BOOK 1

AWESOME ADVENTURE series

Level 4

Find ~~the~~ Your Way

AAS PRESS

Lesson Plan - Book 1 Unit 2

Find Your Way – Level 4 – Book 1 Unit 2 – Always Watching

TL 1

views	start …ing/ keep …ing / stop …ing	You stink.	I'm going to be late.
in trouble	smell like garbage	worried	sneak

TL 2

views	start …ing / keep …ing / stop …ing	You stink.	I'm going to be late.
in trouble	smell like garbage	worried	sneak

Basic Aims:

By the end of the unit the learners will:

BA1: be able to understand the story 'In the Videos'.

BA2: be able to answer basic questions about the story 'In the Videos'.

BA3: be able to use words and phrases from the story 'In the Videos'.

Advanced Aims:

By the end of the unit the learners will:

AA1: be able to use images to talk about characters in the story.

AA2: be able to word with a partner to order an escape plan.

Materials

• Textbook • Something you can play the song on • A3 'Always Watching' comic laminates • '… is better than…' VA	• 20 sided dice (can use virtual dice on Google!) • 'Get to the Treehouse' Probability Table • Guided Discovery – What kind of word is it? • Awesome Verb Log handouts

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 'In the Videos'. The story follows directly from the song 'Just Like in the Videos' and recycles the language introduced in Unit 1 in a new context. The vocabulary introduced in this unit helps Ss with comprehension of the story and will gradually build their confidence as they understand more and more of the story each week. The story also has a focus on the activities the characters are good at and need/want to get better at. The final activity also draws on a plot point of the characters wanting to escape their houses to make videos. This puts the Ss in the position of the characters and has them not only use language, but also engage their brains to work out the best escape plan based on the items they have.

Week 1

<table>
<tr><td>Before Class</td><td>Have the ‘Always Watching’ song playing in the background. There is actually a song summary for this secondary song which features on pages 16-17 of the comic of the same name. Show the comic and let the learners know that this is the theme of the month.</td></tr>
<tr><td>New Unit Talk</td><td>On the white board write ‘after school’ at the top. Under this draw a table with two categories.
<table>
<tr><td>I like to</td><td>I have to</td></tr>
<tr><td></td><td></td></tr>
</table>
Elicit some things the learners ‘like to do’ and ‘have to do’ after school. Have them ask each other, “What do you like/have to do after school?” and respond with “Me too.” or “Oh really?”</td></tr>
<tr><td>Lexis</td><td>Start with TL1. Feel free to substitute the following activities with some of your own favorites. Be sure to follow an appropriate progression of receptive to productive.

Show → Show the cards while modeling the language a couple of times.
Identify → Listen and Touch
TPR → Introduce actions for the different cards. Have the learners do the actions all together as you say the language.
CCQ → See CCQ page.
Drill → Snakes and Ladders
Produce → Mustache Robot</td></tr>
<tr><td>Story</td><td>Always Watching – First Reading

• Do a straight reading of the comic. Read the language as it is in the text. It is very important that the language the learners hear is consistent each time and that you use language that they have learned leading up to the reading.
• Don’t point to the words as you read but do point to the images to help comprehension. The aim of this reading is for the learners to practice listening comprehension and gain a global understanding of the story.
• At the parts of the story when the learners have to order the actions, have them talk together using phrases such as this:
- “(I think) we should... first.”
- “No, I think we should... first.”
- “Good idea.”
• Once they have come to a consensus have them check the answer key on page 25 of their comics and see if they were correct.
• The story is fairly long and depending on the length of your class, this section may roll over into the following week.</td></tr>
<tr><td>Homework</td><td>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.11 and also tell them to listen to In the Videos at home. Direct them to relevant QR codes in the comic and on p.3 of the textbook.</td></tr>
</table>

Week 2

Before class	Same as Week 1 – If you have time, you can teach some of this song. Introduce TPR actions for it.
Lexis	**Review TL1** Review TL1 quickly and see what the Ss have retained. Put aside any TL they are very confident with. Substituted in some new pieces of language from TL2. **TPR →** Continue to introduce actions for the different cards. Have the learners do the actions all together as you say the language. **Drill Game →** Snakes and Ladders **CCQ →** Continue working through the CCQing of different cards. **Produce →** Memory Challenge **Produce →** Janken Challenge
Story Summary Activity	Show the Story Summary activity on p.12-13. • Ask Ss, "Who plays soccer?" • Elicit an answer and demonstrate drawing a line from Nina to the soccer ball. • Give them a couple of minutes to do the rest on the own. • Ask questions and see if there are any items that they couldn't remember. • Set listening for these as your story task.
Story	**Always Watching – Second Reading** Do a reading of the story and have the learners listen for the answers they missed in the story summary activity. Hopefully if you didn't get through the whole comic in the first week, you'll be able to finish it this week.
Guided Discovery	Give the Ss the 'Guided Discovery – What kind of word is it?' worksheet. The aim of this worksheet is to help the Ss with recognizing patterns in relation to the language they are exposed to throughout the course. • Section one: Give examples of verbs, nouns and adjectives and elicit examples from the learners. Add them to the graphic together. • Section two: Demonstrate how to use the simple sentence structures to check which part of speech words are. • Section three: Have the learners try to categorize the words. • Follow this up by using the technique in section two to clarify words they are not sure of from the comic.
Homework	Same as Week 1.

