



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 26: This Game is Fun!

Objectives

- Students learn about U.S. Presidents and U.S. History
- Students practice using the modal: Ought to and its reduced form, oughta
- Students practice using “look out” as a warning
- Students get further practice with the strategy, *Make Associations*
- Students practice writing about memorials in their town or country

Materials needed:

1. Activity sheet (A and B forms) at the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for Let’s Learn English Lesson 26 before this lesson.

Prepare: [This phase can be done in students' native language, if needed; or using simple language and gestures if you do not share a common language with students.]

Ask students, "Do you remember the previous lesson? We saw that Anna learned a new game. Dan ran into her while he was playing the game. Now Anna is walking around the memorials to U.S. Presidents, learning fun facts. How about you? Do you enjoy playing video games or other kinds of games? When you play, is there any danger? For example, when you play football (soccer), you must be careful about hitting the ball with your head. What kinds of danger do you need to be careful of in the games you play?" Give students time to respond and write their suggestions in English on the board or a shared screen.

Ask students: "What expression do you use to tell someone of danger? Last week we learned "watch out!"

Tell students that by the end of the lesson, they will learn a strategy, *Make Associations* and be able to use the expression "*look out*" to warn someone of dangers.

Present: "Make Associations"

Explain that, "When we think about the dangers that go along with playing games, we are *making associations*. We talked about that strategy in our previous lesson. Let's try this strategy in a different way in English today. First, we will see how Dan and Anna use the strategy when they play the game, 'Catch Americana.'"

If you have multimedia capability in your classroom, play the video for Lesson 26 of Let's Learn English. Have students repeat when the video pauses for the review segments. If you do not have multimedia capability, have two students act out the conversation for the class using the script at the end of this lesson.

Point out that at the end, when Anna says, "But I **ought to** be more careful." she pronounces the phrase "oughta." Have students practice this pronunciation several times. Put the phrase into various contexts, such as "We oughta speak English every day" or "You oughta listen carefully in class."

Discuss the conversation. "Did you notice when Dan or Anna made an association?" Give students time to respond. Possible answers may include, "When Anna said 'Lincoln wanted **freedom** for all people. So, the Statue of Liberty works well' she associated Lincoln with the symbol of the Statue of Liberty. When Dan said, 'Like Americana! he was connecting the sound of Anna's name with the last sounds in the name of the game, 'Catch Americana.'"

Ask two students to come to the front of the room to demonstrate the activity. Give one the "Student A" sheet and the other the "Student B" sheet. Have the students read aloud the conversations shown on the sheets with the model given for each of the sheets. Thank the students.

Practice:

Ask students to stand up and form a line, then fold the line in half by

asking the student at one end to lead the line toward the other end. Have students turn their back to their partner. Hand out the [Activity Sheet for Lesson 26](#) - one set of Student A sheets to half the class, and the other set, of Student B sheets, to the other half of the class. Have students stand back to back to do the exercise, or if classroom seating allows it, have them sit back to back.

Circulate around the classroom, reminding students to stay in English and to think carefully about the associations they are making between the sports and the possible dangers.

When all pairs have finished the activity, have several students stand up and demonstrate the conversations they carried out with the words and phrases on the sheets.

Self-Evaluate

Ask what students think about the strategy, *make associations*. Did *making associations* help students learn to talk about sports in English?

Did giving warnings using "look out" become easier? Have students write in their learning journals or on an 'exit pass' what they learned about the strategy in class today.

Expand

Say to the students in their native language (if possible), "You can use the strategy *make associations* to help you learn in other areas. When you have many new words to learn in biology, you can associate images with the words. Or if you have to remember dates in history class you can associate rhymes with the dates. For example,

in the U.S., children learn the rhyme, "In the year 1492, Columbus sailed the ocean blue."

Give it a try the next time you need to 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 how to warn someone about a dangerous situation.

The [Pronunciation Practice](#) video teaches how to say "ought to" in fast speech. Have students try the [Listening Quiz](#).

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson.

The Writing assignment for this lesson (see the [online lesson](#)) is to write about a memorial in the student's town or country. Assign students to write a paragraph about the memorial, telling about the person it honors, and what symbols are associated with the memorial or the person.

Let's Learn English Lesson 26: This Game is Fun!

Anna: This is the Roosevelt Memorial. Where is the symbol?

Anna remembers that Dan said: You have to find things that aren't really there. ... When you find an American symbol, you win points and a Fun Fact about a U.S. President.

