

## General Information

### Title of the lesson

- ◆ Talking about sports

### Target learners/Grade

- ◆ Elementary, Cycle 3, Grade 4-5

### Duration

- ◆ 2 periods of approximately 45 minutes each

### Purpose

- ◆ The purpose is to teach students action verbs and materials related to some sports.

## Broad areas of learning

- ◆ Health and well-being

## Cross-curricular competencies

Intellectual	Methodological	Personal and social	Communication related
<ul style="list-style-type: none"> <li>◆ To use information</li> <li>◆ To exercise critical judgment</li> <li>◆ To use creativity</li> </ul>	X	<ul style="list-style-type: none"> <li>◆ To construct his/her identity</li> <li>◆ To cooperate with others</li> </ul>	<ul style="list-style-type: none"> <li>◆ To communicate appropriately</li> </ul>

## ESL Competencies

To interact orally in English	To reinvest understanding of oral and written texts	To write texts
<ul style="list-style-type: none"> <li>◆ The student reacts to message using strategies</li> <li>◆ The student takes the initiative to transmit oral messages using strategies</li> <li>◆ The student maintains oral interaction using strategies</li> </ul>	<ul style="list-style-type: none"> <li>◆ The student prepares to listen to and read texts using strategies</li> <li>◆ The student demonstrates understanding of oral and written texts using strategies</li> <li>◆ The student carries out meaningful tasks using strategies</li> </ul>	X

# Evaluation criteria

Cross-curricular competencies	ESL Competencies
<ul style="list-style-type: none"> <li>◆ <b>Competency 1: To use information</b> <ul style="list-style-type: none"> <li>◆ Consultation of various sources</li> <li>◆ Appropriate selection of information</li> <li>◆ Logical organization of information</li> <li>◆ Effective use of information</li> </ul> </li>   <li>◆ <b>Competency 3 :To exercise critical judgment</b> <ul style="list-style-type: none"> <li>◆ Verification of the accuracy of the data</li> <li>◆ Appropriateness of the criteria used</li> <li>◆ Consistency between the judgment and the criteria on which it is based</li> <li>◆ Well-reasoned justification of the judgment</li> <li>◆ Openness to questioning of the judgment</li> </ul> </li>   <li>◆ <b>Competency 4 :To use creativity</b> <ul style="list-style-type: none"> <li>◆ Consideration of all elements of the situation</li> <li>◆ Diversity of suggested ways of proceeding</li> <li>◆ Originality of connections among the elements</li> <li>◆ Dynamism of the process</li> <li>◆ Identification of possible improvement in the innovation process</li> </ul> </li>   <li>◆ <b>Competency 7 : To construct his/her identity</b> <ul style="list-style-type: none"> <li>◆ Curiosity and openness regarding his/her surroundings</li> <li>◆ Effort to understand and appreciate human creations and achievements</li> <li>◆ Identification of means for his/her personal development</li> </ul> </li>   <li>◆ <b>Competency 8 :To cooperate with others</b> <ul style="list-style-type: none"> <li>◆ Appropriate attitudes and behaviours</li> <li>◆ Commitment to the work of the team</li> <li>◆ Contribution to improving the way the team works together</li> </ul> </li>   <li>◆ <b>Competency 9: To communicate appropriately</b> <ul style="list-style-type: none"> <li>◆ Clarity, appropriateness and precision of the purpose of the communication</li> <li>◆ Coherence of the message</li> <li>◆ Use of appropriate symbols or vocabulary</li> <li>◆ Critical, dynamic reception of communication from others</li> <li>◆ Self-analysis and evaluation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>◆ <b>Competency 1: To interact orally in English</b> <ul style="list-style-type: none"> <li>◆ Use functional language</li> <li>◆ Use of strategies</li> <li>◆ Participation in exchange</li> <li>◆ Pronunciation</li> </ul> </li>   <li>◆ <b>Competency 2: To reinvest understanding of oral and written texts</b> <ul style="list-style-type: none"> <li>◆ Use of strategies</li> <li>◆ Demonstration of understanding of key elements and overall meaning</li> <li>◆ Carrying out tasks</li> </ul> </li> </ul>

# Essential knowledge

Functional language		Strategies
Useful expressions	Vocabulary	
<ul style="list-style-type: none"> <li>◆ Instructions</li> <li>◆ Asking for help and clarification</li> <li>◆ Identification</li> <li>◆ Agreement, disagreement, opinions</li> <li>◆ Expressions of courtesy</li> <li>◆ Feelings, interests, tastes, preferences</li> <li>◆ Expressions to make rejoinders</li> </ul>	<ul style="list-style-type: none"> <li>◆ Theme-related vocabulary</li> <li>◆ Personal pronouns</li> </ul>	<ul style="list-style-type: none"> <li>◆ Asking for help or clarification</li> <li>◆ Self-monitoring</li> <li>◆ Attention</li> <li>◆ Use of prior knowledge</li> <li>◆ Practice</li> <li>◆ Inferring</li> <li>◆ Resourcing</li> <li>◆ Risk-taking</li> <li>◆ Accepting not being able to understand everything listened to or read</li> </ul>
Language convention	Text components	Cultural product
<ul style="list-style-type: none"> <li>◆ Word order</li> <li>◆ Articles</li> <li>◆ Verb tenses</li> <li>◆ Intonation and pronunciation for the functional language</li> <li>◆ Spellings (found in open-ended models and resources targeted for carrying out tasks)</li> </ul>	X	X

## Summary chart

◆ The Summary Chart is to show the links between the competencies, tasks and evaluation tools.

