



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 4: What is it?

Objectives

- Students learn the names of some common objects.
- Students practice talking about objects they have.
- Students learn to use the strategy, *Focus* as they listen for the names of objects and verb phrases with HAVE and BE + NOT.

Materials needed:

1. Enough small trays such as cafeteria trays or take-out containers that each pair of students can have one.
2. A collection of Alphabet blocks or slips of paper with letters of the Roman alphabet written on them. Write letters that may be difficult for your students to pronounce in English so they get more practice saying them OR bring in a bag of small objects or tokens your students can name in English.

Alternately you can print copies of the following sheet and give it to students to cut apart for this activity.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 4 before this lesson. See page 9 for details.

Lesson 4 Lesson Plan | Let's Learn English



Prepare: [In your native language]

Explain to students that when we listen, we often do not pay close attention. Give an example: "Usually you do not listen, or *pay attention*, to every word your teacher says. But if your teacher mentions that there will be a test soon, you may listen more carefully. This is a special kind of listening - you are *focusing* on the teacher's words because you care about what they are saying.

Ask students to tell you about other times when they listen carefully.

Let several students respond. Answers will probably include times when their parents are talking about a family outing, or when they listen to the weather the day before a special outdoor event.

Point out that when learning English, students can use this kind of listening to pick out the new information or words they need to learn.

Remind students of the verb 'to have' in their native language. Tell students that in this lesson, they are going to learn how to say they have something, or that another person has something.

Remind students of what they learned in the previous lessons, using the verb BE. Introduce the concept of negation by putting two objects, say a book and a pen, on the desk or table in the front of the class. Say, "This is a pen" (hold up the pen). Then put the pen down and pick up the book and say, "This is a book." Put the book down and pick up the pen again. Say, "This is NOT a book." Put the pen down and pick up the book, saying, "This is NOT a pen." Continue with other objects for which students know the name in English. You can do the same demonstration with students, too. Have one student stand, and say, "She is Marta. She is not David." Ask students to make sentences using NOT.

Tell students that the video will show how Americans use the verb HAVE to talk about common objects. They will also use the negative word NOT to make sentences.

Tell students that by the end of the lesson, they will learn a strategy, *Focus* and be able to use the verb HAVE and NOT to talk about common things.

Present: "Focus"

Tell students that one effective strategy for learning a language is to *focus* in order to get specific information when listening or reading.

Focus means to pay close attention. Demonstrate by muttering a few phrases like "I am going to give you..." and then saying the word 'money' loudly in your language, then muttering some more. Look around the room. Ask students, "Did you listen more carefully when you heard the word 'money?'" Of course, since most of us care about the subject of money. You use this strategy, *focus*, all the time when you decide you are going to listen more carefully to get information. Let's try this strategy in English today."

If you have multimedia capability in your classroom, play the video for Lesson 4 of Let's Learn English. Have students repeat when the video pauses.

Give students the objects or sheet to cut pictures from page 3 of this lesson plan. Now, model the activity. Explain. "I have 5 pictures. I'm going to put them on my table." Call a student to come to the front to help you demonstrate. "(student name) I want you to *focus* on what I have here. You will have to remember the things I say." Hold up the pictures and say the name of each one. I have a toy. I have a lamp. I have a phone. I have a coffee. And I have a bag. Now turn around." Have the student face away from the table. Take one object away (say, the lamp) and hide it in your hand. Tell the student to listen as you name the objects again. "I have a toy. I have a phone. I have a coffee. And I have a bag. I put one picture in my hand. What do I have in my hand?"

While still facing away from the desk, let the student guess what you took away. They may ask, "Do you have a toy?" OR "Is it a toy?"

Answer, "No it is NOT a toy." Continue until the student guesses correctly. If needed give hints or let the student look at the pictures.

