BOOK 3

# AWESOME ADVENTURE series

Level 3

AAS PRESS

## Back to Save the Earth!

# Lesson Plans - Book 3 Unit 7

**AAS Level 3 – Book 4**

**Unit 10 – Hop into My Rocket**

**TL 1**

| | | | |
|---|---|---|---|
| Does it have (water)? | We've landed. | Put on (your) space suit. | I can't wait (for Christmas). |
| go into space | a better place | find | (The green car is) ahead. |

**TL 2**

| | | | |
|---|---|---|---|
| planet | get back into | asteroids | air |
| Can we live there? | the sky | dark | What's the temperature? |

**Basic Aims (BA):**

By the end of the unit, the Ss will:

**BA1:** be able to sing the song 'Hop into My Rocket'

**BA2:** be able to use ask basic questions about planets

**BA3:** be able to use vocabulary related to space and planets

**Advanced Aims (AA):**

By the end of the unit, the Ss will:

**AA1:** understand how to use 'going to' to express future plans

**AA2:** be able to use follow and give directions through space

**Materials**

| | |
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| • Something to play the song on.<br>• Homework<br>• 'Hop into My Rocket' song laminate<br>• Laminate of the last page of Graded Comic Reader 3 (or ask them to open their comics)<br>• 'Can we live there' Visual aid<br>• 'What's the temperature' Visual Aid | • Block or bean bag for hop scotch<br>• Tape or other line markers for hop scotch<br>• Chairs for the song TPR<br>• Any game tokens<br>• A ball<br>• Laminates of the 'Get Through Space' activity<br>• Card cutouts for 'Get Through Space' activity |

**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 introduces a new song that serves to set up the fourth and final part of Mia and Noa's story. The students will learn a new song about finding a suitable planet to settle. Ss will take on the role of astronauts in the Unit Activity and have the opportunity to collaboratively work together to find a new home planet. The activity will provide opportunities to have authentic practice of the new T/L as well as review: giving instructions; use of 'there is/are'; can; and 'Does it have?'

**Week 1**

| | |
|---|---|
| **Before class** | Have the song 'Hop into My Rocket' playing in the background as Ss come in. Give the Ss their new textbooks and the Book 2 textbooks back if you collected them for teacher comments. |
| **Create Interest** | Show the laminate of the end of the graded comic reader 3. Try to set the scene or elicit the situation. "Oh no! The world is destroyed!" Ask Ss the following questions:<br>• What is going to happen next?<br>• Are they going to heal the Earth?<br>• Are they going to clean the oceans?<br>• What can they do?<br>• Where will they go?<br>Depending on the level of your class you may or may not get responses from your Ss. Either way the idea here is to create interest and help the Ss to make the link between the story and the song. Model and drill as needed. Reward Ss for effort and risk-taking. |
| **Lexis** | **Start with TL1**<br>**Show →** Bring the class to order and make sure they are only listening intently, not repeating.<br>**Identify →** Hold it Up<br>**Drill Game →** Rocket Race<br>**CCQ →** See the back of the plan for suggestions<br>**Produce →** Hop Scotch Battle |
| **Song** | **Receptive Activity 1:** Have the Ss follow along the song with the visual aid in their textbooks on p. 4-5.<br>**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. Think about what actions would go well with the song and make sure those actions show meaning. This will be one of the main stages of the lesson. Be prepared to spend some time on this.<br>**Receptive Activity 3:** Listen to the song and do the actions together. If the Ss 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. Show the Ss the textbook and direct them to the TL on p.3. Encourage them to listen to the song at home. |

**Week 2**

| | |
|---|---|
| **Before class** | Have 'Hop into My Rocket' playing in the background. |
| **Warm Up – Does it Have __? Review** | • Elicit animal names from Ss. Write them on the WB.<br>• Ask Ss to choose **one** animal as you close your eyes.<br>• Ask them closed 'Does it have…?' questions and then make an educated guess "Is it a…?"<br>• Afterwards, have Ss repeat the activity in pairs, taking turns choosing and guessing.<br>• Consider feeding in other useful language "Can it…" "Is it (big/cute/scary etc.)" |
| **Lexis** | **Continue with TL1 and considering subbing in some of TL2 if they are particularly strong.**<br>**Show →** Bring the class to order and make sure they are only listening intently, not repeating.<br>**Drill →** Dodge the bomb<br>**CCQ →** See the back of plan for suggestions<br>**Produce →** Janken Bridge |
| **Song** | **Receptive review:** Quickly review the actions for the song.<br>• Introduce the last 5 actions:<br>• Play the song until half-way through and have the Ss do the actions along to the music once.<br>**Productive activity 1:** Drill/review lines of the chorus.<br>• Do the actions as you drill the lines. Focus on quality rather than quantity. Make sure that the Ss are saying the lines clearly.<br>• Drill chorally and move to *some* individual drills.<br>**Productive activity 2**: Drill the next lines:<br>• Gauge your Ss' level of focus as you go.<br>• Consider back chaining these lines and focusing on pronunciation for this.<br>**Productive activity 3:** Put it together.<br>• Do the song all together with the actions and singing as the parts they have practiced so far. |
| **Homework** | Assign homework if applicable. |