Task duration	Competency	Evaluation tool
Trigger activity	<ul style="list-style-type: none"> <li>◆ C1: To interact orally in English</li> <li>◆ CCC9: To communicate appropriately</li> </ul>	Teacher evaluation grid
Task 1	<ul style="list-style-type: none"> <li>◆ C1: To interact orally in English</li> <li>◆ C2: To reinvest understanding of oral and written texts</li> <li>◆ CCC1: To use information</li> <li>◆ CCC3: To exercise critical judgment</li> <li>◆ CCC7: To construct his/her identity</li> <li>◆ CCC9: To communicate appropriately</li> </ul>	X
Task 2	<ul style="list-style-type: none"> <li>◆ C1: To interact orally in English</li> <li>◆ C2: To reinvest understanding of oral and written texts</li> <li>◆ CCC1: To use information</li> <li>◆ CCC4: To use creativity</li> <li>◆ CCC8: To cooperate with others</li> <li>◆ CCC9: To communicate appropriately</li> </ul>	X
Integration	<ul style="list-style-type: none"> <li>◆ C1: To interact orally in English</li> <li>◆ CCC1: To use information</li> <li>◆ CCC8: To cooperate with others</li> <li>◆ CCC9: To communicate appropriately</li> </ul>	Teacher evaluation grid

## Materials needed

### For the teacher:

- ◆ Print: LES Sports – SB – P02
- ◆ Dices with Activity – Board Game
- ◆ Use Power Point: LES Sports - Talking About Sports
- ◆ Teacher evaluation grid (LES Sports – Teacher Evaluation Grid)
- ◆ Print if needed:
  - ◆ LES Sports - Activity 001
  - ◆ LES Sports - Activity 002
  - ◆ LES Sports - Activity 003

### For the students:

- ◆ Student Booklet (1 for each students)
  - ◆ LES Sports – SB – P01

## TASK #1 – PROCEDURES

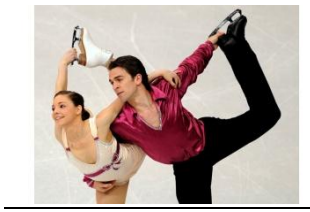







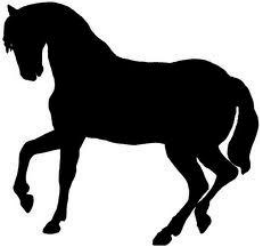
	The teacher	The students	Grouping	Time
<b>Trigger activity</b>	<ul style="list-style-type: none"> <li>◆ Question of the day:                             <ul style="list-style-type: none"> <li>◆ What sport do you like to practice?</li> </ul> </li> <li>** Teacher need to complete the Evaluation Grid</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the question and answer with their favourite sport</li> </ul>		8 minutes
<b>Pre-activity</b>	<ul style="list-style-type: none"> <li>◆ With the Power Point, go over all the 10 sports                             <ul style="list-style-type: none"> <li>◆ You can ask question for each sport, as the Power Point is designed to active prior knowledge of the student (the arrow is pointing at something but does not say the word)</li> </ul> </li> <li>** Watch the Power Point first, to see when to click, because words appear after the arrow.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Answer when they know the answer</li> <li>◆ Ask questions if needed</li> </ul>		22 minutes
<b>Main Activity</b>	<ul style="list-style-type: none"> <li>◆ Pass the Student Booklet</li> <li>◆ Close the Power Point and ask question about each sports</li> <li>** Students can refer to their helping sheet included in the Student Booklet</li> </ul>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Answer when they know the answer</li> </ul>		15 minutes
<b>Post-activity</b>	<ul style="list-style-type: none"> <li>◆ No post-activity planned, as they will continue the activity next class, but if you finish before the end of the class, you can print one of the word search                             <ul style="list-style-type: none"> <li>◆ LES Sports - Activity 001</li> <li>◆ LES Sports - Activity 002</li> <li>◆ LES Sports - Activity 003</li> </ul> </li> </ul>			0 minute

