

BOOK
3



AWESOME ADVENTURE

series

Level **4**

Find ^{Your} the Way



Lesson Plan - Book 3 Unit 8

Find Your Way – Level 4 – Book 3 Unit 8 – Story: Maze Life

TL 1

Passage	get lost	What should we do?	move/moved
chase after	gone	that's impossible	annoyed

TL 2

hear/heard	(small)er and (small)er/ (short)er and (short)er	go towards	seed
wet	connect	pencil	arrive/arrived

Basic Aims:

By the end of the unit the Ss will:

BA1: be able to understand the story 'Maze Life'

BA2: be able to answer basic questions about 'Maze Life'

BA3: be able to use some key words or phrases from 'Maze Life'

Advanced Aims:

By the end of the unit the Ss will:

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

AA2: be able to play a strategy game with a friend and escape a maze.

Materials

<ul style="list-style-type: none"> • Textbook • iPad or tablet • Flashcards • A3 laminate of 'Maze Life' story • A3 Story Summary of 'Maze Life' 	<ul style="list-style-type: none"> • A3 laminate of Activity 'We Need a Flashlight!' • Copies of Guided Discovery – Notice: Adjectives
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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 'Maze Life'. The story reveals how the characters arrive and adventure through the maze featured in previous unit's song. As always it recycles the language previously introduced 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 has two integrated elements: A receptive listening task from the evil antagonist Kazoo and a problem solving activity to make a flashlight. These elements help keep Ss engaged with the story. The activity for this unit is a board game that challenges Ss to work together to collect parts for a flashlight while dealing with a variety of enemies they will encounter in the maze.

Week 1

Before Class	Have the 'Skills for Sale' song playing in the background. Show the comic and let the Ss know that this is the theme of the month. Have Ss self-assess from the Unit 7 aims if not already done.
Create Interest	<ul style="list-style-type: none"> • Show the manga cover and tell the Ss they are going to hear the next part to the story. • Review what happened in the last story. Ask the Ss, "What do you remember?" • Write these questions or easier ones on the board: <ul style="list-style-type: none"> - What were the rules at The Way Academy? - Kahlo, Nina, Declan and Taylor got out of the school. What did they do to get out? - What did they make? - What did they need? • Clarify the questions by reading them out with the Ss and suggesting possible answers. • Next put the Ss in pairs and have them talk together.
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 of receptive to productive.</p> <p>Show → Show the cards while modeling the language a couple of times.</p> <p>Identify → Swat (see Games)</p> <p>Identify Individual → Kick the Cup</p> <p>CCQ → See 'Language Clarification' page at the end of this plan</p> <p>Drill → Snakes and Ladders</p> <p>Produce → Touch Your Head/Clap Three Times</p>
Story - Live Reading	<p>Maze Life – First Reading</p> <ul style="list-style-type: none"> • Do a straight reading of the story. • Be sure to have a good read through the comic before telling the story to ensure you will be able to tell the story confidently and with appropriate voices. • The audio for the comic is accessible via the QR code in the comic. It may provide you with a good source of ideas. • Ask questions as you go to check comprehension.
Story Interactive Elements	<p>There are two interactive elements in this story:</p> <p>Kazoo's Directions</p> <p>Kazoo gives Nina and Taylor directions. For this task, read the instructions very fast and refuse to repeat them. Have the Ss talk together and choose which direction to follow.</p> <p>Provide a model:</p> <p>A) He (Kazoo) said go left.</p> <p>B) Yes, that's right. / No, I think he said go right.</p> <p>A) So... maybe it's A?</p> <p>B) Hmmm... I don't know. Maybe D?</p>

	<p>You can put some of the phrases you used in your model on the board.</p> <p>Have the Ss discuss in pairs or small groups.</p> <p>Make a Flashlight (not to be confused with the unit activity)</p> <p>The second interactive element features Declan and Kahlo trying to make a flashlight with some random items from the trash. Again, give the Ss a model and have them talk together.</p> <p>A) What can we use?</p> <p>B) Let's use gum and a bottle.</p> <p>A) OK, what else?</p> <p>Note: Don't let the Ss check their answers until they have chosen five items.</p> <p>You may not get through both these interactive elements in the first week.</p>
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Week 2

