



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 29: A Long Time Ago

Objectives

- Students learn to use back-channeling noises: um-hum, uh-huh
- Students describe physical states & emotions
- Students review simple past and irregular past tense verbs
- Students practice using adjectives with correct adjective placement
- Students practice using infinitives: to read, to be; to work
- Students practice the strategy, *Personalize*

Materials needed:

Activity sheet at the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 29 before this lesson.

Prepare: [In students' native language, if needed]

Ask students, "When you are listening to someone in your language, how do you let them know you understand?" Give several students a chance to respond. Write some of their responses on the board.

Continue, "Every language has sounds like this. They let the speaker know we hear them, and we understand them or agree with them. Sometimes they let someone know we disagree with them. We will learn what they are in English today and practice them."

Introduce the other focus of the lesson, adjectives, by picking up a book and asking a student, "What color is this book?" If the student answers "It is blue," confirm their answer, and respond, "Yes, it is a *blue* book. Notice the color word, 'blue,' comes before the noun. 'book.'" In English almost all of the words that describe things work this way." Write the sentences on the board:

It is blue.

It is a blue book.

Underline the word "blue" and say, "The word "blue" is an adjective. Today we will practice using some other adjectives in English." (Note that the [Speaking Practice](#) video can also be used to demonstrate adjective placement.)

Conclude, "One more thing for today's lesson. Be honest. Who is the most important person in this room?" Give students a hint by pointing to yourself. "Is it me?" Look at the students. "And it's you. For most of us, we think of ourselves as the most important person in the

world. It may be different if you are in love with someone or if you have children. But for today let's say we feel we are important. So anything that relates to us personally is important. In the video, you will see how Anna learns something new about Washington, D.C. She *personalizes* by thinking of how it connects to her own interests."

Tell students that by the end of the lesson, they will learn more about the strategy, *Personalize*, learn to make noises to show they are listening in English, and learn how to use adjectives.

Present: Using Adjectives and Back-channeling

If you have multimedia capability in your classroom, play the video for [Lesson 29 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have two students come to the front of the class and act out the conversation between Anna and Marsha.

(If possible, give students a transcript of the conversation from the end of this lesson.)

Ask students, "Did you notice the sounds that Marsha made as she listened to Anna? What did she say?" Solicit the noises from several students and write them on the board:

Um-Hum

Uh-Huh

Explain, "These noises let someone know we are listening. As we talked about before, every language has these sounds. It's good to

learn how to use them in English." You can play the [Pronunciation Practice](#) video to show the back-channeling Marsha uses in this lesson.

Ask, "How was Anna's day at work?" Let students look for the text in the conversation transcript. Write the sentence on the board: "Today was a busy day..." Underline the word "busy" in the sentence. Point out that "This is an adjective. It tells us something about the noun, the word that follows it. Let's look for another example. How does Anna describe herself as a child?" After letting a few students volunteer the answer, write it on the board: "I was a tall, serious child." Underline the words "tall" and "serious." Explain, "We can use more than one adjective to describe a noun. Let's practice using adjectives with the Activity Sheet."

Practice 1 - Adjectives and Backchanneling

Hand out the Activity Sheet from the end of this lesson. Explain, "First, let's match the pictures and the adjectives. Write the number of the adjective next to the picture. Raise your hand when you are done. Have the first two students who raise their hands come to the front of the room to demonstrate the next activity. Explain, "I want you to check your Activity Sheet with your classmate. The first student makes a sentence with "be" about the match. The second student says, "Um-Hum" or "Uh-Huh" and then makes a sentence with the adjective before the noun." Give the pair of students an example. Have one student say,

"Playing games is fun."

Respond to the student with,

"Um-Hum. We like playing fun games."

Have the partners demonstrate with 'rich' and the old man.

"The old man is rich."

"Uh-huh. He's a rich old man."

Give students time to complete this part of the pair practice. Circulate around the room and remind students to use the back-channeling noises. Have students take their Activity Sheets back to their seats and retain them for the next part of the lesson.

Present 2: Adjective Placement and Personalize

Call students' attention back toward yourself. Remind them of the scene in the video when Anna saw an ad on a bus. "What happened in the lesson video/conversation when Anna saw an advertisement for Ford's Theater? She asks Marsha for more information about it. It is interesting to her because she likes Lincoln. She's *personalizing* the new things she learned about Ford's Theater from Marsha."

Continue, "Now, think back to when you were a child. What did you want to be or do when you got older?" Give students time to reflect and think about their answers. Ask for a couple of volunteers to share their childhood dreams.

