BOOK 3

AWESOME ADVENTURE series

Level 4

AAS PRESS

Find ~~the~~ Your Way

Lesson Plan - Book 3 Unit 7

AAS Level 4 – Book 3 – Find Your Way

Song: Maze Life

TL 1

maze	... is better than...	Is it better than...?	(2) is not better than (1).
Let's go through it.	We've got so many problems.	We can't solve...	a dead end

TL 2

What can we do?	I've got a solution.	Spend (3 days) walking.	a dark cave
scary things	Let's make (a flashlight).	Let's use... and ...	What can we do with...?

<u>Basic Aims:</u>

By the end of the unit the learners will:

BA1: be able to sing the song 'Maze Life'.

BA2: be able to use vocabulary related to 'solving problems'.

BA3: have used language from the song 'Maze Life' to play a communicative game.

<u>Advanced Aims:</u>

By the end of the unit the learners will:

AA1: be able to use 'better than' to make comparisons.

AA2: have practiced creating solutions to problems with a partner.

Materials

• iPad or tablet • Flashcards • Laminated A3 of the 'Maze Life' song • Homework if applicable • Ball	• Sticky balls • Lyrics gap fill sheet. • Guided Discovery • Magnets • Jenga blocks or dominos

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.

Week 1

Before class	Have the song playing in the background as the learners come in. Convey to them that you are going to learn this song today.
Create interest	Show the **VA** of the end on the story 'What's That Sound?' Ask the students: 'Where do you think they will go?'
Lexis	**Start with TL1.** Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. **Show →** Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go. See the end of the plan for ways to show meaning. **Identify Individual →** Circle Game **Drill →** Domino challenge **CCQ →**See the end of the plan for ideas **Produce →** Sticky ball target shooting.
Song	**Receptive activity 1:** Have the learners follow along the song with the visual aid in their textbooks. **Receptive activity 2:** Teach the actions to the first half of the song. See the back of the plan for a TPR sequence for this and tips on how to make this work well. **Receptive activity 3:** Listen to the song and do the actions together. If the learners seem ready to sing, you could encourage them to sing the choruses.
Homework	If you are using our downloadable homework, distribute it at this stage.

Week 2

Before class	Have the song playing in the background as the learners come in. Check homework if applicable.
Lexis	**Continue with TL1.** Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression. **Test →** Show the cards one by one. Have the learners put up their hands if they know how to say it. Take out cards they are able to produce and add in new cards from TL2 shoot to have a set of 8 cards. **Drill →** Domino challenge **Drill →** Pass the Bomb **Produce →** Quick Draw
Song	**Receptive review:** Quickly review the first 10 actions for the song. play the song until halfway through and have the learners do the actions along to the music once. **Receptive activity 4:** Teach the rest of the actions using a TPR procedure as in week 1. **Productive activity 1:** Drill/review lines of the chorus. 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 *some* individual drills. **Productive activity 2**: Drill the lines from boxes A,B and C **You may not get through all 9 lines. If the learners start to lose focus you may need to cut it a bit short. Consider back chaining these lines and focusing on pronunciation for this. **Productive activity 3:** Do the song all together with the actions and singing as the parts they have practiced so far.
Homework	If you are using our downloadable homework, distribute it at this stage.

Week 3

<table>
<tr><td>Before class</td><td>Have the song playing in the background as the learners come in.</td></tr>
<tr><td>Song</td><td>Song review. Start where you left off last week with a run-through of the song as far as you have gotten.</td></tr>
<tr><td>Lexis</td><td>Start with TL2. This should move quickly as the learners have already practiced most of the language in the song. If you can make it through this quickly you will have more time for the speaking activities at the end.

Show → Show the cards while modeling the language a couple of times. Some of the cards are quite detailed. Draw attention to the images that illustrate the meaning as you go.
*See end of plan for ideas of how to show meaning
Identify → Circle Game
Drill → Straight drill
Drill → Pass the Bomb
CCQ → See end of plan for ideas</td></tr>
<tr><td>Song</td><td>Productive activity 4: Drill the remaining lines of the song from boxes D,E,F and G

Productive activity 5: Do the song all together with the actions and singing as the parts they have practiced so far.</td></tr>
<tr><td>Noticing</td><td>Give the learners the lyrics sheet with words taken out. Have the learners listen and fill in the words as you go. Pause the recording as necessary. Write the words below on the board to scaffold the task.
<table>
<tr><td>than better It’s</td><td>better than it Is</td></tr>
<tr><td>so many can can’t Some</td><td>anything things some so many</td></tr>
<tr><td></td><td>not than It’s better</td></tr>
</table>
To check answers, consider having the learners peer check or check against the lyrics pages in the textbook.</td></tr>
<tr><td>Activity</td><td>If time allows, set up the Unit 7 activity. See next week’s plan for instructions.</td></tr>
<tr><td>Homework</td><td>If you are using our downloadable homework, distribute it at this stage.</td></tr>
</table>

