



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 31: Take Me Out to the Ball Game

Objectives

- Students learn to make comparisons
- Students learn to use comparative adjectives: faster, earlier
- Students review asking for & giving advice
- Students practice the strategy, *Visualize*

Materials needed:

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 31 before this lesson.

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

Ask students, "What is the most popular sport in your country?" Give students a chance to respond. Ask, "Do you know what is the most popular sport in the United States?" Let students make suggestions and write the names of the sports in English on the board or shared screen. Circle the name baseball if students have suggested it.

Explain "Many people think American football is popular but baseball is the most popular sport in America. In today's lesson, we will learn some new words and a little about the game of baseball."

Choose the most popular sport - let's say it is football or soccer - among the student responses, and ask, "Can you compare the game of football to the game of baseball?" Gives students a chance to make some statements in their native language or in English about this comparison. Possible responses may be that baseball is slower than football, or that the tickets for a football game are cheaper. Write their statements on the board in English, and point out the comparative adjectives that they used. Explain, "In this lesson we will learn more about these words. They let us compare two things in English."

Ask students, "When you are listening in English, do you ever get a picture in your mind of what the person is saying?" Give students a chance to respond briefly. Continue: "Those pictures in our minds can help us to understand and remember the things we are learning in English. We will see an example of this in the lesson." Tell students that by the end of the lesson, they will learn more about the strategy,

Visualize, and learn about comparative adjectives.

Present: Comparative Adjectives

If you have multimedia capability in your classroom, play the video for [Lesson 31 of Let's Learn English](#). Have students repeat when the video pauses. If you cannot play multimedia, have two students come to the front of the class and act out the conversation between Anna and Marsha.

(If possible, give students a transcript of the conversation from the end of this lesson.)

Ask students, "What does Anna say she is going to do at the beginning of this lesson?" Solicit responses from several students and write them on the board:

See a baseball game

take the bus or take a taxi or take the metro

Explain, "Anna meet some friends who give her advice about going to the baseball game. What do her friends tell her?" Possible answers may include, " a taxi is faster than a bus," "the metro is faster than a bicycle," or, " a bike is faster than a taxi." Write the phrases on the board or shared screen.

Point out, "In all of these we see the word 'faster.' Notice it is just like fast but it has "-er" at the end. This is called a comparative adjective. Let's practice using comparative adjectives with the Activity Sheet."

Practice 1 - Comparative Adjectives - Visualize / Use images

Hand out the Activity Sheet from the end of this lesson. Explain, "First, let's match the names of the players and the location they play in the game."

Give students time to complete this part of the pair practice. When the students have finished, draw their attention to the second activity on the sheet. This is a board game in which students take turns going to bat and moving around the bases. Students "bat" by making a statement with the comparative or a superlative adjective.

Practice 2:

Call students' attention back toward yourself. Remind them of the scene in the video, "What happened in the lesson video/conversation when Anna thought about playing a baseball game? She was making an image in her mind. You can do that, too, to learn new words in English."

A variation on the board game is to play a game of baseball in the classroom. Separate the students into two teams. Have one team stand at the front and the other team stand to one side. Mark Home plate and three bases by placing a notebook or book on desks at four points of the classroom. Tell the team at the back, "Your job is to name two or three things in this classroom to compare. You must listen to the other team make a sentence with a comparative or superlative adjective. That team gets a point if their adjective is correct. If the team misses three sentences the teams trade places."

Keep score by marking points on the board for each team. Possible comparisons that can be made of classroom objects include: books or notebooks, maps, posters, tables or desks, windows, doors and so on. For example a student may compare the teacher's desk and the students' desks: "The teacher's desk is bigger than the students' desks."

Practice 2 - Visualizing

Self-Evaluate

Have students return to their seats. Ask one student to stand. Ask the student, "Can you tell me your childhood dream?" The student should have practiced saying this twice, and be able to respond easily.

"Tomorrow, will you remember how to tell us your childhood dream?" Hopefully the student will reply in the affirmative. Thank the student and let them sit down.

Ask what students think about the strategy, *Personalize*. Did using *Personalize* help them to talk about themselves? 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 *Personalize* to help you learn in other classes. For example, in literature class, you can think of how the story you are reading is similar to or different from your own life. When you are doing something new, *Personalize* can help you make

connections to your own interests and experiences. 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 adjective placement.

The [Pronunciation Practice](#) video teaches how American English speakers make sounds to show they are listening.

