



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 5: Where are you?

Objectives

- Students learn how to ask about location
- Students name places and activities in a house
- Students practice talking about actions in simple present
- Students learn to use the strategy, *Plan to Learn*, as they listen to questions about actions

Materials needed:

Images of students in various study conditions. Labels indicate groupings. You can print the images on the following page or show them on a screen.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 5 before this lesson. See the end of this lesson for details.

How do you study best?



Alone



With a friend



In a group



With music



In a quiet place



In a busy place

Prepare:

(If you share the same native language as your students, this part of the lesson may be conducted in that language. Otherwise, use images and gestures along with simple English to explain.)

Explain to students that when we study, we should stop to think how we learn best. Because we are all different, we have different needs. Some people like to study in a café, with some activity and background noise around them. Others like to listen to loud music - they feel it keeps them alert. Others may like to be in a totally quiet place with no distractions (like a television or radio).

Ask students to think for a few minutes about how they study best. Then ask them to tell you about the conditions they like for studying. Let several students respond.

Point out that when learning English, students can *plan to learn* by creating the conditions in which they function best.

Tell students that in this lesson, they are going to learn how to name rooms in a house, and say what they do in each room. By the end of the lesson, they will also be able to plan how and where to study well.

Present: "Plan to Learn"

Tell students that in today's lesson, they will learn to apply the strategy, *Plan to Learn* to learn how to talk about rooms in a house and what we do in each room.

If you have multimedia capability in your classroom, prepare to play the video for Lesson 5 of Let's Learn English. Tell students that the video will show four rooms in a house. Have students repeat when the video pauses. If you do not have multimedia in your classroom, have two students read the script for the video at the end of this lesson.

Ask students to look at the images you shared from page 3. Say, "Think about how you learn best. Do you like to study alone? Or with a friend? Maybe you like working in a small group." Put one of the three pictures from the first group in a corner of the room. Place the other two images in other locations in the room. These are our groups - 1, study alone; 2, study with a friend; and 3, study in a group." If the room is large, draw the locations on the board and number them to make them clear to students. Continue, "How about the environment? Do you like to have some music playing? Or be a quiet place? Maybe you like to study in a busy place." Place a copy of each of these "environment" images in the first three locations. Continue, "In a minute, I will ask you to choose a group. You will go to it and choose a picture to stand by - quiet, music, or busy. Look for others near that picture. Get one or two partners to study with today. Your job is to learn how to say, in English, the names of four rooms and what people do in the rooms."

Hand out Worksheet 1. Ask students to stand. "Now, take your paper and a pen, stand up and go to the place that matches you. Talk with the other students in your corner. If you are in the 'study alone' corner, you can sit down there and begin studying alone for five minutes. After that, you will begin working with a partner to practice what you learned. In the other groups, make pairs or a small group to work on your assignment for this class." If students hesitate to form groups, circulate around the room matching up students until everyone has either settled to work alone or with a group or partner.

Practice:

Tell students to work alone or in groups to learn how to say the names of the rooms and the activities. Have two students model the conversation using the worksheet. Watch the clock or set a timer. In five minutes, have students in the first group, those who study alone, form partners. Give students another five minutes to learn the new words and practice asking and answering questions.

Call students' attention to you. Tell them, "Let's come together again. Show me how well your study plan worked." Have several groups or pairs of students ask and answer questions about the rooms in a house.

Self-Evaluate

Ask what students think about the strategy, *Plan to Learn*. Were they in a "quiet" or "busy" group? Could they study well? Did they work alone or with a friend? Did the activity become easier working with a

friend or in a group? 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, "You can use the strategy *Plan to Learn* to help you learn in other areas. Think of what helps you to pay attention, remember, and use the new language you are learning. Help yourself by putting it all together to be a better language learner. 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 that we usually use a preposition, like "in" with a location. Some locations, like "upstairs" have no preposition. Point out the lines in the video: "I am in the kitchen" and "Let's go upstairs." Ask students to make sentences with other locations.

The [Pronunciation Practice video](#) teaches two ways to ask a question. The first is to use a rising intonation on a statement. For example, "You are in the kitchen?" The second method is to change the order of the subject and verb: "Are you in the kitchen?"

See Worksheet 2 for Lesson 5 at the end of this lesson plan. Have students work with a partner to complete the activity.

Note: All lessons in the Let's Learn English series are collected on this page: <http://m.learningenglish.voanews.com/p/5644.html>



Script: Let's Learn English Lesson 5: Where are you?

Anna: Hello, everyone!
Today my friend Marsha is at her friend's house.
She says it is beautiful. I want to see this house! Here we are!

Anna: Marsha, I am in the kitchen!
It is a beautiful kitchen!

Marsha: It *is* beautiful.
We cook in the kitchen.

Anna: I eat in the kitchen.

Marsha: We relax in the living room.

Anna: I relax in the living room.
Marsha, let's go upstairs!

Marsha: Anna? Where are you?

Anna: Marsha, I am in the bathroom!
I wash in the bathroom.

Marsha: I am in the bedroom.
We sleep in the bedroom.

Anna: I sleep in the bedroom!

