



## 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 25: Watch Out!

### Objectives

- Students learn about the past tense contraction, *didn't*
- Students learn to use the strategy, *Make Associations*
- Students learn how to give advice with *should* or *ought to*

### Materials needed:

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

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 25 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.)*

Ask students, "Do you like to play games?" Give students time to answer.

Continue, "Is playing games good for us? Why or why not?" Again, take student answers. Possible answers may include, "We get exercise playing active games, so it is healthy;" or "We sit too much when we play video games, so it is not good for us."

Explain, "There is a new game that you have to play while you walk around. Anna and Dan are playing a game like that in the lesson today. Do you like to play games while you walk around, too?" Give students time to comment. Write the names of the games they mention in English on the board or a shared screen.

Ask, "Stop and think. How did you learn how to play the game you like to play?" (if students understand the word "rules" use that, as in, "How did you learn the rules for the game?" or define it for them.) Let students explain how they learned the game. Respond to them by saying, "You can use a strategy to help you remember how to play a game, just like you use strategies to help you learn English."

Conclude, "We will also learn how to use the learning strategy *Make Associations* today when we talk about games and sports."

## **Present: "Make Associations"**

(Optional grammatical focus: Explain that there are some irregular

past tense verbs in this conversation. Write the past tense verbs on the board or a shared screen to help students notice the new form.

build/built

catch/caught

find/found

Have students practice the pronunciation of the verb forms and ask them to listen carefully for these verbs when they watch the video or listen to the conversation.)

If you have multimedia capability in your classroom, prepare to play the [video for Lesson 25](#) of Let's Learn English. Tell students that the video will show Anna visiting memorials in Washington, DC.

Have students repeat 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. One reads "Anna" and the other reads "Dan."

At the end of the video or conversation ask students, "What happened in the video? What did Anna learn?" Give students time to discuss the game and the fun fact about President Thomas Jefferson. Ask, "What does Dan learn?" Give students time to answer. Possible answers may include, "He learns to be more careful when he is playing the game;" "He **should** watch out when he is walking." Point out that the modal verb *should* is used to give advice to someone. Give some examples of sentences with *should* related to your students, like "You should speak English all the time in class."

Introduce the learning strategy by pointing out the section of the conversation when Anna talks about Thomas Jefferson.

*Anna: I know that Thomas Jefferson signed the Declaration of Independence! Now, where is that symbol?*

*Here it is! My first one. It's an American flag! I won 60 points!*

*An American flag works well for Thomas Jefferson. I see lots of American flags on Independence Day!*

Explain, "Anna is *Making Associations* when she connects those two things that are related: flags and Thomas Jefferson. The next day, if she wants to remember which Americana symbol she found at the Jefferson Memorial, she only needs to think of Independence Day. That will remind her of the American flag."

"Do you make associations, or connect ideas, when you learn new things? Scientists tell us this is how our memory works. We connect old information to new information. Let's try it and have some fun playing a game today."

### **Practice:**

Give students a copy of the Activity Sheet. Provide small markers such as colored glass beads or tokens so that each student has a marker. Or have students write their name on a small square of paper to use as a game piece.

Explain that in this game, students will close their eyes and point to a number on the grid. Then they will move a marker that number of spaces. Review the vocabulary from the Activity Sheet:

Ask two students to model the game play for the class, or model it yourself. Point to a number and move your marker to a space. Say,

"I landed on the beach. I like to scuba dive at the beach. That is my *association* - scuba diving and the beach." Ask a student, "What should I **watch out for** at the beach?" The student may say, "Watch out for sharks," or "You **should** watch out for boats."

Instruct students, "Make a group of three or four. Choose one person to go first. Play the game. Remember to make associations and make a sentence with 'should' or 'watch out.'" Circulate among students to make sure they understand how to play the game and are making sentences in English.

### **Self-Evaluate**

Ask students what they think about the strategy, *Make Associations*. Did they like connecting two ideas? Did they feel they can better remember how to talk about games in English? 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, "You can use the strategy *Make Associations* to help you remember words and sentences in English. It is a powerful brain tool that we can use every day. You can use this strategy when you have to listen or read in English. Connect the ideas in your mind to make a stronger memory. Give it a try the next time you are learning 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 use the word "should" to give advice.

Have students try the [Listening Quiz](#) to practice their listening skills.

The [Pronunciation Practice](#) video teaches about the negative past tense verb form "didn't."

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 25: Watch Out!

Anna: Hello from Washington, DC! This city has many monuments and memorials.

Anna: Today I am visiting the ones **built** in **memory** of our Presidents: Washington, Jefferson, Lincoln and Roosevelt.

Anna: I want to learn more about them.

Anna: Hey! **Watch out!**

Dan: Sorry! I didn't see you.

Anna: You were not looking. You **should be more careful.**

Dan: I know I should be more careful. But this game is really fun.

Anna: What kind of game?

Dan: You have to **find** things that aren't really there.

Anna: How can you find things that aren't really there?

Dan: They're in your phone. See?

Anna: I see. It's like a **scavenger hunt.**

Dan: That's right!

Anna: I don't have time for games. I want to learn about U.S. presidents.

