



Let's Learn English Lesson Plan

Introduction: These lessons are based on the CALLA approach. See the end of the lessons 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 1: Welcome!

Prepare: [In your native language]

Explain to students that learning a new language can be a long, difficult process. However, if they study, practice, and persevere, they will become better speakers, readers, and writers.

Impress the value of learning English upon students. Not only will studying English allow students to watch films or listen to music in English; it could also help them find a job in many industries when they get older.

Then ask the students about their familiarity with the English language. Ask students if they have been exposed to basic verbs and vocabulary. Ask them if they are familiar with music, films, or TV shows from the English-speaking world.

Ask students in their native language, "What do we say when we meet a new person?"

Let several students respond. Answers will probably include saying their name or exchanging pleasantries such as "Nice to meet you." Point out that English is similar, and students can use their understandings from their native language to help them learn English.

Explain to students the verb 'to be' in their native language. In English, the verb 'to be' has many meanings. For the purposes of this lesson, you can say that 'to be' is a linking verb used to indicate the identity of a person or thing.

Ask students if they are familiar with the verb 'to be' in English. Ask students if they are familiar with two common subject pronouns – I and you.

Explain that in the present tense, the first and second person forms of the verb 'to be' look like this:



I am



You are

Tell students that by the end of the lesson, they will be able to understand and use the verb 'to be' in the first and second person.

Present: 'Set a Goal'

Tell students that one effective strategy for learning a language is to **set a goal**.

This means that before beginning a lesson, each student will identify a discrete goal that they should be able to achieve by the end of the lesson.

Now, model the strategy.

Say, "By the end of this lesson, I will be able to conjugate the verb 'to be' in both the first and second person. I will use the conjugated form of the verb 'to be' to identify myself. I will use the conjugated form of 'to be' to identify a classmate."

Give an example. When conjugating the verb in the first person, students will be able to identify who they are.

Show your students how this works. Say "I am (your name)" while pointing at yourself.

Point to a student and ask "Are you (student's name)?"

Explain that in a question, the order of the subject and the verb is reversed.

Write the question on the board.

"Are you (student name)?"

Wait for the student to answer.

Then say "You are (student's name)."

Draw the following image on the chalkboard.

Are you _____?

You are _____.

Ask one student to stand up and practice the exchange with you. "I am (teacher's name)." "Are you (student's name)?"

Prompt the student to say "I am (student's name)."

Then say "You are (student's name). Nice to meet you!"

Encourage student to respond with "Nice to meet you!"

Practice:

Say to the students in their native language, "Now, let's practice the strategy of setting a goal. Let's watch this video. Keep the goal in mind that we will focus on how to use the verb 'to be' in the first person."

Ask students to watch (or listen to) Lesson 1 of Let's Learn English.

Play the video¹ until the end of the first "Now it's your turn" pause to review.

Ask students to take out a piece of paper. Ask students to write down their responses as prompted in the video, or as you have written on the board. Then, have students collaborate by checking their partner's work.

Ask students to practice speaking what they have written. Have students change partners after practicing the conversation two times. If possible have each student practice with three other students. This is a good opportunity for students who are in a new class to get to know each others' names.

With each partner, the student should be able to give their name and ask the other person's name. Emphasize that they should end their conversations with "Nice to meet you."

¹ If the classroom is not equipped to play video, assign students to watch the video outside of class. If playing the sound is possible, have students listen to the conversation. If neither audio nor video is available, print the script from the end of this document. Ask two students to act it out for the class.

Practice 2

Ask students to watch (or listen to) the rest of Lesson 1. Review the Roman alphabet by playing the video, *Sesame Street: Celebrities Sing Alphabet Song* <https://youtu.be/IpIhzFh0yw8>. Pass out the Alphabet [handout](#) to help students learn the pronunciation of the letters.

At the end of the second pause to review, ask students to collaborate. They should practice speaking by using the dialog outlined in the review section – introducing themselves and spelling their names. Once again, encourage students to end their conversations by using the phrase "Nice to meet you!"

Self-Evaluate

Ask students what they thought about the strategy called 'set a goal'. Did setting a goal help the learning process? Did setting a goal make the learning process seem less intimidating? How did students feel when they achieved their goal?

Expand

Say to the students in their native language "You can use the strategy 'set a goal' to help you learn in other areas.

When you are confronted with a large amount of new information, it can be difficult and intimidating to try to learn it all. For example, learning a new language, or new math concepts, can be difficult. You have so much new information that it can be hard to focus on one or two important ideas.

However, if you set a goal, or a series of goals, it will help you focus on what you really need to learn. This will allow you to make progress over time – and you will be more productive when you study or do your homework!

Give it a try the next time you need to learn something new, and let me know if it works for you!"



Script

PETE: Hi! Are you Anna?

ANNA: Yes! Hi there! Are you Pete?

PETE: I am Pete.

ANNA: Nice to meet you.

ANNA: Let's try that again. I'm Anna.

PETE: I'm Pete. "Anna" Is that A-N-A?

ANNA: No. A-N-N-A.

PETE: Well, Anna with two "n's" ... Welcome to ... 1400 Irving Street!

ANNA: My new apartment! Yes!



Let's learn the alphabet and numbers 1 to 20!

letters - pronunciation

A a	B b	C c	D d	E e	F f	G g	H h	I i	J j	K k	L l	M m
<i>ey</i>	<i>bee</i>	<i>see</i>	<i>dee</i>	<i>ee</i>	<i>ef</i>	<i>djee</i>	<i>eitch</i>	<i>ai</i>	<i>jay</i>	<i>kay</i>	<i>el</i>	<i>em</i>

N n	O o	P p	Q q	R r	S s	T t	U u	V v	W w	X x	Y y	Z z
<i>en</i>	<i>oh</i>	<i>pee</i>	<i>kiew</i>	<i>ar</i>	<i>es</i>	<i>tee</i>	<i>yew</i>	<i>vee</i>	<i>dubbly-yew</i>	<i>ex</i>	<i>wai</i>	<i>zee</i>

Practice with your friends! Also, watch this video for more pronunciation practice:

Sesame Street: Herry & John John Count to 20

<https://youtu.be/scu9zzC5U3g>

Sesame Street: Celebrities Sing Alphabet Song

<https://youtu.be/lpIhzFh0yw8>

A... B... C... D...



numbers - spelling

0 <i>zero</i>	1 <i>one</i>	2 <i>two</i>	3 <i>three</i>	4 <i>four</i>	5 <i>five</i>	6 <i>six</i>
7 <i>seven</i>	8 <i>eight</i>	9 <i>nine</i>	10 <i>ten</i>	11 <i>eleven</i>	12 <i>twelve</i>	13 <i>thirteen</i>
14 <i>fourteen</i>	15 <i>fifteen</i>	16 <i>sixteen</i>	17 <i>seventeen</i>	18 <i>eighteen</i>	19 <i>nineteen</i>	20 <i>twenty</i>

1... 2... 3... 4...



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.

Seek opportunities for 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.