



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 3: I'm here!

Objectives

- Students practice giving a telephone number and calling someone they know.
- Students practice giving addresses.
- Students learn to use the strategy, *Look for Ways to Practice*.

Prepare: [In your native language]

Explain to students that when we call someone we know, that person does not always pick up the phone. Sometimes another person responds to the phone call.

Ask students to tell you the questions they already know in English or in their native language for when they call a friend. Ask students how they ask if their friend is there. Ask students what they do if they have a wrong number.

Let several students respond. Answers will probably include "Is _____ there?" or "You have the wrong number." 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. Remind students of what they learned in Lessons 1 and 2: in English, the verb 'to be' is a linking verb used to indicate the identity of a person or thing. Tell students that in this lesson, they are going to learn about another meaning of the verb 'to be', that is, when it is used to indicate the place or position of a person or thing.

Tell students that the video will show how Americans speak when they call each other.

Tell students that by the end of the lesson, they will learn a strategy, *Look for Ways to Practice* and be able to use the verb 'to be' to talk about a location and have a basic conversation on the telephone.

Present: "Look for Ways to Practice"

Tell students that one effective strategy for learning a language is to **look for ways to practice**.

This means that a student practices using new learning material both inside and outside of the classroom. Practicing can help clarify a new concept. It can also help a student begin to produce words, phrases, and sentences with less difficulty.

Now, model the strategy. Explain. "Today's lesson shows how to speak English on the phone. I can ask a friend to practice after class, walking home, or even on the phone after I get home from class. I am going to practice using polite English to make a phone call. I need someone to help me. Do not worry, this will be fun!"

Ask a student to take out their phone (or give the student something they can pretend is a phone.) Have the student stand as far from the teacher as possible. Pretend to dial the phone and ask the student to "answer" the phone as him or herself.

Pretend to call someone famous. Speak loudly as if on a weak phone connection. "Hello, is George Clooney there?"

Then have the student pretend to be the other person on the line. They can say "No," or expand by saying, "He is not here. I'm sorry. You have the wrong number."

Reply with pretend embarrassment, still speaking loudly, "Excuse me! Goodbye!"

Remind students, "Practicing should be fun so you look forward to doing it."

Practice:

Say to the students in their native language, "Now, let's use the strategy of **look for ways to practice** together."

Ask students to watch (or listen to) Lesson 3 of Let's Learn English.

Play the video¹ until the end of the first "Now you try it" pause to review.

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,

Tell students that they are going to work in pairs.

Give one student of each pair a card like this:

<p>"Hello. Is ____ (favorite actor, singer, or athlete) __ there?"</p> <p>"Is this 321-1234?"</p> <p>"Excuse me!"</p> <p>"Goodbye."</p>	Student B
---	-----------

Give the second student of each pair a card like this:

<p>"Hello"</p> <p>"I am sorry. You have the wrong number."</p> <p>"No. This is 321-1432."</p> <p>"Okay. Goodbye"</p>	Student A
--	-----------

Ask students to work together to practice the dialogue, as in the video. The students' interactions should sound like this:

Student A: "Hello."

Student B: "Hello. Is _____ there?"

Student A: "I am sorry. You have the wrong number."

Student B: "Is this 321-1234?"

Student A: "No. This is 321-1432."

print the script from the end of this document. Ask two students to act it out for the class.

First Student: "Excuse me!"

Second Student: "Okay. Goodbye"

First Student: "Goodbye."

Give students time to complete the task. Then ask students to exchange their cards with their partner and practice the task again.

Bring the students' attention back to the teacher. Ask several pairs to demonstrate their conversations while standing on opposite sides of the classroom.

Practice 2

Ask students to watch (or listen to) the rest of Lesson 3. (Begin with "One more time.")

Once again, ask students to work in pairs. This time, ask students to work with a different partner. Give one student in each pair a card like this:

"Where is the _____?"

apartment

supermarket

post office

Student A

Give the other student in each pair a card that says

"The _____ is at _____."

apartment supermarket post office	1234 Main Street 1500 Irving Street 8741 Center Street
---	--

Student B

Ask students to practice what they just saw in the video.

The students' interactions should sound like this:

Student A: Where is the supermarket?

Student B: The supermarket is at 1500 Main Street.

Give students time to complete the task. Then ask students to exchange their cards with their partner and practice the task again.

Bring the students' attention back to the teacher. Ask several pairs to demonstrate their conversations while standing on opposite sides of the classroom.

Ask students, "Can you think of other times you can practice asking about places in English?" After a short discussion, remind them of the strategy for this lesson, **Look for Ways to Practice**.

Self-Evaluate

Ask students what they thought about the strategy, *Look for Ways to Practice*. Did practicing helped to clarify the lesson in their minds? Did the lesson become easier with practice?

Expand

Say to the students in their native language, "You can use the strategy *Look for Ways to Practice* to help you learn in other areas. Whether you are trying to play a musical instrument or learn a language, practicing is a very important part of the learning process. Practicing helps establish a new skill, and it helps you remember what you learned!

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. The end of the video has examples of telephone expressions.

The Pronunciation Practice video teaches the contraction, "we're." Ask students to practice all of the contractions with pronouns and the verb BE. A chart is provided below.

I am	I'm	We are	we're
You are	you're	You are	you're
He is	he's	They are	they're
She is	she's		



Anna: I am in my new apartment! Great! I live with Marsha. We're roommates. I want to cook dinner. Hum. Is there a supermarket near here? Marsha knows. Marsha's work number is 555-8986.

Man: Hello.

Anna: Hello. Is this Marsha? It is Anna.

Man: I am sorry. You have the wrong number.

Anna: Oh. Is this 555-8986?

Man: No. This is 555-8689.

Anna: Oh. Excuse me!

Man: Okay. 'Bye.

Anna: One more time. 555-8986. Please be Marsha.

Marsha: Hello. This is Marsha.

Anna: Yes, Marsha. I want to cook dinner.

Marsha: Excuse me? Anna? Is that you?

Anna: Oh, yes. I am here!

Marsha: Good. You are there.

Anna: I want to find a supermarket.

Marsha: Oh, okay. The supermarket is at 1500 Irving Street. It is near the apartment.

Anna: Great! Goodbye!

Marsha: Goodbye, Anna.

(later)

Anna: There is a big supermarket on my street. And Marsha says I am a good cook! Until next time ... !

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.

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.