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.

Download the [Activity Sheet for Lesson 31](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 31: Take Me Out to the Ball Game

Anna: Today, I am going to **Nationals Park**. It is home to Washington, D.C.'s baseball **team** -- the Washington Nationals!

Anna: Hi, Jonathan!

Jonathan: Hi, Anna! Where are you going?

Anna: I am taking a bus to a Nationals **baseball** game!

Jonathan: Don't take the bus. A taxi is **faster than** a bus.

Anna: Oh, good idea. You know I love baseball.

Jonathan: That's great. Have fun.

Anna: In fact, I wanted to be a baseball player.

Jonathan: Is this one of your memories? I'm really busy.

Anna: This won't take long. I can see it now... I am at home plate. I wait for the **pitch**. The ball comes. I **swing**. It's a **hit!** I run to first **base**, second base, third base, then **home plate**. It's a **home run!** The **crowd cheers!** Woo hoo!

Jonathan: You really love baseball. Have fun at the game, Anna.

Anna: Thanks, Jonathan. Taxi!

Ashley: Hi, Anna. Where are you going?

Anna: Hi, Ashley. I am going to see a Nationals baseball game!

Ashley: What time is the game?

Anna: 7 o'clock.

Ashley: Do you have a ticket?

Anna: No, not yet.

Ashley: Anna, you should go a lot **earlier** than 7 o'clock.

Anna: That is why I'm taking a taxi. Taxi!

Ashley: Anna, Anna, that's not a good idea. A **bicycle** is faster than a taxi.

Anna: Oh, Ashley. Ashley, Ashley, Ashley. A car is faster than your bicycle.

Ashley: In D.C. traffic sometimes a bicycle is faster than a car. And right now, there is a lot of traffic.

Anna: Good point. But I don't have a bicycle.

Ashley: Okay, Anna, you can use my bicycle.

Anna: Thanks! I really want to learn how to ride one.

Ashley: What do you mean, learn how to ride a **bike**? Oh, Anna!
Anna, Anna!

Ashley: You know, Anna, the Metro is faster than a taxi and a bicycle. You ought to take the Metro. It's that way.

Anna: Good idea.

Ashley: OK.

Anna: See you later!

Ashley: Bye, Anna!

Anna: Bye!

Anna: The Metro was a lot faster than a bus, taxi or bike. And now I'm at Nationals Park! Look at all these **fans**! So many people like to watch baseball. There's the **ticket window**. What? The tickets are sold out? Nooooooo! Nooooooo! But I really want to watch a baseball game. Does anyone have an **extra** ticket?

Fan: Next time, you should buy your ticket **online**.

Anna: Thanks. Thanks a lot. It is good advice. Being early is **better** than being late. Until next time ...

New Words

base - *n.* any one of the four places a runner must touch in order to score in baseball

baseball - *n.* a game played on a large field by two teams of nine players who try to score runs by hitting a small ball with a long rounded stick and then running to each of the four places a runner must touch in order to score without being put out

better - *adj.* more attractive, appealing, effective or useful

bicycle/bike - *n.* a 2-wheeled vehicle that a person rides by pushing on foot pedals

cheer- *v.* to shout with joy, approval, or enthusiasm

crowd - *n.* a large group of people who are together in one place

earlier -*adv.* before the usual or expected time

extra - *adj.* more than is usual or necessary

fan- *n.* a person who likes and admires someone, such as a famous person, or something, such as a sport or a sports team, in a very enthusiastic way

faster - *adv.* with great speed

hit - *v.* to cause a ball to move by hitting it forcefully with a bat in baseball;

hit - *n.* when a baseball player is able to successfully swing the bat and connect it with the ball

home plate - *n.* the base that a runner must touch in order to score in baseball

home run - *n.* a hit that allows the batter to go around all the bases and score a run in baseball

Nationals Park - *n.* a baseball park located in Washington, D.C. that is the home ballpark for the Washington Nationals baseball team

online - *n.* done over the Internet

pitch - *v.* to throw a ball to the player who is trying to hit the ball in baseball

swing - *v.* to move your arms while holding the long rounded stick that is used to hit the ball in baseball with a quick, curving motion

team - *n.* a group of people who compete in a sport or game against another group

than - *conj.* used to introduce the second or last of two or more things or people that are being compared — used with the comparative form of an adjective or adverb

ticket - *n.* a piece of paper that allows you to see a show, participate in an event, travel on a vehicle

window - *n.* an opening in a wall or door that usually contains a sheet of glass

