



Let's Learn English Lesson Plan

Introduction: Let's Learn English lesson plans are based on the CALLA approach. See the end of each lesson for more information and resources on teaching with the CALLA approach. CALLA has five lesson elements:

Prepare: Engage students in the topic and identify objectives for the lesson. Find out what students already know about it and motivate them to learn more. Teach new vocabulary.

Present: Present new information. Explain the target learning strategy for the lesson. Model what the students are asked to do. Discuss connections to students' prior knowledge.

Practice: Give students an authentic, active task that they can do in a small group or in pairs. Remind students to use the target learning strategy.

Self-Evaluate: Question students so they will reflect on their own learning. Ask students to evaluate their own learning rather than wait for the teacher to assess them. Find out if using the learning strategy helped students' understanding.

Expand: Guide students on how to apply what they learned to their own lives. Point out other contexts where the learning strategy may help. Make connections between content and language or to the student's first language. When appropriate, request that parents contribute to learning.

Lesson 33: Learning America's Sport

Objectives

- Students learn to use agent nouns
- Students learn about complimenting someone's ability
- Students learn about how to play baseball
- Students practice the American pronunciation of "-er" endings
- Students practice the strategy: *Sequence*

Materials needed:

Download the [Activity Sheet](#) for Lesson 33 or print the Activity sheet at the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 33](#) before this lesson.

Prepare: [In students' native language, if needed]

Ask students, "Do you remember last week's lesson? Anna was in the ocean. What did she want to learn?" Give students a chance to answer. Possible answers include how to play baseball and where she can learn about baseball.

Explain, "In today's lesson, Anna is going to explain how to play baseball. Did you ever try to explain how to do something or play a game? What do you need to say?" Give students time to respond. Possible answers may include the order of steps to take or the rules of the game, and how you win the game.

Continue, "You are right, you need to say, step-by-step, how to do something. For example, let's say I want to tell you how to get to this classroom. I start at the front door of the school. Then I tell you which way to turn and how far to walk. That is a *sequence*. Another way to say it is the *order* of events."

Tell students that by the end of the lesson, they will learn more about the strategy - *Sequence* - and learn about agent nouns.

Teach the new words for this lesson, using the list found at the end of the lesson. *Note that the word "out" is not in the conversation, but it is defined in the new words section. If you want to give your class a more complete explanation of the game of baseball, you may want to present the word "out" and its definition.*

Present: Compliments/ Sequence / Agent nouns

If you have multimedia capability in your classroom, play the video for [Lesson 33 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have six students come to the front of the class and act out the conversation between Anna and MINDY and Anna and her coworkers. (If possible, give students a transcript of the conversation from the end of this lesson.)

Ask students, "In the last lesson, MINDY took Anna to the wrong place. What happened in this lesson?" Give students the opportunity to comment on what happened. Emphasize that MINDY finally took Anna to the right place to learn about baseball. Ask, "What did Anna say to MINDY when she arrived at the baseball field?"

Anna: Now, where am I? I am at a playground with a baseball field! Yes! I can teach children about baseball here! MINDY, MINDY, it took you a long time. But you did it!

Point out that Anna is complimenting MINDY, or telling the computer that it did a good job. Write the word **compliment** on the board, and explain that it means to give praise to someone about something they said or did. Ask, "Can you find another time when someone in the video gives a compliment?" Play this portion of the video, or point it out on the script.

MINDY: Good job! That was fast.

Coworker 3: Good job Anna. You know, I still don't like children's shows, but I like this children's show.

Coworker 2: I liked the time travel.

Discuss the social value of knowing how to give a compliment in English.

Ask, "What did you learn about the people on a baseball team and what they do?" As students answer, write their answers on the board or shared screen.

Pitchers pitch the ball.

Catchers catch the ball.

Batters bat the ball.

Runners run the bases!

Fielders field the ball.

Highlight or circle the "-er" ending on the nouns that begin these phrases. Explain that these are agent nouns. Agent nouns are nouns that indicate someone or something that performs the action of a verb. Usually, the nouns end in "-er."

Explain to students, "For example, Anna says, 'These baseball players are playing baseball.' In this example, 'are playing' comes from the verb 'to play,' and the players are the people, or nouns, doing the action of playing baseball. So this means 'player' is the agent noun in the sentence."

