



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 13: Happy Birthday, William Shakespeare!

Objectives

- Students learn how how to tell about family members.
- Students learn to describe family relationships.
- Students learn to use the strategy, *Find Patterns*, as they talk about family members.
- Students practice using the auxiliary *do* and the verb *make*

Materials needed:

- Activity worksheet (included at the end of this lesson)
- Cards with names of family members and definitions (can be printed and cut from pages 6 & 7 of this lesson)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 13 before this lesson. See the end of this lesson for more details.

Note to teachers printing this document: The document is in A4 format. To print on US Letter – sized paper, choose the option to "shrink oversized pages" when printing from Acrobat.

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 are learning new things, it helps to look for patterns. Our brains like patterns and they help us remember new material. For example, most people who are not musicians cannot sing a particular music note. But in a scale, many people can sing a series of notes going up, like 'do-re-mi-fa-so-la-ti-do.' That is because it is a pattern. The same is true of telephone numbers. Businesses pay more to get numbers that are easy to remember. These telephone numbers may have a numerical pattern, or the buttons have letters that can spell out the name of the business. ("Call 1-800-blue-van" is an ad for an airport shuttle service, for example.)

Ask students to think for a few minutes about patterns they have used in learning English. Let several students respond.

Tell students that in this lesson, they are going to learn how to talk about family. By the end of the lesson, students will be able to introduce a family member to a friend.

Present: "Find Patterns"

Tell students that in today's lesson, they will learn to apply the strategy, *Find Patterns* to talk about family members in English.

If you have multimedia capability in your classroom, prepare to play the video for Lesson 13 of Let's Learn English. Tell students that the video will show Anna talking about her family.

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.

Hand out copies of the activity sheet at the end of this lesson.

Introduce the words from the activity sheet: aunt, brother, cousin, daughter, father, mother, niece, sister, son, grandmother, grandfather, sister-in-law, brother-in-law, nephew.

Have students repeat the words. (These are not all in the online lesson.) Make sure students understand the meaning of the words by using a family tree graphic like the one at the end of this lesson on the board or on screen. (You can assign the Speaking Practice video as homework to help students prepare for this lesson by learning the vocabulary.)

Ask, "Do you see any patterns? Are these words similar to the words you use in your language for family members? How are they different?" Listen to students and write their comments on the board or shared screen. Give examples of patterns: "Three words end with the letters, '-ther.' Most words have a different male and female form. Cousin has only one form. 'Grand-' is a prefix for two generations. '-in-law' is added to relative by marriage. 'Niece' and 'nephew' both start with 'n.'" List the patterns on the board or screen.

Point out another pattern in the video: Marsha asks,

- "What do rodeo clowns do?"
- "What does Uncle John do?"
- "What do they do?"

Explain this is a helping verb, "do" used with the verb "do." Ask a student, "What do you do?" and encourage the student to answer, "I study English." Ask, "What do I do?" and encourage students to answer, "You teach English."

Explain that another pattern in the video is the verb "make." Anna says,

- "They make people laugh."
- "She makes spoons."
- "He makes guitars"
- "They make sweaters."

Ask students to give examples of the things that members of their family make. This is a good time to give necessary vocabulary the students can use in Practice phase 1 of this lesson.

Practice 1:

Ask students to find a partner and ask each other the questions indicated on the sheet. Have one pair demonstrate using the sample conversation, then ask the students to continue by asking, "What does he/she do?" Students can answer with the person's occupation or with the name of something they make. When they have completed the family tree, ask several pairs to share interesting things they learned about their partner's family.

Practice 2:

Tell students that they are going to pretend they have family members in the class. Hand out one set of cards as shown below (write the words below on cards or print and cut out the words) to groups of four students. Have students cut out the rows and fold the paper in half to make a card with the word on one side and the meaning on the other side.

aunt	the sister of your father or mother or the wife of your uncle
brother	a boy or man who has one or both of the same parents as you
cousin	a child of your uncle or aunt
daughter	a female child
father	a male parent
mother	a female parent
niece	a daughter of your brother or sister
sister	a girl or woman who has one or both of the same parents as you
son	a male child
grandmother	the mother of your father or mother

grandfather	the mother of your father or mother
sister-in-law	the sister of your husband or wife or the wife of your brother
brother-in-law	the brother of your husband or wife or the husband of your sister
nephew	a son of your brother or sister

Tell students they will now use the patterns of the new words and the conversation patterns they saw in the video or the model conversation presented in class to introduce a classmate. Ask four students to come to the front of the class to demonstrate. Instruct Student A to begin. Hand the student one card at random. Give them this exchange:

Student A: Meet my (cousin- or other family member shown on the card), (name of Student C). (gestures to Student C)

Student B: Nice to meet you, name. (shakes hands with Student C)

Student C: Nice to meet you, too. (Shakes hands with Student B and turns to Student D) (Student D), meet my (cousin). (gestures to Student A)

Student D: Nice to meet you. (shakes hands with Student A.)

Student A uses the card as a clue to the family relationship.

Depending on the family relationship and gender of the students, the word brother may change to sister, mother may change to son, and so on.

