



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 21: Can You Come to the Party?

Objectives

- Students learn to make and accept invitations or apologize for not accepting an invitation
- Students practice talking about hobbies & personal skills using *can* and *can't*.
- Students practice using *have to* or reduced *hafta* to express obligation
- Students learn to use the strategy, *Cooperate*

Materials needed:

1. A list of skills and talents to distribute to students (see end of this lesson)

Note to teachers:

This lesson uses the cooperative learning structure **Think-Pair-Share**. Details of this structure are:

1. **Think**: Students think on their own about the question that has been asked, and form their own ideas.
2. **Pair**: Students are grouped into pairs to discuss the question or topic. This step lets students get more practice saying their ideas and thinking about the ideas of others.

- 3. Share:** Student pairs share their ideas with a larger group, such as the whole class (or in larger classes, with another pair of students). Students may be more comfortable presenting their ideas to a group with the support of a partner. Also, students' ideas may become clearer through this three-step process.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 21 before this lesson.

Prepare: [In your native language, if needed]

Explain to students that when we are learning we often need help from our fellow students. Relate a story of when you helped someone in your class or were helped by another student when you were in school.

Ask students to tell you about times when they helped another student to learn new material or remember what they learned before. Let several students respond. Introduce the concept of sharing talents or skills. "We each have things we can do well. Those are sometimes called *talents*. A talent is an ability you are born with. Other things we can do well because we practice them again and again. Those things are called *skills*."

Point out that when learning English, students can work together, or *cooperate*, to review and practice the new words and structures they are learning.

Tell students that the video (if you can play it in class) will show how Marsha and Anna plan to work together to help a friend with a party.

Tell students that by the end of the lesson, they will learn the strategy, *Cooperate* and be able to use the verbs HAVE TO and CAN/CAN'T to talk about their hobbies and skills.

Present: "Cooperate"

Tell students that one effective strategy for learning a language is to *cooperate*. "*Cooperating* means to work together or help others by doing something together. We *cooperate* every time we speak to our classmates in English. We are helping them to practice listening to English and speaking English by only using English in class. Let's try this strategy in English today."

If you have multimedia capability in your classroom, play the video for Lesson 21 of Let's Learn English. Have students repeat when the video pauses. The review segments practice *can/can't* and *have to*. You may have two students act out the conversation using the script at the end of this lesson. Or hand out the script and have all students pair up to practice it.

Give students the list of Skills & Talents from the end of this lesson plan. Now, model the activity. "I am looking at this list. First, I am going to **think** of my own skills and talents." Write "think" on the board or a shared screen. Continue, "I can teach English. I can't sing well. But I can play piano." Now, I need a partner. Ask a student: "Will you be my partner?" As the student stands or comes to the front of the class, write "pair" on the board or screen. Explain, "The first step is to *think* about what I can do. The second step is to *pair*, or get a partner. I'm going to learn about what my partner can do. Speak to the student: "Look at this list. What can you do?" If the student answers "I can sing, and I can write poems," for example, write these on the board or screen. "(Student name) can sing and write poems." Tell the class, "Now I'm going to *share* with you. "I talked with (student name). She/He can sing. I also learned that She/He can write poems." Ask the student to share with the class about your skills or talents. "I learned that the teacher can teach English and play piano."

Practice 1:

Point to the "think" word on the board or screen. Ask students to look at the list of talents and think about which things they can do. Encourage them to add to the list any talents or skills they can do that are not there. Say, "Please raise your hand when you are finished thinking."

Point to the word "pair" on the screen or board. Instruct students to form pairs. Give them a cue to ask each other about their talents or skills.

When all pairs have finished, call for the class's attention. Explain, "Now, let's *cooperate*. Please *share* what you learned about your partner." If your class is small enough to permit having each pair report to the group, do so now. If you have a large class, have each pair join with another pair to do the report. This will result in groups of four. One student will be speaking to three other students.

Practice 2

Hand out the Activity Sheet at the end of this lesson. Instruct students to match the pictures of skills with the names. Have students interview two different students from the one they previously talked with to complete the rest of the activity. Remind students that they are *cooperating* to practice speaking English.

