



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 22: Next Summer...

Objectives

- Students learn how to talk about future plans & intentions using *going to*
- Students learn to describe a sequence of events
- Students learn to use the strategy, *Planning*
- Students learn vocabulary related to vacations
- Students practice talking about the four seasons

Materials needed:

- Activity worksheet (included at the end of this lesson)
- Handout (included in this lesson)
- Images of nearby tourist attractions, amusement parks, or monuments

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 22 before this lesson. See the end of this lesson for more details and links to the videos.

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.)

Tell students, "Today we will learn to talk about vacations and seasons. We will learn how to use the strategy *planning* to help us learn English."

Have students practice pronouncing the new words for this lesson. Be sure the students understand and can pronounce the names of the four seasons and vacation activities.

Ask students: "What do you do when you start something new? Imagine something you want to learn to do. Like getting better at a sport you play. Maybe you want to learn a new dance. Or there is a place you want to go. What happens after you decide to do it?" Give several students a chance to answer. Write their responses on the board or a shared screen. They may answer that they will think about the steps in the process, find someone to teach them, put aside money, or set up a schedule to practice. Point out that an important part of achieving one's goals is to *plan* how to meet those goals.

Conclude with, "Any time we want to achieve something, it helps to *plan* how we are going to do it. Let's find out more about how we can use *planning* today."

Present: "Planning"

If you have multimedia capability in your classroom, prepare to play the video for Lesson 22 of Let's Learn English. Tell students that the video will show Anna and her co-worker, Amelia, planning the new children's show.

Have students repeat 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 are Anna and Amelia doing?" Give students time to answer. Possible answers include, "Thinking about what they want to do on the show," "Planning the new show" and "Talking about summer vacations."

Respond, "That's right. They are planning the new show. They are thinking about how they will make the show interesting for children. Anna and Amelia are using what they know about making a show to plan for the future. Notice the words that show the sequence, or order of the show. Anna says,

Anna: First, we're going to introduce the subject. Then we can show pictures and video.

We can interview children and have guests too.

Finally, we can read the questions and tell them where to learn more.

Write the words on the board:

- First
- Then
- Finally

Explain, "These words show the sequence of the events they are

planning. We can do the same thing with an event in our own future." Point to a calendar or show one on a shared screen. Point to the next school holiday and say, "Today is _____. Our next vacation is _____. What will you do on the vacation? Think of a place you want to go. Or something you want to learn. For example, I want to learn to play the card game, "bridge."* What do I need to do that? I have a friend who says she will teach me. I need a deck of cards and three people to practice playing with me." Write the steps of your plan next to the words you previously wrote on the board or screen. "So here is my plan: 'I am going to learn to play bridge. First, I will get together with my friend during the vacation to learn the rules. Then, I will practice with three more friends. Finally, I will play a real bridge game."

Conclude, "Let's practice the strategy *planning* today by talking about what we plan for a vacation."

*use any skill you'd like to learn as an example here

Practice:

Have students form pairs. Give them the handout from the end of this lesson with suggested questions. Instruct students to complete the pair practice and then join another group to report on their partner's plans.

While students are working on the activity, set a time limit for thinking of the vacation activity, then encourage the pairs to begin asking and answering questions. Choose a time to have the pairs join a second group. When the groups of four have completed their period of reporting, have a few students volunteer to come to the front of the class to report to the class as a whole.

(Optional) Present 2: Shadowing

(This can be done in an optional follow-up class or within a longer class period) Hand out the Activity Sheet to all students. Point out to students that in the lesson video, Anna and Amelia talk at the same time. They are not interrupting each other. They are speaking at the same time to show they are sharing ideas; or thinking of the same thing at the same time. Explain that when speaking English as a second language, it is helpful to shadow and summarize. If possible, play the Pronunciation Practice video to demonstrate shadowing. The activity in the Activity Sheet gives students practice with these skills.

(Optional) Practice 2

Hand out the [Activity Sheet](#). Instruct students to form pairs and complete the names of the vacation activities at the top of the page. Then if you have multimedia capability, play the sentences from the video shown on the activity sheet. Show on the board or a shared screen how to draw a line indicating the intonation of the sentences from the video. Explain to students that paying attention to the intonation will help them shadow what they hear, and develop more fluency in English.

Instruct students to draw lines over the second and third sentences from the video. Then have two students model the activity at the bottom of the page, where students write and say what they plan for a vacation, and another student shadows their plans.

Self-Evaluate

Ask students what they think about the strategy, *Planning*. Do they think they can use it to get better at speaking English? 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, "You can use the strategy *Planning* to help you learn in other areas – for example, when you have a lot of reading homework, you can plan how much you will read every day to finish it on time. You can use this strategy when you have to give a speech or write an essay in English. You can plan the structure of the speech and how you will practice it before you give it. Give it a try the next time you have to achieve something, 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 the names of the four seasons.

