



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 37: Let's Agree to Disagree!

Objectives

- Students learn to use possessive pronouns (mine, ours, their, theirs, her/hers, his/his)
- Students learn about voicing opinions and giving reasons for opinions
- Students practice comparing things, places, & people
- Students practice pronouncing possessive pronouns
- Students practice the strategy: *Personalize*

Materials needed:

Download the [Activity Sheet for Lesson 37](#) or print it from the end of this lesson.

Print or share the pronouns guide at the end of this lesson.

Collect small objects that are easily identifiable, or playing cards, to use in demonstrating the possessive pronouns. If your class is large, have sets of at least four unique objects to pass around to student work groups. If small, differently-colored cards are available, you can use these for the activity.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 37](#) before this lesson.

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

Ask students, "Where do you live? Is it in a city or is it in the country (outside of the city)?" Give students a chance to respond. Explain, "In this week's lesson we will compare living in two places: the city and the country. We will hear different opinions about which is a better place to live. And, we will learn how to say our opinions and give a reason for how we feel."

Teach the new words for this lesson, using the list of words found at the end of the lesson. Show images to help illustrate some of the terms.

Present: Possessive Pronouns & Personalize

If you have multimedia capability in your classroom, play the video for [Lesson 37 of Let's Learn English](#). Have students repeat the sentences when the video pauses. If you cannot play multimedia, have four students come to the front of the class and act out the conversation between Anna, Dr. Jill, Sarah, and Phil.

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

Say, "In this lesson, Anna meets someone who is from the country. He lost his bag. Did you ever lose a bag?" Give students a chance to respond. Notice how Anna asks "Is this **yours**?" She is using a special kind of pronoun. We call it a *possessive pronoun*. Let's practice saying the ones in this lesson." Show the chart or write the words on the board: mine, yours, hers, his, ours, yours, and theirs.

	Subject Pronouns (Lesson 2)	Object Pronouns (Lesson 18)	Possessive Adjectives (Lesson 15)	Possessive Pronouns (Lesson 37)
1st person	I	me	my	mine
2nd person	you	you	your	yours
3rd person (female)	she	her	her	hers
3rd person (male)	he	him	his	his
3rd person (neutral)	it	it	its	(not used)
1st person (plural)	we	us	our	ours
2nd person (plural)	you	you	your	yours
3rd person (plural)	they	them	their	theirs

Say, "Let's practice these words." Have four students come to the front of the class to help you demonstrate the activity. Give the group four objects. Ask each student to carefully look at their object and then put all of the objects on a desk or table. Pick up one of the objects and ask a student: "Is this yours?" Prompt the student to answer with a possessive pronoun, "Yes, it's mine," or "No, it's her/his." Encourage the students to pick up one or two objects and ask about them, for example, asking "Are these yours?" while looking at a pair of students. Thank the students and let them return to their seats for the group activity.

Have students form groups of four. Hand out four of the small objects to each group. Explain, "In your group, pass out the objects. Look at your object carefully so you remember it. Look at what each of your group members is holding. Now, put all of the objects on one desk or

table. Take turns. Pick up one or two objects. Ask one of your group members, "Is this yours?" or "Are these theirs?" or "Are these yours?" If it's yours, say, "Yes, it's mine." Or say, "No, it's his / hers." Keep going until each person has picked up an object and asked a question.

Call students' attention back to you. Ask, "Was it easy to remember your objects? Why?" Give students a chance to respond. Continue, "It is easier to remember things that we connect to ourselves. Another way to say this is that we use the strategy *personalize*. When we personalize, we think of the things we know, what we experienced, and what we like. This strategy comes naturally to many of us. It can be very helpful when we are learning new things in English. We will practice this strategy today in our lesson."

Practice

Give students copies of the Activity Sheet. Ask two students to come to the front to model the activity. Instruct students to demonstrate the sample conversation.

What is *your* favorite city?

Mine is Washington, D.C.

Why?

Because I love museums.

Ask students, "How about your favorite city or town? Is it the same as his/hers?" Find two students who have the same favorite city. Write the sentence on the board:

Theirs is (name of city) because....

Show the class how to complete the second part of the Activity Sheet, where students write "_____ is theirs because ____" Then ask other students who have different favorite cities. Show how to write "_____ is hers/his because _____" Tell students, "When we think about the things we like, and tell others the reasons for our opinions, we are practicing *personalizing*."

Have students form pairs and do the activity. As students practice, remind them to *personalize* and remind each other to give reasons for their opinions.

When students have finished, have several demonstrate their conversations and talk about any questions that come up.

Self-Evaluate

Ask students to think about the strategy: *personalize*. Did it help them think of reasons for their opinions? 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 in other classes. When you read about an idea in science, try to connect something you like or know well to the idea. For example, when I was studying about the theory of gravity, I thought about how I played on swings when I was a child. I didn't understand why the swing kept coming down. toward the earth. Now I know to call it

'gravity.' (Or give another example, if you want to simplify more) Try it 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 about the possessive adjectives.

The [Pronunciation Practice video](#) teaches about pronunciation of the possessive adjectives.

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 37: Let's Agree to Disagree!