Dan: Then you **should** play this game! When you find an American **symbol**, you win **points** and a Fun Fact about a U.S. President.

Anna: I have time for this game!

Dan: Here are the symbols that I **caught**: the **Statue of Liberty** for 20 points, **Uncle Sam** for 40 points and the American **flag** for 60 points.

Anna: What symbol are you looking for now?

Dan: I am looking for the **bald eagle**. That is 100 points! It should be near the Washington Monument.

Anna: This game is awesome.

Dan: You ought to buy the app right now. It's called "**Catch Americana**."

Anna: Got it. Catch Americana.

Anna: Thanks! Good luck!

Dan: Good luck to you too!

Anna: This is the Jefferson Memorial.

I know that Thomas Jefferson signed the **Declaration of Independence**! Now, where is that symbol?

Anna: Here it is! My first one. It's an American flag! I won 60 points!

Anna: An American flag works well for Thomas Jefferson. I see lots of American flags on **Independence Day**!

Anna: Where is my Jefferson Fun Fact?

Voice: In his lifetime, Thomas Jefferson wrote about 19,000 letters!

Anna: I did not know that. Where is the next symbol?

## New Words

**Americana** - *n.* things produced in the U.S. and thought to be typical of the U.S. or its culture

**bald eagle** - *n.* a very large bird of North America that has a white head and white tail feathers

**build/built** *v.* to make (something) by putting together parts or materials

**be careful!** - an instruction to take care in a particular situation

**catch/caught** - *v.* to capture and not allow (a person, animal, or fish) to escape

**Declaration of Independence** - *n.* the statement adopted by the Second Continental Congress meeting at Philadelphia, Pennsylvania on July 4, 1776. It said that the thirteen American colonies would not accept British rule

**find/found** - *v.* to get or discover something or someone that you are looking for

**flag** - *n.* a piece of cloth with a special design that is used as a symbol of a nation or group

**Independence Day** - *n.* July 4 celebrated as a legal holiday in the U.S. in honor of the day when the Declaration of Independence was signed in 1776

**memory** - *n.* the power or process of remembering what has been learned

**in memory of or in someone's memory** - made or done to honor someone who has died

**ought to** - *modal verb.* used to say or suggest that something is the proper, reasonable, or best thing to do. It has the same meaning as *should* and is used in the same ways, but it is less common and somewhat more formal.

**point** - *n.* a unit that is used to score a game or contest

**scavenger hunt** - *n.* a game in which players try to find specified items within a particular period of time

**should** - *v.* used to say or suggest that something is the proper, reasonable, or best thing to do

**Statue of Liberty** - *n.* A large sculpture given to the United States from the people of France. It is a symbol of freedom and democracy.

**symbol** - *n.* an action, object, event, etc., that expresses or represents a particular idea or quality

**Uncle Sam** - *n.* A common symbol of the government of the United States.

**Watch out!** - *phrasal verb.* to be aware of something dangerous

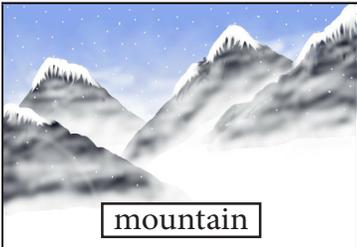
### American Presidents (Part One)

**Thomas Jefferson** - America's 3rd president, Thomas Jefferson signed the Declaration of Independence on America's birthday - the 4th of July.

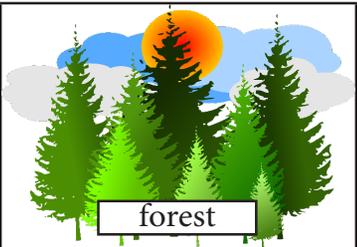




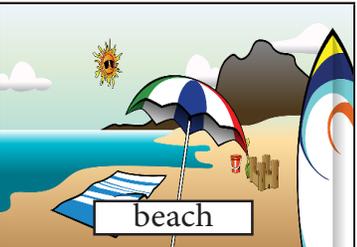
Find one or more friends to play this game with you. Each person should use a piece of paper or other object as their game piece. At the beginning, each person puts their game piece on the space marked 'Start.' Chose one person to go first. The first person should close their eyes and put their finger on one of the squares below with the numbers 1 through 4 on them. The number their finger touches is the number of spaces they move their game piece forward.



Go forward three spaces.



Roll again.



Change places with another player.

If the first player moves their game piece to a space with instructions on it, that player should follow those instructions. If the player moves their game piece to a space with a location on it, the player should choose the activity below that they associate with this location and tell the others. Then, if the player can make a recommendation associated with that location, they can move forward one more space. If they cannot think of a recommendation but another player can, the first player must move back one space. Take turns repeating all of these steps for each player. The player who reaches the 'Finish' space first is the winner.



dance | 
 watch TV | 
 play soccer

go shopping | 
 go camping | 
 rock climb | 
 scuba dive

I touched three! In a forest I go camping.  
 Also, in a forest you should watch out for bears!  
 Move forward one space!

1	2
3	4



Lose your next turn.



Go forward one space.



Go back to 'Start.'



## **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.