Practice:

Ask students to pair up. One member of each pair should take five of their pictures and put them (in the tray you gave them, if available) on their desk. Have the students stand on opposite sides of the desk, one facing away, to play the game. Tell them, "Remember to use the strategy *focus* when you look at the pictures and listen to your partner." Walk around and monitor the activity. If students guess too easily (or have good memories) have them increase the number of pictures.

When one partner guesses correctly, have each pair of students switch roles and have the second student choose five pictures to place in the tray.

Practice 2

If time allows, tell students to join partners with a neighbor, so groups of four are formed. The groups will then play the "Go Fish" game with their picture cards. Have the students mix all the students' sets of pictures together, then deal out five to each person. The rest are placed in a pile face down on a desk. The goal is to match pictures to make sets of two. The student whose birthday is nearest starts by asking a particular student, "**Do you have a** lamp?" If the student has the lamp picture in their hand, they have to give it to the

questioner. If they do not have it, they say, "**I do not have** a lamp. Go Fish!" and the questioner may choose from the pile on the desk. If a lamp is found, the player places the two lamp pictures in the space in front of them on the table. Play continues to the left and when all the cards are drawn from the pile, the player with the most matches wins.

Self-Evaluate

Ask what students think about the strategy, *focus*. Did *focusing* help them to notice what was missing among the objects their partner named? Did the activity become easier with practice? 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 in their native language, "You can use the strategy *focus* to help you learn in other areas. Whether you are learning a new skill or learning a language, *focusing* your attention is a very important part of the learning process. It is like narrowing your vision to what is important.

Give it a try the next time you need to 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 It is + noun, as in "It is a map," and It is + NOT + noun, as in "It is NOT a lamp." Another section teaches the question form, "Do you have a ___?" and the answer, "I have a ____" These introduce the grammatical structures used in this lesson and may be assigned as homework the day before doing this lesson, or as to reinforce the structures after the lesson.

The [Pronunciation Practice video](#) teaches a reduced form, "n." Reduced forms occur in rapid, informal speech. Compare this form in English to a reduced form in your students' native language.

Put several objects on a table, or have pairs of students put objects from their bags onto a desk in front of them.

Ask students to practice saying the names of two or more of the objects using the reduced form. For example:

Dmitri has some pens 'n' toys in his bag.

Natalia needs a pen, a lamp 'n' a book to study.

See the Activity Sheet for Lesson 4 at the end of this lesson plan. Have students work with a partner to complete the activity.



Let's Learn English Lesson 4: What is it?

Anna: Pete, hi! Hi, we are here!

Pete: Hi, Anna! Hi, Marsha!

Anna: Hi!

Pete: How are you two?

Marsha: I am great!

Anna: You know, Pete, I am new to D.C. The city is big.

Pete: Yeah. But you learn a little more every day. How's the new apartment?

Anna: The new apartment is great! Let's get coffee!

Marsha: Anna, do you have a pen?

Anna: Yes. I have a pen in my bag. I have a ...

Pete: It is not a pen. It is a book. It is a big book.

Anna: Yes. Yes it is, Pete. I know I have a pen, though... I have a

Marsha: It is not a pen, Anna ... a toy?

Anna: I have a

Pete: And it is a pillow!

Anna: Pete, Marsha, I know I have a pen.

Marsha: Anna, it is a map.

Pete: Why do you have a map of the world?

Anna: Pete, Marsha. Now I know I have a pen.

Pete: And now you have a lamp.

Marsha: Anna.

Anna: I have a pen! Let's get coffee!



Look at the words in the word bank. Look at the pictures on the right. Write the number for each word next to the matching picture.

word bank

- 1 - bag
- 2 - book
- 3 - toy
- 4 - pen
- 5 - laptop
- 6 - desk
- 7 - calendar
- 8 - pillow
- 9 - money
- 10 - clock
- 11 - lamp
- 12 - chair
- 13 - map
- 14 - phone
- 15 - glasses



Now work with a partner! Write the names of common objects under the places you find them.

home

work

school

bed

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List ten more things you use every day!

Answers



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.