Self-Evaluate

Ask what students think about the strategy, *cooperate*. Did *cooperating* help students learn to talk about their talents in English? Did talking about what they can do become easier? 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 (if possible), "You can use the strategy *cooperate* to help you learn in other areas. You can study together with a friend, or practice with a classmate.

Cooperating can make study time more enjoyable. Try making up questions to ask your friend on the material you need to learn. Or use review materials your teacher gives you together with a small study group.

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 how to use *then* to talk about something that is true or can happen as a result of something else.

The [Pronunciation Practice](#) video teaches two ways to pronounce *have to*.

The supplemental videos may be assigned as homework the day before doing this lesson, or to reinforce the structures after the lesson.

Download the [Activity Sheet for Lesson 21](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 21: What is it?

Anna: Hi there! Washington, D.C. has some great coffee shops. My favorite is this one -- Busboys & Poets. Actually it's more than a coffee shop. It's also a **bookstore**, a restaurant and a theater! Marsha and I love coming here.

Marsha: Hey, Anna, my friend is having a party on Saturday. Can you come with me?

Anna: Sorry, I can't come with you. I have to get my **driver's license**.

Marsha: Will you be busy all day?

Anna: I don't know. First, I have to take a test on the computer. Then I have to take a test in the car.

Marsha: But you have to take the test during the day, don't you?

Anna: Yes.

Marsha: The party is at **night**.

Anna: Oh. Then I can come with you to the party on Saturday night.

Marsha: Great! I have to help my friend with the party. Can you help me?

Anna: Sure. That sounds like fun.

Marsha: Everyone has to bring something or do something. You can bring food, or you can perform.

Anna: Really, I can perform?

Marsha: You can! Can you?

Anna: Yes! I can **recite poetry**. (Anna is in a club reciting a poem)

- A poem -

Light dark

Light dark

Darkness

Dark

Marsha: In this country, nobody recites poetry at parties. Um ... can you do anything **else**?

Anna: Hmm, yes. I can do a **card trick**. (Anna is doing a card trick)

Your card is the 10 of diamonds! No?

Pick a card. Any card.

Here, just pick this one.

Great!

Marsha: Anna, maybe you can just bring food.

Anna: No, I can't cook. And I really want to **perform**. You know, there is one thing I can do. (Anna plays a song on the ukulele and sings)

Trouble in mind. I'm blue...

But I won't be blue always

*The sun's gonna shine in my back door some day.**

Marsha: That's it! You can sing at the party. Now, I have to go shopping for food.

Anna: Can I help? I'm not busy right now.

Marsha: Sure, let's go!

Anna: We have to go. I have to help Marsha shop. And I have to **practice** my song! *Trouble in mind. I'm blue...*

Until next time!

* The song *Trouble in Mind* was written by jazz pianist Richard M. Jones.

New Words

bookstore - *n.* a store that sells books

card - *n.* a small piece of stiff paper that is used for playing games

day - *n.* the part of the day when light from the sun can be seen

driver's license - *n.* an official document or card which shows that you have the legal right to drive a vehicle

else - *adv.* used to refer to a different or additional person or thing

night - *n.* the time of darkness between one day and the next

perform - *n.* to entertain an audience by singing or acting

poetry - *n.* the writings of a poet

recite - *n.* to read (something) out loud or say (something) from memory

test - *n.* a set of questions or problems that are designed to measure a person's knowledge, skills, or abilities

trick - *n.* a clever and skillful action that someone performs to entertain or amuse people

Skills & Talents

act	ice skate	use a computer
bowl	knit	work well with numbers
build things	lift weights	work well with your hands
cook	paint	work with tools
dance	perform	work with wood / leather / metal / plastic(s)
design things	play basketball	write poetry
do embroidery	play tennis	
do flower arrangement	play the drums	
do handicrafts	play the piano	
do sculpture /ceramics	play the violin	
draw	sew	
fish	sing	
give presentations	ski	
(play) golf	speak a foreign language	
	teach a foreign language	

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.