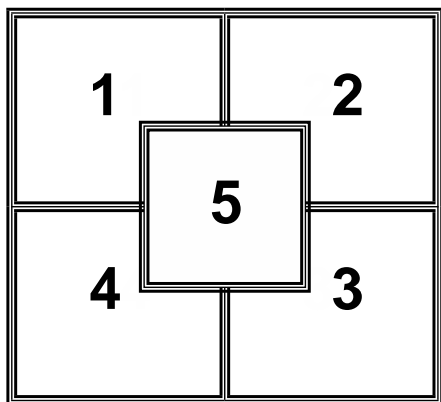
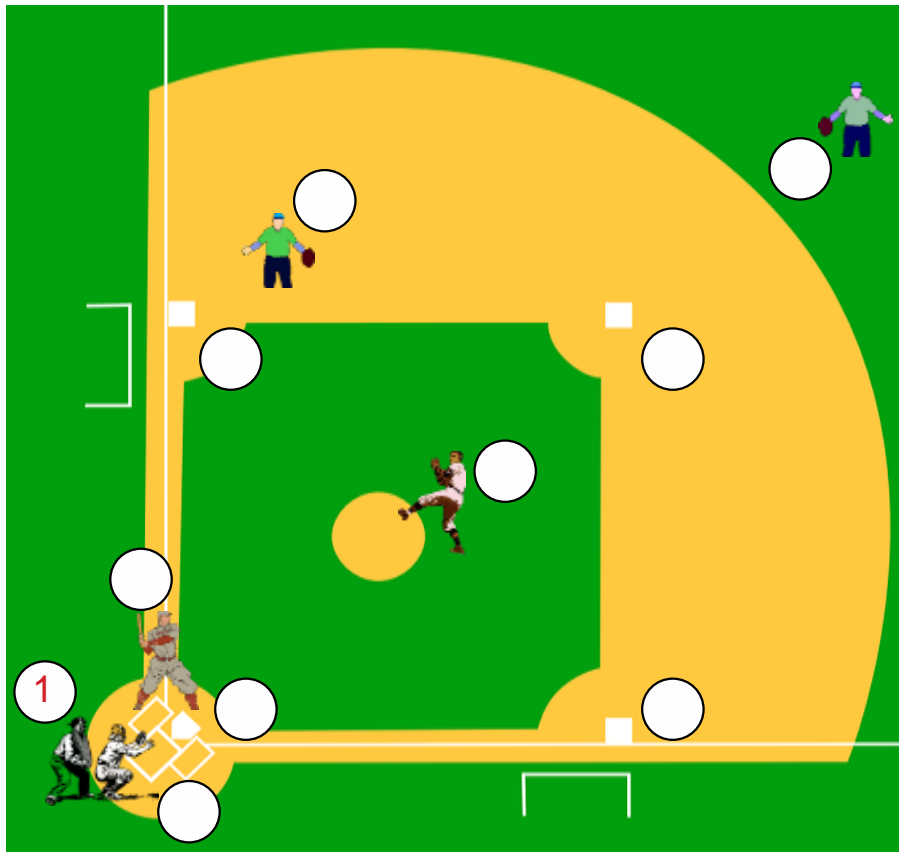
Activity Sheet



Match the names of the players and parts of the game by writing each number in the correct circle next to the pictures below.

1	umpire	6	home plate
2	pitcher	7	third base
3	outfielder	8	second base
4	infielder	9	first base
5	batter	10	catcher

With a partner decide who will start as the "batter" and who will start as the "pitcher." The batter first makes a statement about two or more people or things in your classroom using either a comparative or superlative. Then both of you close your eyes and touch the numbered squares at the bottom. Open your eyes and compare the numbers you are touching. If the number the pitcher touches is bigger, the batter gets one out. When the batter gets three outs, you and your partner switch positions. If the batter touches a bigger number, they have a hit. The batter then moves a coin around the bases. The difference between the two numbers tells you how many bases the batter can move that coin. The coin must remain on that base until the next hit. After each hit or out, the batter must say a new statement with a different comparative or superlative before the players touch the squares again. Every time the batter gets a new hit, they can place a new coin on first base and move any other coins on the field ahead one base. Every time the batter moves a coin around all the bases to home plate, they get one point. Keep switching positions until both you and your friend have each been batter and pitcher nine times. At that point, the player with the most points wins.



Answers for above



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.