Week 3

Before class	Continue with 'Always Watching'.
Lexis	**Start with TL2.** The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed**.** **Show →** Just show the cards while modeling the language a couple of times. See the end of the plan for suggestions on how to show meaning. **Identify →** Listen and say the number **CCQ →** Continue working through the CCQing of different cards. **Drill →** Snakes and Ladders **Produce =>** Flood
Story	**Always Watching – Third Reading (What's Next!?)** • Do another reading of the story, but occasionally stop and ask the Ss, "What's next?" • Hide the story from them at this stage. • Award points for trying to express themselves, not accuracy.
Homework	Check last week's homework. You can do a quick drill of the lines if you wish.

Week 4

Before class	See Week 1.
Review	Quickly review TL1 and TL2 with a production game of your choice. Make sure you keep this snappy and make the main focus on this class the activity.
Activity	**Get to the Tree House** It is really important to give the learners clear models for the language they need to play the game. Also, set a clear expectation that the learners speak only English during the game. Give points or use other ways to praise your learners for their effort to use English. It is natural for the learners to revert to **L1** when they are having fun playing a game like this. Ideally you should be able to set up the game so that you can sit back and watch and not control the learners. This way you can listen in and give the learners feedback or help the learners to say what they want to express. Try to give them expressions that are at their level. As a general rule, the shorter and easier the phrase you give, the more likely the learners will be to start using it. With the model, this could take a good 30 minutes to play, so make sure you make this the main focus of the lesson. . Set up and model the activity as follows. 1. Show the Ss p.14-15 of the textbook. Point to 'Escape the House' and ask, "Where are you now?" (the house). Point to 'get into the treehouse' and ask, "Where do you want to go?" (the treehouse). 2. You should have the item cards down the bottom of the page cut out and ready for your Ss. Place the cards face down and have the Ss pick 5 cards for you. 3. For 'escape the house', 'escape the garden', 'escape the street', 'get into the park' and 'get into the house' indicate to the Ss we choose 1 item. 4. ICQ by taking 2 items and showing using 2 on one problem, ask them, "Is this ok?" (no) 5. Direct their attention to the 4 problems for 'escape the house' and look at the items together. Ask the Ss, "Which item and which escape route?" (CCQ 'route') 6. Model two students talking something like this: *A: First, we should use the pineapple to go out the window.* *B: Bad idea! First, we should use the rope!* *A: OK, good idea!* *B: Second we should use the spade to go through the gate.* *A: Over the fence!? No, we should go under the fence!* *B: Ok! What's next?* 7. Pretend to be having a discussion with a partner and quickly assign your items to all 5 sections of the activity. 8. Once the items have been decided, show the Ss the probability table with the two axis (worry about explaining it to them in detail. Keep the table secret and turn it face down.

	9. All probabilities are out of 20. If you don't have any d20 (20 sided dice) you can download an app or use a website like this: https://rolladie.net/roll-a-d20-die 10. Roll the die together with the class and determine with the probability table whether you get through each section. Match or beat the number on the table. 11. Show that if they get to the treehouse they will get points. If they lose, they have to start again and draw new item cards. 12. Start the learners in groups of 2 or 3 and don't worry if they don't use the TL immediately. Make sure they understand the concept of the game. 13. As they grow more confident, go around and encourage the use of English, and reward attempts massively with praise and points. As they produce more, make some notes on their English. 14. Feedback – bring the class to order and write up some errors and do some correction with them. Or introduce some of the phrases from the model that they aren't using enough. This is also a good opportunity to introduce 'how' they use the items for the situations. E.g. How do you use the spade? We dig a hole under the fence. Encourage them to try and discuss this 'how' or act it out if they don't have the language. Circumlocution is an important skill to encourage (see glossary). 15. After feedback, run the activity again. Depending on time, you can repeat this process over and over, working on accuracy and introducing more language.
Story	**Always Watching – Fourth Reading** Repeat either week 3 reading approach if time permits using different points. Ask questions about the characters and the situations that happen and keep the Ss engaged.
Awesome Verb Log	AAS level 4 usually has Ss who are around 10 or 11 years old and it won't be long until they are having to study much harder at school. We should be thinking about how we can create autonomous learners. Self-study for English and keeping a log of new words they encounter and their forms is highly beneficial. For certain students, they will be really motivated by keep records of their study. • Hand out the verb log and go through the example of 'sit', which is already done. Next fill out 'eat' eliciting the answers from the learners. • Try to have the learners find more verbs in the story or from the two Guided Discoveries you did in previous weeks. If time allows, show the learners how to use resources like Google Translate as well as an online dictionary to do the task. • The following online dictionary shows the -ing form and past for of verbs: https://kids.wordsmyth.net
Homework	Hand out and demonstrate how to complete the homework and give stickers as usual.

