BOOK 3

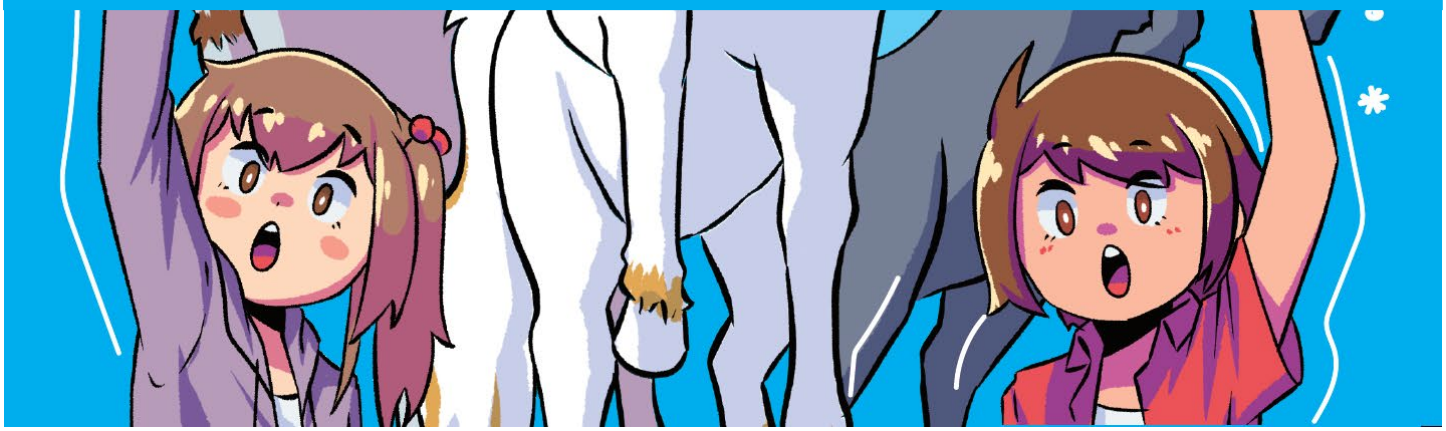
AWESOME ADVENTURE series

Level 3

AAS PRESS

Back to Save the Earth!

Lesson Plans - Book 3 Unit 9



AAS Level 3 – Book 3 – Here Come the Unicorns

Unit 9 – What do they look like?

TL 1

Are they…?	Do they have…?	Can they… ?	cute
ugly/beautiful	claws	strange	a tail

TL 2

Let's give it (horns).	horns	a shell	fluffy
hair	tentacles	a tongue	wings

Basic Aims:

By the end of the unit the learners will:

BA1: be able to understand the description of a creature.

BA2: be able to answer questions about a creatures appearance.

BA3: be able to answer questions about a creatures abilities.

BA4: have created an original creature.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to ask questions about a creature's abilities and appearance.

AA2: be able to give a short talk describing a creature.

Materials

• Textbook • Something you can play the song on • Homework • Scissors and glue	• 'Animal Guessing Game' Song VA • Animal Cards • Dice • Jenga blocks or other stackable blocks

About This Unit

In this unit, the learners will have the opportunity to use the target language from this entire book in more communicative activities. The tasks are staged to increase in linguistic and cognitive demand as you progress with your students. 'Find the Crazy Creatures' is an interesting take on classroom kids games and keeps learners engaged, enhancing their desire to play and use language.

