

BOOK
1

**AWESOME
ADVENTURE**
series



Back to Save the Earth!

Level **3**



Lesson Plans - Book 1 Unit 3

Level 3 – Book 1 Unit 3 – Clean Up for the Pizza Party

TL 1

| | | | |
|-------------------------|------------------|---------------|--------------------|
| What do you want to do? | The robot can... | We have to... | Let's put it here. |
| Not there! | Let's clean... | bottom / top | left / right |

TL 2

| | | | |
|---------------------|----------------------|--------------------------|-------------|
| A lot of... please! | Whoa! That's enough! | toppings | Looks good! |
| Looks terrible! | How's this? | Just a little... please! | more |

Basic Aims:

By the end of the unit, the learners will:

BA1: be able to say what toppings they want on a pizza

BA2: be able to comment on a pizza

BA3: have designed a robot with a partner

BA4: be able to decide who will do what chores with a partner

Advanced Aims:

By the end of the unit, the learners will:

AA1: be able to disagree

AA2: be able to take a customized pizza order.

AA3: be able to discuss things with a partner using a range of language such as 'want', 'can', 'have to', 'let's', 'need'

Materials

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| iPad / tablet / CD player Flashcards Homework if applicable | 'Make a Chore Robot' visual aid 'Clean With the Robot' visual aid 'Where's My Frog' song visual aid Food visual aid |
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About this Unit

This unit is a collection of tasks which give the learners the opportunity to apply a lot of the language they have been exposed to/studied previously. The learners should enjoy working independently. The learners will have varying abilities to do so. Clear instructions and thorough instruction-checking will help the activities to run as you hope.

Younger learners will typically try to complete tasks with the most minimal use of language possible or by switching to L1. Demonstrate what not to do when setting up the tasks and check that the learners understand. This will help you get the learners to make more effort to produce fuller sentences. Be sure to praise early attempts by the learners to use/experiment with English. This is a very powerful tool to build their confidence and willingness to take risks.

Week 1

| | |
|---------------------|---|
| Before class | Have the 'Where's My Frog' song playing in the background. Check homework if applicable. |
| Song | <ul style="list-style-type: none"> ✓ Warm up by singing the "Where's My Frog" song which was started last unit. ✓ If time allows, have the learners ask each other questions using the following prompt on the board. <i>Where is your...pen / textbook / TV / pet / bag?</i> |
| 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 → Model the target language.</p> <p>Identify → Point. Put the cards up on the walls around the room. Say the Target Language and have the learners point to the correct card.</p> <p>CCQ → (<i>see end of plan</i>)</p> <p>Drill → Break it up with a game of Wheel of Misfortune (<i>see end of plan</i>)</p> <p>Produce → Shark Bridge Game (<i>see end of plan</i>)</p> |
| Task Part 1 | <ul style="list-style-type: none"> ✓ First, set up the situation. Show the floor plan and tell the learners "You have to clean the house together. First, what do you have to do? How many things can you find?" For example, (pretending to be two students) A) We have to do homework. B) Yes, and we have to vacuum the floor. Demonstrate numbering each chore they identify. ✓ Follow up by comparing how many chores each pair found. ✓ Ideally, this activity is done with students talking together. If they can do this without getting too close together, then do it as pairs. If not, just have them do it alone, then compare as a whole class. |
| Task Part 2 | <ul style="list-style-type: none"> ✓ Next have the learners make the chore robot. Model the task. A) Let's put this here. B) No, let's put <i>this</i> here. A) OK, good idea! ✓ Demonstrate drawing the robot parts on the robot. |
| Task Part 3 | <ul style="list-style-type: none"> ✓ Have the learners decide who will do which task. Model the task as follows: A) What do you want to do? B) I want to clean the bedroom. / I don't want to do homework. A) I want to wash the dishes. B) OK. The robot can do homework. |
| Homework | <ul style="list-style-type: none"> ✓ Hand out and demonstrate how to complete the homework. Give the students stickers. |

Week 2

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| Before class | Have the 'Where's My Frog' song playing in the background. Check homework if applicable. |
| Song | See week 1. |
| Lexis | <p>Continue with TL 1 or add in some of TL2.</p> <p>Test → Go through the cards and gauge how well they have retained the TL. Adjust your set accordingly.</p> <p>Drill 1 → Duck (<i>see end of plan</i>)</p> <p>Drill 2 → Wheel of Misfortune</p> <p>Produce → Mustache Robot Battle (<i>see end of plan</i>)</p> |
| Activity 1 | Repeat the activity from week 1. |
| Activity 1 extension | <p>'Where is My Frog'</p> <ul style="list-style-type: none"> ✓ If you have extra time, use the floor plan for activity 1 to do an information gap activity. ✓ Put the learners in pairs. ✓ Have one learner secretly draw a frog somewhere in the house. <p>Student A asks: Where's my frog?</p> <p>Student B says: Is it in the kitchen? / Is it under the table?</p> <p>Student B asks questions until they can identify where the frog is.</p> <ul style="list-style-type: none"> ✓ You can play the activity with both students drawing a frog and racing to find each other's. |
| Homework | <ul style="list-style-type: none"> ✓ Assign homework and give stickers as usual. |

