



## 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 2: Hello, I'm Anna!

### Objectives

- Students practice forms of BE + noun; BE + location to answer questions
- Students practice using singular subject pronouns: I, you, he, she and singular possessive pronouns my, your, his, her
- Students learn to use the strategy, *Preview*.

### Prepare: [Can be in students' native language]

Explain to students that when we meet new friends, we learn about them by asking questions. Ask students to tell you the questions they already know in English or in their native language for when they meet a new person.

Let several students respond. Answers will probably include "What is your name?" or "Where are you from?" Point out that English is similar, and students can use their understandings from their native language to help them learn English.

Remind students of the verb 'to be' in their native language. In English, the verb 'to be' is a linking verb used to indicate the identity of a person or thing.

Explain what pronouns are in English by comparing with your native language. The pronouns taught in this lesson are: *I, you, your, he, his, she, and her*.

Tell students that the video will show how Americans speak when they first meet.

Tell students that by the end of the lesson, they will learn a strategy, *preview*; be able to use the verb 'to be' to say a location, and practice using pronouns in English.

**Present: "Preview"**

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

This means that before beginning a lesson, the student looks ahead to begin thinking about what they will study. Looking ahead, or previewing, helps our brains to prepare for learning a new language.

Now, model the strategy.

Say, "I'm going to look at a photo from the lesson video. I ask myself, who is in the photo?"



Pretend to think hard, then say, "I think she is Anna. And the man next to her is Pete. But who is talking?"

Write on board or a shared screen: "Her name is Anna. His name is Pete."

Ask a student to say what is happening. They may say, "The three people are talking," or "Anna is meeting a new friend."

Then, ask one student to **imagine** the conversation. "Earlier, you told me that when people meet they ask questions like, 'What is your name?' or 'Where are you from?' Ask me a question to start."

Student: "What is your name?"

(Teacher gives name.) My name is \_\_\_\_\_, or I am \_\_\_\_\_.

Teacher: "Where are you from?"

Prompt the student to say "I am from \_\_\_\_\_ (student's home town)."

**Practice:**

Say to the students in their native language, "Now, let's practice the strategy of previewing."

Show the photo of Jonathan and Anna shaking hands. Ask students to use this image to preview the video. Ask, "Who do you think he is?"

Possible answers may be, "He is a new friend."



Let's watch this video. Keep in mind that you want to answer the question, "Who is he?"

Ask students to watch (or listen to) Lesson 2 of Let's Learn English.

Play the video<sup>1</sup> 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. Students should write:

Who is he? His name is Jonathan.

Who is she? Her name is Anna.

Where is she from? She is from a small town.

Then, have students collaborate by checking their partner's work.

Ask students to form groups of four. In each group, tell them to practice asking and answering the questions, “What is your name?”

“Who is your friend?” and “Where are you from?”

Remind students of these English pronouns:

	Subject Pronouns	Possessive Pronouns
First Person	I	My
Second Person	You	Your
Third Person	He / She	His / Her

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<sup>1</sup> 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.

Ask four students to stand at the front of the class and ask the questions about their classmates. For example:

Student A: What is your name?

Student B: My name is Svetlana.

Student A: Where are you from?

Student B: I am from Kiev.

Student C: What is her name?

Student D: Her name is Svetlana.

Student C: Where is she from?

Student D: She is from Kiev.

Student B: Who is your friend?

Student A: He is Alexi.

Student B: Where is he from?

Student A: He is from Sumy.



Let students return to their seats and practice in groups of four. Have students change groups by sending one member (pick the person with the soonest birthday) to the next group after practicing the conversation two times. If possible have each student practice with two or three groups. This is a good opportunity for students who are in a new class to get to know each other better.

## **Practice 2**

Ask students to watch (or listen to) the rest of Lesson 2.

At the end of the second pause to review, ask students to form pairs. They should practice talking about what they see in the video by using expressions like, "Where is Jonathan?" "He is at Anna's new apartment." "Where is Anna from?" "Anna is from a small town." to ask each other questions about the video.

## **Self-Evaluate**

Ask students what they think about the strategy, *preview*. Did previewing make it easier to understand the new English expressions? Did previewing help you understand the conversation? If there is not enough time to carry on a discussion in class, ask students to write their answers on a piece of paper to hand in at the end of class or to keep them in a learning log for themselves.