Anna: **Yay!** I found Uncle Sam and I won another 40 points! What is the Fun Fact?

Game Voice: Franklin Roosevelt was the first to **fly** in a **plane** as president!

Anna: I didn't know that. This is a really beautiful memorial.

Anna: This is the Lincoln Memorial! Where is the symbol?

Anna: I found it! The Statue of Liberty! Please give me my Fun Fact.

Game Voice: Abraham Lincoln was a great **wrestler!**

Anna: I didn't know that. Lincoln wanted **freedom** for all people. So, the Statue of Liberty works well.

Anna: And I won 20 points! Time to find the next symbol.

Dan: **Hey! Look out!**

Anna: Sorry. Hey, it's you! Now, *I* should be more careful.

Dan: That's okay.

Anna: This game is a lot of fun. Hey, what's your name?

Dan: Dan. What's yours?

Anna: Anna.

Dan: Like Americana!

Anna: Yeah, I guess so.

Dan: Did you find any symbols?

Anna: Yes, I found three and won 120 points!

Dan: Me too. But, did you find the bald eagle?

Anna: No. Did you?

Dan: No. First one to find it wins?

Dan: Anna, look out for that tree!

Anna: I learned a lot about presidents with this game. But I **ought to** be more careful.

Until next time ...!

New Words:

(air)plane - *n.* a vehicle that has wings and an engine and can carry people or things in the air

fly - *v.* to travel in an aircraft or spacecraft

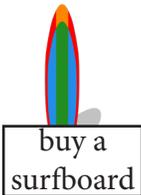
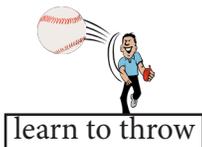
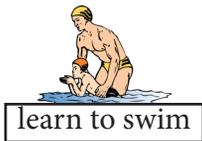
freedom - *n.* the power to do what you want to do or the ability to move or act freely

look out - *phrasal verb.* used to tell someone to be aware of something dangerous

wrestler - *n.* someone who competes in the sport of wrestling

yay - *interjection.* used to express joy, approval, or excitement

Match three of the activities on the left that you associate with training for the first two sports you see below. Then match three of things to look out for on the right that you associate with these sports.



| | | |
|----------------------|----------|--------------|
| buy a baseball glove | baseball | flying balls |
| stretch every day | | |
| learn to swim | | |
| learn to throw | surfing | |
| | | |
| | | |



Answers for above

| | |
|----------------|-------------------|
| very big waves | buy a surfboard |
| stormy weather | learn to swim |
| sharks | stretch every day |
| other players | run every day |
| hot weather | learn to throw |
| flying balls | glove |
| | buy a baseball |



Now work with a partner. Ask your partner about the activities they associate with training for and the things to look out for in the two sports you see below. Write their answers below. Then let them ask you the same questions.

What should I do to play hockey?

To play hockey you ought to learn to ice skate.

Okay.

But look out for fights!

| | | |
|--------------------|------------|--------|
| Learn to ice skate | hockey | fights |
| | | |
| | | |
| | basketball | |
| | | |
| | | |

Match three of the activities on the left that you associate with training for the first two sports you see below. Then match three of things to look out for on the right that you associate with these sports.



buy a helmet



stretch every day



learn to ice skate



learn to shoot



buy a hockey stick

learn to ice skate

hockey

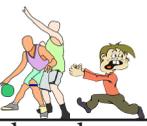
fights




holes in the ice



hot weather



other players



flying balls

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basketball



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flying pucks



run every day

Answers for above

| | |
|--------------------|--------|
| learn to ice skate | hockey |
| buy a helmet | hockey |
| buy a hockey stick | hockey |
| stretch every day | hockey |
| learn to shoot | hockey |
| run every day | hockey |
| hot weather | hockey |
| other players | hockey |
| flying balls | hockey |



fights

Now work with a partner. Ask your partner about the activities they associate with training for and the things to look out for in the two sports you see below. Write their answers below. Then let them ask you the same questions.

What should I do to play baseball?

To play baseball you ought to buy a baseball glove.

Okay.

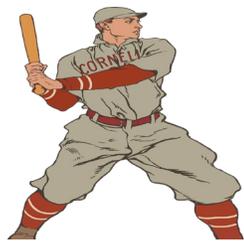
But look out for flying balls!



buy a baseball glove

baseball

flying balls



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surfing



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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.