# Lesson Plans - Book 2 Unit 6

**We Have to Stop Them**

**TL 1 ('Who Stole the Crystal' activity)**

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|---|---|---|
| - go past (the tree) | - get on the train | - Ok, what's next? |
| - swim across the river | - Let's go this way. | - go over/under the bridge. |

*in addition to a lot of language from Unit 5

**TL 2 ('Escape the Robot Prison' activity)**

| | | |
|---|---|---|
| - Let's use (this). | - What can we use? | - That's a bad idea. |
| In preparation for activity 3: | | |
| - a battery | - a drill | - Next, let's go here. |

**Activity 3 uses language from both TL1 and TL2**

| | | |
|---|---|---|
| - Let's go this way. | - Ok, what's next? | - That's a bad idea! |
| - Next, let's go here. | - a battery | - a drill |

**<u>Basic Aims (BA):</u>**

By the end of the unit the learners will:

**BA1:** be able to give basic instructions

**BA2:** have understood the instructions to complex games

**BA3:** be able to understand and produce words and phrases related to the activities in the unit

**<u>Advanced Aims:</u>**

By the end of the unit the learners will:

**AA1:** have practiced working together to solve basic problems

**AA2:** be able to make suggestions using 'Let's…'

**AA3:** be able to agree and disagree with suggestions

**Materials**

| | |
|---|---|
| Homework | Envelope |
| Game pieces (magnets, Cuisenaire rods, etc.) | Ball |
| Laminated A3 activity boards (activity 1, 2, 3) | 20-sided dice (d20) |
| Bomb or cockroach cards | 'Escape the Prison' items cards |
| Detective VA, clue cards and evil character/crystal cards | Pencils |

**Choices about the unit as a whole:** There is a lot of content in this unit. If you are teaching in a context where you have less than an hour a week with your class, you may need to omit certain elements.

- Consider the following questions: Do you want to do just one activity thoroughly? Do you want to do 2 of them, focusing mainly on vocabulary in weeks 1 and 3 and more on doing the activities in weeks 2 and 4, or do you want to attempt all 3?
- The following are some suggestions of how you can divide up the content:

| Level | Week 1 | Week 2 | Week 3 | Week 4 |
|---|---|---|---|---|
| Low | Song / TL1 | Song / TL1 / activity setup | TL1 / activity | Song / activity |
| Mid | Song / TL1 / activity setup | Song / TL1 / activity 2 | TL2 / activity setup | TL2 / activity 1 |
| High | Song / TL1 / activity setup | Song / TL1 & 2 / activity 2 | TL1 & 2 / activity 1 | Activity 2 / activity 3 |

**Week 1**

| | |
|---|---|
| **Before class** | Play the song 'Find Them' in the background. Check homework.<br>Go over the aims from Unit 5 if you haven't already. |
| **Song**<br>**Lexis**<br>**BA1** | ✓ Warm up by singing the 'Find Them' song which was started last unit.<br>✓ Start with TL1 (**please note TL1 relates to activity 2**). Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression.<br>**Show →** Model the target language using gestures and drawing attention to relevant parts of the image to help convey the meaning.<br>**Identify →** Slap<br>**CCQ →** See the last page of the lesson plan for suggestions<br>**Drill →** If time is short, just do a straight drill. If you have more time, break it up with a game of **Wheel of Misfortun**e (*see end of plan*)<br>**Produce →** Take a Token or Take a Walk (*see end of plan*) |
| **Activity 2** | **Who Stole The Crystal?** *** Please note that week one is activity 2<br>**Set up materials:** Put the evil characters on the board/wall. Get the envelope and the game pieces (magnets or Cuisenaire rods) ready. Put the different color clue card sets in various places around the room.<br>**Set up the scenario:** Show the crystal. Ask the learners questions to help them make the link to the story. Say: 'Where do the robots put the crystal?'<br>• Show the characters. Say: 'This is the evil scientist; this is…' Check comprehension that these characters are bad.<br>• Say: 'One of these characters stole the crystal.' Gesture or demo with the character VAs.<br>• Say: 'You are detectives'. Show the VA. 'You have to find who took the crystal. '<br>• Say: 'These are clues' 'Which character's is this?' Show a clue. Repeat a few times.<br>**How to win the game:** Put the crystal into the envelope in front of the learners then turn around and secretly put in a character.<br>• Say: 'You need 5 clues to catch the character with the crystal'.<br>• Model L: '1,2,3,4,5 robot cards. Is it the robot?'<br>T: Secretly look into the envelope 'No, it isn't! / Yes, you win!"<br>**How to play:** Show the game board. Say: 'You can start here, here, or here.'<br>• Model L1: 'Let's go this way.' L2: 'Good idea!'<br>L1: 'Go past the big black building.' L2: Moves their game piece along the map.<br>• Continue this way until you get to a question mark spot. Model L1: 'Get a red clue.'<br>• Demonstrate the other learner going to where the red clue cards are.<br>• ICQ: Say 'Can you do this?' → then go to a clue space on the map, take a clue, go forward one space then come back and take another clue. (The answer is NO)<br>○ Say: 'Can you do this?' → go to one clue spot, take a clue, go to the next one, take a clue, go back to the previous clue spot and take a clue. (answer No)<br>○ Say: 'Can you do this?' → demonstrate going around the boar to different clue spots in random sequence. (Yes)<br>• Model two students just moving the piece around without talking. Ask 'Is this OK?' (No)<br>• Start: Make pairs across the laminated A3 boards. Let them start! |

