



## 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 34: What Will I Do?

### Objectives

- Students learn to use modals "might" and "will"
- Students learn to talk about life events
- Students learn about the American customs of Halloween
- Students learn about how to talk about the future; expressing probability & possibility
- Students practice the strategy: *Make Your Best Guess* (Make an Inference)

Materials needed:

Download the Activity Sheet for Lesson 34 or print the Activity sheet at the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 34](#) before this lesson.

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

Ask students, "Do you know about the American custom called Halloween?" Give students a chance to respond. You may write some of the words they use to describe Halloween in English on the board or shared screen. Words that are used in this lesson include: **costume, trick, and trick or treat.**

Explain, "In today's lesson, Anna is going to a Halloween party. At Halloween parties, people wear costumes and pretend to be someone or something else. Do you like to wear costumes or masks? (images and definitions below) What costume do you like to wear?" Let students respond. Continue, "Sometimes, when a person is wearing a mask or a costume, we do not know who it is. So, we have to *guess*. Today we will be talking about making guesses."

Teach the new words for this lesson, using the list and images found at the end of the lesson.

### **Present: Make Your Best Guess / Might**

If you have multimedia capability in your classroom, play the video for [Lesson 34 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, Genie, Rebecca and Kaveh.

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

Say, "In this lesson, Anna wants to go to a costume party. She gets a Genie costume and pretends to read minds. What do you think about

her mind reading?" Give students the opportunity to comment on what happened. Emphasize that Anna is simply pretending to read minds - in fact, she is guessing based on information the people give her.

Explain to students, "For example, a young woman says that she is a student. Anna tells her that she will graduate soon. Anna is *making her best guess* based on what she knows about the young woman. What do you think about making guesses? Many students think it is wrong to guess in school or on tests. But good students do it often. We can't always be sure of the correct answer. We can use a strategy that I like to call *make your best guess*. *Making our best guesses* means using the information we have and our intelligence to predict if something will happen or know that something is true. We will try using this strategy in class today. You will get information about your classmates and make your best guess."

Transition to another focus of this lesson: modals. Explain, "When we talk about the future, we can use a special kind of verb called a modal. For example, when Anna talks to Rebecca, she uses 'might' to tell Rebecca about her future. She says, 'You might graduate in one year.' Graduating is an important event. When Anna talked with Kaveh, he talked about getting married. Being married is another important event. Let's imagine what will happen in the next five years. What can we say about important events in our lives?"

## **Practice**

Give students copies of the handout or write the keywords on the board or shared screen. Ask two students to come to the front to

model the activity. Instruct students to write three sentences on their sheets about their partner. Have students form pairs and do the activity. As students practice, remind them to make their best guesses.

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

### **Self-Evaluate**

Ask what students think about the strategy: *make your best guess*. Did they find out information about their partner that allowed them to make a good guess about the future? 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 *make your best guess* to help you learn in other classes. One application of the strategy is in Science classes. In Science terms, we say you are *making a hypothesis*. In other words, you are guessing what will happen based on the information that is available. After you make the guess, you might need to do research to find the answer. Give it a try the next time you 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 about using "might" and "will" to talk about the future.

The [Pronunciation Practice](#) video teaches about stress patterns with modals and expressing strong emotions.

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.

## Handout

### My Life Five Years From Now

This year: \_\_\_\_\_

Five Years: \_\_\_\_\_

#### Possible Life Events

marry	have a baby
graduate	go back to school
get a job	quit work
retire	travel abroad

Talk with your partner. Ask your partner what they are doing now. Make your best guesses about what they will do in the next five years. Use the modal verbs "might" and "will."

Example: You will graduate and you might get a job in another country.

Write three sentences here about your partner:

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## Let's Learn English Lesson 34: What Will I Do?

Anna: Hello! **Halloween** is very popular in the United States.

Anna: Children **trick-or-treat**. They ask people for **candy**. Children *and* adults wear **costumes** and go to parties!

Anna: In fact, there is a Halloween party tonight. I need my friend, Genie. Genie!

Anna: Hi!

