



## 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.

## Let's Learn English Lesson Plan

### Lesson 40: How Am I Doing?

#### Objectives

- Students learn to use adverbs (loudly, quietly, slowly)
- Students learn about comparatives of adverbs (more seriously)
- Students review agent nouns (actor, director)
- Students practice describing people's actions; asking for & giving feedback; projecting when public speaking
- Students practice the strategy: Self-Evaluate

#### Materials needed

Download the [Activity Sheet](#) for Lesson 40 or print it from the end of this lesson.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 40](#) before this lesson.

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

Ask students, "At the beginning of a new year, or when you begin a new school year, do you tell yourself how you will do better or differently?" Give students time to respond. Continue, "In English this is called making a resolution. We talk about making New Year's resolutions." Give examples of typical resolutions depending on the age of your students. For example, doing better in school or helping more at home for younger students; quitting smoking, limiting drinking or making more money for older students.

Continue, "We have talked about evaluating already in these classes. We evaluated what we liked or didn't like about things like holiday sweaters. Today, we will talk about evaluating ourselves. Often, at the end of the year, we look back and think, 'How well did I do?' and 'How can I do better?' What do you want to do differently or better in the coming year?" Ask several students to share their resolutions for the coming year.

Teach the new words for this lesson, using the list of words found at the end of the lesson. Explain that, in this lesson, students will learn to use adverbs and compare actions using adverbs.

### **Present: Adverbs and Self-Evaluating**

If you have multimedia capability in your classroom, play the video for Lesson 40 of Let's Learn English. Have students repeat the sentences when the video pauses. If you cannot play multimedia, have two students come to the front of the class and act out the conversation between Anna and the director.

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

Say, "In this lesson, Anna has decided to do something different -- she wants to be an actor on the stage. We see her at an audition or a 'try out' for a play. How do you think she feels?" Students should be able to respond with, "She is nervous" or "She is excited" or something similar.

Continue, "As Anna is reading the lines in the script, she is looking to the director to see her reactions. She asks, 'How am I doing?' She is asking the director to tell her if her acting is good or not. She listens to the director and changes her voice to sound louder, for example. When we are using English, we can either ask someone to tell us how we are doing, or we can use the strategy, *self-evaluate*, which means we pay attention to our words and actions and how people respond to them. Let me show you an example." Go to the far corner of the room, turn away from the students, and say quietly, while mumbling, '(student name) bring me a pencil.' Turn around, and look expectantly. Speak in your normal classroom voice. "(Student name), did you hear what I said? No? I knew because you didn't do what I asked. I can use information like that to help me self-evaluate. I know I was not speaking loudly enough. I can now change my voice and speak more loudly. 'Loudly' is an example of an adverb. We can use adverbs to describe/explain/talk about how someone is doing an action. We often use adverbs when we evaluate and when we self-evaluate. Self-evaluating when you speak English can really help you improve. We will practice this strategy today in our lesson."

## Practice

Give students copies of the Activity Sheet. Explain, "We will practice using adverbs today, and you will also have a chance to practice your acting skills. When you make the movements of an action, (we call that *acting*) you can self-evaluate by seeing if your classmates understand what you are pretending to do." (Explain *pretending* if students do not yet know the word.)

Write the adverbs used in the activity sheet on the board and have students repeat them after you:

quickly

loudly

quietly

angrily

slowly

happily

Make sure the students understand the meaning of these adverbs. If time allows, you could ask a student to act out the adverb with a typical classroom action: "Write your name quickly/slowly; say your name quietly/loudly/angrily/happily."

Ask four students to come to the front of the classroom to model the activity. Instruct students to demonstrate the sample conversation as shown below. Have one student act out an activity such as driving.

A: What is she doing?

B: She is driving slowly.

C: No, I think she is reading quietly. She is pretending to be

Marisa.

D: Yes, I am reading quietly.

Ask the student who was acting out 'reading slowly,' "Will you self-evaluate now? How was your acting?" The student should be able to say something like, "My acting was good because my classmates understood what I was doing."

Have students form groups of four and do the written section of the activity sheet. Then, have students do the acting section of the activity sheet. Students should take turns being the actor and guessing the actions. As students practice, remind them to *self-evaluate* their acting by noticing how many guesses their classmates need to make before they guess correctly.

When students have finished, ask several volunteers to tell you how well they acted. Then, talk about any questions that come up.

### **Self-Evaluate**

Ask students to think about the strategy: *self-evaluate*. Did it make them aware of how they were acting? Did they learn the meaning of the adverbs by acting them out? 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 *self-evaluate* to check on how well you are doing in other subjects as well as in English. For example, when you finish an assignment in art class, step back and

look at it carefully. Ask yourself, 'Am I happy with my work?' If you aren't happy with it, think of what you want to do better in your next assignment. 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 asking for and giving feedback.