**Week 2**

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|---|---|
| **Before class** | Have 'Find Them' playing in the background. Check homework. |
| **Song** | ✓ See week 1 |
| **Lexis** | Keep practicing TL1. Consider adding in some of the TL2 for activity 1 if the learners are ready.<br><br>**Show/Test →** Test the learners' retention of TL1. Add in some new cards from TL2 if they are ready. Make sure to practice language that is relevant to the activity you are planning to do in this lesson or the following week. Remember, the fewer items you introduce, the better the rate of their retention will likely be.<br>**Drill →** Hot Potato Cockroach (using bomb cards)<br>**CCQ →** Clarify any new language you may have introduced or language you think the learners need to review the meaning of. See the end of the plan for suggestions.<br>**Produce →** Ball Toss<br>**Produce →** Janken bridge<br><br>Repeat activity 2 (see week 1) or start with activity 1 (see below) |
| **Activity 1** | **Escape the Robot Prison**<br>(Prepare the items cards in advance using the printout, or have the students cut them out from their book)<br><br>• Ls choose one of 4 routes to escape the prison. e.g. Prison, guard dogs, lava, giant laser, evil octopus<br><br>• Have each pair pick 5 item cards without looking. They must use these item cards to escape the prison. When they have decided which item to use for each problem, they should tell the T. T then decides on the difficulty with a d20 (20-sided dice)<br>  ○ If they choose a spoon to fight a giant octopus, they must beat 18 on the d20.<br>  ○ If they choose a steak to distract the dogs, they must beat a 3 on the d20.<br><br>• Essentially the T chooses the probability of success. Use common sense to determine this. If you have a high-level class, you can ask them additional questions like:<br>  'How will you use the springs?' – You may get some good emergent language<br><br>• When they get to section 4, they get to take 1 additional card before they decide.<br><br>• Note: Don't make the probabilities too easy, it's meant to be difficult to escape. Each time they fail, just have them experiment with a different route and pick new cards.<br><br>• Additional upgrade: You can also have a student be the one to determine the probabilities after they understand the concept, or indeed, negotiate what the probability should be. |
| **Homework** | ✓ Assign homework and give stickers as usual. |

**Week 3**

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|---|---|
| **Before class** | Have the 'Here Come the Unicorns' (next month's song) song playing in the background. Check homework. |
| **Lexis** | Show TL2. Feel free to substitute the following activities with some of your own favorites. It's best to keep this part as short as possible to leave time for the tasks<br><br>**Show →** Make sure to choose the language your learners will need in order to complete the task which you plan to have the learners do.<br>**Identify →** Defuse the Bomb (*see end of plan*)<br>**CCQ →** See the end of the plan for suggestions.<br>**Drill →** If time is short, just do a straight drill. If you have more time, break it up with a game of Wheel of Misfortune (*see end of plan*)<br>**Produce →** Take a Token or Take a Walk (*see end of plan*) |
| **Activity 3**<br>Set up<br>10min<br><br>Execution<br>15-20min<br><br>**BA2, 3**<br>**AA1, 2, 3** | The instructions on how to set up activity 3 are at the end of the plan. You may want to do/redo Activity 1 or 2 rather than take on a new activity. It's better for the learners to repeat an activity until they are able to do it confidently rather than struggle to do all of the activities<br><br>Activity 3 is challenging to set up. Be sure not to just jump in without having the steps all clearly in mind first. One of the aims of the unit is to understand the instructions to a complex game, so consider setting this up as not only instructions but as an authentic listening task.<br><br>Before the learners get their books, show the activity on page 18 and 19 to the class or use the laminated A3 print out. Make sure you have all of your counters on hand as well. |
| **Homework** | ✓ Assign homework and give stickers as usual. |