Continue, "Now that we know about the players, we can talk about what they do in the game. Anna says, 'First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.' She is telling us the *sequence*, or the order of the actions in the game. Knowing how to understand or describe a *sequence* can help us when we are learning English and other subjects. One way to understand the sequence of actions is to listen for adverbs. For example, Anna uses the adverb 'first' to begin the sequence. She

uses the adverb 'then' to talk about later actions. We can also use adverb 'next' to talk about a sequence."

Practice 1 - Sequence / Agent Nouns

Hand out the [Activity Sheet](#), downloaded from the website or at the end of this lesson. Make sure that the students know all of the words in the boxes on the right and left sides of the sheet. Have two students come to the front of the room to demonstrate the sample sequences at the top of the sheet. The students should demonstrate the conversation as shown:

A: First, the buyer buys something.

B: Next, the packer boxes the order.

A: Then, the mail carrier delivers it.

Thank the students and allow them to return to their seats. Instruct students, "Let's practice using *sequencing* and agent nouns with the Activity Sheet. Find a partner to work with you. We will do the first part of this activity now. Then we will do something different for the second part."

As students practice, remind them to think of the *sequences* they are talking about and how to express them in English. When students have finished, have several demonstrate their conversations and talk about any questions that have come up.

Practice 2: Compliments

When students have completed the first part of the activity sheet, call

their attention back to yourself and say, "Now, let's think of another sequence." Suggest something that is common to your students' everyday lives. For example, it could be something like the process of making a sandwich in a sandwich shop. Ask students to tell you how they make a sandwich in a shop, using agent nouns, and write the sentences on the board or shared screen.

First, the baker makes bread.

Next, the butcher cuts the meat.

Then, the shopkeeper makes the sandwich.

Praise the students who contributed sentences: "You did a good job of telling us about this sequence. We used three new agent nouns, too."

Write the words:

Good job!

on the board or shared screen Then, say it, and ask, "What's this?" while pointing to the expression. Explain that it is a compliment -- a way to say someone did something well. Tell students, "When your partner explains the steps of a new sequence, give your partner a compliment. You can say, 'Good job!' or 'That's a good idea!'" Ask students to sit with a new partner and complete the rest of the activity sheet, making new sequences and giving compliments to each other.

Self-Evaluate

Ask what students think about the strategy: *Sequence*. Did thinking about the *sequence* of actions help them to explain how to do something in English? Can they think of other times they can use this

strategy? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *sequence* to help you learn in other classes. For example, in social studies or history classes, you can make a timeline to show a *sequence* of events. When you are reading literature, you may be able to use *sequencing* to help you understand the plot of the story. When you want to tell a story, keeping events in your mind in a *sequence* can help you tell the story more fluently. Give it a try the next time you learn something new, and let me know if it works for you!"

Assignments for more practice

Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. After the vocabulary section, the video teaches about agent nouns. These are nouns that indicate someone or something that performs the action of a verb. Usually, they end in the suffix "-er."

The [Pronunciation Practice](#) video teaches about American English pronunciation for the "-er" ending of agent nouns.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a multimedia [Listening Quiz](#) that can be used as an individual or whole-class assessment.

Let's Learn English Lesson 33: Learning America's Sport

Coworker 2: It is time for part two of the children's show!

Coworker 1: It's time! It's time! I can't wait!

Coworker 3: Shh! I can't hear it!

Announcer: Last time on "The Time Traveling Treehouse," Anna was lost, really lost. She wants to learn about baseball. But her computer, MINDY, sent her to many wrong places.

Anna: MINDY! Help me! I am in the ocean with a shark!

MINDY: I will try one more time, Anna.

Anna: Please try **harder**, MINDY!

Anna: Now, where am I? I am at a playground with a baseball field! Yes! I can teach children about baseball here! MINDY,

MINDY, it took you a long time. But you did it!

MINDY: Thanks, Anna. Give me a call when you find the answer.

Anna: Okay. Come with me. Let's learn how to play baseball! This is a baseball **field**. This is a pitcher's **mound**. This is first **base**! This is second base! This is third base! This is home plate!

Anna: To play baseball, you really only need a bat, a ball and a glove. Each team has many players.

Pitchers pitch the ball.

Catchers catch the ball.

Batters bat the ball.

Runners run the bases.

Fielders field the ball.

Anna: First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.