Summarize by saying, "*Personalize* is one of the easiest strategies. We do it without thinking most of the time. You can use *personalizing*

to help you remember new words and grammar in English. Let's try it with our next activity."

Practice 2 -

Have students sit with a new partner. Instruct them to look at the lower half of the Activity Sheet. Demonstrate with the first line. Ask students to supply a word to fill in the blank before the word "trucks."

"In the past, I wanted to fix *big* trucks."

Continue to the middle column: "I wanted to ride *fast* motorcycles."

Indicate the third column: "My childhood dream was to be a *mechanic*."

Instruct students to complete the remaining three lines, then continue to the third section. When students have finished the middle section, tell them, "Now it's your time to think about yourself. Listen to your partner ask, 'What did you want to be when you were a child? And why?' Think back and make a sentence with 'because' and one or two adjectives. Let me give you an example." Ask a student near the back of the room to ask you the question about your childhood dream. Answer, "I wanted to be an English teacher, because I love helping young people learn."

Have students continue with the activity and write their answers on their paper. Encourage them to get up and move across the room to find a second person to ask the question.

Self-Evaluate

Have students return to their seats. Ask one student to stand. Ask the student, "Can you tell me your childhood dream?" The student should have practiced saying this twice, and be able to respond easily.

"Tomorrow, will you remember how to tell us your childhood dream?" Hopefully the student will reply in the affirmative. Thank the student and let them sit down.

Ask what students think about the strategy *Personalize*. Did using *Personalize* help them to talk about themselves? Can they think of other times they can use this strategy? Have students write in their learning journals or on an "exit pass" what they learned about the strategy in class today.

Expand

Explain that, "You can use the strategy *Personalize* to help you learn in other classes. For example, in literature class, you can think of how the story you are reading is similar to or different from your own life. When you are doing something new, *Personalize* can help you make connections to your own interests and experiences. Give it a try the next time you 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 about adjective placement.

The [Pronunciation Practice](#) video teaches how American English speakers make sounds to show they are listening.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson. There is also a multimedia [Listening Quiz](#) that can be used as an individual or whole-class assessment.

Download the [Activity Sheet for Lesson 29](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 29: A Long Time Ago

Anna: Hello! In Washington, D.C., there are many places that bring history to life. But people who live here often do not have time to see them. They are too busy with work -- like me. Hi, Marsha!

Marsha: Hi, Anna! Have a seat.

Anna: Thanks. This was a good idea. Working outdoors is nice.

Marsha: **Um-hum**, it is.

Anna: I am **tired**. Today was a busy day at work. And I still have work to do!

Marsha: Hmm, that's too bad.

Anna: How are you these days?

Marsha: I'm really busy too, Anna. Let's get to work.

Anna: Marsha, look! That bus has a photo of Abraham Lincoln!

Marsha: That's an **advertisement** for Ford's Theater. They have a new show.

Anna: They have shows where Abraham Lincoln **died**?

Marsha: Yeah, it's a **working** theater and a museum.

Anna: I love Lincoln. You know, Marsha, that advertisement reminds me of something.

Marsha: Um-hum. What's that?

Anna: When I was a little girl ... When I was a little girl ... I was not like other children.

Marsha: Um-hum, I can **believe** that.

Anna's voice: I was a tall, serious child. At the playground the other children played silly games. They played with dart guns. They played on the swings, the slide and the teeter-totter. They also played ball But not me. I loved to read serious books about U.S. presidents. In fact, I wanted to be ... don't laugh ... President of the United States.

Marsha: *(laughs)*

Anna: Stop! I know it's a silly childhood dream.

Marsha: I'm sorry. It's not silly. Guess what I wanted to be?

Anna: What?

Marsha: I wanted to be... an **astronaut**.

Anna: Really?

Marsha's Voice: When I was a kid, I studied the **stars** and **planets**. I wanted to fly into outer space!

Anna: You know, Marsha, childhood **dreams** are really important.

Marsha: They are. And it's good to remember them.

Anna: *Hey!* I have an idea. Let's go.

Marsha: Go where?

Anna: Let's go make our childhood dreams come true.

Marsha: We're going to the Air and Space Museum! Yes!

Anna: No. We're going to see a show at Ford's Theater just like Abraham Lincoln! It's not far from here.

Marsha: Uh-huh. *That* is *your* childhood dream.

Anna: Good point. Okay, next week, we'll come here and be astronauts.

Marsha: Honestly?

Anna: Honestly.

Anna: Tonight we are seeing a show at Ford's Theatre, where a man **shot** President Abraham Lincoln. This is history come to life ... and a childhood dream come true! Until next time ...