Before class	Have the 'Skills for Sale' song playing in the background. If you have time, you can teach some of this song with TPR.
Lexis	<p>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.</p> <p>Identify → Swat (see Games)</p> <p>Identify Individual → Kick the Cup</p> <p>Drill Game →</p> <p>CCQ → See 'Language Clarification' page at the end of this plan</p> <p>Produce → Pass the Bomb</p>
Story Summary Activity	<ul style="list-style-type: none"> • Show the Story Summary activity on p.10-11. • Using the story summary page, ask the Ss to talk about the different items and associate them to the two character groups. Provide a model: <ul style="list-style-type: none"> A) Garbage goes with Declan and Kahlo. B) Yes, they throw garbage. A) You choose next. • Circulate and help the Ss to express things when they are stuck and put useful phrases on the board and drill if necessary. • If they have any items that they could not identify because you did not finish the whole story the previous week, ask them to make predictions about who they think it related to.
Story – Live Reading	<p>Maze Life – Second Reading</p> <p>Do a reading of the story as per Week 1. You can go faster through the parts you already covered if necessary. Put some questions on your whiteboard beforehand. Put the Ss into pairs and see if they can remember the answers from your reading in Week 1. Tell them to find the answers to the question as they listen:</p> <ol style="list-style-type: none"> 1. Who do Nina and Taylor meet in the maze? (Kazoo, mushrooms) 2. How do Nina and Taylor escape the mushrooms? (run away, jump on their heads, get on a train) 3. Why doesn't Declan want to go into the cave? (it's dark, he's scared) 4. Why do they need to make a flashlight? (because it's dark, because they'll get lost)
Language Building	<ul style="list-style-type: none"> • Have the Ss identify verbs in the comic and determine if they are past or present and add them to their verb log.

Week 3

Before class	Have the 'Skills for Sale' song playing in the background. If you have time, you can teach some of this song with TPR.
Lexis	<p>Start with TL2. The Ss should be reasonably ok with TL1 now, but you could do a very quick review if needed.</p> <p>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.</p> <p>Identify → Sticky Ball Target Shooting</p> <p>CCQ → See 'Language Clarification' page at the end of this plan</p> <p>Drill → Pelmanism</p> <p>Produce → Slow Reveal</p>
Story – Audio Recording	<p>Maze Life – Third Time (What's Next!?)</p> <ul style="list-style-type: none"> • Remind the Ss they can access the audio by using the QR code in the comic. • This week, play the audio and 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. <p>Set these questions after you finished telling the story and have the Ss talk together in pairs with their comics:</p> <ol style="list-style-type: none"> 1) How do Kahlo and Declan make a flashlight? 2) What two things does Kazoo take from Kahlo and Declan? 3) What stations does the train stop at? 4) How far do Kahlo and Declan walk into the tunnel? 5) Where is Shampinion from?
Language Building	<p>Guided Discovery – Notice: Adjectives</p> <ul style="list-style-type: none"> ✓ Elicit some adjectives and ask some CCQs to clarify what they are and how they are used. ✓ Give the Ss the guided discovery and assist them in working through it. ✓ As a follow up you can have them go through their comics and find additional adjectives.
Activity	If time allows, you can start playing the 'We Need a Flashlight' game on p.12-13 (see Week 4 lesson plan). Even if you do not have much time, a brief introduction to the core rules of the game will be beneficial for next week.

Week 4

Before class	Have the 'Skills for Sale' song playing in the background. If you have time, you can teach some of this song with TPR.
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	<p>We Need a Flashlight</p> <p>This activity can be found on p. 12-13.</p> <p>Description:</p> <p>In the story the Declan and Kahlo have to make a flashlight to go into the caves. This activity is loosely related and sets the Ss the task of going around the maze and trying to collect the different elements of the flashlight. Unfortunately, as they collect each piece an 'antagonist' from the maze steals the item and runs off. They must catch them before they can move on and collect the next item. When they collect the final item, kazoo appears and chases them. They must make it to the exit without being caught.</p> <p>Materials: Dice, manga, textbook, some kind of markers to show the locations of characters (BluTak is fine)</p> <p>Set up:</p> <ol style="list-style-type: none"> 1. Show the Ss 'make a flashlight page' of the manga and ask them: "What do Declan and Kahlo have to make?" "What items do they need to make a flashlight?" "Why do they need a flashlight?" 2. Ask Ss to turn to p.12-13 in their textbooks and look at the maze. Ask them: "What do you see?" Draw attention to the 4 items, the start and the exit of the cave. Ask them what they need to do (make a flashlight to go through the cave). 3. Draw their attention to the different power-ups as well and ask them to turn to p.25. Draw their attention to the enemies as well and tell them that they are in the maze. <p>Model:</p> <ol style="list-style-type: none"> 1. Take your strongest S and tell them you and them are in the maze. Place a piece of BluTak at the start to indicate this. A+B: OK! Let's make a flashlight! A: What should we do? B: Let's get the (pencil led). A: Ok, good idea. / No, let's get the (...). B: Which way should we go? A: Let's go this way. B: Ok! A+B roll 2 dice together. <i>NOTE: manipulate the roll so you land on one of the power-ups. Show the Ss that they must make a note of their power-ups. Concept check to demonstrate to the Ss you cannot have more than 1 of each power-up. You also don't have to use all the power-up immediately, you can save them for later.</i>