**Week 3**

| | |
|---|---|
| **Before class** | Have 'Hop into My Rocket' playing in the background. |
| **Lexis** | **Do a quick review of TL1 then move on quickly to TL2.**<br><br>**Show** → Bring the class to order and make sure they are only listening intently, not repeating.<br><br>**Identify** → Hold it Up!<br><br>**Drill** → Rocket Race<br><br>**Produce** → Hop Scotch Battle |
| **Song (Optional)** | **Song review.** Start where you left off last week with a run though of the song as far as you have gotten. There is the Unit Activity to do this week so cut this out if you are concerned about your timing. |
| **Activity** | **Get Through Space – First Time**<br><br>This activity puts the Ss in the position of astronauts who need to find a new place in space to settle. They need to give directions to be able to move toward the end goal. There are some hazards along the way that can result in them losing the game and needing to start again from scratch.<br><br>**Set Up:**<br>• Ask the Ss, 'Can we live on Earth now?', 'Why not?'<br>• Tell them we need a find a new place. A better planet.<br>• Show the Ss the activity laminate sheet and show them the start position and the better planet they must get to. Tell them we have to 'get through space'.<br>• Model the activity as follows:<br>  ○ show the cut outs, then shuffle and lay them face down in the spaces on the sheet.<br>  ○ Use your strongest learner to show how to play the game.<br>  ○ Discuss which direction to take with the learner.<br>  "Let's turn right at the moon." – "Ok, good idea!"<br>  ○ Turn over the card after the direction. Some cards are safe and some result in you losing the game. Make sure Ss are using 'go past', 'go through', 'turn left/right' for directions.<br>  ○ The instant loss cards are as follows: evil aliens, black hole, asteroids<br>  ○ If they turn over a planet card, they should ask each other, "Can we live there?"<br>  ○ Model all this with the learner and show the possible outcomes.<br>• Once you have asked some ICQs and made sure they understand how the game functions, place the Ss into pairs or 3s and essentially play multiple rounds assigning points for making attempts to use language. If a group gets to the better place target planet they win the game, or get extra points. It's more fun if you make it a race to get the planet.<br>• Each time they die, they reshuffle the cards and place them on the board and try again. |
| **Homework** | Assign homework if applicable. |

**Week 4**

| | |
|---|---|
| **Before class** | Have 'Hop into My Rocket' playing in the background. |
| **Lexis** | **Do a quick review of TL1 then move on to TL2.**<br><br>**Show** → Bring the class to order and make sure they are only listening intently, not repeating.<br><br>**Identify** → Hold it Up!<br><br>**Drill** → Dodge the Bomb<br><br>**Produce** → Janken Bridge |
| **Song (Optional)** | **Song review.**<br><br>• Finish the song if you haven't completed it yet.<br><br>• Work on pronunciation more. |
| **Activity** | **Get Through Space – Second Time**<br>• Play a second time and ensure Ss use the proper language to communicate with each other.<br>• Model it again if your class needs it.<br>• Offer feedback if time allows. |
| **Homework** | Assign homework if applicable. |

**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**

| | |
|---|---|
| We've landed | Demonstrate this by using your hands as an airplane or rocket |
| a better place | Point to the wasteland. 'Is this good?' (no)<br>Point to the beautiful landscape. 'Is this good?' (yes)<br>Point to the second image and say "a better place" use your hands like a balance scale to indicate it's relative to the other image.<br><br>**CCQ →** Give options of places and ask which is the better place. the beach/the city, school/your house, the park/Okinawa, etc |
| ahead | Have one student walk. Walk behind them. "Kenta is ahead"<br><br>**CCQ →** contrast with 'across from' or 'next to' |
| does it have (water) | Point to the planet. "Let's check the planet on the computer."<br>"Does it have water? Yes? No?"(point to the icon)<br>Ask the same question about 'trees' |

