



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 45: This Land is Your Land

Objectives

- Students talk about plans using the future continuous verb tense
- Students use time expressions for upcoming events
- Students express desires to see sights or do activities on a trip
- Students practice pronouncing contractions with "will"
- Students practice the strategy: *Predict*

Materials needed

Download the [Activity Sheet](#) for Lesson 45 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

[Pictures of places](#) named in the lesson (available at the end of the lesson)

For a song activity, use the "[This Land is Your Land](#)" lyrics given at the end of the lesson and a YouTube video of the Woody Guthrie song to hold a class sing-along.

Students may be assigned the web-based homework of viewing the videos for [Let's Learn English Lesson 45](#) before this lesson.

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

Ask students, "Do you like to travel? Did you ever go on a trip with a friend? If not, where would you like to travel?" Have students respond by turning to their neighbor and answering in turn. Ask students to give several examples of places they have traveled to or want to travel to.

Explain, "In today's class, we will see Anna and Marsha taking a 'road trip' together."

Introduce the term 'road trip' by explaining that it is a term used when friends or families travel together for a long distance by car.

Teach the new words for this lesson using the list of words found at the end of the lesson and the photos of places in the United States.

An alternative way to introduce the place names would be to play the [Speaking Practice](#) video, which has images of the places with each pronunciation. Explain that, in this lesson, students will also learn about how to use the future continuous tense.

Present 1: Future continuous tense

If you have multimedia capability in your classroom, play the video for [Lesson 45 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 conversations between Anna and Marsha.

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

Ask students to find the places in the conversation when Anna and

Marsha use the future continuous tense. Write them on the board or circle them with an overhead projection of the script.

- We will be driving for a long time.
- Will we be stopping soon?
- We'll be eating lunch in about 2 hours.
- We will be arriving in New York City very soon!
- Guess what we'll be seeing?

Show the structure of the future continuous tense. Explain, "These sentences use the future continuous verb tense. It is used when an action that continues for a longer time in the future is interrupted by a short future action. You make it this way:

will + BE + verb + ing

Ask students to make up a few sentences using your classroom schedule. Here are some examples of possible sentences:

- We will be taking a break in about fifteen minutes. (the break may be 10 to 15 minutes long.)
- At this time tomorrow, we will be studying English. (the studying will be taking up a period of time)
- On Wednesday, we will be learning about _____. (the learning will take up a period of time)

You may play or assign the end of the Speaking Practice video for another explanation of this verb tense.

Present 2: Predict

Conclude, "In our practice today, we will learn how to *predict* while we are using the future continuous verb tense. Notice how Anna and Marsha talk about what is going to happen on their road trip. We can

say that they are *predicting* when they talk about what will happen. For example, Marsha says, 'We will be driving for a long time. So, we might get bored.' If you were Marsha, what would you do?" Ask students to suggest some activities that are good for passing time in the car, such as playing games, reading, or listening to music. Write on the board or ask students to write down some things Marsha could bring on the trip such as books, a music player, or games.

Introduce prediction with language. "We can see that Marsha and Anna can predict that they will have a long trip. So, they can prepare for it. The same thing is true of using English. Imagine you are listening to a story in English. Can you sometimes guess what will happen in a story?" Ask students to tell you about a story they have recently read, and say if they guessed the ending.

Continue, "When we can predict that something will happen, we can prepare our minds for it. In reading or listening to English, if we predict what might happen, our brains may find it easier to understand the language we hear. It doesn't matter if our predictions are accurate. Just thinking about what we may see or hear turns on parts of our brain that help us understand. Let's practice *predicting* today while we are using the future continuous tense."

Practice

Give students copies of the [Activity Sheet](#). (Note: for a fillable pdf, download from the lesson page.)

Explain, "Begin by changing the verbs at the top to the future continuous tense. Guide students to complete the first part of the worksheet. Point out the places on the U.S. map and ask students to

name the places shown: Seattle, Hawaii, Miami, New York and the Rocky Mountains.

