

BOOK
4



AWESOME ADVENTURE

series

Level **3**

 Back to Save
the Earth! 



Lesson Plans - Book 4 Unit 11

AAS Level 3 Book 4 – Back to Save the Earth – Unit 11 – Back to Save the Earth

TL 1

cold/too cold hot/too hot	What's the weather like?	Don't worry.	There is... There are...
Where are you going?	dining hall	crowded	How long does it take (to go to school)?

TL 2

Be careful.	analyze	Everyone (has an apple).	kilometers per hour (km/h)
astronauts	stand in line	the cafeteria	lonely

Basic Aims:

By the end of the unit the learners will:

BA1: be able to understand the story 'Back to Save the Earth'.

BA2: be able to answer basic questions about the story 'Back to Save the Earth'.

BA3: be able to use key phrases from the story 'Back to Save the Earth'.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to make decisions about what planet to visit based on information in the story.

AA2: be able to ask and answer a range of questions about the characteristics of a planet.

Materials

<ul style="list-style-type: none"> • iPad / tablet • Flashcards • A3 'Back to Save the Earth' story laminate • A3 Story Summary (Book 3, Unit 8) laminate • A3 Story Summary (Book 4, Unit 11) laminate 	<ul style="list-style-type: none"> • A3 Find a New Planet laminate • Cut outs for Find a New Planet for teacher • Crazy Aliens game cards • Dice • Balls
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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 'Back to Save the Earth'. Mia, Noa, Uncle Zorn and the Unicorns have defeated the robots at the price of destroying most of the Earth in the process. The story recycles many of the structures and much of the vocabulary from previous units and builds on that language. As with all story units, try to create opportunities for Ss to talk together about the story and express themselves. This unit builds understanding the characteristics of inhabitable planets and being able to ask and answer questions so Ss can make decisions about where to build a new life.

Week 1

Before class	<ul style="list-style-type: none"> ✓ Have the song 'On the Earth' playing in the background. ✓ Show the students that you have the new comic readers, but do not hand them out yet.
Create interest	<ul style="list-style-type: none"> ✓ Show cover of the new story and tell the learners they are going to hear the next part to the story. ✓ Review what happened in the last story. ✓ 'What do you remember?' → Show the story summary from Book 3. Have the learners order the pictures and talk about what they remember feeding them useful language where necessary. ✓ Ask them what they think will happen next. If you have a quieter class, you can present them with some options and take a class vote.
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>CCQ → (see end of plan)</p> <p>Identify → Circle Game (see end of plan)</p> <p>Identify Individual → 1, 2, 3 Game</p> <p>Drill/Produce → Crazy Aliens</p>
Story	<ul style="list-style-type: none"> ✓ For the first reading, a straight reading will work well. The interactive elements of the story should make it engaging enough. ✓ Be sure to have a good read through the comic before telling the story to ensure you will be able to tell it confidently and with appropriate voices. Make sure you understand how the interactive element where the learners need to say the password works. ✓ The audio for the comic is available through the QR code. It will provide you with a good source of ideas. ✓ Don't worry if you don't get through all the story this week. Rushing through is not the objective.

Week 2

Before class	✓ Have the song 'On the Earth' playing in the background.
Talk	<p>Put these two questions on the board:</p> <ul style="list-style-type: none"> - "Do you want to live in _____? Why?" - "What's the weather like in _____?" <p>Model them and elicit possible answers.</p> <p>Have the learners mingle and ask each other.</p>
Lexis	<p>Review TL1. Go through TL1 and have the learners put up their hands if they know how to say it.</p> <p>Add in items from TL2 as needed.</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>CCQ → (see end of plan)</p> <p>Identify → Circle Game (see end of plan)</p> <p>Identify Individual → 1, 2, 3 Game</p> <p>Drill/Produce → Crazy Aliens</p>
Story Review	<ul style="list-style-type: none"> ✓ Ask the learners what they remember about the story from the previous week. ✓ Ask some questions to help them remember. ✓ Time permitting, you can add in an element of gamification and make it a quiz in pairs.
Story	<ul style="list-style-type: none"> ✓ Continue with the story if you didn't get through the whole thing last week. ✓ Make some simple errors as you tell the story, and have the learners stop you when you make a mistake. <p>If the learners are capable, have them give you the correct sentence.</p>