	<ol style="list-style-type: none"> Once you've moved to the location of the first item model like this: A: Yay! We got the (pencil led). At this stage select 2 other Ss and tell them they are the 'enemies'. Have them choose one of the enemies from the maze. Tell the Ss that the enemies steal the item from them and run off. Go to p.25 and show the Ss the different 'skills' of the enemies and demonstrate how those skills manifest themselves on the game board: <ul style="list-style-type: none"> Fairy (speed up = dice roll +2) Mushrooms (speed down = dice roll -3 AND there are 3 mushrooms which are represented by small pieces of BluTak (only one mushroom has the item)) Walley Walker (speed down = dice roll -3 but it can go through walls) Whichever enemy the Ss select help them play and model for the other Ss. Show that they can use power-ups to help them deal with enemies. Demonstrate that when they get the final item, Kazoo appears and chases them to the exit. <p>ICQs</p> <ol style="list-style-type: none"> What does the player do? (Gets the flashlight items.) What happens when you pick up an item? (an enemy comes) What do the enemies do? (steal the items) When does Kazoo come? (Last/4th/at the end) What does Kazoo do? (chases the player) What skill does this enemy have? What does this power-up do? Can we have 2 'speed up' (etc) power-ups? (no, only 1 of each) When do we use power-ups? (anytime)
Story	<p>Maze Life – Fourth Reading</p> <p>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. Encourage use of T/L and the past simple.</p>

Games

Swat

This is a simple 'identify game'. Use the batons made of rolled up card. Lay out the cards. Have the learners make a circle around the cards. Call on of the vocabulary items, then say, "One, two, three, go!" They have to wait for 'Go!' before they try to hit the card. Take away points for jumping the gun.

Kick the Cup

Make two teams. Have them stand in two lines at one end of the room. Lay out two sets of the flashcards face up across from each team. Put a paper cup on each card. Drill an item of lexis. On the count of three, one player from each team races to kick the cup that is on the item that has been called.

Note: To make the game safer/more challenging, have the learners balance a stuffed toy on their head as they do it.

Snakes and Ladders

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.

Touch your Head/Clap Three Times

You need a deck of playing cards. Deal all of the cards. Don't let the learners look at the cards. On the count of three, the learners turn over a card from their pile. If two cards are the same, they have to touch their heads. If a king or Joker is turned over, they have to clap 3 times. The first person to do the action takes all of the cards on the table. Drill the target language between turns.

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 choose a card, say the target language, then throw their ball. If the ball sticks to the card, they get a point.

Pelmanism

A common memory game where cards are placed face down in pairs. Turn over two cards and match them. To win the cards when they match, for language learning purposes, the Ss must produce language.

Slow Reveal

Hide the cards and slowly start to reveal one. The winner is the S or team that produced the language fastest.

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 Ss 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 Ss 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

passage	The card could convey the meaning of 'go through'. Show a picture of the maze and point out the passages. Ask does a park have passages? Does a castle/maze have passages?
get lost	Mimic walking around in a maze and being confused. Say, "I can't go home! I'm lost!"
What should we do?	Show the left hand side of the card. Say, "Oh no! A robber!" Ask the learners, "What should we do?" Elicit suggestions with 'We should...'
move/moved	CCQ that moved is used for past.
chase after	You can demonstrate this with puppets.
gone	Put a marker on the floor in front of you. Distract the Ss and quickly hide the marker. Say "Huh? My marker is gone!"
send	Get a volunteer and say "Go to the front desk and get a pen! Go go go!" Once they leave: "I sent (name) to get a pen"
that's impossible	Ask the Ss 'can' questions such as can you eat 100 pizzas? When they say no. Model the TL by saying, "No! That's impossible."
annoyed	Show some different emotions and elicit.

TL 2

hear/heard	CCQ that heard is used for past. Draw attention to the fact that the spelling 'ea' doesn't change but the sound of the word does.
(small)er and (small)er/ (short)er and (short)er	First establish the concept of the comparative. Draw a mouse on the board and say, "It's small." Write small on the board. Next, draw a smaller mouse and say, "It's smaller." Write smaller on the board with the 'er' in a different color. Next, draw a little monster (a scribble with eyes will work best for this). Draw some food for it. Make it grow. Elicit bigger. Repeat the process then model the TL. "The monster gets bigger and bigger."
go towards	Demonstrate. Have the learners follow your directions. Contrast go towards to go to by saying 'go to the whiteboard and actually touching it. Ask is this go towards?
seed	The flashcard should work for this.
wet	Act out pouring water onto a cloth or something. Say, "Oh no! It's wet." Pretend to wring out the water.
connect	You can show the flashcard and if you have any electronic devices in the room with cables, you can show this too. You could also show this with puzzle pieces.
pencil lead	Technically graphite... but probably not useful vocabulary for the Ss.
arrive/arrived	CCQ that arrived is used for past. You can ask them what time they arrived before class today.

Song Lyrics: Skills for Sale

Chorus

Skills for sale,
I've got skills for sale.
Skills for sale,
Come on and get in line.

Verse 1

What kind of skills
Are you looking to buy?
Can you teach me
How to dance in the sky?
All that you need
Are these fancy dancy pants.
Just give me that seed
And you'll be the
King of the dance.

Chorus

Verse 2

What kind of skills
Are you looking to buy?
Can you teach me
How to breathe under water?
All that you need
Are these silly frilly gills.
Just give me that seed
You'll swim right under the hills.

Chorus

Verse 3

What kind of skills
Are you looking to buy?
Can you teach me
How to walk through a wall?
All that you need
Is this Walley Walker doll.
Just give me that seed
And you'll walk right to the hall.

Chorus