Anna: Each time a batter bats, the runners run around the bases. Each time a runner runs across home plate, they score a **run**! There are nine innings in a game. The team with the most runs at the end of nine innings wins the game!

Anna: MINDY, MINDY, we found the answer! It's time to return to the treehouse.

MINDY: Good job! That was fast.

Coworker 3: Good job Anna. You know, I still don't like children's shows, but I like this children's show.

Coworker 2: I liked the time travel.

Coworker 1: But time travel is not real. You're so silly, Anna.

Anna: Yeah, time travel is so silly. Thanks, goodbye. Bye, thank you.

Anna: Hello, MINDY? Are you there?

MINDY: Hello, Anna.

Anna: MINDY, I want to go to China! Until next time ...

New Words

bat - *v.* to hit (something, such as a ball) with a bat or club

batter - *n. baseball.* a player who is trying to hit the ball

catcher - *n. baseball.* the player who plays behind home plate and catches the pitches thrown by the pitcher

catch - *v.* to use your hands to stop and hold (an object that is moving through the air)

field - *v. baseball or cricket.* to catch or stop and throw a ball

fielder - *n. baseball or cricket.* a player who is in the field while the opposing team is batting

glove - *n. baseball.* a padded leather covering for the hand that is used to catch the ball and that has individual thumb and finger sections

harder - *adj.* (try harder) working or doing something with more energy

inning - *n. baseball.* one of the usually nine parts of a game in which each team bats until three outs are made

mound - *n.* the slightly raised area of ground on which a baseball pitcher stands

out* - *adv. baseball.* no longer batting or on a base because of a play made by the other team

pitch - *v. baseball.* To throw a baseball to a batter

pitcher - *n. baseball.* the player who throws the ball to the batter in baseball

player - *n.* a person who plays a sport or game

runner - *n. baseball.* a player who is on base or is trying to reach a base

* This word is not in the conversation but may be used for further explanation of the game of baseball

Activity Sheet



Change all of the verbs on the left into their agent noun forms and match each with the correct steps in the sequences below. Write them into the sentences. Then change the verbs to the right into the correct form and use them to complete the sentences.

- Verbs to change into agent nouns**
- pack
 - shop
 - build
 - bag
 - carry
 - buy
 - check
 - own
 - design

- Verbs to use in example sentences**
- scan
 - order
 - buy
 - deliver
 - fill
 - make
 - choose
 - build
 - box

 →
  →
 

First, the buyer orders something.

Next the packer boxes the order.

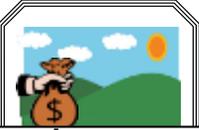
Then the mail carrier delivers it.

 →
  →
 

First, the _____ their food.

Next the _____ the prices.

Then the _____ the bags.

 →
  →
 

First, the _____ the land.

Next the _____ the plans.

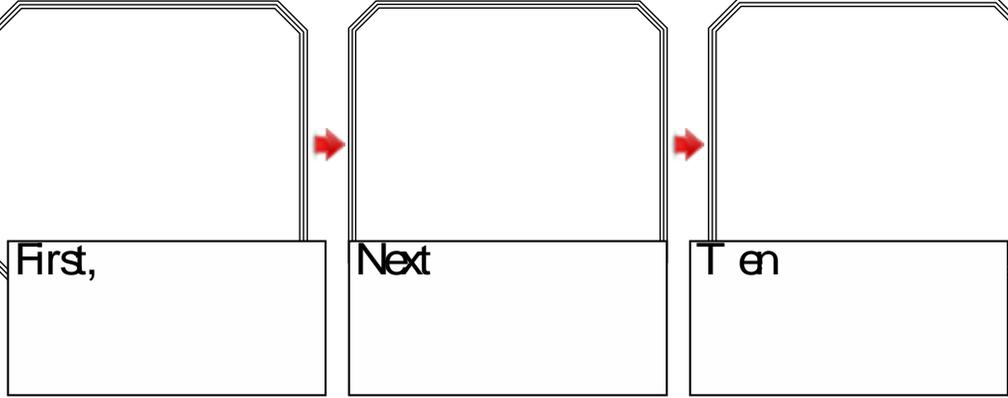
Then the _____ the building.

Now with a partner, use the blank boxes to draw a new sequence. Together, write sentences to explain what happens in each step. Use any verbs and agent nouns you want!

First, the pitcher throws the ball.

Then the hitter hits it!





