

M28U4A2 - Game: Receptive and Productive Skills  
Designed by: Joel Pope and Rita "Icha" Octaviany

**Game Title:** Nezha's Mountain Quest

**Standards used for the activity:**

**AERO ELA Curriculum Framework**

**Reading:**

RL.1.A. With prompting and support, ask and answer questions about key details in a text.

RL.2.A. With prompting and support, retell familiar stories, including key details.

**Writing:**

W.8.A. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Listening and Speaking:**

LS.4.A. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LS.5.A. Add drawings or other visual displays to descriptions as desired to provide additional detail.

LS.6.A. Speak audibly and express thoughts, feelings, and ideas clearly.

**CEFR Adapted A1-A2 Level Can-Do Statement**

**Reading:**

I can understand words, phrases, and very simple sentences

I can understand simple descriptions and instructions

**Writing:**

I can write my own name

I can write simple and isolated words, phrases, and sentences

**Listening:**

I can recognize familiar words and very basic phrases when people speak clearly

I can understand simple questions, instructions, and directions

**Speaking:**

I can use simple phrases and sentences

I can ask and answer simple questions

I can say a series of simple phrases and sentences linked with simple connectors like "because"

**Learner Background Information:**

Students are Kindergarten grade level (aged 5 - 6) in China. They are native Chinese speakers, learning English as a second language. They have been studying English for around two years. Current levels vary slightly. However, they are all within the “speech emergence” stage as described by Krashen and Terrell (1983) or approaching the “intermediate fluency” stage. In terms of the CEFR framework, they are at A1-A2 level for speaking, listening, reading, and writing. Due to their age, reading and writing are at an earlier stage. For reading, they have studied common sight words and single letters to sound relationships, enabling them to read some words, short phrases and simple sentences. For writing, they are consolidating writing their name, and copying words and letters of the alphabet. As they are becoming ready, they are beginning to write letters and short words without needing to copy, and thinking about how they can use phonics to write words.

**Game Background and Description:**

The game is based on the character, Nezha. This is a popular, well known character in Chinese stories and culture, and inspired by religion. Nezha himself becomes a deity. The students in the class, like other students their age in Chinese, really like and are interested in the characters and stories. Hence, focusing the game around this makes it culturally relevant and appeals to students' backgrounds and interests.

A dragon appears in the Nezha stories. In the game, Nezha is venturing to the top of a mountain to find a lost friendly dragon as a new friend. In order to make it to the top of the mountain, he must complete a number of challenges. These will be language challenges practicing each of the four skills, discrete or integrated, as described.

The students will complete each challenge together as a class. At the end of each challenge, there is a short celebration and we see Nezha move one step up the mountain towards the dragon. After the final challenge, Nezha meets the dragon at the top.

At the beginning of the game, the teacher will show pictures and videos of Nezha, the dragon, and the cave. Students will be asked, “What can you see?” to elicit the context from students. This will activate interest and knowledge for game engagement, as well as providing further opportunities for speaking practice.

The teacher will then describe the idea of the game to students. He or she will also describe the expectations. Students should:

- Listen to instructions. These will vary for different challenges.
- Stay focused on the class and game. No distractions.
- Help and support each other if necessary. They are a team. If one student needs a little support with one challenge, they work together to help him or her.

Note: When going through the expectations, the teacher emphasizes the importance of a growth mindset and of not giving up. If a little bit of time and help is needed to complete the challenges, this is OK. We will work hard, progress and finish. This is then emphasized during the playing of the game also. If students need a little time or support, this will be given to them. A lot of positive feedback will also be given to the class at the end. The teacher also ensures that the students know they need a piece of paper and pencils for completing some challenges. Once the game expectations and requirements are all explained, it is time to begin. Challenges are completed one at a time.

### **Game Goal:**

The purpose of this game is to give students age-appropriate practice in all four language skills through both discrete and integrated approaches. The goal is for students to complete a series of fun and scaffolded language challenges in writing, reading, speaking, and listening in order to help Nezha reach the top of the mountain. Each challenge is designed to meet students' current level. The details of challenges / language tasks are included in the Game Instructions section below.

### **Learning Goals:**

The learning goals in this activity are to exercise all four receptive and productive skills that align with the standards used. Through this activity, students will be able to:

#### Reading:

- understand and respond to simple sentences
- answer questions about short texts

#### Writing:

- write their names
- fill in the blanks to complete sentences using word bank
- use provided illustrations as information to help complete sentences

### Listening:

- understand simple questions and spoken instructions
- add drawings to provide details from listening
- participate in guided listening and group/ peer support

### Speaking:

- produce simple sentences to express likes and dislikes and provide a basic reason, using the guided sentence frame
- express idea clearly and participate in group discussion
- present group answer to class

### **Game Instructions:**

#### (1) Students write their name.

They use paper and pencil for this.