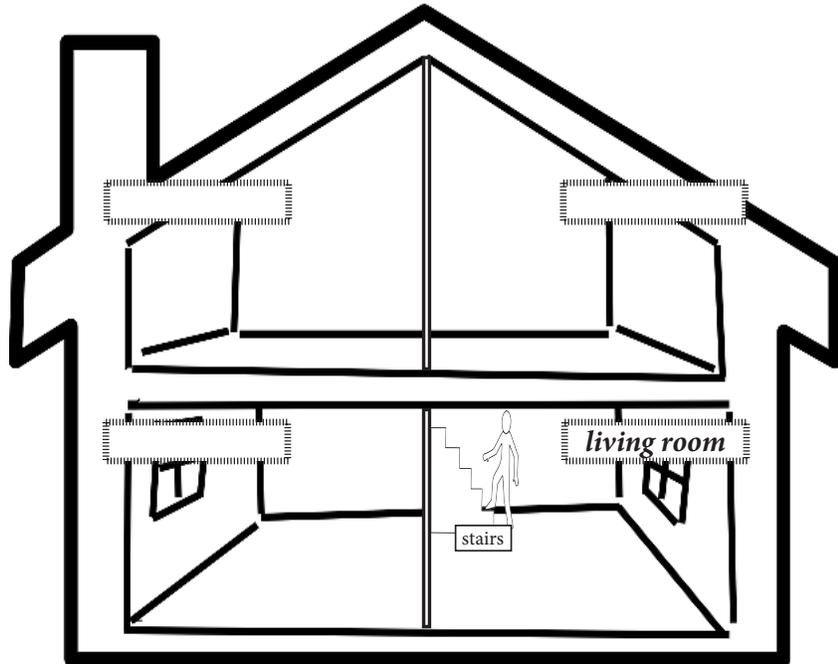


Actions:

- sleep
- cook
- wash
- relax
- eat

Rooms:

- living room
- kitchen
- bedroom
- bathroom



Work with your partner or partners.

Ask questions like this:

What do you do in the bedroom?

Make sentences with the actions and rooms like this:

I sleep in the bedroom

Think of two other things you can say about the living room.

Let your teacher know when you can ask and answer the questions without looking at this paper.

Let's Learn English

Step 1: Draw the objects or write their names in the rooms.

Step 2: Write the name of each room:

room:

living room

bedroom

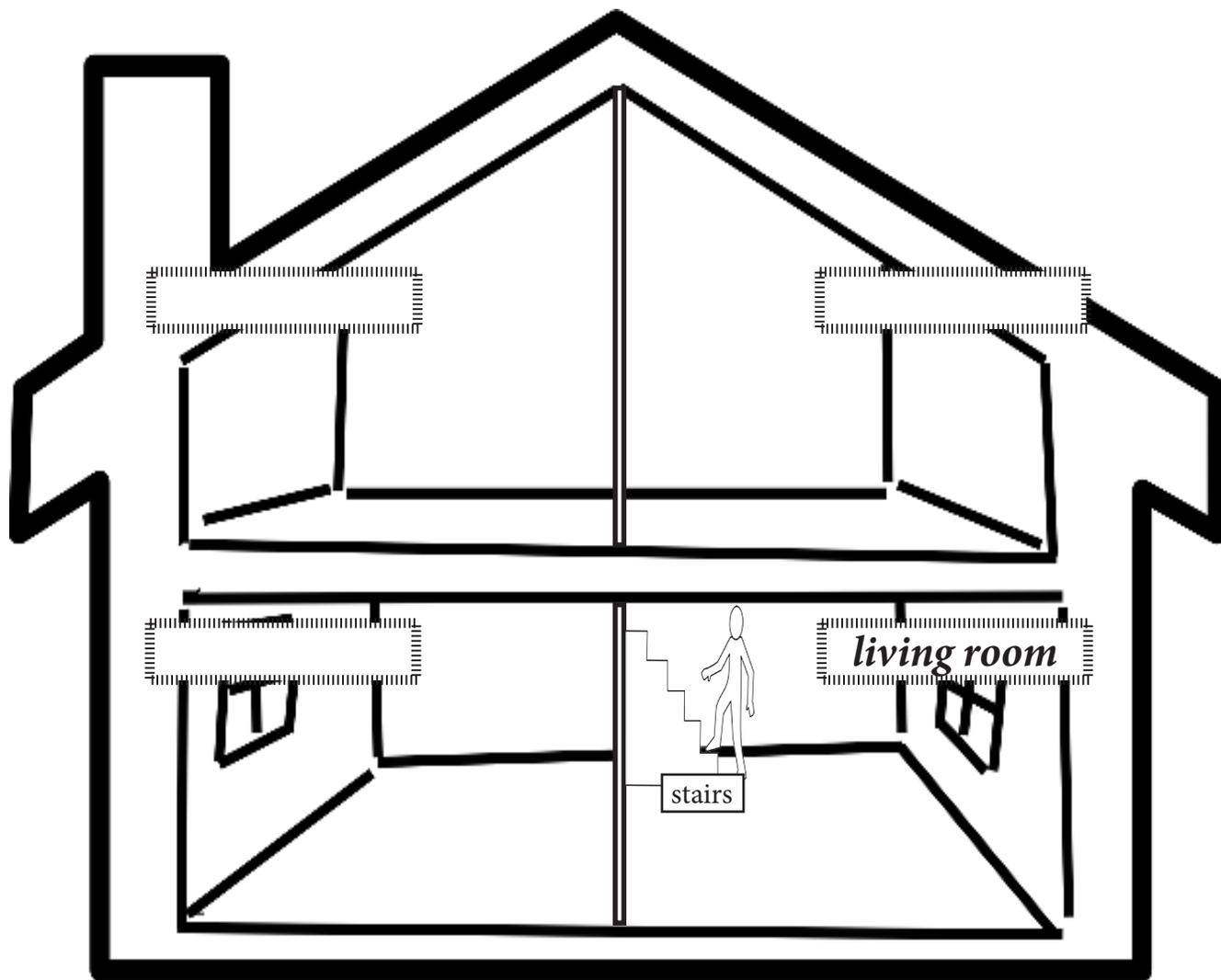
kitchen

bathroom

Step 3: Tell your partner where the objects are!



The stairs are in the living room.



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.