



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 32: Welcome to the Treehouse!

Objectives

- Students learn to use indirect objects
- Students learn about requesting help or information
- Students learn about politely disagreeing
- Students practice using interjections
- Students practice the strategy, *Monitor*

Materials needed:

Download the [Activity Sheet for Lesson 32](#) or print the 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 32](#) before this lesson.

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

Ask students, "Do you remember Lesson 19? Ms. Weaver gave Anna a new assignment. Anna is hosting a new children's show. In this lesson we see the first part of the children's show. What do you think it will be like?" Give students a chance to answer. Continue, "Do you think Anna will have any problems with her new show?" Let students offer some of their ideas on possible problems.

Ask students, "When you are speaking English, do you ever notice a problem? For example, let's say you are talking and the other person is listening, but they do not seem to understand. What do you do when that happens?" Give students a chance to respond briefly. Some possible responses which you may list on the board are:

Repeat what you said

Speak more clearly

Find out the problem by asking a question

Continue: " We call this *monitoring*, or being aware of how we are communicating. In this lesson, we will learn about things that you can do to notice and fix any problems when you are using English. Tell students that by the end of the lesson, they will learn more about the strategy, *Monitor*, and learn about indirect objects.

Teach the new words for this lesson, using the list found at the end of the lesson. Note that there are interjections in the new word section. If you need pronunciation help with these interjections, they are in the Speaking Practice video for the lesson. Have several students act out the emotions that these interjections represent

Present: Monitor

If you have multimedia capability in your classroom, play the video for [Lesson 32 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 MINDY.

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

Ask students, "What is Anna trying to do in this lesson?" Solicit responses from several students and write them on the board.

Possible answers may include: answer a child's question, learn about baseball, test her new computer, or travel to new places.

Ask, "What problems does Anna have?" Confirm that the main problem is going to the wrong places. Ask, "How does Anna tell MINDY that she has a problem?" Point out the polite disagreement (underlined) in the conversation below:

MINDY: I know that we can find it, Anna!

Anna: Where am I now? MINDY, now I am on a snowy **mountain!**

MINDY: That is a good place to learn how to **ski**.

Anna: Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!

Ask, "What is the problem?" Take some answers from the students. Continue, "How does Anna know there is a problem? Anna is on a snowy mountain, not on a baseball field. She only has to look around to see. This is the same as *monitoring* when you are using English. It

is usually not hard to see what your problems are. Anna tells MINDY politely that she cannot learn about baseball on the mountain. She needs to go to a baseball game."

Explain that the new vocabulary focus of the lesson, interjections, is one way to show you are monitoring problems. For example, when you say "oops" you are showing that you know you made a mistake.

Practice - Monitor / Interjections

Instruct students, "Let's practice using *monitoring* with the Activity Sheet. Find a partner to work with you. There are two different papers. Each partner should have a different paper. On your own paper, draw a line from the interjection to the picture. Can you say what the problem is? Work with your partner to make sentences about each problem. Your partner can tell you how to tell about the problems in English by looking at their own paper." Have two students demonstrate the pair activity using the model on the activity sheet.

As students practice, remind them to actively *monitor* to identify problems and match the correct interjections with them. When students have finished, have several demonstrate their conversations and take about any questions that have come up.

Self-Evaluate

Ask what students think about the strategy, *Monitor*. Did *monitoring* help them to identify problems? 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 *Monitor* to help you learn in other classes. For example, in math class, you can listen and think, 'Am I understanding this theory or formula?' If you do not understand then you need to choose a way to solve your problem. What can you do? Ask a question; look for the answer in the book; or read again. When you are doing something new, *monitoring* can help you find out what you need to improve. 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 direct and indirect objects.

The [Pronunciation Practice](#) video teaches about interjections.

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.

Let's Learn English Lesson 32: Welcome to the Treehouse!

Anna: Hello! Today is a big day. My first children's show is on television! **Woo-hoo!** I'm excited and nervous.

Ms. Weaver: Hello, Anna.

Anna: Hello, Ms. Weaver!

Ms. Weaver: Some people are going to watch your children's show. After they watch it, they'll tell me what they liked, and what they didn't like.

Anna: Oh, dear.

Ms. Weaver: They're in the conference room.

Anna: Hello, everyone. I'm Anna, and thanks for coming!

Coworker 2: What is the show about?

Anna: It's a children's show.

Coworker 1: But we are not children!

Anna: This children's show is different. I hope.

Coworker 3: I don't really like children's shows.

Anna: **Shhh**, please. The show is starting!

Anna: Oh, hi! Just give me one minute **oops** ! Oh well. I can **fix** that later.