**TL 2**

| | |
|---|---|
| air | The card image can be misconstrued as breathe. Take an empty bag or bottle. Ask, "What's inside this?" The Ss will probably indicate that there is nothing. Tell them "Yes, there is! There is air." |
| Can we live there? | Show the VA and ask the Ss "Can we live there?" |
| What's the temperature? | Show the VA of thermometers. ask "What's the temperature?"<br>Point to the different temperatures and say "24 degrees? 40 degrees? hot hot hot! 5 degrees? coooold" |

**Hop into my Rocket TPR**

**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.

The following sequence should help you gradually introduce and practice the actions to the song. gradually increase the pace as the Ss gain confidence. The **Show** and **Call** stages should be kept short. The **Mix** stages should gradually get longer**.**

1) **Show** the actions for the first 3-4 lines of the song.
2) **Call** the lines from 1. Have the learners respond by doing the actions.
3) **Show** the actions for the next 3-4 lines of the song.
4) **Call** the lines from 3. Have the learners respond by doing the actions.
5) **Mix** 1 and 3. Call all the lines in random order.
6) **Show** the actions for the next 3-4 lines of the song.
7) **Call** the lines from 6. Have the learners respond by doing the actions.
8) **Mix** 1, 3 and 6 Call all the lines in random order. Gradually increase the pace.
9) **Show** the actions for the next 3-4 lines of the song.
10) **Call** the lines from 9. Have the learners respond by doing the actions.
11) **Mix** all lines introduced up to now.

Try to do all of the actions for the song in order.

This will probably take 1 or 2 weeks, 3 maximum. It depends on the song and your individual Ss.

**Games Glossary**

**Hold it up!** Give each of the Ss two cards. Have them hold one in each hand. call the items slowly. When they hear the language from one of their cards called, they have to raise it. if they are too slow (you be the judge) they lose the card. Gradually increase the pace. Periodically have them switch cards.
You can make this more competitive by using two sets and having some cards doubled. The first student to hold up the card is safe. The other is out.

**Rocket Race.** Draw two rockets at one end of the white board. assign a team to each rocket. Draw a snakes and ladders type path ahead of them with asteroids in 2 spaces. Drill the Ss on the TL. After a few drills, have the teams roll the dice and move forward along the path to the "better place". When they reach an asteroid square, they need to roll the dice to doge it. Even number they are safe. Odd number they go back to the start.

**Dodge the Bomb Dril**l. Designate one card as a "bomb" Go through the cards a and drill the language question form and answers. When the bomb card comes up grab a (soft) ball and throw it at the Ss who have to duck. In order to ensure the game is safe, don't let them scramble. Demonstrate just ducking.

**Hop Scotch Battle:** Lay out the cards in the pattern of a hop scotch grid. If you have cushions in the room, use those as the rectangles. Have the two teams face each other at either end of the grid. Players take a flat block or bean bag (something that doesn't bounce too much as that greatly increases the difficulty. Starting with the square nearest to them, they say the TL on the flash card and then attempt to toss the block onto the square. if they are successful, they hop to the block, pick it up and return. Their team then targets the next card in the sequence. The two teams go at their own pace and race to cross the hop scotch grid. Put vocab items you want the Ss to get the most practice on at the end as they will likely spend the most time working at those. If you don't have cushions to work with, you can just use the lines of the wood panels on the flooring or put electrical tape or masking tape on the floor.

**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.

**Hop Into My Rocket – Lyrics**

**Chorus A**
Hop into my rocket.
We're going to go into space.
Hop into my rocket.
We're going to find a better place.
Hop into my rocket.
We're going to go into space.
Hop into my rocket.
We're going to find a better place.

**Verse 1**
What's that ahead?
I can see a planet.
It's small and red.

Can we live there?
Does it have water?
Let's go and see.

Now we've landed.
Put on your space suit.
Let's go outside.
I can't wait to see.

**Dialogue 2**
Wow!! Look at this place!
There are a lot of rocks.
The sky is red.
There's no water.
I feel hot.
Look! There's lava.
I feel hot.
What's the temperature.
It's 465 degrees!
AHHHHHH!
Go! Go! Go! Go! Go! Go! Go!

**Chorus B**
Get back into my rocket.
We're going to go into space.
Get back into my rocket.
We're going to find a better place.
Get back into my rocket.
We're going to go into space.
Get back into my rocket.
We're going to find a better place.

**Verse 2**
Fly past the Earth.
Turn left at the Moon.
Go through the asteroids.

It's another planet.
Can we live there?
Does it have any air?

Now we've landed.
Put on your space suit.
Let's go outside.
I can't wait to see.

**Dialogue 3**
Go ahead!
Nope, you first.
I can't. I have to stay here.
OK, I'll go.
It's dark.
There are brown clouds.
I can't see anything.
I feel heavy.
You look short.
Help! Help! HELP!

**Chorus B**