up and design is such that the Ss can speak without high levels of 'control' over what they produce.

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

nice	Is the weather nice? (flashcard) Is the weather nice today? (yes/no) Are the guards from Summer Country nice? (no)
snow	Use the flashcard.
dragon	You can show some different types of dragon from around the world on a tablet.
from	Ask your Ss where they are from. Ask them where you are from.
a lot of	Next to your name put one point on the board. "I have a lot of points!" (no) Put lots of points on. "Do I have a lot of points now?" (yes)
everyone	"Everyone is here." Tell one S to leave the room. "Is everyone here?" (no)
Can we come in?	Do a roleplay by the door of the classroom.
Who are you?	Have the Ss ask you and respond with your name. Ask each S in turn. Draw a strange character on the board and have them ask the character as well.

TL 2

friends	"Are Roy and Ali friends?" (yes) "Are you're the guards and animals friends in Summer Country? (no) "Are the king and queen friends with Roy and Kate?" (no) Be careful about using the Ss as examples for this if you're unsure of the friendships in the class.
warm	"Is this room warm?" "Is it warm outside?"
clothes	Point to various things in the room and ask if things are clothes.
anything	Same as above.
ice	Use the card.
melting	"It's cold in this room. Have an ice cream." Pretend to give the Ss ice cream cones. "Oh no! The sun! It's too warm. It's melting! Quick!" Encourage the Ss to eat their ice cream quickly.
thin	Use objects from the classroom and CCQ.
Thank you for saving me!	Use puppets and act out the scenario on the card or other situations. Get the Ss to join in and call out, "Save he/she/it!"

Song Lyrics: Four Seasons

Chorus

Wo oh oh
Dance with me,
'Cause we have four seasons
In one country.
Wo oh oh
Dance with me.
'Cause we have four seasons
In one country.

Verse 1

My favorite season is spring.
Help each other
With everything.
My favorite season is summer.
Eat your corn
With some butter.

Verse 2

My favorite season is winter.
Don't be afraid of the monster.
My favorite season is fall.
Help each other
Big or small.

Ending

Wo oo wo
Wo oo wo
Da da da da da da
Da da da
Wo oo wo
Wo oo wo
Da da da da da da
Da da da