Have students form groups of four and practice the conversation. Make sure they have a different student pick a card each time. When they have finished going through their set of cards, call them back to their seats.

Self-Evaluate

Ask students what they think about the strategy, *Find Patterns*. Did they remember the new words more easily once they had associated the word with a pattern? Did they feel more comfortable using the new words in conversation? Will they try to find and apply patterns in other English learning? 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 *Find Patterns* to help you learn in other areas. When you learn something new, think whether there is a pattern you can use. You can use this strategy on your math homework, in social studies, art, science, or when you are learning a new language. Finding and applying patterns will stimulate your brain and help you 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 how to ask about a friend's problem.

The Pronunciation Practice video teaches how people in different parts of the United States pronounce the word "aunt."

See the Activity Sheet for this lesson at the end of this lesson plan or download it from the website. 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 13:

Happy Birthday, William Shakespeare!

Anna: Hello! In Washington D.C. there are many things to do on a Sunday afternoon. I like to **exercise**. I like to **shop**. I like to garden. But today I feel **bored**. When I feel bored I always look for something **unusual** to do! I hear music. Let's go see! What is going on here?

Rebecca: It's a big **birthday party** for the writer **William Shakespeare**.

Anna: This is a party for William Shakespeare?

Rebecca: Yes!

Anna: Awesome!

Rebecca: Awesome!

Anna: This is a **drum band**. I never listen to a **drum band**. But today I am **listening** to a drum band *because it's Shakespeare's birthday!*

Anna: This is a puppet show. I never **watch** puppet shows. But today I am **watching** a **puppet show** *because it's Shakespeare's birthday!*

Anna: This is **sword fighting**. I never **sword fight**. But today I am **sword fighting** *because it's Shakespeare's birthday!*

Anna: My clothes are usual. His clothes are unusual.

Anna: In Washington, D.C. seeing a **politician** or even a **President** is usual. Seeing the **Queen of England** is very unusual! Your majesty!

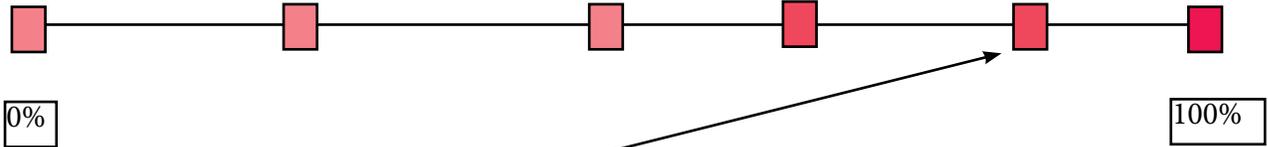
Anna: This is sword fighting. I never sword fight. But today I am sword fighting because it's Shakespeare's birthday!

Anna: There are many things to do on a Sunday in Washington, D.C. -- some usual, some unusual.

Anna: Today, I am not bored because ... it is William Shakespeare's birthday!



Match the frequency adverb with the correct percentage.



usually

occasionally

always

never

often

sometimes

Now pretend you are writing an email about how frequently you do different activities.

To: learningenglish@voanews.com

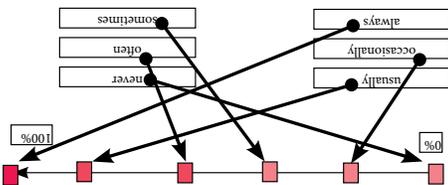
Subject: What I do on a usual day.

Dear VOA,
 I always eat breakfast. Then, I usually ...

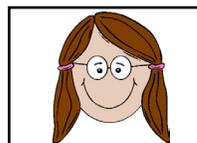
Send

Answers for above.

Find a partner to work with. Ask questions using the words at the top of the page. Listen to your partner's questions and answer them.



What do you always do on the weekend?



I always do my homework.

New Words

band – *n.* a usually small group of musicians who play popular music together

because – *conj.* for the reason that

birthday – *n.* the day when someone was born or the anniversary of that day

bored – *adj.* tired and annoyed by too much of the same thing; not interested

drum – *n.* a musical instrument that is made with a thin layer of skin or plastic stretched over the end of a round frame and that is played by hitting the skin or plastic with sticks or with your hands

exercise – *v.* physical activity that is done in order to become stronger and healthier

fight – *v.* to use weapons or physical force to try to hurt someone, to defeat an enemy, etc. or to struggle in battle or physical combat

party – *n.* a social event in which entertainment, food, and drinks are provided

politician – *n.* someone who is active in government usually as an elected official

President – *n.* the head of the government in some countries

puppet – *n.* a doll that is moved by putting your hand inside it or by pulling strings or wires that are attached to it

Queen – *n.* a woman who rules a country and who usually inherits her position and rules for life

shop – *v.* to visit places where goods are sold in order to look at and buy things

show – *n.* a performance in a theater that usually includes singing and dancing

sword – *n.* a weapon with a long metal blade that has a sharp point and edge

unusual – *adj.* different or strange in a way that attracts attention

usual – *adj.* done, found, or used most of the time or in most cases, or normal or regular

watch - *v.* to look at (someone or something) for an amount of time and pay attention to what is happening

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.