Week 4

Before class	Have the song playing in the background as the learners come in.
Lexis	**Continue with TL2.** You may want to do mainly produce games as the learners should be ready at this point. Keep the flashcard work brief to leave time for the language clarification and activity. **Test →** Do a slow reveal to see how much they know. Adjust the set of cards accordingly. **Drill →** "1,2,3 game"
Language focus	**Language Clarification →** Give the learners the guided discovery worksheet on 'better than'. Read through the words on the charts and the examples to help the weaker readers in the class. Allow the learners to work through the sheet alone, then go over the examples.
Song	Drill any lines you think your learners need to go over again. Sing the song all together.
Activity	**We've Got So Many Problems** **Description:** This activity focuses on solving problems and is quite flexible in terms of how you apply rules. Essentially, the Ss must escape the maze and access one of the treasure boxes. As they move through the maze, they will encounter some problems. In their backpacks, each S has some items. They should share what items they have and try and form a solution to the problem. **Set up:** 1. Show Ss a picture of the maze on p.6-7. 2. Ask Ss what they need to do. (Get out of the maze and open a box/treasure chest) 3. Ask Ss what's in the boxes. (TREASURE!) – Tell Ss only 1 box has the treasure – draw 3 skulls and one pile of treasure or a diamond 4. Ask Ss what the pictures are (1-12). Generally, they are 'problems'. Put the Ss into pairs and structure this on the board: A: What's this problem? B: It's a scary crab! (no.1) B: What's problem 2? A: Hmmm… It's a scary cave with monsters! 5. Go around and discuss the problems with the Ss. 6. Bring attention to the T again and tell the Ss that the problems they just looked at are all in the maze. Explain and show that the Ss can put numbers in the white circles in the maze. This can be assigned randomly. 7. On your model or photocopy, write in the numbers randomly and model as follows Model: A: Let's go to treasure B. B: No! I want to go to treasure C. A: Ok! Let's go! B: Oh no! We've got a problem!

	A: What is it? B: It's scary/crazy crab! A: What can we do? B: Let's look in our bags. - show the Ss the two bag pages on pages 23 and 24 A: What can we do with (a knife)? B: I've got a solution! We can stab the crab! A: Ok! I've got a solution! I have a rope! We can use the rope on the claws. B: Ok, good idea, we can use the knife and the rope! 8. Ask the Ss if one item is ok? (No! A and B must both use an item for each problem) Do a model of 'bad English' as well… just to clarify what you expect. A: knife… B: ok… and rope… A: ok… next T: Is this ok!? (NOOOOO) 9. The final thing to do is write 'A B C D' on the board and make a show of deciding where the treasure is (you can do this however you wish). 10. Make sure you award points on the board for creativity and attempts to use English. In addition, make notes on their solutions to use as feedback. Assign treasure from the chest if they find the right box. If a team makes it to the box without using much English, tell them they won't have as much treasure. Tell them the boxes like English, so there is more treasure if they discuss the problems and solutions well.
Unit wrap up	Go through the Unit aims with the learners and have them evaluate themselves. The dual purpose of the 'can do' aims are to boost the learners confidence and to give an honest progress report to their parents. If time is short to do the Aims checklist, consider doing it the next week. It is OK to use a bit of Japanese here as the concept of self-evaluation may be unfamiliar and difficult.
Homework	If you are using our downloadable homework, distribute it at this stage.

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.

Circumlocution: Circumlocution strategies are the strategies that you use to describe a word or phrase when you don't know it in English. If you have good circumlocution strategies they will stop you hesitating too much or getting blocked when you are speaking. This can mean using simpler language or more broadly it can also mean non-verbal ways of communicating what you mean.

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.

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.

TL 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 3 (for T/L 2), you could save some for weeks 2 and 4 respectively.