Games

Listen and Say (Identify)

Number the flashcards. Say the card. The winner is the one who produced the number fastest.

Snakes and Ladders (drilling)

Draw a really simple 5x5 grid with some snakes and ladders. Number the squares. You could separate the Ss into 2 teams and each time they roll drill a card. Or you could do Ss v T. Keep it snappy.

Mustache Robot (produce)

Make 2 or 3 teams. Draw a robot on the whiteboard 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/arm/leg."

Memory Challenge (produce)

Take a number of cards (4 is usually good) and have them face up. Have the Ss close their eyes/turn away. Turn over one card so only the back can be seen. Tell them to turn around. The fastest student to produce the turned over card is the winner.

Flood (produce)

Show an image of a flood to clarify meaning. Assign each player or teams magnets or something to mark their chosen location. Number the images and put them on the whiteboard. Indicate that each is a safe space. Show that each turn a random space will be covered with water. Do this by drawing water all around the card. Each turn the learners are allowed to move one space horizontally, vertically or diagonally. The winner is the S or team that survives the flood.

Note: A note on points awarded for flashcard games. The points are for the game, not for general participation. Your overall points system for the class should encourage effort in English, not excessive competitiveness in games. If someone has 2 points from the game, but another has 10 and you feel they both tried hard, on your main points system, they both get the same amount of points.

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.

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

views	Show a YouTube video and point out the number of views. Use a well know or current YouTuber in Japan (Hikakin for example).
start …ing / keep …ing / stop …ing	Do a TPR sequence using common verbs.
You stink.	"Is this a nice thing to say?"
I'm going to be late.	Establish the concept of 'late' first. Draw a school and tell the learners school starts at 8:00. Now draw a character and show that it is now 8:10. Ask, "Is he late?" Erase the character and draw another character lying in bed. Indicate that the time is 7:59. Ask "Is he late now? No. Is he going to be late?" The concept of futurity should have been established in Unit 1, but if the learners need you to go over it again, use a timeline.
in trouble	Is dad happy? Did he do something bad?
smell like garbage	This builds on Unit 1 in which the use of 'like' to express similarity was clarified. Pretend to smell garbage. Next pretend to smell an imaginary character, react and say it's the same! He smells like garbage.
worried	Mimic the feeling. Elicit different things that make the learners worried. Contrast it to 'scared'.
sneak	"When you sneak is it quiet or loud?"

TL 2

practice	Use the card. “Before the concert, she practices at her house. The concert, is this practice?”
I think we should… 1st… 2nd… 3rd… 4th…	Clarify that this is a suggestion. Model two people speaking together. A) I think we should eat lunch. B) OK good idea! The learners should be familiar with ‘Let’s...’ for suggesting so you can indicate that this is the same function.
tutor	Draw a picture of a house and school. “Where does a tutor teach?” (house)
eat/ate	Every day I ____ lunch. Yesterday, I_____ chicken for lunch.
… is better than …	Show the learners the VA and have them make a sentence with ‘… is better than…’.
get better	Pointing to the images on the flashcards. ”Is he good now? Now? How about now? He gets better.”
someday	Use a timeline. “Is ‘someday’ in the past? Now? Future? Do we know when?” (no)
find the key (to success/to reaching your dreams)	“I want to be a doctor, what is *the key* for me?” See if anyone presents a suggestion. “The key is to study hard.” Do other examples such as the key to becoming a soccer player, singer etc

Song Lyrics: Always Watching

Chorus

They always talk about us
They say we're not good enough
We play too much
And they're always watching
They talk about us
They say we're not good enough
We play too much
And we're always watching videos

Verse 1

I'll meet you in the park
After school in the dark
Climb up the tree
We'll be free
To do our thing
Someday they'll see

Chorus

They always talk about us
They say we're not good enough
We play too much
And they're always watching
They talk about us
They say we're not good enough
We play too much
And we're always watching videos

Verse 2

We'll set up our things
We're going to be kings
We'll find the key
We'll be free
To do our thing
Someday they'll see

Chorus

They always talk about us
They say we're not good enough
We play too much
And they're always watching
They talk about us
They say we're not good enough
We play too much
And we're always watching videos