## **Expand**

Say to the students in their native language,



"You can use the strategy *preview* to help you learn in other areas. When you have a large amount of reading to do, it is helpful to preview it to understand the main topics.

When you preview you have a better idea of what is coming – and your brain can prepare by thinking of what you already know about that topic.

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

**Follow-up Homework Assignment:**

Play the Speaking Practice video or go over the content live in class. Give students the handout (page 11 of this lesson plan) to practice writing addresses.

*After you teach this lesson, please send a note to Dr. Jill Robbins <jrobbins@voanews.com> to share how it worked with your students.*



## Script

JONATHAN: Hey, Pete! Who's your friend?

PETE: She is Anna. She is new to D.C.

JONATHAN: Where are you from?

ANNA: I am from a small town.

JONATHAN: Well, welcome to D.C.

ANNA: Thank you.

JONATHAN: I am Jonathan. I am in apartment B4.

ANNA: I am in apartment C2. Marsha is my roommate.

JONATHAN: I know Marsha. She is nice.

PETE: And I am in Apartment D7. I have to go now.

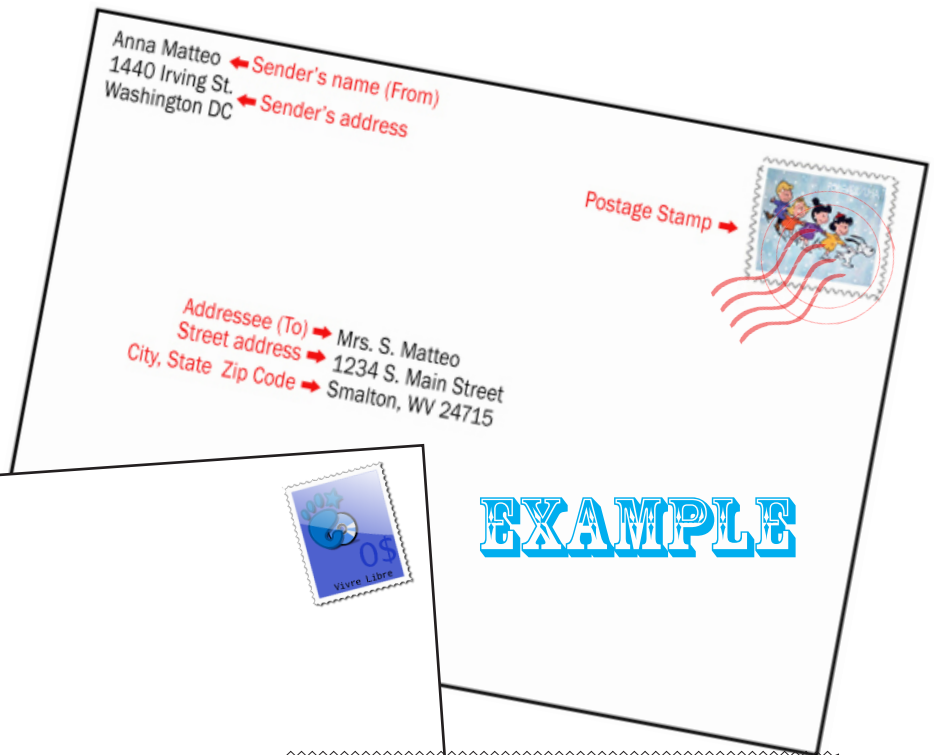
ANNA: Oh!

PETE: Remember to call Marsha at work. Tell her you're here.

ANNA: Right, thanks, Pete. (to Jonathan) Nice to meet you!

JONATHAN: You too, Bye.

ANNA: Apartment C2 here I come!



Write your name and address here!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Write the name and address of the person you are sending a letter to here!

Now complete this form with your personal information.



LOCAL  
PUBLIC  
LIBRARY  
NETWORK

## Application Form for Library Card

FIRST NAME (GIVEN NAME)		MIDDLE NAME	LAST NAME (SURNAME)	
STREET ADDRESS		APARTMENT NUMBER	CITY	ZIP CODE
PHONE NUMBER	EMAIL ADDRESS		DATE OF BIRTH (MONTH/DAY/YEAR)	

## **What is CALLA?**

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.