



LEVEL 1
LESSON 33
LEARNING
AMERICA'S SPORT

Topics Complimenting someone's ability Explaining how to play a sport or activity	Prepare Before Class Coffee cup and an empty cardboard box to show 'pack' on Day 3
Learning Strategy Sequence	Goals Grammar: Agent nouns Speaking: Agent nouns Pronunciation: American pronunciation of -er endings

Day 1

Introduce the Lesson Topic

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 can she learn about baseball?'

Say "Today, Anna is going to explain how to play baseball. Did you ever try to explain how to do something? What do you need to say?" Give students time to respond. Answers may include the order of steps and rules of a game, or the order of something else.

Continue, "You are right! You need to say how to do something in steps. For example, maybe I want to tell you how to find this classroom. First, 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. Sequence means thinking about how one event or action follows another."

Tell students that by the end of the lesson, they will learn more about using a sequence. They will also learn about a special kind of noun called an "agent noun."

Teach Key Words

Have students listen to the Speaking Practice video and say the new words for this lesson or repeat them after you. Pause the video when the meaning is shown and make sure all students understand the meaning.

After the key words, the Speaking Practice video teaches about agent nouns.

Speaking Practice Script – Lesson 33

1. Agent Nouns

Agent nouns are nouns that indicate someone or something that performs the action of a verb. Usually, they end in -er.

For example, Anna says, “These baseball players are playing baseball.”

In this example, “are playing” is the verb “to play,” and the players are the people, or nouns, doing the action of playing baseball.

So this means, “the players” are the agent noun in this sentence.

Anna: 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.

Now, you try it.

Listen:
Runners run the bases!

Speak:
___ run the bases! (Runners)

Day 2

Present the Conversation

Tell students that the video will show Anna teaching about how to play baseball.

Main Video Script – Lesson 33

1. Listen:
I can teach children about baseball here.

Speak:
I can teach children ___ ___ here. (about baseball)

2. Listen:
Each team has many players.

Speak:
Each team has many ___.

Pronunciation Practice

The Pronunciation Practice video teaches about how to say the -er ending in agent nouns. Here is the script.

Pronunciation Practice Video Script – Lesson 33

In some dialects of English, an -er at the end of a word is pronounced like: /əʳ/. In American English, it is pronounced: /ɛr/.

When you make an agent noun, you change the verb, usually by adding -er to the ending.

For example, to make the verb :”to play” an agent noun, you take the word “play” and add an -er to make the word “player.”

Now, you try it.

Listen:

The batter bats the ball. The runner runs to first base.

Speak:

The ___ bats the ball. Then the ___ runs to first base. (batter, runner)

Learning Strategy

Begin, “Earlier in the lesson, you learned that sequence means thinking about how one event or action follows another.”

Play the part of the video where Anna gives the steps of playing baseball. Anna says, “First, the pitcher pitches the ball to the batter. The batter bats the ball. Then, the runner runs to first base.”

Say, “Anna is telling us the sequence, or order of the actions, in the game. One way to know that you are hearing the order of actions is to listen for some words. For example, Anna says ‘first’ to begin the sequence. She uses the word ‘then’ to talk about later actions. We can also use word ‘next’ to talk about actions that follow each other.”

Continue, “Now, let’s practice using the strategy sequence.”

Activity Sheet

Be sure that the students know the words in the boxes on the right and left sides of the

Activity Sheet. Have two students come to the front of the room to say the examples at the top of the sheet. They may use a cup and an empty box to help show the actions as below:

Student A: First, the buyer buys something. (*Hold up a cup*)

Student B: Next, the packer boxes the order. (*Put the cup in a box*)

Student A: Then, the mail carrier delivers it. (*Hand the box to another student*)

Thank the students and tell them to return to their seats. Say, “Let’s practice sequencing and agent nouns with the Activity Sheet.” Ask students to find a partner and work on the Activity Sheet together.

After they have completed the second part, ask the pairs to share the sequences they wrote.

