



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 19: When Do I Start?

Objectives

- Students learn how to talk about seasons and activities
- Students learn to say the months of the year
- Students learn to use the strategy, *Summarize*
- Students expand their vocabulary by rephrasing statements

Materials needed:

- Activity worksheet (included at the end of this lesson plan)
- Cards or paper strips with months of the year and graphics (from this lesson plan)

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 19 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.)

Introduce the lesson: "In this lesson, we learn how to talk about skills and work. We also learn about telling a story in fewer words. Imagine your friend is at a theater watching a movie with you. She leaves for a few minutes. When she returns to the theater, she asks you quietly to tell her the part she misses. What do you do?"

Encourage students to respond. Possible answers may be, "I make the story simple," or "I do not tell details, just an overview of what happened." Respond to students' answers positively.

"In this lesson, we will see Anna's boss, Ms. Weaver, talk about Anna's skills. When you listen to the conversation, try to find the four skills that Ms. Weaver mentions. Look for how she makes this list shorter. We will learn the strategy she uses to tell a story in fewer words."

Present: "Summarize"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 19 of Let's Learn English. Tell students that the video will show Anna and her boss talking about her skills.

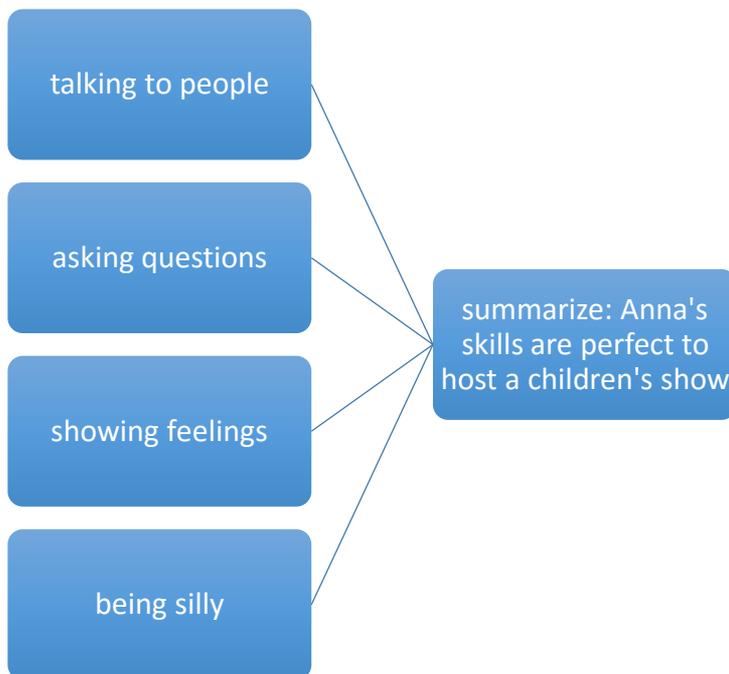
Have students repeat, or shadow, when the video pauses. If you do not have multimedia in your classroom, ask two students to come to the front of the room. Have the students read the script for the video at the end of this lesson.

At the end of the video or conversation ask students, "What does

Ms. Weaver (Caty) say about Anna's skills?" Give students time to answer. Possible answers may be, "She says Anna is good at talking to people and asking questions;" "Anna is good at being silly;" or "Anna is good at showing her feelings." Write the skills on the board or shared screen when students volunteer them.

Ask, "What does Caty answer when Anna asks her, 'What does that mean?' Notice how Caty tells Anna, 'Your skills are perfect for a new show ... a children's show.' She is summarizing, or saying in fewer words what she thinks about Anna's skills." Draw lines from the list of the four skills to the phrase 'perfect for a children's show.' Write the word *summarize* on the board or shared screen.

Anna's skills



Give students the cards or paper strips with the names of the months, or show them on a shared screen. Have students practice repeating the names of the months after you say them. Group the months together and teach the names of the four seasons: Autumn/Fall, Winter, Spring, and Summer. Comment on the images

that show typical aspects of each month for the U.S. If certain months have a particular holiday or festival in the place you are teaching, have students draw an image or write the festival name on the card or paper for those months.

Depending on your location, choose the season when school begins. In North America, school begins in September. The season is autumn. Make a statement about the beginning of the school year:

"In September we begin a new year in school."

Follow with another statement about October:

"In October we play sports like soccer."

Continue with a sentence about November:

"In November we have mid-term tests."

Summarize (Use the appropriate season for your location):

"In *autumn*, we are very busy with school and sports."

Explain, "I can *summarize* the things I said about September, October, and November by saying them with only two words: school and sports. I summarize the names of the months by using the name of the season, *autumn*."

"You can also *summarize* when you learn English. When we summarize, we create a summary in our minds of new information. Then, we can write or say it. *Summarizing* helps us to use and remember new words we are learning. Today we're going to learn how to *summarize* in English."

Practice:

Bring one pair of students to the front of the class to model the

activity. Write the words **December, January, February** on the board or screen. Ask one student of the pair at the front, "What do you do in December?" Listen to the student's answer and write a note on the board or screen. Have the other student ask about January. Have the first student ask their partner about February. Write both students' activities on the board or screen. Then, ask the students to summarize. "Can you summarize? How can we say this in fewer words?" (For example, if the students said, "I ice skate in December." and "I play in the snow in January" and "I go sledding in February," you can summarize by saying, "We have fun outdoors in the winter.") Write the summary sentence on the screen or board. Point out, "When we make a summary, we sometimes use different words from what is said in detail. Making a summary is a good way to increase the words you know in English."