**Week 4**

| | |
|---|---|
| **Before class** | Have the 'Here Come the Unicorns' (next month's song) song playing in the background. Check homework. |
| **Lexis**<br>10-15min<br>**BA3** | Review TL needed for the tasks you plan to do in class. Here is a really quick sequence. It may be all you need to help the learners recall the language.<br><br>**Test →** Show the cards you hope to review. Have the learners put up their hands if they think they know the language. Make a new set of cards based on what the learners need to review. Aim for a set of no more than 8 cards.<br>**Drill →** Play Wheel of Misfortune or other drill type game.<br>**Produce →** Take a Token or Take a Walk (see end of plan) |
| **Tasks**<br>25-30min | ✓ Tell the story, asking questions about what happens next. Consider starting halfway through the story or going at a faster pace in order to save time for the speaking activities at the end.<br>✓ You could skip the story this week in favor of saving time for the speaking activity. |
| **Song / Activity**<br>**AA2** | At this point you should have already decided which activity or activities you will be doing in this final week. If you aren't sure which to do, ask yourself the following questions:<br>• Which activity did they seem the most engaged in?<br>• Will they want to do the activity over?<br>• Would they benefit from doing the activity over?<br>• Do you have time to do both activities 1 and 2<br>• If you have started activity 3, will they want to try to do the final missions?<br>• Do you have time to do the final missions and redo activity 1 or 2?<br>• Have you covered the language needed to do the activities? |
| **Self-assessment**<br>5min | ✓ Leave yourself enough time to go through the aims with the learners.<br>✓ Have the learners tick off either 'H' for 'can do with help' or 'I' for 'can do independently'.<br>✓ Ideally, you should have your learners chose which one they think is appropriate.<br>✓ Some learners will be unfamiliar with the language or concept of self-assessment. If this is the case, you can tell the learners which ones to circle. Whether they circle 'H' or 'I', make sure to convey to the learners that they've done a good job. |
| **Homework** | ✓ Assign homework and give stickers as usual. |

## Games and activities

**Take a Token or Take a Walk**

Practice the Target Language. Have students line up beside the table in front of a sitting teacher. You will need tokens. Flash the vocab to the first student. If the student answers correctly, give a token. Students 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 teacher for a second time, they must say their card to receive a token.

**Wheel of Misfortune (drill version)**

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 space. Give each team 5 points to start with. Teams take turns to roll a dice and go around the circle. Drill the Target Language between turns

**Defuse the Bomb**

Put out two sets of the cards face down around a bucket/basket. Draw a bomb on the board with a long fuse. Make two teams (they are competing against the bomb not each other). Call one of the cards and start erasing the bomb fuse. One learner from each team quickly finds the card and puts it in the bucket. When both copies of the card that has been called are in the bucket, stop erasing. Repeat until all the cards are in the bucket or the fuse runs out and the bomb explodes.

**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.

**Hot Potato Cockroach**

Need a ball, music, and 3 or so pictures of a cockroach.

Have all the students make a circle sitting in chairs. Practice the Target Language. Place cards in the center of the circle, with the cockroach pictures randomly placed underneath. Play the music and have students pass the ball around. When the music stops, the person holding the ball chooses a card. If they choose a non-cockroach card, they keep the card and place it under their chair. If a cockroach is chosen, then the teacher gets the card. Student with the most cards wins.

**Janken Bridge**

Make a line of cards face up across the center of the room. Make two teams and have them line up at either end of the line facing each other. On 'go', the learners step from card to card saying the TL. When they meet, they play rock paper scissors. The loser goes back to the end of their team's line and the next person in line begins to step from card to card saying the TL towards the oncoming player. Repeat the process until one player manages to get all the way across the line, winning the game.

