

# Lesson 2: What Does Your Spaceship Look Like?

## Rationale

The purpose of this activity is for students to playfully engage with the game and corresponding vocabulary by creating a drawing of the spaceship, and all of the shenanigans that take place within the spaceship. This lesson exercises students' imagination, and further supports development of pronunciation and confidence with words. Students will be required to label the ship and the events taking place within the ship, in order to work on spelling and word recognition.

## What you need

- ★ a sketchbook or paper and markers and/or pencil crayons
- ★ a pencil and eraser
- ★ vocabulary lists from Space team ESL (see Appendix A)

## Objectives

As a result of this lesson students will:

- ★ develop familiarity with the selected level of vocabulary (from Spaceteam ESL, see appendix A)
- ★ label the most important items in their drawing of the Spaceteam ESL spaceship with some new words that may not be in the game
- ★ practice spelling and pronouncing words from the game
- ★ exercise their imaginations by envisioning details of the Spaceteam ESL spaceship and the strange events that take place therein

## Introduction

- ★ Invite students to imagine we are on the Spaceteam ESL spaceship and it is calm
- ★ What do you see around you?
- ★ encourage students to share some of the details of the spaceship they envision (are there windows? what do they look like? what colours do you see? do you have a special cup to drink from? what's inside it? are there pictures on the wall? what do you do during down time?)
- ★ suddenly, someone on your space team shouts: "Call Space Dogs"
- ★ What do the space dogs look like, and how do you call them?
- ★ give students time to draw this scene
- ★ in order to practice spelling the words from the game, invite them to title their drawing "call space dogs"
- ★ do any other commands stand out in your mind from playing the game?
- ★ if yes, the drawing exercise can take place a second time with the new command (students or teacher can also refer to Appendix A)

## Activity

- ★ invite students to take out a pencil
- ★ you have started to imagine what the ship looks like, what you have in the ship, and the strange shenanigans that go on inside the ship sometimes
- ★ can you now draw what the spaceship looks like from the outside? Is it made out of a strange material? Can you draw the whole thing from the outside? Where is the ship? Have you landed somewhere? Are you flying? Are you in

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a part of outer space we have never seen before? What does it look like around the ship?

- ★ Next, imagine you were somewhere inside the ship. What are you looking at? Can you draw a close up of something or one area or section from the inside? How did this crazy space team design the inside of the ship? What special things can the ship do for you?
- ★ finally, can you label the most important or your favourite parts of the ship? You may want to refer to the Spaceteam ESL vocabulary lists (Appendix A), invent your own funny names for parts, or simply label items according to what they are; for example, “my Spaceteam mug” or “my Spaceteam toothbrush”

### Conclusion

- ★ can you tell us about your three favourite parts of your ship?
- ★ where is your ship at the moment?

### Extensions

- ★ have a wide variety of magazines on hand (national geographic are great!)
- ★ invite students to invent aliens that are made out of combinations of animal parts, human parts, nature parts, food, and objects
- ★ invite students to add items to their spaceship drawings, cut out from magazines
- ★ invite students to experiment with watercolour on a piece of watercolour paper and imagine this is where their

ship has landed - using marker to add detail ask: what kinds of things are growing here? Where is your ship? who lives here?

1. invite students to experiment with cardboard and paper by challenging them to figure out how to create basic 3D forms with paper (cones, cylinders, cubes....)
  2. challenge them to create a hinge between 2 small pieces of cardboard
  3. challenge them to attach 2 pieces of cardboard using wire or twist ties
  4. challenge them to layer cardboard to create a form
  5. encourage them to share solutions and strategies, and put their solutions on display so others can learn
- ★ once they have accomplished 1 - 5, invite them to create a 3D version of their ship drawing by applying some of these techniques - if they are stuck and can't figure out how to do something, encourage them to look at the display of examples and talk to class mates