Anna: Hello, I'm Anna! Welcome to "The Time **Traveling Treehouse!**" This is not a usual treehouse. It can time travel! That is why it's called The Time Traveling Treehouse.

MINDY: Anna, do not forget me.

Anna: Of course not! This is my **partner**, MINDY!

MINDY: My name means **Massive Information Navigation Device, for You!**

Anna: That means we can travel to many places and learn many things. Kids from all over the world **ask us** questions. We find them **answers!**

MINDY: Woo-hoo! That is right, Anna.

Anna: MINDY, what is our first question?

MINDY: Layla asks us this question.

Layla: Hello, Anna! Hello, MINDY! I'd like to know -- how do you play baseball?

Anna: That is a great question! MINDY, we need to find her an answer!

MINDY: I know that we can find it, Anna!

Anna: Where am I now? MINDY, now I am on a snowy **mountain!**

MINDY: That is a good place to learn how to **ski.**

Anna: Yes, MINDY, but it cannot teach us about baseball! And I don't know how to ski!

MINDY: Sorry, Anna. Let's try again.

Anna: Where I am now!? MINDY, I am in the ocean! An ocean cannot teach us about baseball!

MINDY: Please don't yell, Anna. The ocean can teach us about surfing.

Anna: Yes, MINDY, it can teach us about **surfing ... and sharks!**
Ahhh!

MINDY: Anna, please wait. I need to fix my navigation device

Anna: MINDY, please fix it faster. And get me out of here ... now!

Announcer: **Whoa!** Is Anna going to be lost forever? Next week, you can watch part two of "The Time Traveling Treehouse!"

Coworker 1: Aw, man! Will the shark eat her?

Coworker 2: Will Anna find the answer?

Coworker 3: Please tell me the ending!

Anna: So, you liked it?

Coworkers: Yes!

Anna: Well, you can watch the ending next week!

Coworkers: Noooooo!

Anna: Don't forget to watch next week!

New Words

INTERJECTIONS

aw - *interjection*. used to express mild disappointment or sympathy

man - *interjection*. used to express frustration

oops - *interjection*. used to express surprise or distress or to say in a mild way that you are sorry about having done or said something wrong

shhh - *interjection*. used to tell someone to be quiet

whoa - *interjection*. used to tell someone to slow down or stop and think about something

woo-hoo - *interjection*. used to express excitement

GENERAL VOCABULARY

answer - *n.* something you say or write when someone asks you a question

ask - *v.* to say or write something to someone as a way of gaining information

device - *n.* an object, machine, or piece of equipment that has been made for some special purpose

ending - *n.* the final part of something

fix - *v.* to make (something) whole or able to work properly again or to repair (something)

information - *n.* knowledge that you get about someone or something such as facts or details about a subject

massive - *adj.* very large and heavy

mountain - *n.* an area of land that rises very high above the land

around it and that is higher than a hill

navigation - *n.* the act, activity, or process of finding the way to get to a place when you are traveling in a ship, airplane or car

partner - *n.* one of two or more people or businesses that work together or do business together

shark- *n.* a large and often dangerous sea fish with very sharp teeth

ski- *v.* to move or glide on a pair of long narrow pieces of wood over snow or water

surf - *v.* to ride on ocean waves using a special board (called a surfboard)

travel- *v.* to go to a place that is far away

treehouse- *n.* a small house that is built among the branches of a tree for children to play in

Activity Sheet - page 1



Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.



aw

oops



shhh

whoa



woo-hoo

The problem (Ask your partner)	How to respond or ask for help
People are being loud in the library.	Shh! Can you please be quiet?

Your partner's reasons and problems

You have a broken knife.	They are talking during a movie.	He fell off his horse.	I slipped on a banana peel.	She is having fun sledding.

What's the problem here?

What should we say?

People are being loud in the library.

"Shh! Can you please be quiet?"

Answers for above

ooo-ooo

whoa

shhh

sdo

aw

Activity Sheet - page 2



Draw a line to match each picture with the correct interjection to use in that situation. Next, ask a partner to help identify the problem in each picture. Then help them identify the problems and reasons in their pictures. Together, write the best way to ask for help or respond to all of the situations.



man

oops

shhh

whoa

woo-hoo

The problem or reason (Ask your partner)	How to respond or ask for help
They are talking during a movie.	Shh! Can you please be quiet?

Your partner's reasons and problems

People are being loud in the library.	We are having fun on a roller coaster.	He has a broken leg.	You hit another car.	I dropped my things.

What's the problem here?

They are talking during a movie.

What should we say?

"Shh! Can you please be quiet?"

Answers for above

woo-hoo

whoa

shhh

oops

man

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.