Anna: Hello! You know, I am from the country and sometimes I miss it. But I really like life in the city! Oh, look. Someone lost a bag. It might be **theirs**. Excuse me. Is this bag **yours**?

Dr. Jill: No. It is not mine. It might be **hers**.

Anna: Excuse me. Is this bag yours?

Sarah: No. It's not mine. It might be **his**.

Anna: Hello. Is this bag yours?

Phil: Yes, that's **mine**. Thanks! These are all my travel things. Thank you, thank you!

Anna: Are you okay? You seem ... nervous.

Phil: Well, this is my first visit to Washington, D.C. I'm from a small town in the country. I feel a little lost.

Anna: I am from the country too! And I understand. When I first came here, I felt lost ... all the time.

Phil: So, do you like living in the country or in the city?

Anna: I like to live in the city.

Phil: Why?

Anna: The city is exciting! It has more culture than the country. There are many museums and restaurants. Every night, there's theater and music.

Anna: And there are more jobs. That's why I'm here.

Phil: Well, I **agree**. There is more culture in the city and there might be more jobs. But the country has more **nature**! It's **peaceful** and beautiful. There are more trees and mountains. The air is clean. You can go hiking and camping. The city is not beautiful. It's **noisy** and **dirty**.

Anna: I **disagree**. I think all the different buildings are beautiful. And I like to watch all the different people.

Phil: That's another thing that is different. People in the country are **friendly**. They always say "hello!" Here, no one says "hello." I think city people are **rude**.

Anna: Well, I agree. Country people are friendly. But I don't think city people are rude. I think they're just busy.

Phil: That's a good point.

Anna: Look at me. I live in the city and I said "hello" to you.

Phil: But you are *from* the country.

Anna: I have an idea. Let's say "hello!" to people, to many people!

Phil: What?

Anna: Well, if we say "hello," maybe they will say "hello" to other people ...

Phil: ... and they will say "hello" to more people! That's a great idea! I'm glad *you* found my bag.

Anna: Come on. Let's go say "hello" to people.

Anna: We don't have to agree with people. They have their opinions.

We have **ours**. And as we like to say, you can always agree to disagree! Until next time ... !

New Words

agree - *v.* to have the same opinion

dirty - *adj.* not clean

disagree - *v.* to have a different opinion

friendly - *adj.* acting like a friend or kind and helpful

nature - *n.* the physical world and everything in it that is not made by people

noisy - *adj.* making a lot of loud or unpleasant noise

opinion - *n.* a belief, judgment, or way of thinking about something or what someone thinks about a particular thing

peaceful - *adj.* quiet and calm or without noise

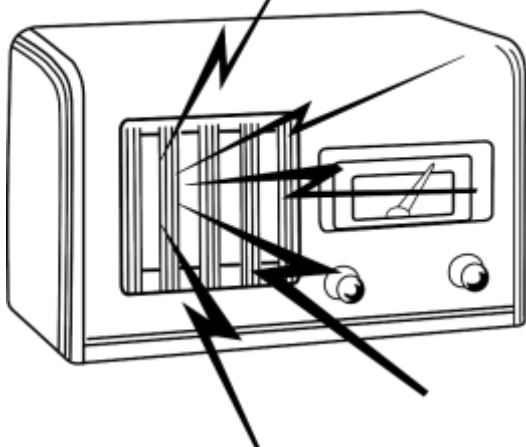
rude - *adj.* not polite



dirty



nature



noisy



peaceful

Pronouns Guide

	Subject Pronouns (Lesson 2)	Object Pronouns (Lesson 18)	Possessive Adjectives (Lesson 15)	Possessive Pronouns (Lesson 37)
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3rd person (female)	she	her	her	hers
3rd person (male)	he	him	his	his
3rd person (neutral)	it	it	its	(not used)
1st person (plural)	we	us	our	ours
2nd person (plural)	you	you	your	yours
3rd person (plural)	they	them	their	theirs



Ask two friends their opinions about their favorite city, movie, food, season and book. Then ask why they like those things. Write down their answers. Then let them ask you.

Friend A: _____		Friend B: _____
favorite city <i>Washington, DC is his favorite because he loves museums.</i>	<p>What is your favorite city?</p> <p>Mine is Washington, DC.</p> <p>Why?</p> <p>Because I love museums.</p>	favorite city
favorite movie		favorite movie
favorite food		favorite food
favorite season		favorite season
favorite book		favorite book

Now ask other people about their favorite things. Ask as many people as you can. When you find the people that match the descriptions below, write their names and a sentence about them using the correct possessive pronouns.

Possessive Pronouns:		theirs	his	ours	yours	hers
Find these people...	Name(s)	Example sentence				
1) Two people with the same favorite book	<i>Fred and Sally</i>	<i>'Moby Dick' is theirs because they like the ocean.</i>				
2) At least one other person with the same favorite movie as you						
3) Someone with a favorite season that is different from you						
4) A female friend with a favorite city that is different from you						
5) A male friend with a favorite food that is different from you						

What is your favorite book?

Mine is Moby Dick.

And what is yours?

Mine is also Moby Dick.

Why?

Because we love the ocean.

Answers for above

1) theirs; 2) ours; 3) yours; 4) hers; 5) his;

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.