**Suggestions for Clarifying/Concept Checking TL**

**Target Language 1**

**'Go past'**: Put a chair in the room and walk near the chair. Ask "Go past the chair?" next walk past the chair and re ask the question.

**'Get on the train'**: Draw a picture. Draw a man getting in the train. Ask "get on the train"? next draw the man getting on top of the train and ask again. (Though this is a possible interpretation of the phrase I would say "no" to avoid confusing the learners.

**'Let's go this way':** Here, you want to clarify that this is a suggestion, which can be a bit tricky. Act out talking or use a puppet/drawing.

First (A) says "Let's go this way" and (B) just does it.

Check or rather indicate that this is wrong (you probably won't be able to elicit the correct answer yet)

Next, do a second version of the situation such as the following:

(A) Let's go this way. (B) No, Let's go this way. (A) OK, good idea.

Now ask "Is this OK?". Once you have gotten the initial idea across, you can repeat and check to make sure they have understood**.**

**'Go over/go under'**: gesture and check.

**Target Language 2**

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|---|---|
| What can we use? | Function: asking for a suggestion |
| Let's use this. | Function: Suggesting |
| That's a bad idea./ good idea! | Function: accepting/rejecting a suggestion |

The three above can be clarified in conjunction as their functions are related.

- Show the three flash cards and put them up on the board. Scribble all over the white board with your marker.
- Lay out a marker, an eraser, and a ball or book.
- Put out a puppet to represent your partner.
- Pretend to walk into the classroom and be about to write on the board when you discover the problem.
- Act shocked, then mime looking around for a solution.
- Gesture to the items. Try to elicit 'What can we use?' from the cards.
- Next, pick up the ball and say 'Let's use this.' Elicit the correct response from the learners.

This could be enough clarification but if you would like to check the learners' understanding to be sure, repeat the situation or a similar one. Pause at the appropriate moments and have the learners point to the appropriate card/say the TL.

**Activity 3**

**The Power Meter**

1) 'You are the chore robot.' (Show the Cuisenaire rod/magnet/game piece). 'This is the big black building.'
2) 'You have 10 battery power.'
    - Draw a power meter on the board.
    - Move one space, use one battery power.
    - Demonstrate on the game board. Move spaces counting down from 10.
    - 'If you get to 0, It's game over.' Check: 'So, Is this ok?' Without counting, keep moving your piece around the board.

**The Items**

3) Draw attention to the 'Items' section at the bottom.
4) **Red battery**: If you get the red battery, you recharge to 10. Put a counter on the red battery spaces. Move your robot to a red battery space counting down from 10. Demonstrate that you go back up to 10.
5) **Green battery**: If you get the red battery you can 'carry it'(gesture). Move your robot counting down. Go to a green battery space. Take the battery counter and keep going. When you get to 0 say "let's use this." Continue walking counting down from 10.
6) **Tunnels**: show that there arrows that show which way the tunnels go. Elicit "this tunnel, where do you go?" "Does this tunnel go here?" notice that the tunnels with the green arrows are one way.
7) **Key**: Use this key to open this box. Demo opening the box without the key. Ask "Is this OK?" Draw attention to the contents of the box listed I the items section.
8) **Drill**: Use the drill to go through here. Point out the cracks in the wall.
9) **Crystal**: Get the crystal. Your power meter goes to maximum 15. Extend your power meter drawn on the board. And recharge. Demonstrate and check.
10) **Chair**: First, get the hamster. Next, put in the hamster. Now you can recharge as many times as you want. Demonstrate walking away and coming back to recharge many times.
11) **Doors**: You can go through the doors. Where are the doors? Elicit the locations on the map.

**The Missions**

12) **Missions**: Show the mission sections. Take the learners through mission 1 (super easy, no challenge at all) Demonstrate checking the box.
13) **Model**: Model two people cooperating to do the task using the relevant TL. Such as
    A) Let's go this way. B) OK, good idea. 10, 9, 8, 7. OK, what's next?
    Now demonstrate what you don't want to see, i.e.: the learners not working together and just moving their robot piece in silence. Check 'Is this OK?'

**Final Set Up**

14) Drill the lines a couple of times,
15) Make pairs or groups of three
16) Have them get their books and let them start.