Giving Compliments

Say, “In the last lesson, MINDY took Anna to the wrong place. What happened in this lesson?” Give students the chance to respond. Then say 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?” Let students respond (Anna: MINDY, MINDY, it took you a long time. But you did it!)

Tell them Anna is giving MINDY a compliment. 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 part of the video, or tell students where to find the answers in 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.

Ask students to walk around the class and find a partner. Tell them to ask their partner about someone they recently gave a compliment to. Write on the board:

Who was the person? What did they do well? What compliment did you give them?

Then, ask a few students to share their partners’ stories with the class. Use compliments to thank these students for sharing.

Listening Quiz

Give each student a paper copy of the listening quiz. Play each question's video and pause for students to answer. Ask students to choose the correct answer.

If not using the video, read the sentences below aloud.

1. The announcer says "She (Anna) wants to learn about baseball."
2. Anna says, "I'm at a playground with a baseball field...MINDY, MINDY, it took you a long time. But you did it!"
3. Anna says, "This is a baseball field. This is a pitcher's mound...this is first base" and continues to teach about the game.
4. Anna says: "Batters bat the ball." The batter is the person who hits the ball.
5. Anna is using the strategy Sequence. In sequencing, you learn about how one action follows another.
6. The man said, "Time travel is not real. You are so silly, Anna."

Writing

Discuss the words that may be used for the topic. Write some of them on the board for students to use in their written work. Write the writing topic on the board:

Do you work with or play on a team? Did you work with or play on a team in the past? What kind of team? What are the steps to the game? Write the order of steps for how to play the game.

Give students time to write. Then, ask a few students to share what they wrote.

Conversation

- 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 ...

Key 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 explaining of the game of baseball*

Quiz - Level 1, Lesson 33 - Learning America's Sport

Listen. Circle the letter of the correct answer.

1. What does Anna want?

- a. To learn to use a computer
- b. To learn how to travel
- c. To learn about MINDY
- d. To learn about baseball

4. Which baseball player hits the ball?

- a. Catchers
- b. Runners
- c. Pitchers
- d. Batters

2. What did MINDY do?

- a. Taught Anna to ask questions
- b. Made another mistake
- c. Found the baseball field
- a. Called Anna to find the answer

5. What strategy is Anna using in this video?

- a. Monitoring
- a. Predicting
- a. Sequencing
- a. Self-talk

3. What is Anna doing?

- a. Finding out what you know about baseball
- b. Teaching you about the game of baseball
- c. Talking about how much she loves baseball
- d. Explaining that it is hard to learn baseball

6. What does the man say to Anna?

- a. He hates to travel.
- b. Time travel is so silly.
- c. Her show is really old.
- d. Time travel is not real.

STEP 1

Change all of the verbs on the left onto 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



First, the buyer orders something.



Next the packer boxes the order.



Then the mail carrier delivers it.



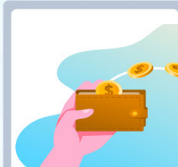
First, the _____ their food.



Next the _____ the prices.



Then the _____ the bags.



First, the _____ the land.



Next the _____ the plans.



Then the _____ the building.

Verbs to use in example sentences

SCAN

~~ORDER~~

BUY

DELIVER

FILL

MAKE

CHOOSE

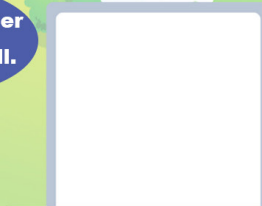
BUILD

~~BOX~~

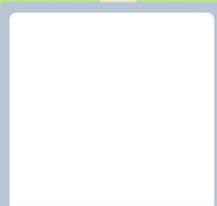
STEP 2

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.

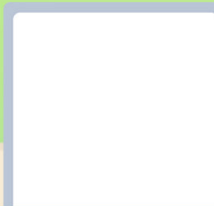
First, the pitcher throws the ball.



First,



Next



Then

Then the hitter hits it!