Have students form pairs. In each pair have one student choose two seasons and the other student choose the remaining two seasons. Have the students ask each other what they do in the three months of each of the seasons they have chosen, then summarize by writing a sentence on their paper or a notebook. Walk around the room, reminding students to think of new ways to summarize. Allow students to use a bilingual dictionary if one is available to find new words.

When students have created four summary sentences, have them return to focus on the front of the class. Call on several to share their summary sentences. If there are problems write the sentences on the board and provide corrections.

Self-Evaluate

Ask students, "What did you think of *summarizing*? Did you learn to say things in different ways? Can you think of other times you can *summarize* in English? Do you think you will remember how to *summarize* the next time we use this strategy?" Have students write in their learning journals or on an 'exit pass' what they learned about the strategy *summarize* in class today.

Expand

Say to the students, "You can use the strategy *summarize* to help you learn in other areas. When we read literature, we often have to *summarize* a story. In tests, you may have to summarize information. Whenever you learn something, you can *summarize* the facts or ideas you have learned. See if *summarizing* 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 how to use *which* and *which one* to offer a choice, and how to use *every* and *next* with time words.

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

The [Pronunciation Practice](#) video teaches how to pronounce *February*.

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 19: When Do I Start?

Anna: Summer in Washington, D.C. is hot and sunny. I always ride the Metro to work. Riding the Metro is cool and fast. But today it's closed. So, I am walking to work.

(On the phone) Ms. Weaver, I am late this morning. The Metro is **closed**. So, I am walking to work.

Caty: That's too bad. It's really hot today.

Anna: Yes, it is.

Caty: When you **arrive**, please come to my office. I have important news to tell you.

Anna: Of course. Good-bye. My boss has news for me. The question is: Is it good news or bad news?

(At work)

Anna: Hello, Ms. Weaver.

Caty: Anna, I have good news and I have bad news. Which do you want to hear first?

Anna: The good news. No ... okay, the bad news.

Caty: The bad news is you are not good at reading the news.

Anna: Oh. I am very sorry to hear that.

Caty: So, starting next **month** you will not read the news.

Anna: Next month is **July**. You are **firing** me in July.

Caty: No. I am not firing you in July ... or in **August** or in **September**. That is the good news.

Anna: Okay. You are not firing me. I am not reading the news. What *will* I be doing?

Caty: Well, you are good at asking questions. You are good at talking to people. You are good at showing your feelings. And you are great at being **silly**.

Anna: Thank you, Ms. Weaver. But what does all that **mean**?

Caty: I have a new **assignment** for you! Your **skills** are **perfect** for a new show ... a children's show.

Anna: A children's show ... That is awesome! When do I start?

Caty: You start next month. Start thinking of **ideas** for the show.

Anna: I have **tons** of **ideas**! I can show children what it's like in **outer space** ...

Caty: Great ...

Anna: ... or in the **deep, dark ocean** ...

Caty: Those are great ideas, Anna. Please go think of more ... at your desk.

Anna: Yes. What **other** things can I show them? **Mt.**

Everest! Everyone has different skills. You have skills. I have skills. The important thing is to know what you are good at. Until next time!

New Words

arrive - *v.* to come to or reach a place after traveling

assignment - *n.* a job or duty that is given to someone

child - *n.* a young person (plural: children)

closed - *adj.* not operating or open to the public

deep - *adj.* having a large distance to the bottom from the surface or highest point

everyone - *pron.* every person; everybody

fire - *v.* to dismiss (someone) from a job

idea - *n.* a thought, plan, or suggestion about what to do

mean - *v.* to cause or result in (something)

month - *n.* any one of the 12 parts into which the year is divided

Mt. Everest - *n.* a mountain in Asia; it is the highest mountain in the world

ocean - *n.* the salt water that covers much of the Earth's surface

other - *adj.* used to refer to the one person or thing that remains or that has not been mentioned

outer space - *n.* the region beyond the Earth's atmosphere in which there are stars and planets

perfect - *adj.* having all the qualities you want in that kind of person or situation

silly - *adj.* playful or funny

skill - *n.* an ability to do something that comes from training, experience, or practice

ton *n. informal:* a large amount; in the *US*, a ton is a unit for measuring weight that equals 2,000 pounds (907 kilograms)

January



February



March



April



May



June





July



August



September



October



November



December



Autumn

September



October



November



Winter

December



January



February



Spring



March



April



May



Summer



June



July



August





Words you need to know:



vacation - n. a period of time that a person spends away from home, school, or business usually in order to relax or travel



work - n. a job or activity that you do regularly especially in order to earn money



school - n. a place where people go to learn

Change the order of the letters you see in the boxes below to write the correct names of the 12 months of the year.

| | yanruJa | Fruberay | chMra | lApir | Mya | enuJ | uJyl | uuAgts | repmStebe | Ocbreto | voNembre | ercmDeeb |
|---|---------|----------|-------|-------|-----|------|------|--------|-----------|---------|----------|----------|
| Betty | January | | | | | | | | | | | |
| | | | | | | | | | | | | |
| Ted | | | | | | | | | | | | |
| <p>Now look at the calendars of the two people above. Ask a friend questions about the things those people have in each month of the year. Listen to your friend's answers and let them ask you questions. Answer their questions. Then write things you are starting in the next year on the calendar below. Let your friend ask you about what you are starting. Then ask your friend about what they are starting in the next year. Write their answers below.</p> | | | | | | | | | | | | |
| You | | | | | | | | | | | | |
| Your friend | | | | | | | | | | | | |

school

What does Ted have in January?

He has a **vacation** in January. When do you start school?

I start in September.

Answers for above

January, February, March, April, May, June, July, August, September, October, November, December



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.