New Words

advertisement - *n.* something (such as a short film or a written notice) that is shown or presented to the public to help sell a product or to make an announcement

astronaut - *n.* a person who travels in a spacecraft into outer space

ball - *n.* a usually round object that is used in a game or sport or as a toy

believe - *v.* to accept or regard (something) as true

childhood - *n.* the period of time when a person is a child

come true - *expression.* to materialize, to become a reality, or become fulfilled

dart gun - *n.* a small toy weapon that throws out small objects with a sharp point at one end

die - *v.* to stop living

dream - *n.* something that you have wanted very much to do, be, or have for a long time

Ford's Theatre - *n.* Ford's Theatre is a historic theatre in Washington, D.C., used for various stage performances beginning in the 1860s. It is also the site of the shooting of U.S. President Abraham Lincoln on April 14, 1865.

planet - *n.* a large, round object in space (such as the Earth) that travels around a star (such as the sun)

really - *adj.* without question or doubt — used to make a statement more definite or forceful

serious - *adj.* thoughtful or quiet in appearance or manner

shoot - *v.* - to fire a weapon such as a gun (the past tense is **shot**)

slide - *n.* a structure with a slippery surface that children slide down

star - *n.* any one of the objects in space that are made of burning gas and that look like points of light in the night sky

swing - *n.* a seat that hangs from ropes or chains and that moves back and forth

teeter-totter - *n.* a long, flat board that is balanced in the middle so that when one end goes up the other end goes down

tired - *adj.* feeling a need to rest or sleep

true - *adj.* agreeing with the facts or not false

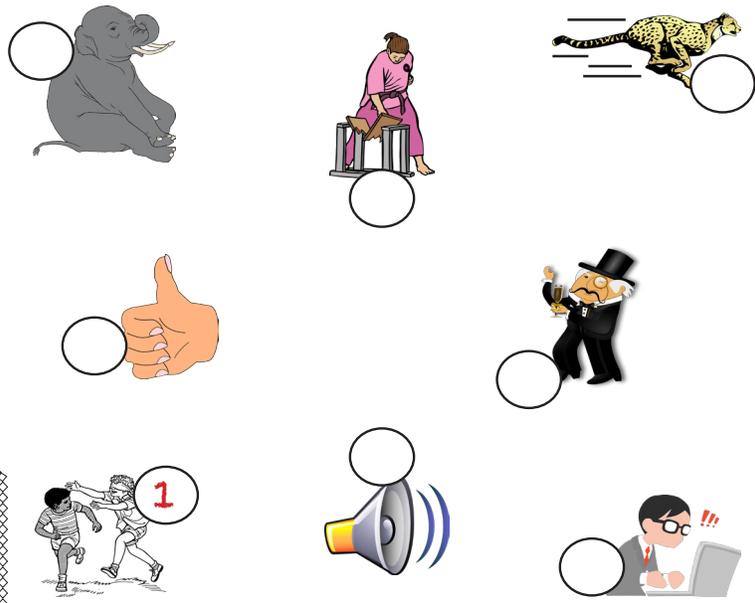
um-hum / uh-huh *interjection* — used to express affirmation, agreement, comprehension, or interest

working - *adj.* doing work or in operation



Use the numbers next to the adjectives below to match the adjectives with the picture they best describe. Write each number next to the correct picture.

- 1 fun
- 2 rich
- 3 strong
- 4 busy



- fast 5
- loud 6
- big 7
- good 8

Next write each adjective in the correct sentence. Then write in the missing letters to complete the names of the jobs.

Answers for above

In the past...	Also, in the past...	Childhood dream job
I wanted to fix _____ trucks.	I wanted to ride fast motorcycles.	m e c h a n i c
I liked to listen to _____ music.	I wanted to be _____.	_ o _ _ s _ a r
I had _____ math skills.	I liked to be _____.	s c _ _ n _ _ t
I wanted to be _____.	I liked to play _____ games.	_ t _ l _ _ e

Now ask two friends what their childhood dream jobs were and why. Write their answers in the table to the right. Then let them ask you what your childhood dream job was and why.

Friend's childhood dream jobs	
	He wanted to be a writer because he liked to read good books.

When you were a child what did you want to be?

A writer.

Why?

Because I liked to read good books.

Answers for above

athlete	I liked to play fun games.	I wanted to be strong.
scientist	I liked to be busy.	I had good math skills.
rockstar	I wanted to be rich.	I liked to listen to loud music.
mechanic	I wanted to ride fast motorcycles.	I wanted to fix big trucks.
Childhood dream job	Also, in the past...	In the past...

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.