



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 18: She Always Does That

Objectives

- Students learn how to describe frequency of actions
- Students learn object pronouns and pronouns with /h/ sound deleted ['em; 'im]
- Students learn to use the strategy, *Classify*
- Students learn to distinguish different pronunciations of Simple Present tense –s endings

Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Cards or paper strips with verbs from previous lessons (print page from this lesson)
- Play food or pictures of foods that are familiar to students or the food images from this lesson.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 18 before this lesson. See the end of this lesson for more details. Before this lesson, make sure students know how to pronounce the days of the week and times of day.




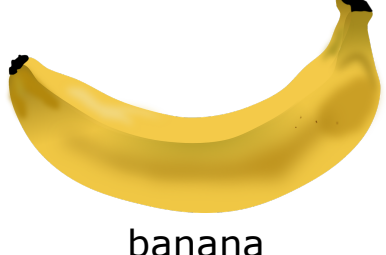


Note to teachers printing this document: The document is in A4 format. To print on US Letter – sized paper, choose the option to "shrink oversized pages" when printing from Acrobat.

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.)

Ask students, "Do you ever sort things? Like your pens and pencils, or foods in your kitchen?" Give students a chance to think of some examples of things they sort. Possible answers may be cards, books, clothes, or mail for a family; making a pile of mail for each person.

Take out the toy or real food items, or use the images below.

 <p>potatoes</p>	 <p>apples</p>
 <p>carrots</p>	 <p>banana</p>
 <p>oranges</p>	 <p>peppers</p>

Show the images to students, then ask, "How can we put these into groups?" Suggest different ways to classify the items:

- vegetables: carrots, potatoes, & pepper;
- fruit: apples, banana, & oranges;
- long and thin: bananas, potatoes, & carrots;
- round: oranges & apples
- red: peppers & potatoes & some apples
- orange: oranges & carrots

Write the groupings on the board or a shared screen, or simply put the toys or cut-out pictures into piles.

"In this lesson, we will see Anna's boss, Caty, talk about something Anna always does. We also will see Caty sorting, or classifying. We'll learn how to classify, too."

Present: "Classify"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 18 of Let's Learn English. Tell students that the video will show Anna doing something new at her job.

Have students repeat, or shadow, when the video pauses. If you do not have multimedia in your classroom, ask two students to come to the front of the room. Have the students read the script for the video at the end of this lesson.

At the end of the video or conversation ask students, "What happens when Anna reads the news?" Give students time to answer. Possible answers may be, "Anna shows her emotions / feelings" or "Caty gets angry." Point out that in this conversation Caty explains how to read the news. Anna shows her feelings when she reads. Caty wants her to just tell the facts of the story.

Explain, " Caty is *classifying* when she tells Anna, 'When we read the news we are always reading **facts**. We never show our **feelings**.' She wants Anna to understand the difference between facts and feelings. Notice how she says it." Write on the board or a shared screen:

- When we read the news we are always reading facts.
- We never show our feelings.

Point out the structure Subject – Frequency adverb – verb. Give some other examples: 'We always speak English in this class.' 'I sometimes call on students to answer difficult questions.'

"You can also *classify* when you learn English. *Classifying* helps us to sort, or organize, words and patterns so we can remember them more easily. Today we're going to use some of the verbs we learned and the words that show how often we do things to practice *classifying*."

Practice:

Bring one pair to the front of the class to model the activity. Write the words **always**, **sometimes**, and **never** on the board or screen. Ask one student of the pair at the front, "What do you always do on the weekend?" Let the student pick a verb card. Make a sentence with the verb and always: "He always sleeps on the weekend." Below **always** write 'sleep.' Encourage the student to ask their partner, "What do you sometimes do on the weekend?" When the partner answers, write their sentence on the board: 'I sometimes shop on the weekend.' Write the word 'shop' under the word sometimes on the board. Have the other student ask a question with never.

Have students cut out the images on the following page. Have them place the cut-out papers with the words **always**, **sometimes**, and **never** at the top of their desk or table. Have students choose a partner to work with.

Instruct students, "Now, take each of the verb cards and place them under the word that tells how often you do the activity. *Classify* whether you do it always, sometimes, or never. Ask your partner questions about each activity and answer your partner's questions."

When all pairs have completed the activity, have several partners demonstrate how they use the verbs and adverbs. Have one pair show how to review the sentences by asking a student to report on how their partner spends the weekend differently from themselves. "She always relaxes on the weekend. I always work on the weekend. I never cook on the weekend. She sometimes cooks."

Ask students to collect their cards and put them in a book for later use, then return to their seats.