First, _____

Next _____

Then _____

Answers for above

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  →
 

Then the mail carrier delivers it.

Then the packer boxes the order.

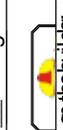
First, the buyer orders something.

 →
  →
 

Then the bagger fills the bags.

Then the checker scans the prices.

Then the designer makes the plans.

 →
 

First, the stopper chooses their food.

First, the owner buys the land.

What is CALLA?

This lesson is based on the CALLA approach. The Cognitive Academic Language Learning Approach (CALLA) is an instructional model for second and foreign language learners based on cognitive theory and research.

CALLA integrates instruction in priority topics from the content curriculum, development of the language skills needed for learning in school, and explicit instruction in using learning strategies for academic tasks.

The goals of CALLA are for students to learn essential academic content and language and to become independent and self-regulated learners through their increasing command over a variety of strategies for learning in school. CALLA can be used in ESL, EFL, bilingual, foreign language, and general education classrooms.

A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.

METACOGNITIVE STRATEGIES

Plan / Organize

Before beginning a task:

Set goals.

Plan the task or content sequence.

Plan how to accomplish the task (choose strategies).

Preview a text.

Monitor / Identify Problems

While working on a task:

Check your progress on the task.

Check your comprehension as you use the language. Do you understand? If not, what is the problem?

Check your production as you use the language. Are you making sense? If not, what is the problem?

Evaluate

After completing a task:

Assess how well you have accomplished the learning task.

Assess how well you have used learning strategies.

Decide how effective the strategies were.

Identify changes you will make the next time you have a similar task to do.

Manage Your Own Learning

Determine how you learn best.

Arrange conditions that help you learn.

Look for Ways to Practice.

Focus your attention on the task.

TASK-BASED STRATEGIES - USE WHAT YOU KNOW

Use Background Knowledge

Think about and use what you already know to help you do the task.

Make associations between new information and your prior knowledge.

Use new information to clarify or modify your prior knowledge.

Make Inferences

Use context and what you know to figure out meaning.

Read and listen between the lines.

Go beyond the text to understand its meaning.

Make Predictions

Anticipate information to come.

Make logical guesses about what will happen in a written or oral text.

Make an estimate (math).

Make a hypothesis (science).

Personalize

Relate new concepts to your own life, to your experiences, knowledge, beliefs and feelings.

Transfer / Use Cognates

Apply your linguistic knowledge of other languages (including your native language) to the target language.

Recognize cognates.

Substitute / Paraphrase

Use a synonym or descriptive phrase for unknown words or expressions.

TASK-BASED STRATEGIES - USE YOUR SENSES**Use Images**

Use or create an actual or mental image to understand and/or represent information.

Use or draw a picture or diagram.

Use Sounds

Say or read aloud a word, sentence, or paragraph to help your understanding.

Sound out/vocalize.

Use your "mental tape recorder" to remember sounds, words, phrases, and/or conversations.

Use Your Kinesthetic Sense

Act out a role, for example, in Readers' Theater, or imagine yourself in different roles in the target language.

Use real objects to help you remember words, sentences, or content information.

TASK-BASED STRATEGIES - USE YOUR ORGANIZATIONAL SKILLS**Find/Apply Patterns**

Apply a rule.

Make a rule.

Recognize and apply letter/sound, grammar, discourse, or register rules.

Identify patterns in literature (genre).

Identify patterns in math, science, and social studies.

Classify/Sequence

Categorize words or ideas according to attributes.

Classify living things; identify natural cycles.

Identify order and sequences in math, science, and social studies.

Sequence events in history.

Take Notes

Write down important words and ideas while listening or reading.

List ideas or words to include in speaking or writing.

Use Graphic Organizers

Use or create visual representations (such as Venn diagrams, time lines, webs, and charts) of important relationships between concepts.

Summarize

Create a mental, oral, or written summary of information.

Use Selective Attention

Focus on specific information, structures, key words, phrases, or ideas.

TASK-BASED STRATEGIES - USE A VARIETY OF RESOURCES

Access Information Sources

Use the dictionary, the internet, and other reference materials.

Seek out and use sources of information.

Follow a model

Ask questions

Cooperate

Work with others to complete tasks, build confidence, and give and receive feedback.

Talk Yourself Through It (Self-Talk)

Use your inner resources. Reduce your anxiety by reminding yourself of your progress, the resources you have available, and your goals.