The [Pronunciation Practice](#) video teaches about interrupting and the technique called **shadowing**. Read more about shadowing on the VOA Learning English website:

<http://learningenglish.voanews.com/a/improve-your-english-pronunciation-shadowing-others/3339007.html>

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 22: Next Summer...

Anna: Washington, D.C. has four **seasons: winter, spring, summer** and **autumn** or **fall**. My favorite season is summer because of **summer vacation**! Hey, that will be a great **subject** for my new work assignment -- the children's show. I can teach what families in the U.S. do during summer vacation. Today, I'm **planning** the show with Amelia. This is the first time we are working together. I hope we can work well together. Hi, Amelia!

Amelia: Hi, Anna! So, what are we going to talk about on the first show?

Anna: I want to talk about summer vacation.

Amelia: That will be fun! Are *you* going on vacation this summer?

Anna: No. This summer I am too busy.

Amelia: That's too bad.

Anna: It's okay. I can go on vacation next summer. This show will be a lot of fun too!

Amelia: So, Anna, what's the **plan** for the show?

Anna: First, we're going to **introduce** the **subject**. Then we can show pictures and video.

Amelia: We can show tons of video!

Anna: Right! We can interview children and have **guests** too.

Amelia: **Kids** can ask us questions.

Anna: Great idea! Finally, we can read the questions and tell them where to learn more.

Amelia: Okay, let's try it!

Anna: Let's do it!

Anna: Hi there! And welcome to ... Amelia, we don't have a name for the show.

Amelia: We'll think of a name later. For now, we'll call it "The Show."

Anna: Great. Hi there! And welcome to "The Show."

Anna: Today we are going to take you on a summer vacation! You will see popular things to do on vacation!

Anna: One is **camping**! When you go camping, you cook, sleep and play **outdoors**!

Amelia: When I go camping, Anna, I like to go **hiking** and **fishing**.

Anna: Me, too. Those are fun things to do when you go camping!

Anna: These people are hiking.

Amelia: Okay, let's talk about the next vacation.

Anna: Another popular summer vacation is going to an **amusement park**. At an amusement park, you go on rides and eat lots of fun food!

Amelia: I love **cotton candy** ...!

Anna & Amelia: and **rollercoasters**!

Amelia: This show is going to be a lot of fun.

Anna: I know!

Anna: This is riding a rollercoaster!

Amelia: Whoooo! What is the last vacation?

Anna: One of the most popular vacations is ... going to the **beach**!

Anna & Amelia: I love the beach!

Anna: When I see that blue ocean, I want to leave Washington, D.C. **immediately** and go to the beach!

Anna: Maybe next summer.

Amelia: But **right now**, it's time to work!

Anna: Right. Until next time ...

New Words

amusement park - *n.* a place that has many games and rides (such as roller coasters and merry-go-rounds) for entertainment

beach - *n.* an area covered with sand or small rocks that is next to an ocean or lake

camping - *n.* the activity of sleeping outdoors in a tent usually for enjoyment

cotton candy - *n.* candy made from sugar that is boiled, spun into a soft material using a special machine, and then wound around a stick

fishing - *n.* the sport or business of catching fish

guest - *n.* a usually well-known person who is invited to appear or perform on a program

hike - *n.* to walk a long distance especially for pleasure or exercise

immediately - *adv.* without any delay

introduce - *v.* to speak briefly to an audience about something that is about to begin

kid - *n.* a young person

outdoors - *adv.* outside a building or not inside a building

plan *n.* - a set of actions that have been thought of as a way to do or achieve something

plan - *v.* to think about and arrange the parts or details of (something) before it happens or is made

right - *adv.* in a direct course or manner **right now** = immediately

rollercoaster - *n.* a ride at an amusement park which is like a small, open train with tracks that are high off the ground and that have sharp curves and steep hills

season - *n.* one of the four periods into which the year is commonly divided

subject - *n.* the person or thing that is being discussed or described

swimming - *n.* the sport or activity of moving through water by moving your arms and legs

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

The Four Seasons:

spring - *n.* the season when plants and trees begin to grow

summer - *n.* the warmest season of the year

autumn - *n.* the third season of the year, when crops and fruits
are gathered and leaves fall

winter - *n.* the coldest season of the year

Handout

Student 1: Ask your partner:

What is your next vacation?

What will you do during the vacation?

Student 2: Answer your partner's questions.

My next vacation is _____.

The season will be _____. (Summer, Autumn/Fall, Winter/Spring)

I want to:

- learn to _____. (do a new skill, speak a language, play an instrument or a game)

- go to _____. (an amusement park, the beach, a museum, a vacation place or campground)

- practice _____. (a sport, a musical instrument, speaking English, listening to English)

Student 1: Ask your partner:

What do you need?

Student 2: List what objects or other things you need.

(For example, for camping, you need a tent, a sleeping bag, and food. For learning to play an instrument, you need the instrument and a teacher or instruction video or book)

Students 1 & 2: Exchange roles so student 2 asks questions of student 1.

Practice reporting what your partner plans.

Join with another pair. Tell your classmates about your partner's plan.

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.