Showing Meaning – TL1

… is better than…	Use the card for 'is not better than'. Model the TL for different examples. "2 is better than 3." "1 is better than 2" "1 is better than 3"
… is not better than…	Use the same image as above. Mode examples for the negative form. "3 is not better than 2", "2 is not better than 1".
Is it better than…?	Draw two cakes that are different but both look good. Ask the learners, "Is this one good?" for both cakes. Ask them which one is better and then ask individually. "Is this one better than this one?"
We've got so many problems.	For this first check the meaning of problem, give examples of things that are problems and things that are not problems. For each ask "Is this a problem?" Next, check the meaning of "so many". Say "So many problems… Does this mean 1 problem? Just 2 problems? 10 problems?"

Showing Meaning – TL2

What can we do?	Show only the left side of the card. Ask, what's the problem? Now model the target language "What can we do?" and elicit different solutions. Show the righthand side of the card to give the learners some ideas.
I've got a solution.	Using the examples elicited above, indicate to the learners this is a problem. These are solutions. Show the card for 'I've got a solution.' Make sure the learners make the association to this meaning.
What can we do with…	Draw a cat in a tree or show the right-hand side of the "I've got a solution" card. Establish that there is a problem. Next pick up random items and ask the learners "What can we do with this?" Have the learners make suggestions.
Spend (3 days) walking	Write the expression on the board. Make different examples by changing the time and actions. Have the learners do the action for the amount of time. For example "Spend 10 seconds jumping / Spend 5 seconds sleeping".

Unit 4 Games

Pass the Bomb

Have the learners make a circle. Give each learner a flashcard. Have them put it at their feet. Set a timer to between 10 and 20 seconds. Have the learners pass the ball to each other randomly. When they throw the ball, they have to say the language on their card. When the timer goes off the learner holding the ball is out. Repeat the activity until there is only one left.

Domino Challenge

Use Jenga blocks or dominos. Set a block as the starting point and one as the goal. Put a couple of obstacles in between. Drill a flashcard. then give the learners two blocks. They have to line up the dominos from the start to the goal going over or around the various obstacles you have set. Once they connect the two points. They knock down the dominos and see if they are successful.

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 they 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!

Circle Game - Cards and Chips

Practice the Target Language. 2 cards per student. Students place cards in front of them. Make a circle. Place 2 tokens above each student's card. The teacher starts by nominating a card other than your own. The objective is for the listeners to snatch the chip in front of the nominated card, while the player who owns the nominated card must protect the chip by covering it with his or her hand.

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 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.

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 learners chose a flash card, say the target language then through their ball. If the ball sticks to the card, they

Maze Life TPR (Week 1+2 Receptive Activity)

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

Tip: First introduce the following game element to keep the learners on their toes. The teacher says, "It's coming..." followed by one of three things that the learners have to respond quickly to.

1) rain => mimic opening an umbrella
2) lightening => cover your head. The last one is out (temporarily) or loses a point.
3) It's a problem => Yell "I've got a solution." Give the fastest student points.

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**.**

Week 1

1) **Show** the actions for A (see the table below). Have the learners do them along with you.
2) **Call** the lines for A. Have the learners respond by doing the actions.
3) **Show** the actions for B
4) **Call** the lines from B. Have the learners respond by doing the actions.
5) **Mix** A and B. Call all the lines in random order.
6) **Show** the actions C
7) **Call** the lines from C. Have the learners respond by doing the actions.
8) **Mix** A,B and C Call all the lines in random order. Gradually increase pace
9) **Show** the actions for D
10) **Call** the lines from D. Have the learners respond by doing the actions.
11) **Mix** all lines introduced up to now.

***feel free to continue with this and introduce the actions from week two if the learner are having fun and time permits

Week 2

Follow the same procedure as in week 1 for sections E,F and G.

Maze Lyrics Breakdown for TPR

A	Maze life It's better than school. We spend our days	E	Let's go through it. Is it better than school? It's a dark cave.
B	Walking through the maze We've got some problems so many problems	F	There will be scary things. We can't see anything.
C	We can't solve. It's a dead end. What can we do?	G	Let's make a flashlight. It's not better than school.
D	We can't go over it. We can't go under it. I've got a solution.		

Maze Life Gap fill

Maze life, Maze life ____ _____ _____ school. We spend our days Walking through the maze We've got _____ problems ___ _____ problems We can't solve. It's a dead end. What _____ we do? We _____ go over it. We _____ go under it. It's a dead end. I've got a solution. Let's go through it.	Maze life, Maze life ____ ____ _____ _____school? We spend our days Walking through the maze We've got _____ problems ___ _____ problems We can't solve. It's a dark cave. What ____ we do? We can't see _____. There will be scary _____. It's a dark cave. I've got a solution. Let's make a flashlight. Maze life, Maze life _____ _____ _____ _____school.