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sleep



relax



read



shop



play



work



jog



walk



eat



cook

always**sometimes****never**

Self-Evaluate

Ask students, "What did you think of *classifying*? How well did you classify the things you do? What can you do better the next time we classify? Do you think you will remember how to use *always*, *sometimes*, and *never*?" Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *classify* in class today.

Expand

Say to the students, "You can use the strategy *classify* to help you learn in other areas. When we learn about science, we often have to classify. For example, what is a mammal and what is a reptile? What is an insect and what is a spider? Any time you learn something, you can *classify* the information you gather. See if classifying helps you remember the things you are learning. Give it a try 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 the phrasal verb "got it" to show understanding.

Have students try the [Quiz](#) to evaluate how well they understand this lesson.

The [Pronunciation Practice video](#) teaches about shortened forms of object pronouns that begin with a /th/ or /h/ sound. Students can also learn about two different ways to pronounce the "s" ending on verbs like "talks" and "says."

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See the [Activity Sheet](#) for this lesson at the end of this lesson plan or download it from the website.

Note: All lessons in the Let's Learn English series are collected on this page:

<http://learningenglish.voanews.com/z/4729.html>

Let's Learn English Lesson 18: She Always Does That

Anna: Hello, from Washington, D.C.! Today at work I am reading the news for the first time. I am really nervous. But my boss, Ms. Weaver, is here to help me.

Caty: Now, Anna, remember. When we read the news we are always reading **facts**. We never show our **feelings**.

Anna: Sure thing, Ms. Weaver.

Caty: Great. Are you ready?

Anna: Yes.

Caty: Okay, let's try the first **story**!

Anna: Hello, and welcome to *The News*.

Anna: A new book is very **popular** with **children** and families. This is it.

Anna: It is about a **lost duckling**. The duck's mother cannot find him.

Caty: Stop! Anna, when you say the words "duck" and "duckling" you look really **sad**.

Anna: I do?

Caty: Yes. Sad is a feeling.

Anna: Sad is not a fact. Sorry. Let me try again.

Caty: Okay, she's trying again! And go.

Anna: Hello, and welcome to *The News*. A new book is very **popular** with **children** and families. This is it.

Anna: It is about a **lost duckling**. The **duck's** mother cannot find 'im. But a family gives him a home.

Caty: Stop! Anna, you are doing it again.

Anna: This story is very **sad**.

Caty: I have an idea. Let's read the second story. She's reading the second **story**. And ... go!

Anna: Hello, and welcome to *The News*. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.

Anna: That is awesome!

Caty: Stop! Stop! Anna, please -- no feelings.

Anna: Right. But it is awesome that an 80-year-old grandmother wins a car race.

Caty: Just the facts, Anna.

Anna: Right.

Anna: Hello, and welcome to *The News*. In Indiana, a grandmother is the first 80-year-old woman to win The Race Car 500.

Anna: She **rarely** talks to reporters. But when she does, she often says, "Nothing can stop me now!"

Anna: I am very happy for her!

Caty: Stop, stop, stop!! Anna, you cannot say you are happy.

Anna: But I am happy.

Caty: But you can't say it.

Anna: Why?

Caty: This is the News. Happy and sad are feelings. You can't have them in *The News*.

Anna: Okay. I got it.

Caty: Okay. Let's try the third story. She's reading the third story!

Anna: Hello and welcome to *The News*.

City politicians in Big Town are **using** city money to have a big party on a **cruise ship**. They are taking the money for the party from the children's library.

Anna: What?! That makes me very **angry**.

Caty: No, no, no! Anna, you cannot say you are **angry**! This is The News!!!

Anna: What can I do, Ms. Weaver? Take out my feelings and put them here ... on the news **desk**?

Caty: Yes. Yes. That's right! Now you've got it!

Caty: Let's **repeat** the first story.

Anna: This is going to be a very **long** day.

Anna: Until next time!

New Words

angry – *adj.* having a strong feeling of being upset or annoyed

cruise ship – *n.* a large ship that stops at different ports and carries passengers who are traveling for pleasure

desk – *n.* a piece of furniture that is like a table and often has drawers

duck – *n.* a bird that swims and has a flat beak, a short neck, a heavy body, short legs, and webbed feet

duckling – *n.* a young duck

fact – *n.* a true piece of information

feeling – *n.* an emotional state or reaction

get – *v.* to understand (something or someone)

Indiana – *n.* state of the U.S.

long – *adj.* lasting or continuing for a great amount of time

lost – *adj.* not knowing where you are or how to get to where you want to go

popular – *adj.* liked or enjoyed by many people

race car – *n.* a very fast car that is used in professional auto racing

rarely – *adv.* not very often

repeat – *v.* to say (something) again

sad – *adj.* not happy

story – *n.* a description of how something happened

throw – *v.* to cause (something) to move out of your hand and through the air by quickly moving your arm forward

win – *v.* to achieve victory in a fight, contest, game, etc.