Week 1

Pre-class	Have 'Animal Guessing Game' or 'Here Come the Unicorns' playing.
Song	**'Animal Guessing Game'** ✓ At this point the learners have heard the song a couple of times during the previous unit and are ready to sing it. Use the VA and drill the lines a couple of times along with TPR.
Song Activity	**Guessing Game** ✓ Put out the Question cards from Unit 8. ✓ Hold an animal card and say, "I'm thinking of an animal." ✓ Have the students ask you questions and guess what animal cards you are holding. Note: They can only make a guess after they have asked a question (no shouting every animal they know). It's best to ICQ this. ✓ If your students are ready, have a student be the card holder (or save this for later weeks).
Lexis	**Start with TL1.** **Show →** Model the target language using gestures and drawing attention to relevant parts of the image to help convey the meaning. • **Question forms:** Make sure to model the question forms with a couple of example endings. • **claws:** An amusing way to get the kids to remember 'claws' is to say 'Santa' Mimicking a kind jolly Santa then say 'claws' in an evil voice mimicking Santa turning evil and showing his claws. This will probably result in instant retention of the word. <u>Note</u>: One of the key ideas behind holistic language learning is to associate language with strong memories and content. **Identify Individual →** Paper Ball Throw **Drill →** Paper Skis Race **CCQ →** Draw three circles on the board and write 'Are they... ?', 'Can they… ?' and 'Do they have… ?' in each. Drill them quickly again. Say different adjectives, abilities and animal body parts. Have the learners put up their hands to say which one it goes with. *Make this more active by having them race to put magnets on the appropriate circle. **Produce →** Janken Bridge
Activity 1	**Find the Crazy Creatures** Easy version for Week 1. You may not have a lot of time to play this game. This simple version will make setting it up in the following week easier. 1. Show the game board on p16-17 2. Cut the grid down to just 9 squares. 3. Demonstrate the task with one student. Have them choose one creature in secret. Cover your eyes to convey that this is a secret. Ask closed questions until you can guess which creature they have chosen. Finish by asking "This one?" 4. Put the learners in pairs and have them do the activity. 5. Monitor and assist, encouraging use of TL.
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Week 2

Pre-class	Have 'Animal Guessing Game' or 'Here Come the Unicorns' playing.
Song	**'Animal Guessing Game'** ✓ At this point the learners have heard the song a couple of times during the previous unit and are ready to sing it. ✓ Use the VA and drill the lines a couple of times along with TPR.
Song Activity	**Guessing Game** ✓ Put out the Question cards from Unit 8. ✓ Hold an animal card and say, "I'm thinking of an animal." ✓ Have the students ask you questions and guess what animal cards you are holding. Note: They can only make a guess after they have asked a question (no shouting every animal they know). It's best to ICQ this. ✓ If your students are ready, have a student be the card holder (or save this for later weeks).
Lexis	**Review →** Review TL1 briefly and substitute any things the class find easy with TL2 until you have between 6-10 pieces of vocabulary total. **Show →** Model the target language using gestures and drawing attention to relevant parts of the image to help convey the meaning. **Identify Individual →** Paper Ball Throw **Drill →** Build a Tower **CCQ →** Draw three circles on the board and write 'Are they... ?', 'Can they… ?' and 'Do they have… ?' in each. Drill them quickly again. Say different adjectives, abilities and animal body parts. Have the learners put up their hands to say which one it goes with. *Make this more active by having them race to put magnets on the appropriate circle. **Produce →** Janken Bridge
Activity 1	**Find the Crazy Creatures -- More challenging version for Week 2.** 1. Show the game board on p16-17. 2. Make pairs. Have them sit across from each other. Tip: If you don't want your Ss secretly muttering in their L1, have them sit further apart so they have to speak up across the room. 3. Provide the following instructions: • "This side, choose a creature. It's a secret" • "This side, you can ask 5 questions. After, guess which one it is?" • "You can only guess once (1 time)." • "If you are right. You win." • "If you are wrong, the other team wins." 4. Model the task as two students.

	ICQs How many questions can you ask? Is this OK? (mimic showing your book) Is this OK? Is it this one? Is it this one? Is it this one? Is it this one? (no – and point to various creatures)
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Week 3

Pre-class	Have 'Animal Guessing Game', 'Here Come the Unicorns' or next unit's song 'Hop Into My Rocket' playing.
Review	✓ Play a quick round of 'Find the Crazy Creatures' from last week.
Start	✓ Show the 'Build a Creature' activity (p18-19) and the cut-outs for it at the back of the book. Tell the Ss that you're going to build a creature later in the class.
Lexis	**Review** → Review TL1 briefly, but don't concern yourself wish spending too much time on this. Move on to TL2 as soon as you can. **Show** → Model TL2 using gestures and drawing attention to relevant parts of the image to help convey the meaning. **Identify Individual** → Defuse the Bomb **Drill** → Build a Tower **CCQ** → The cards should be suitable for achieving this. **Produce** → Bald Bobby
Activity 2	**Build a Creature** 1. Put the Ss in pairs. 2. Show them p18-19 3. Tell them they are going to make two creatures together as a team/pair. 4. Show the Ss 5. Demonstrate how to do it modeling the following phrases: A) Let's give it horns. B) OK, Good Idea! Let's use these/this one. (You may need to CCQ this/these) A) No, I want to use this one. B) OK. 6. Distribute materials (glue/scissors) after instructions. 7. Let the Ss complete one creature. Monitor and encourage use of the model and help them with the language they may have forgotten. 8. Provide some delayed feedback on the whiteboard of their good language use and some of their errors. Provide lots of encouragement and points. 9. When they finish repeat the process using the other Ss' textbook. 10. If time allows have them describe their creatures in pairs, but you may wish to leave this for next week.
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Week 4