Week 3

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| Before class | <p>Have the 'Where's My Frog' song playing in the background.</p> <p>Check homework as the learners come in to save time.</p> | | | | | | |
| Song | <p>✓ Give the learners the choice of doing either 'I Don't Want To' or 'Where's My Frog'.</p> | | | | | | |
| Lexis | <p>Start with TL2.</p> <p>Show → Model the target language.</p> <p>Identify → Defuse the Bomb</p> <p>This game can be played if the learners are getting up one at a time to get a card and your classroom layout allows for the learners to do so without coming into contact with each other.</p> <p>Meaning check → 'How's this? / Looks good. / Looks terrible.' Show different foods from the VA. Ask the learners 'How's this?' Have the learners respond appropriately.</p> <p>Drill → Wheel of Misfortune</p> <p>Produce → Mustache Robot Battle</p> | | | | | | |
| Activity 2 | <p>Make a Pizza</p> <p>✓ This activity should basically work with social distancing rules in place. Have the learners facing each other but at a distance of 2 meters. The pizza toppings need to be divided up so they don't need to share them. Alternatively, you can put them in a central location, but they need to get up one by one to get them.</p> <p>✓ Have the learners form pairs.</p> <p>✓ Model the task and demonstrate using a printout and food stickers:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">A) What do you want on your pizza?</td> <td style="width: 50%;">B) A lot of cheese, please!</td> </tr> <tr> <td>A) Do you want sauce?</td> <td>B) Yes, please. Whoa, that's enough!</td> </tr> <tr> <td>A) How's this?</td> <td>B) More onions, please.</td> </tr> </table> <p>✓ Give feedback and repeat as time allows.</p> <p>✓ Switch partners and make another pizza.</p> | A) What do you want on your pizza? | B) A lot of cheese, please! | A) Do you want sauce? | B) Yes, please. Whoa, that's enough! | A) How's this? | B) More onions, please. |
| A) What do you want on your pizza? | B) A lot of cheese, please! | | | | | | |
| A) Do you want sauce? | B) Yes, please. Whoa, that's enough! | | | | | | |
| A) How's this? | B) More onions, please. | | | | | | |
| Homework | <p>✓ Assign homework and give stickers as usual.</p> | | | | | | |

Week 4

| | |
|------------------------|--|
| Before class | <p>Have the 'Where's My Frog' song playing in the background.</p> <p>Check homework as the learners come in to save time.</p> |
| Song | <p>✓ Give the learners the choice of doing either 'I Don't Want To' or 'Where's My Frog'.</p> |
| Lexis | <p>Review TL needed for the tasks you plan to do in class.</p> <p>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.</p> <p>Drill → Play Wheel of Misfortune or other drill type game.</p> <p>Produce → Mustache Robot Battle</p> |
| Tasks | <p>Repeat the task/tasks of your choice.</p> |
| Self-assessment | <ul style="list-style-type: none"> ✓ Leave yourself enough time to go through the aims with the learners. ✓ Have the learners tick off either 'H' for 'can do with help' or 'I' for 'can do independently'. ✓ Ideally, you should have your learners choose which one they think is appropriate. ✓ 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 'I' or 'H', make sure to convey to the learners that they've done a good job. |
| Homework | <p>✓ Assign homework and give stickers as usual.</p> |

Showing Meaning/Concept Checking TL1

The robot can...: Show a VA of a completed Chore Robot and messy kitchen. Say “The robot can wash the dishes. I’ll take out the trash.” Next, CCQ “the robot can do homework?” → No. Use other examples as necessary.

What do you want to do?: Show the picture and ask the learners the question. Have them respond appropriately with ‘I want to...’

Let’s put it here. / Not there!: Demonstrate using items in the classroom. Have them respond appropriately.

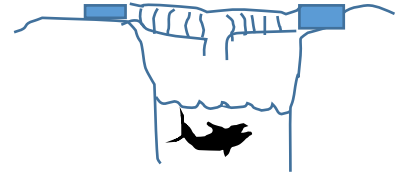
We have to...: Write up a sentence → ‘We have to do homework.’ Ask the learners “Is it OK to not do homework?” Gesture an X for “not”. Repeat again, “is it OK?”. Follow up with examples such as “I have to play video games? I have to sleep?” Have them respond if it is correct or not.

Games and activities

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.



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. Give each team 5 points to start with. Teams take turns rolling a dice and going 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. Call one of the cards and start erasing the bomb fuse. One learner quickly finds the card and puts it in the bucket. When the card that has been called is in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

Duck

Shuffle the cards. Have some of the cards upside down. Drill the cards, and when an upside down card appears, the students have to duck as fast as possible. As a variation, the teacher throws a soft ball at them and they have to avoid getting hit.

Mustache Robot Battle

Make 2 or 3 teams. Draw a robot on the WB for each team. Make each robot out of a particular shape, for example: The square robot, the rectangle robot and the triangle robot. Give each robot a mustache. Show a card, and have the learners put up a hand if they know it. The first team to be able to say the TL get to erase a part from one of the other robots. Use language such as: ‘Erase the triangle robots mustache.’ or for lower groups ‘Erase this.’