Genie: Hi, Anna! What do you need?

Anna: Tonight, there is a Halloween party.

Genie: I love Halloween! Are you going?

Anna: I **might** go. I might *not* go. I don't have a costume. Can you help me?

Genie: Dress as a genie!

Anna: Great idea! I can do a genie **trick** like read **minds**!

Genie: Anna, be careful. Things might go wrong.

Anna: What can go wrong?

Genie: Okay.

Anna: Hey, look! I'm a genie! This is going to be fun!

Genie: Remember, Anna. Be careful!

Anna: Don't worry, Genie! I will!

Rebecca: Excuse me, are you really a mind reader?

Anna: I might be.

Rebecca: Okay, tell me what I am **thinking**.

Anna: Sure! First, what do you do?

Rebecca: I study. I'm a **junior** in **college**.

Anna: What do you study?

Rebecca: I study **journalism**.

Anna: Okay. Wait. You are thinking ... you will **graduate** from college



in about one year.

Rebecca: Well, yeah. That's the plan. I *told* you, I'm a junior in college.

Anna: Right, um, wait. There's more. You are thinking ... you *might* get a job writing the news.

Rebecca: I MIGHT get a job writing the news? I MIGHT! That means I might *not*. And I'm studying really hard.

Anna: No, no, no, no. Uh, no, you will! You WILL get a job writing the news.

Rebecca: I will?

Anna: You will.

Rebecca: I will. I think.

Anna: 'Bye. Happy to help!

Kaveh: Can you really read minds?

Anna: I might.

Kaveh: Well, today, I will ask my **girlfriend** to **marry** me. What am I thinking?

Anna: Wait. Wait, you are thinking ... you might have a **wedding** very soon!

Kaveh: Might? MIGHT? She won't say "no," will she?

Anna: No, no! She WILL say "yes"!

Kaveh: I will have a wedding, won't I?

Anna: You will. You will!

Kaveh: Thanks. I think.

Anna: Good luck!

Anna: This is hard. Genie! Genie!

Genie: Anna, what's wrong?

Anna: I don't want to be a genie for Halloween. I might not go to the party.

Genie: Of course you will go. I have another costume for you!

Anna: I'm a rock star! You read my mind!

Genie: No. You told me you like rock music.

Anna: Oh, right. Well, I love it!

Genie: Have fun, Anna!

Anna: Thanks, Genie!!

Anna: I am ready for the Halloween party! But I am not going to read minds. I might play some rock music! Or I might not. Until next time!

## **New Words**

**candy** - *n.* a sweet food made with sugar or chocolate

**college** - *n.* school that offers courses leading to a degree (such as a bachelor's degree or an associate's degree)

**costume** - *n.* the clothes that are worn by someone (such as an actor) who is trying to look like a different person or thing

**dress** - *v.* to put clothes on (yourself or someone else)

**girlfriend** - *n.* a woman with whom someone is having a romantic relationship

**graduate** - *v.* to earn a degree or diploma from a school, college, or university

**Halloween** - *n.* the night of October 31 when children dress up as ghosts, witches or monsters, and go to houses to ask for candy

**journalism** - *n.* the activity or job of collecting, writing, and editing news stories for newspapers, magazines, television, or radio

**junior** - *n. US :* a student in the third of four years in a high school or college

**marry** - *v.* to become the husband or wife of (someone) or to become joined with (someone) in marriage

**might** - *modal.* used to say that something is possible

**mind** - *n.* the part of a person that thinks, reasons, feels, and remembers

**rock star** - *n.* a person who plays a kind of popular music with a strong beat that is played on instruments that are made louder electronically

**think** - *v.* to form or have (a particular thought) in your mind

**trick** - *n.* something that causes confusion or that makes something seem different from what it actually is

**trick-or-treat** - *expression.* a custom on Halloween in which children knock on people's doors and say "trick or treat" when the doors are opened to ask for candy

**wedding** - *n.* a ceremony at which two people are married to each other



wedding



trick-or-treating

Mask- a covering for your face or for part of your face



Costume



# Activity Sheet

## **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.