Week 3

Before class	✓ Have the song 'On the Earth' playing in the background.
Lexis	<p>Review TL1. Go through TL1 and have the learners put up their hands if they know how to say it. Add in items from TL2 as needed.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>CCQ → (see end of plan)</p> <p>Individual Identify → Bum Races</p> <p>Drill → Destroy the Planet</p> <p>Produce → Quick Draw</p>
Story and Story Summary	<ul style="list-style-type: none"> ✓ This week use the Story Summary activity this week. Have the learners try to draw a line from Earth to the planets they visit in order. Have the learners compare answers before starting the story. ✓ Listening Task: Have the learners listen to the story and fill out the planet information for the planets they visit. Demonstrate with the planet that already has the information filled out. Model the questions and answers they way they are presented in the text. ✓ After reading the story, have the learners ask each other questions to compare answers. Circulate and make corrections where needed.
Speaking Extension	<ul style="list-style-type: none"> ✓ Have the learner make their own planet, writing in the information as they go. Set a strict time limit for this and ICQ with the follow: (pretend to draw slowly) Is this OK? (No! Quickly, please!) ✓ When they have finished, have the following questions on the board: <ul style="list-style-type: none"> - Does it have water? - Does it have air? - Does it have animals? What animals? - What's the temperature? - What's the weather like? ✓ Act out the following model for students to share their planets: <p>A: Hello!</p> <p>B: Hi! Can I see your planet?</p> <p>A: Sure. Can I see yours?</p> ✓ Use the questions on the board to continue the conversation

Week 4

Before class	✓ Have the song 'On the Earth' playing in the background.
Lexis	<p>Do a quick review of TL1 then move on quickly to TL2.</p> <p>Show → Bring the class to order and make sure they are only listening intently, not repeating.</p> <p>CCQ → (see end of plan)</p> <p>Individual Identify → Bum Races</p> <p>Drill → Destroy the Planet</p> <p>Produce → Quick Draw</p>
Activity	<p>Find a New Planet</p> <p>Description:</p> <p>For this activity the learners are trying to find a new planet to live on. They need to choose a planet in 10 turns. At the end of 10 turns, the ship will run out of air, food and fuel so they must make a choice or they will not survive. 5 of the 6 planets are unsafe to land on. Each turn they have the option to research a scanner or scan a planet. They will likely have incomplete information by the end. The scientist plays the role of the person who has all the information about the planets on cards. They can only reveal this information about the planets based on the decisions and luck the captains have.</p> <p>Set Up:</p> <ol style="list-style-type: none"> 1. Show the activity on p.12-13. Point to any planet and ask the learners, "Can we live there?" Highlight that we do not know if we can live there. 2. Ask them the 5 questions required for this activity: <ul style="list-style-type: none"> - What's the weather like? - What's the temperature? - Does it have water? - Does it have animals? - Does it have air? <p>All of these questions at this stage should be answered with, "We don't know." Throw in "No one knows!" As a tieback to Unit 4 with the Big Black Building.</p> 3. Tell learners we have to 'analyze' the planets with scanners. Show them picture of a scanner on p.12 and use your acting skills to make it clear that you need scanners to gather information about the planets. 4. Now use your two strongest learners and tell them they are the captains and that you are the scientist.

5. Use the activity cut outs and show the other learners you are writing in the color of the planets randomly. The planet colors from the top left, going clockwise are: red, blue, yellow, pink, green, purple. Keep this secret from the captain and ICQ the following: “Do I show this to the captains?” (No.)
6. Draw the 1-10 table on the board and tell the captains they have 10 turns each, then they have to choose a planet. Give the captains some paper and have them copy this table down.

1	2	3	4	5	6	7	8	9	10
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7. Tell them the rocket will have no air, food or fuel after 10 turns and they need to land on one of the 6 planets. Tell them only 1 of these planets is safe and the others will kill them the following ways. Act these ways out based on the cut out cards to create engagement.
8. Tell the students that the scientist and the captains are a team and need to ‘make scanners’ and then scan and analyze the planet. The scientist can only give them information about a planet if the captain scans it. Tell the captains they can record the information they receive on their paper. They only need 1 book between them to record the scanners they have between them.

Model:

Scientist: Make a scanner **or** scan a planet?

Captain 1: Make a scanner, please! (If the student playing the captain says scan, tell them they need a scanner first.)

S: OK, roll this. (Give a die to the scientist)

C1: OK (Rolls the die.) What scanner is it?

From the list of p.12: 1 = air scanner, 2 = water scanner etc. 6 = captain’s choice of scanner

S: It’s a _____ scanner.

C1: (Checks this off on their p.12 list and checks off 1 turn from their 1-10 turn box.)

S: OK! Next! Make a scanner or scan a planet? (Have the student ‘scan’ so you can demonstrate.)

Captain 2: Scan a planet, please!

S: OK! Which planet, captain?

C2: Ummm... the red planet.

S: Which scanner?

C2: The _____ scanner. (They only have 1 scanner at this stage.)

S: (Act out scanning it.) I will analyze the planet!

Give the information from the red planet card and have captain 2 record it. Don’t worry if Captain 1 doesn’t record it, because they can discuss their decision at the end of the 20 turns between them.

Place the students into groups of 3, assigning roles and get them going with the game.

Aims

Go through the aims on p.8 and have students self-assess.