The [Pronunciation Practice](#) video teaches about public speaking and speaking from one's diaphragm to project one's voice clearly.

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 40: How Am I Doing?

Anna: Happy New Year! Some people, at the start of a new year, make a **resolution** -- a promise to yourself to be better. I thought about my resolution carefully. I want to be an actor on the stage! Today I will **audition** for a show called "The Woods Are Alive!" Wish me luck!

Director: Next! What is your name?

Anna: My name is Anna Matteo.

Director: Are you ready to audition?

Anna: (warms up voice) Yes.

Director: Great. Let's begin on page 1. Here is the story. You are lost in the woods. You are searching **desperately** for a way out. **Suddenly**, you hear something.

Director: Now, say your line.

Anna: 'What was that? Hello. Is someone there?'

Director: Anna, you are speaking too **softly**. Can you speak more **loudly** and a little more, um, seriously?

Anna: 'What was that? Hello. Is someone there?' Is that loud **enough**?

Director: Yes, that is loud enough. Let's turn to page 25. In this **scene**, you are moving **slowly** and **quietly** through the woods.

Director: Anna. Anna! You are walking quickly and **loudly**. Walk slowly and quietly.

Anna: I'm walking slowly and quietly. I am walking...

Director: Anna. Anna. You don't need to say "slowly" and "quietly." Alright, let's try the last scene. Turn to page 48. I say my **line** first, then you say your line.

Director: 'You will never get out of these woods alive! *Mwa-ha-ha-ha-ha Mwa-ha-ha-ha-ha!*'



Anna: 'Yes, I will.'

Director: Okay, Anna, you said that line -- you said that line really late. You need to say it earlier.

Anna: Sorry. Sorry. Let me try again.

Director: 'You will never ...'

Anna: 'Yes, I will.'

Director: '... get out of the woods alive.'

Anna: I was too early, wasn't I?

Director: Yes. Yes, you were.

Anna: Director, how am I doing?

Director: You know, Anna. I think that I have the perfect part for you.

Anna: Awesome!

Director: The costume is in the back. Please go try it on.

(Anna returns as a tree.)

Director: Anna, that fits you perfectly!

Anna: I'm a tree. I'm a tree in ... "The Woods Are Alive!" Yes!

Anna: My new year is starting awesomely! Excuse me, Director! I have a great idea for my tree. Oh, wait! Until next time!

## **New Words**

**actor** - *n.* a person who acts in a play or a movie

**audition** - *n.* a short performance to show the talents of someone (such as an actor or a musician) who is being considered for a role in a play or a position in an orchestra

**desperately** - *adv.* in a way that is very sad and or upset manner because of having little or no hope

**director** - *n.* a person who directs a play or a movie

**enough** - *adj.* equal to what is needed

**line** - *n.* a row of words, letters, numbers, or symbols written across a page

**loudly** - *adv.* in a manner that makes or causes a lot of noise

**page** - *n.* one side of a sheet of paper

**quickly** - *adv.* at a fast speed; rapidly

**quietly** - *adv.* in a manner that makes little noise

**resolution** - *n.* a promise to yourself that you will make a serious effort to do something that you should do

**scene** - *n.* a division of an act in a play during which the action takes place in a single place without a break in time

**script** - *n.* the written form of a play, movie, or television show

**softly** - *adv.* in a quiet voice or manner







**stage** - *n.* a raised platform in a theater or auditorium where the performers stand

**suddenly** - *adv.* very quickly in usually an unexpected way

# Activity Sheet



Match the adverbs below with the picture that shows the action they best describe. Then use the adverbs to write a sentence describing what each of the people below are doing.

- quickly 
- loudly 
- quietly 
- angrily 
- slowly 
- happily 

Raoul



Raoul is playing

happily.

Benny



Marisa



Kim



Tony



Agnes



Now bring together a group of friends. Have one of your friends choose one of the people above. That friend must pretend to be the person they chose without speaking. The rest of the group should try to guess who they are pretending to be, then take turns pretending as well.

What is she doing?

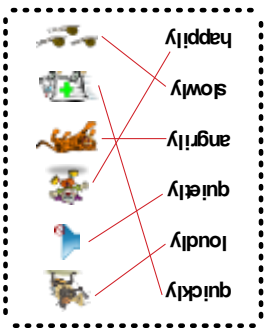
She is driving slowly.

No! She is reading quietly. She is pretending to be Marisa.



Answers for above

- Raoul is playing happily.
- Benny is talking loudly.
- Marisa is reading quietly.
- Kim is walking quickly.
- Tony is jumping angrily.
- Agnes is driving slowly.



## **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.