



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 9: Is it Cold?

Objectives

- Students learn how to talk about the weather with Fahrenheit & Celsius temperatures and adjectives
- Students learn to give short answers with yes or no
- Students learn to agree or disagree
- Students learn to use the strategy, *Look for Ways to Practice*

Materials needed:

- Activity worksheet (included at the end of this lesson)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 9 before this lesson. See the end of this lesson for more details.

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.)

Ask students how often they talk about the weather using their native language.

Let several students respond. They will probably say they mention the weather almost every day.

Point out that when learning English, students can use a common topic like the weather to practice talking with friends, classmates, and others they meet. Ask students what words they already know in English to describe the weather. List the words the students say on the board or screen.

Tell students that in this lesson, they are going to learn how to talk about weather, use short answers, and agree or disagree. By the end of the lesson, students will be able to carry on a short conversation on the weather.

Present: "Look for Ways to Practice"

Tell students that in today's lesson, they will learn to apply the strategy, *Look for Ways to Practice* as they learn to talk about the weather. Give an example, "When I am eating at a café, I often see people around me who look like they might speak English. If the person is not busy, I ask them, 'Excuse me, do you speak English?' If they say, 'Yes,' I continue. One good topic is weather. I can ask, 'Is it

cold out?' or 'Is it warm today?' and begin a conversation. I can then practice speaking and improve my English skills. I always remember to thank the person for speaking with me in English."

If you have multimedia capability in your classroom, prepare to play the video for Lesson 9 of Let's Learn English. Tell students that the video will show Anna talking to her phone about the weather.

Have students repeat when the video pauses. If you do not have multimedia in your classroom, have students read the script for the video at the end of this lesson.

Review the language of the conversation by asking a student, "What is the weather in Washington, DC?"

Prompt the student to answer with:

"It is snowy."

Ask another student: "Is that right?" The other student should respond, "Yes, it is." Point out this is *agreeing*. Tell students. "If I say, 'the weather in Washington is warm and sunny, you can say, 'No it isn't.' That is *disagreeing*."

Continue by asking, "What is the weather in Mexico City?"

Help the student to answer, "It is warm and sunny." Ask again, "Is that right?" and have a student agree or disagree.

Hand out copies of the worksheet at the end of this lesson. Show how to unscramble the letters to write the weather words. The first one is done. It is 'warm.'

Practice:

Instruct students to find a partner to work with. Tell students that they are going to practice talking about the weather by pretending to be in one of the cities on the map. Demonstrate how to take on the role of a person living in one of the cities on the map. "I am in Boston. Ask me about the weather." Choose a student to ask you, 'Is it warm in Boston?' Answer, 'No it isn't.' Encourage the student to ask another question, 'Is it cold in Boston?' Answer, "yes, it is." Point out to students that the short answer, 'Yes, it is' may sound like 'yessitis' when spoken quickly by a native speaker of English. (Later, you can use the Pronunciation Practice video to reinforce this pronunciation point.)

Give students enough time to learn new words and practice asking and answering questions. Remind them during the practice, "When you can talk about the weather in English, you can *find ways to practice* with many other people by talking about the weather."

Once students have completed the practice, have several pairs of students demonstrate how they ask and answer questions about times and activities.

Self-Evaluate

Ask students what they think about the strategy, *Look for Ways to Practice*. Did they use all of the words they know to talk about weather? Do they think they can go outside of the classroom and talk with someone about the weather? 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 feasible, "You can use the strategy *Look for Ways to Practice* to help you learn in other areas. When you learn something new, think about when and how you can practice what you have learned. You can use this strategy with music or art, as well as when you are learning a new language. *Look for Ways to Practice* can help you be a better language learner. The more often you practice speaking, the more confident you will be about speaking English. Give it a try the next time you practice English, and let me know if it works for you!"

Assignments for more practice

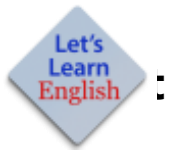
Have students listen to the [Speaking Practice](#) video and say the new words for this lesson. After the vocabulary section, the video provides practice with rising and falling intonation with the interjection, "oh."

The [Pronunciation Practice](#) video teaches how Americans often answer yes/no questions quickly, with no break between the words. The video also teaches how to ask a yes/no question.

The [Listening Quiz](#) is another possible assignment for outside of class. Click the link above or from the website lesson page.

See the Activity Sheet for Lesson 9 at the end of this lesson plan. (or [download from our website here](#)) Have students work with a partner to write sentences using the words after they have completed the lesson above.

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



Let's Learn English Lesson 9: Is it Cold?

Anna: Oh, hi, everyone! Here in Washington, DC, the weather changes often. One day is cold and windy. But the next day is warm and sunny! So, every day I check the forecast. Hello, Phone? What is today's temperature?

Phone: Today it is 18 degrees ...