If any students finish early, with other students needing a little thinking time, they can write classmate's names.

Once everyone is ready, they show their paper.

If any students have any errors, classmates can work together to help them.

#### **Writing - discrete**

#### (2) Students listen and answer a question.

Students listen to a sentence read by the teacher: *"Nezha needs to eat four bananas to get the energy to climb the mountain."*

Students then listen to the question: *"How many bananas does Nezha need?"*

Students answer by holding up their fingers.

#### **Listening - discrete**

#### (3) Students say at least one long sentence to describe what they like and/or don't like to do with a reason.

Teacher states that as part of this game, Nezha is having to climb up a mountain to find a dragon. The students can now say what they like to do or don't like to do with a reason.

They will use the following sentence structures,

"I like to \_\_\_\_\_ because \_\_\_\_\_."

"I don't like to \_\_\_\_\_ because \_\_\_\_\_."

Students can choose to make a sentence with one of them, or both of them. This allows for student choice and student initiated differentiation.

The teacher will provide several examples first. The sentence structure in writing and also pictures of possible answers students could give are up on the board as supports.

### Speaking - discrete

#### (4) Students read and show understanding of a short sentence.

Students are told to remain quiet as they are shown a sentence to read. They try to read it themselves in their head.

*"The cat is black."*

The teacher then practices the routine of either showing one finger, two fingers or three fingers. They will use this to choose their answer.

On the next slide, they see the question, *"What colour is the cat?"*, which the teacher reads with them.

They see three answer options - red = 1 finger, blue = 2 fingers, black = 3 fingers .

If they are sure of an answer, they hold up the correct number of fingers. If not, it is OK.

They can wait for now.

The teacher will then guide the students to blend and read the sentence together. After that, everyone can show their final answers.

To finish, everyone reads an extension together, guided by stronger students or the teacher.

*"The cat is black. It is big. It is happy."*

\*This allows for some differentiation in the challenge. Students who are still developing their reading have scaffolding and support after an opportunity to try themselves.

Students with more experience have the opportunity to be stretched.

### Reading - discrete

#### (5) Students write the answer to a question said by the teacher

The teacher reads out sentences for the students to listen to: *"There are ten children in the classroom. The teacher calls them and they come to sit on the mat."*

The teacher then asks a question about factual details from the sentences:

Question 1: *"How many children are in the classroom?"*

Question 2: *"Where do they come and sit?"*

Each will have a one word answer for the students to write.

When students are ready, they can show their answers.

Students and the teacher can then work together to sound out the word and confirm the correct spelling.

Students then draw to provide details from what they have listened to (the teacher may repeat the previous 2 sentences).

**Listening and writing - integrated.**

#### (6) Students read incomplete sentences and fill in the blanks

The first slide with the picture of the dog eating the bone is shown. Students are asked, "What can you see?" to start the challenge.

The teacher then instructs that they need to read the sentence and write down the word to fill in the gaps in the sentence.

They do this in breakout rooms, in which students work together. At the end of the breakout room time, they return to the main room and the teacher goes through the answer together with students.

After this, repeat for the slide with the frog in the pond.

Sentence 1: *"The \_\_\_\_ is eating a \_\_\_\_."*

Word bank provided: [cat] [dog] [bone] [fish]

Sentence 2: *"I see a \_\_\_\_ in the \_\_\_\_."*

Word bank provided: [rabbit] [frog] [tree] [pond]

*Note: When students go to breakout rooms, they will no longer be able to see the slide share. Parents have been sent the slide before class and students have it ready to use.*

#### (7) Students collaborate to share ideas

Divide students into a group of 3 or 4.

The teacher asks 1 last challenge: *"What do you and your group think Nezha should do to complete the challenge?"*

Students discuss in groups and collaborate to choose one idea they like the most and agree on.

Students present/ share their group's answer in front of the class.

**Listening and speaking - integrated.**

### **Reference**

AERO Common Core Plus. (n.d). *AERO English Language Arts Curriculum Framework K-8 Standards and Performance Indicators*. Retrieved (Aug 9, 2025) from [http://projectaero.org/aero\\_standards/ELA/AERO-ELA-Framework.pdf](http://projectaero.org/aero_standards/ELA/AERO-ELA-Framework.pdf)

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Krashen, S. D., & Terrell, T. D. (1983). *The natural approach: Language acquisition in the classroom*. Alemany Press.