

Lesson Plan: Milly's Teyvat Expedition

Subject: English

Year Level: 3 (Age 8)

Theme: Genshin Impact

Materials Needed:

- Notebook and pencil for Milly
 - Whiteboard or large sheet of butcher's paper
 - Whiteboard markers or other coloured markers
 - Access to Genshin Impact (either playing the game or watching pre-selected video clips of characters and settings)
 - **Character Cards:** Small cards with names and pictures of Genshin Impact characters (e.g., Paimon, Amber, Jean, Kaeya, Lisa, Diluc, Venti).
 - **Genshin Text Samples (pre-printed):**
 - **Sample 1 (Dialogue):** A short, printed script of a conversation between two characters from a quest.
 - **Sample 2 (Character Story):** A printed paragraph from a character's "Story" tab in the game.
 - **Sample 3 (Item Description):** The printed in-game description for an item like a 'Dandelion Seed' or 'Wolfhook'.
 - **"Design a Vision" Craft Supplies:**
 - Coloured paper or cardboard (especially grey, gold, and colours for the elements like red, blue, green, purple)
 - Scissors
 - Glue stick
 - Glitter, shiny paper, or small craft gems (optional)
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Lesson Procedure

Part 1: The Adventurers' Guild Briefing (10 minutes)

Focus: Understanding social conventions in conversation (AC9E3LA01), using interaction skills (AC9E3LY02).

1. **Introduction:** "Welcome, Traveler Milly, to the Adventurers' Guild! I'm your Katheryne for today. Before I can give you your commissions, we need to have a quick briefing. Let's talk about our mission partners."
 2. **Turn-Taking Practice:**
 - Ask Milly: "Who is your absolute favourite character to have in your party in Genshin Impact, and why?"
 - After she answers, model good conversational turn-taking by saying, "That's a great choice. Now it's your turn to ask me a question about my favourite."
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- Continue this for 2-3 turns.

3. Discussion on "How We Talk":

- Ask clarifying questions: "How did you know it was your turn to speak? How did I know it was my turn?"
- Guide her to identify social cues: pausing, asking a direct question, looking at the person you're talking to. Explain that these are the 'rules' of a friendly chat, just like games have rules. This is our "shared understanding."
- Briefly mention formal vs. informal. "Do you think we talk to Jean, the Acting Grand Master, the same way we talk to Paimon? Why not?" (Leads to understanding of formality).

Part 2: Mapping Mondstadt's Memories (15 minutes)

Focus: Discussing characters, events, and settings (AC9E3LE01), connecting personal experiences to characters (AC9E3LE02).

1. **Activity Setup:** On the whiteboard, draw a very simple map of Mondstadt with key locations labelled (e.g., City of Mondstadt, Dawn Winery, Springvale).
2. **Character Placement:** Give Milly the Character Cards. Ask her to place each character on the map where she thinks they spend the most time or where a key event happened for them.
3. **Character Discussion:** As she places each card, ask prompting questions:
 - "Tell me about Amber. What is one word you would use to describe her personality?"
 - "What is an important event that happened to Diluc? Where on this map would that story take place?"
 - **Personal Connection:** "Let's think about Kaeya. He can be a bit tricky and likes to keep secrets. Have you ever tried to keep a fun secret, like for a surprise party? How did that feel?" This connects her personal experience to the character's traits.

Part 3: Quest - Decoding Ancient Runes (10 minutes)

Focus: Spelling words with less common letter patterns (AC9E3LY11).

1. **The Challenge:** "Great work, Traveler. For your next commission, a scholar from the Sumeru Akademiya needs help decoding some words found in a ruin. They have some tricky spelling patterns."
2. **Word Work:** Present the following words one by one on the whiteboard. For each word, work with Milly to:
 - **knight** (Highlight the silent 'k' and the 'igh' sound)
 - **dialogue** (Point out the '-ue' at the end)
 - **archon** (Explain that 'ch' can make a /k/ sound)
 - **liyue** (Look at the unique 'yu' and 'ue' combination)
 - **cooperation** (Break it down: co-operation. Discuss the 'oo' sound and the long 'tion' ending)
3. **Scribe Duty:** Have Milly write each word carefully in her "Adventurer's Log" (her notebook), underlining the tricky letter patterns we identified.

Part 4: Reading the Adventurer's Handbook (15 minutes)

Focus: Identifying different text structures and their purpose (AC9E3LA03), and reading fluently (AC9E3LY04).

1. **Examine the Texts:** Lay out the three pre-printed Genshin Text Samples. "An adventurer needs to read many different types of texts. Let's look at these three. They look different, don't they?"

2. Analyse Text Structures:

- **Dialogue Sample:** "Look at this one. What features do you see?" (Guide her to notice character names, colons, quotation marks). "Why is it written this way?" (Its purpose is to show who is speaking in a conversation).
- **Character Story Sample:** "How is this one different?" (It's a paragraph, tells a story, uses descriptive words). "What is its purpose?" (To give background information and tell us about the character's past).
- **Item Description Sample:** "And this last one is very short. What is its purpose?" (To quickly describe what an object is or what it's for).

3. **Fluent Reading Practice:** Ask Milly to choose one of the three samples to read aloud. Encourage her to read with expression. If she makes a mistake, gently prompt her: "Let's try that word again. Sound it out." or "Does that word make sense in the sentence? Let's re-read it." This encourages self-correction.

Part 5: Creative Commission - Forge Your Own Vision (15 minutes)

Focus: Sharing personal preferences and making connections (AC9E3LE02), sharing ideas through discussion (AC9E3LY02), and applying creativity.

1. **The Task:** "Traveler Milly, your final and most important commission is from you! In Teyvat, gods grant Visions to people with great ambition. You are going to design your very own Vision."
2. **Create:** Let Milly use the craft supplies to create a physical representation of her Vision. She can choose the shape, the elemental symbol (Pyro, Hydro, Anemo, Electro, Dendro, Cryo, Geo), and the colour scheme.
3. **Discussion While Creating:** As she works, ask questions to connect the creative task to her own identity:
 - "Which element did you choose? Why that one? Does it match your personality?"
 - "What is the ambition your Vision represents? Is it an ambition to be a great artist? A kind friend? An amazing explorer?"
 - "If you were a character in the game with this Vision, what would your special skill be?"
4. **Share and Explain:** Once she is finished, have her present her Vision and explain her choices, practicing her speaking and interaction skills.

Wrap-Up: Report to the Guild (5 minutes)

Focus: Formative assessment of the lesson's key objectives.

1. **Debrief:** "Congratulations on completing all your commissions, Traveler! Report back to me."
2. **Review Questions:**
 - "What was one rule of conversation we talked about at the beginning?" (Turn-taking).
 - "Tell me one interesting fact you remember about a character we mapped."
 - "What was the trickiest word you decoded today?"
 - "What is the ambition your new Vision stands for?"
3. **Conclusion:** "Excellent work. Your rewards are the knowledge you've gained and this fantastic Vision you created. Commission complete!"