Anna: Eighteen degrees! That is cold!

Phone: ... eighteen degrees Celsius.

Anna: Oh, Celsius. That is 65 degrees Fahrenheit. That's warm.

Phone: Yes, Anna. It is warm.

Anna: Excuse me, Phone. Is it windy today?

Phone: No, it is not windy today.

Anna: Is it sunny today?

Phone: Yes, Anna. It is sunny.

Anna: Excuse me, Phone?

Phone: Yes, Anna.

Anna: Is it snowy today?

Phone: No, Anna. It is not snowy.

Anna: Thank you, Phone!

Anna: Today the weather is warm and sunny -- great for seeing Washington, D.C.

Anna: Phone! It is not warm and sunny! It is cold and windy and snowy!

Phone: Anna, it is not cold, windy, or snowy. It is warm and sunny ... in Mexico City, Mexico.

Anna: Oh. I see. Mexico.

Anna: Washington weather changes often. Remember to check the forecast -- the right forecast.


Phone: Yes, Anna. Next time remember to check the *right* fore...


Anna: Okay, thank you Phone. Goodbye, Phone.

Anna: Until next time!

Phone: Yes, until next time ...


Let's Learn English

1 
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 ↙ ↘ ↙ ↘
 r a m w

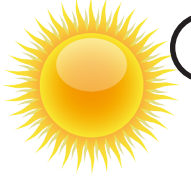
2 
 _ _ _ _
 d l c o


V Learning English


Use the letters in the boxes to spell the weather words. Then pick a city from the map below. Ask your partner what the weather is like in their city. Listen to their answers and try to guess what city they are in. Then let your partner ask you questions and try to guess your city.

3 
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4 
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5 
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 n u n s y

6 
 _ _ _ _
 y w i d n

7 
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 s n y w o



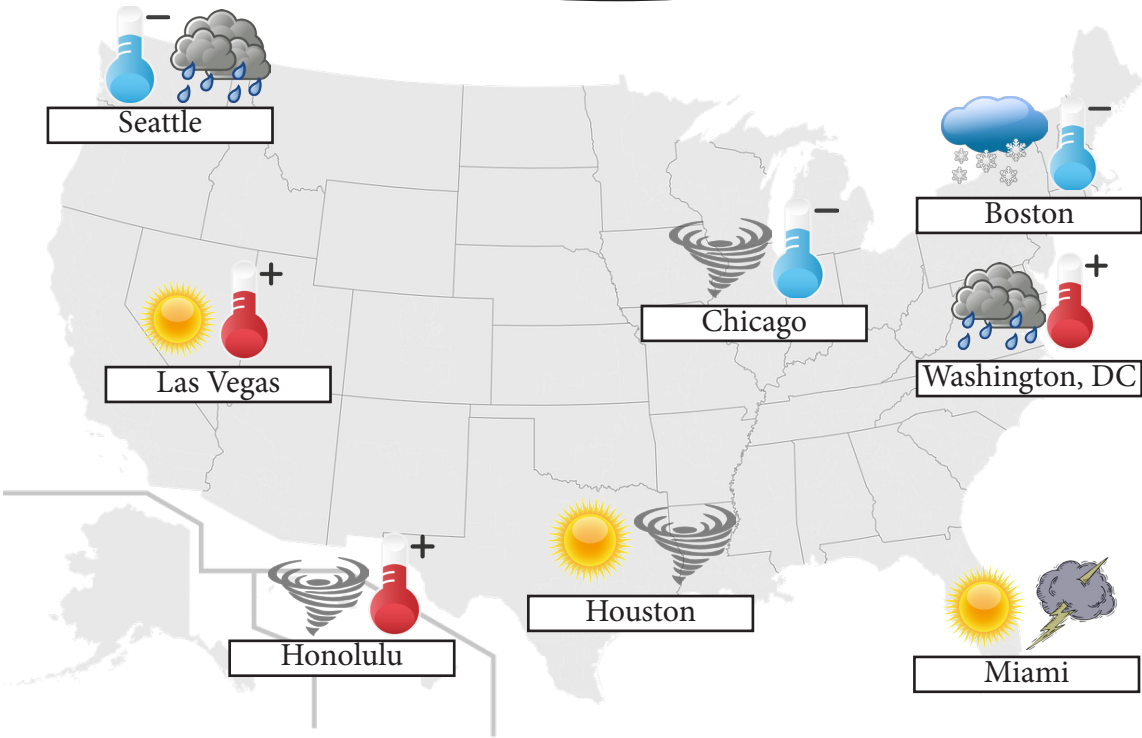
Is it warm in your city?

No.

Is it snowy in your city?

Yes.

Your are in Boston!



Answers (1) warm ; (2) cold ; (3) rainy ; (4) stormy ; (5) sunny ; (6) windy ; (7) snowy

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.