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.

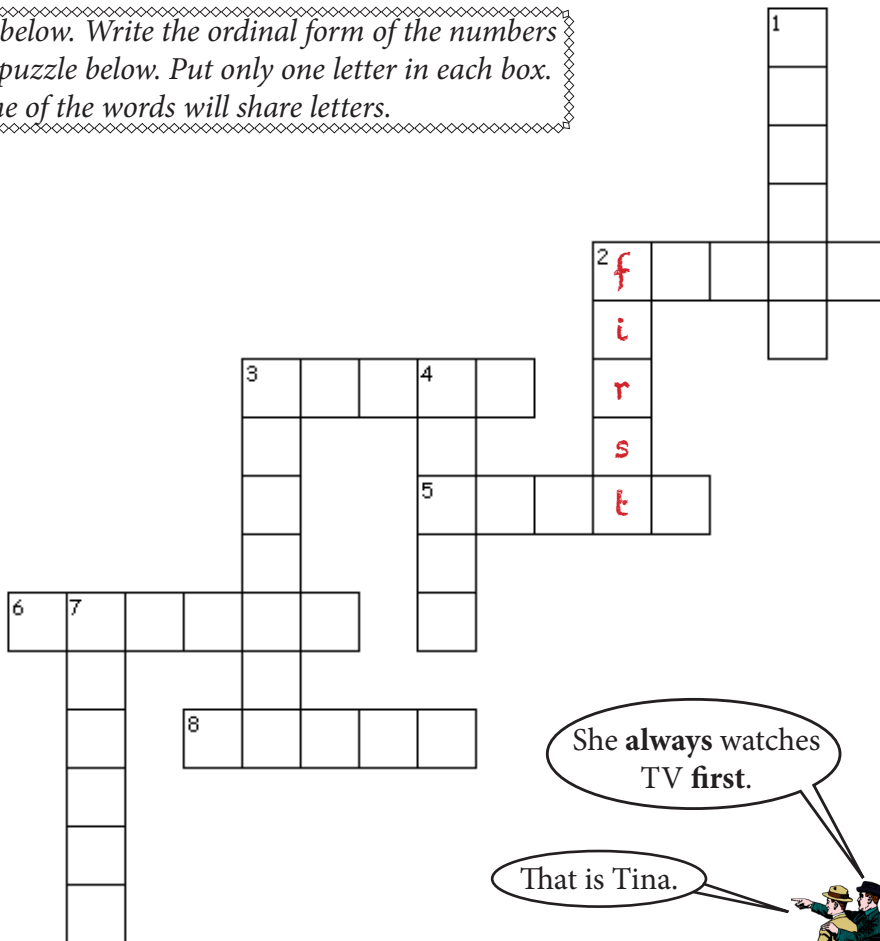
A list of CALLA learning strategies follows. These strategies were researched by J. Michael O'Malley and Anna Uhl Chamot.



Look at the clues below. Write the ordinal form of the numbers in the crossword puzzle below. Put only one letter in each box. Some of the words will share letters.

Clues

Across	Down
2) five	1) four
3) six	2) one
5) nine	3) seven
6) two	4) ten
8) three	7) eight



She **always** watches TV **first**.

That is Tina.



Now look at the pictures of the people below. Write one sentence about each of the people. Write the sentences based on the order in which they do each of the three activities. Try to use the adverbs **always** or **never**. Read your sentences to your partner. Let them guess which person each sentence is about. Then listen to their sentences and try to guess which person they are describing in each of their sentences.

watch TV

exercise

go to work

1st



Tina



Mary



Bob

2nd



Bob



Tina



Mary

3rd



Mary

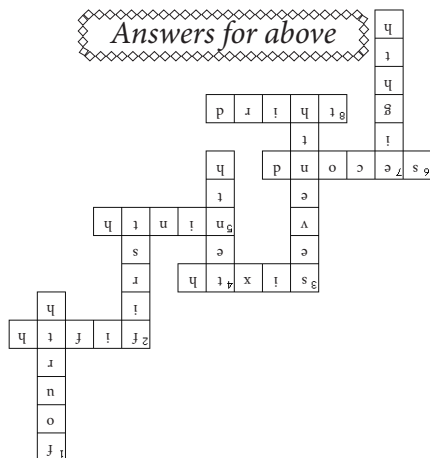


Bob



Tina

Answers for above



Write your sentences here.

1) She **always** watches TV **first**. (Tina)

2)

3)

4)

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.