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

cold/too cold hot/too hot	Draw a word cline on the board and at the top and bottom draw 2 dead faces (X_X). Between these faces write: too hot, hot, warm, good, cool, cold, too cold Ask them about their temperature.
What's the weather like?	Have them look out the window. At this level they should have some vocabulary for weather. Also, Give the learners examples of appropriate and inappropriate answers to the question. Have the learners respond 'yes' or 'no' to indicate whether it is a correct or not. For example, "What's the weather like?" "Yes, I do." "Is this OK?" (No.)
Don't worry.	Draw or use a stuffed animal. Draw a test on the board and act out that the score is bad and that the stuffed animal is upset. Demonstrate consoling it and elicit the TL from the students. Give A or B choices if needed. A, "That's bad." Or B, "Don't worry."
There is... There are...	Draw a tree, balls and water on the board. Ask how many trees there are (1). "Can I say '1 tree' or 'a tree'?" (Yes.) Ask the students if we use is/are. With water, pretend to try and count the water. "Can I say, '1 water' or 'a water'?" (No.) Ask them if we use is/are.
Where are you going to go?	Tell them you are going to the supermarket later today. Ask them where they are going to go at different times.
dining hall	The card should be fine, but later you may want to show some additional pictures to contrast a dining hall with a cafeteria.
crowded	The flashcard should be OK, but you can find some addition images of crowded places and also elicit some places that are usually crowded from them.
How long does it take (to go to school)?	Ask the learners how long it takes them to go to school.

TL 2

Be careful.	Use a stuffed animal. Have it walk towards a wet floor. Elicit the correct warning: A, "Be careful." Or B, "Don't worry."
analyze	Draw a conical flask of colored liquid on the board. Tell the learners you are scientist. Write: weight, color, dangerous on the board. Tell the Ss we have to analyze it and act out determining those pieces of information. Ask for their suggestions in what to analyze next. The 'dangerous' analysis lends itself to some comedy to they will probably encourage your overacting.
Everyone (has an apple).	Use the card. "Does he have an apple?" Go through. Ask them some additional questions to see if everyone has a pencil, their textbook, a drink etc with them.
kilometers per hour (km/h)	You could do a little quiz and ask them how fast different things are and look it up on a tablet. They only need to know that it is a measure of speed and how to say it ultimately.
astronauts	The flashcard should be simple enough.
stand in line	Get everyone to stand in line to receive something.
the cafeteria	Contrast with the dining hall card and use some other pictures you have available.
lonely	Use the following to CCQ: is he happy? Why? He is lonely.

Games Glossary

Circle Game

Make a circle. Give out 2 cards per student. Students place the cards in front of them. Place 2 tokens in front of each card. The teacher starts by nominating a card other than your own. The objective is for the listeners to snatch the token in front of the nominated card, while the player who owns the nominated card must protect the token by covering it with his or her hand. When both tokens have been snatched, the player is out but can still try to take the other students tokens.

1, 2, 3 Game

Make two teams. Put balls or blocks on one side of the room with the two teams. Put cards face down on the other side of the room. Have the learners repeat one of the items of lexis a few times. On the count of three, one student from each team runs, gets a card, runs back, gets a ball and runs back again to put both items in a basket or other receptacle.

Crazy Aliens

This game uses cards outlined in the materials section of the lesson plans and should be included in your packs. All students or teams start with 20 points. Lay the game cards out on the floor and have the students walk around the game board, rolling a die. The roll of the die determines what happens when they land on the math symbols. For example, if they roll 6 and land on 20, their score increases to 26. As you play, you can drill the students on various TL or have them produce it without the aid of the teacher.

Bum Races

Good game for younger students. Identify the TL either before going, or they race to touch the card. 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. Watch out for cheaters!

Quick Draw (Cowboy Duel)

Have pairs of students stand back-to-back. Give them each a flashcard which they hold at their chest. Have the learners take five paces on the count of five, they turn around and race to say the TL on the other learner's card. The first one to say it wins the duel!

Destroy the Planet

Have one big ball and one smaller ball. Throw the bigger ball up in the air and have the students aim to hit it in flight with the smaller ball. This game has a high level of difficulty depending on speed and distance so students. It works very well with competitive students who don't mind failing and trying again. It can be run as an individual or team game and as an identify, drill or productive game.

On the Earth Lyrics

<p>Chorus</p> <p>The third planet from the Sun...</p> <p>The third planet from the Sun...</p> <p>The third planet from the Sun...</p> <p>is our home.</p>	<p>Chorus</p>
<p>Verse 1</p> <p>There are mountains on the Earth.</p> <p>There are forests on the Earth.</p> <p>There are animals on the Earth.</p> <p>I love this place.</p>	<p>Verse 2</p> <p>There's too much plastic on the Earth.</p> <p>There's chemical waste on the Earth.</p> <p>There are factories on the Earth.</p> <p>Let's clean up this place.</p>
<p>There are oceans on the Earth.</p> <p>There are rivers on the Earth.</p> <p>There are fish on the Earth.</p> <p>I love this place.</p>	<p>There's pollution on the Earth.</p> <p>There's nuclear waste on the Earth.</p> <p>There's you and me on the Earth.</p> <p>Let's clean up this place.</p>
	<p>Chorus</p>