## TASK #2 – PROCEDURES

	The teacher	The students	Grouping	Time
<b>Pre-activity</b>	<ul style="list-style-type: none"> <li>◆ Explain the activity of miming                             <ul style="list-style-type: none"> <li>◆ Use the template with the sentences cut it and put it in a bucket</li> <li>◆ Pick one and model what they need to do:</li> <li>◆ Each sentences have pronoun, verb, complement that they need to mime</li> </ul> </li> </ul> <p>** Write lines on the board according to the number of words included in the sentence picked</p> <p>** You can change the pronouns on the template with the sentences to mime</p>	<ul style="list-style-type: none"> <li>◆ Listen to the teacher</li> <li>◆ Ask questions if needed</li> </ul>		8 minutes
<b>Main Activity</b>	<ul style="list-style-type: none"> <li>◆ Do the miming activity with students</li> <li>◆ Coordinate the class</li> </ul>	<ul style="list-style-type: none"> <li>◆ Play mime</li> <li>◆ Need to participate by answering what the student is miming in front of the class</li> </ul>		22 minutes
<b>Integration</b>	<ul style="list-style-type: none"> <li>◆ Split the class into teams</li> <li>◆ Pass the Activity Board Game (LES Sports – Board Game)</li> </ul> <p>** Use only page 1 or page 2</p> <ul style="list-style-type: none"> <li>◆ Explain the game                             <ul style="list-style-type: none"> <li>◆ It's like a normal board game, but when they arrive on a case, they have to do a sentence with the picture or the sentence written</li> </ul> </li> </ul> <p><b>** Teacher need to complete the Evaluation Grid</b></p>	<ul style="list-style-type: none"> <li>◆ Play the game and do sentences when needed</li> </ul>		15 minutes

# Sports

			
To shoot	A hockey net	A hockey stick	A puck
			
A helmet	To dance	Ballet shoes	Ballet costume
			
To catch	A mitt	A baseball bat	A cap
			
To throw	A basketball	Uniform	A basketball net
			
To kick	A soccer ball	Soccer spikes	A soccer goal (soccer net)

			
<p>To skate</p>	<p>Glamour outfit</p>	<p>Skates</p>	<p>Ice rink</p>
			
<p>To swim</p>	<p>Swim hat</p>	<p>Goggles</p>	<p>Pool</p>
			
<p>To do karate</p>	<p>Martial art costume</p>	<p>Belt</p>	<p>Kicking shield</p>
			
<p>To catch and to hold</p>	<p>Lacrosse field</p>	<p>Lacrosse stick</p>	<p>Gloves</p>
			
<p>To ride</p>	<p>A saddle</p>	<p>Stirrup</p>	<p>Horse</p>



**Miss Josie skates in a glamour outfit.**

**I shoot the puck in the hockey net.**

**Marino catches the ball with a mitt.**

**Marino throws the ball in the basketball net.**

**Joannie dances with her ballet shoes.**

**I kick the ball in the soccer goal.**

**Miss Josie swims with goggles and a swimming hat.**

**When I do Karate, I kick in a kicking shield.**

**I catch the ball and hold it with my lacrosse stick.**

**Joannie rides a horse with a saddle.**



## FIGURE SKATING WORD SEARCH PUZZLE

S K T I N G S L P E S S P F A  
I I R R S A N N D U D H O A L  
N S N O I T A N I B M O C I C  
E S F L I P G U R P T R F E S  
G A K O A T L I S W S T A N G  
N N H N A S B E O E S P E W N  
I D A G P A H R R E T R S O F  
G C T P H C K E L W I O E N T  
D R E R A R O B L Y M G C P S  
U Y I O C I U S S I N R N C E  
J A C G E O R N I N E A E T L  
E R E R D N T S W S P M U J G  
S E T A K S E R U G I F Q E N  
N A U M T G N I C N A D E C I  
Y Q F F A L L I N G O U S R S

### FIGURE SKATING WORD LIST

COACHES	LIFTS
COMBINATIONS	LONG PROGRAM
DOUBLE	PAIRS
FALLING	QUAD
FIGURE SKATES	SEQUENCES
FOOTWORK	SHORT PROGRAM
ICE DANCING	SINGLES
JUDGING	SPINS
JUMPS	TRIPLE
KISS AND CRY AREA	WARM UP

# BASEBALL WORD SEARCH PUZZLE

H I N N I N G S B T R I P L E  
O O S T O N S A C R I F I C E  
M B E A T P I U T L A E T S S  
E S A B T S R I F T S B C U T  
R O R R E V R G C A T C H E R  
U H E I E S L I D I N G E N I  
N T S B H E F I D R U L R M K  
S B A S E H I T L T B L D A E  
E L B W R E D L E I F A I L R  
L O D R L R T H I R D B A S E  
B D N S E I R I F E U F M D T  
U H O M E P L A T E G O O N T  
O S C A P M B O U T O U N A A  
D Y E F I U V E O T U L D R B  
O T S T A D I U M H T R E G E

BALL

ERROR

PITCHER

BASE HIT

FIELDER

SACRIFICE

BATTER

FIRST BASE

SECOND BASE

BUNT

FOUL

SLIDING

CAP

GRAND SLAM

STADIUM

CATCHER

HOME PLATE

STEAL

CURVE BALL

HOME RUN

STRIKE

DIAMOND

INNINGS

THIRD BASE

DOUBLE

OUT

TRIPLE

DUGOUT

OUTFIELD

UMPIRE