Pre-class	Have 'Animal Guessing Game', 'Here Come the Unicorns' or next unit's song 'Hop Into My Rocket' playing.
Lexis	**Review →** Quickly review TL1 and TL2, which they should know reasonable well now. Try and assemble a set of between 6-10 cards that need the most work and follow this progression below. **Identify Individual →** Paper Ball Throw **Drill →** Paper Skis Race **Produce →** Bald Bobby
Activity 2	**Build a Creature** This time start by having the learners present their creatures in groups of three or as a whole class. 1. **Structure the interaction as follows:** - Presenters says three things about their creature. - Listeners ask two questions. - Listeners clap and comment. 2. **Model the task:** A) This is my creature. They have big horns. They can swim. They are cute. B) Can they climb? C) Where do they live? B&C) They're really cool!
Extension	There may be time to make more creatures, repeat Activity 1 or practice one of the songs again. The more practice you can give for genuinely communicative activities is hugely beneficial.
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Games and Activities

Bald Bobby

Draw a head on the board and give him around 20 hairs. Have the students produce the TL. If they can produce it, allow them to roll a die and remove hairs from Bobby in line with the roll. You can make this a team game or individual game. Ss can work together to make Bobby bald, or you can have them competing to make each other's characters bald.

Build a Tower

Need a box, a timer, and Jenga blocks/any stackable toys. Practice the Target Language. Place the timer in the box with about 20 sec on the clock. Each student passes the box around while saying the Target Language. When the timer goes off, the student holding the box receives a few blocks to place in the center of the table. The objective is to make a tall Jenga tower. When the tower falls the game is over.

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 of the copies of the card that has been called are in the bucket, stop erasing. Repeat until all of the cards are in the bucket or the fuse runs out and the bomb explodes.

Game Name

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 looser goes back to the end of their teams 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.

Paper Ball Throw

Put up the cards on the walls with blu tac. Give each student a crumpled up ball of scrap paper. Have them stand in a fixed location in the middle of the room. Call an item of the TL. On the count of three, have the learners race to hit the card with their ball.

Paper Skis

Make two teams. Give the learners two pieces of paper per team. Lay the cards out on the other side of the room (two sets is better. Drill an item. Have one learner from each team race to shuffle on the sheets of paper skis to the appropriate card.

Animal Guessing Game Lyrics

Intro

Guess, guess, guess, guess…

Guess what I'm thinking.

Guess, guess, guess, guess…

What animal I'm thinking about.

Chorus

I'm thinking of an animal.

I'm thinking of an animal.

Animal 1

A) Ok, first one! Here's a hint.

B) It's really big.

A) What does it have?

B) It has a long nose.

A) What can it do?

B) It can't fly.

A) One more hint…

And it sounds like this…

What animal is it? That's right.

Chorus

I'm thinking of an animal.

I'm thinking of an animal.

Animal 2

A) Here's the second one.

B) It eats a lot of meat.

A) What color is it?

B) They're brown, black or white.

A) Where does it live?

B) They live in the forest.

A) One more hint…

And they sound like this…

What is it? That's right.

Chorus

I'm thinking of an animal.

I'm thinking of an animal.

Animal 3

A) Are you ready for the third one?

B) They can jump really high.

A) Where does it live?

B) They live in water.

A) What does it look like?

B) They're small and green.

A) One more hint…

And they sound like this…

What is it? That's right.

Chorus

I'm thinking of an animal.

I'm thinking of an animal.

Animal 4

A) The last one.

B) It's beautiful.

A) What can it do?

B) It can do magic.

A) What does it have?

B) It has one horn.

A) One more hint…

And it sounds like this…

What is it? That's right.

Chorus x2