Explain, "Imagine that you and your friend are going to take a road trip. Now, let's *predict* what we will be doing in each of these places." Have two students come to the front of the class and demonstrate the second activity. They should take turns asking each other questions about their "road trip."

Student A: Where do you want to go on your vacation?

Student B: On my vacation, I want to visit the Statue of Liberty.

Student A: Oh, will you be taking photos there?

Student B: Yes. Where will you be going on your vacation?

Have students form pairs to do the activity sheet together and write three sentences each about the activities they will be doing.

When students have finished, ask several volunteers to tell you one or two of the sentences they wrote or have them write the sentences on the board. Then, talk about any questions that come up.

Self-Evaluate

Remind students of the strategy for this lesson. "Think about the strategy: *Predict*. Did it help you imagine what you might do on a road trip? Can you think of other times you 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 *predict* when you are reading or listening in English. You can also use *predicting* to help you learn

new things in science, history, and math. In science class, we call predicting "making a hypothesis." In math class, we call it "estimating." Look at your homework tonight for your other classes. Think about how predicting can help you with the assignment. In our next class, I'd like to hear about what you noticed.

Assignments for more practice

Have students listen to the [Speaking Practice video](#) and say the new words for this lesson. The video also provides images and pronunciation of the foods mentioned or shown in the main video. After the vocabulary section, the video teaches how to use the future continuous verb tense.

The [Pronunciation Practice video](#) teaches the pronunciation of the reduced form of "will" in the future continuous verb tense.

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 45: This Land is Your Land

Anna: You know I love Washington, D.C. But I want to see more of the United States. My roommate Marsha and I will be on vacation at the same time. So, we are going on a road trip together!

Hi, Marsha!

Marsha: Hi!

Anna: I **packed** my bags and I am ready to go!

Marsha: Did you make a list of all the places you want to see?

Anna: I did. I want to see New York City and the Statue of Liberty!

Marsha: And I want to see Mount Rushmore!

Anna: (Anna writes) Mount Rushmore.

Marsha: And don't forget the Grand Canyon!

Anna: (Anna writes) Let's not forget California's redwood forest! There are so many places to see!

Marsha: We will be driving for a long time. So, we might get bored.

Anna: Bored? No way! We can talk.

Marsha: Or not talk.

Anna: We can play word games. We can sing! You know, our trip is like that famous American song. (sings) "This **land** is your land, This land is my land ..."

Marsha: (sings) "...from California to the New York island ..."

BOTH: "... to the redwood forest to the Gulf stream waters ... this land was made for you and me!"

Marsha: Will we be stopping soon?

Anna: We won't be stopping soon.

Marsha: (pause) I'm hungry.

Anna: Marsha, we just left D.C.! We'll be eating lunch in about 2 hours. Can you wait?

Marsha: I guess.

Anna: Here, have an apple. It's organic!

(Anna throws the apple. It goes out the window.)

Marsha: Thanks.

Marsha: Okay, we will be arriving in New York City very soon!

Anna: I can't wait to see The Big Apple! Marsha, look! There she is!

Marsha: The Statue of Liberty!

Anna: She is awesome!

Anna: Marsha, in ten minutes, guess what we'll be seeing?

Marsha: What?

Anna: The largest rocking chair in the world!

Marsha: No, we won't be seeing that.

Anna: Marsha, it's on my other list -- Best Roadside Sites.

(Marsha grabs the paper and throws it out the window.)

Anna: Oh, no! We **littered**! And my list is gone. Don't worry. I brought the book. (lifts up large book, starts reading)

Anna: ... and that is why I am so afraid of sheep.

Marsha: (snores a little)

Anna: Wow, I feel better. Marsha, you are a great listener.

Marsha: (waking up) Where are we?

Anna: We will be **entering** North Dakota any minute now!

Marsha: North Dakota! We are going in the wrong **direction**! We want to go to South Dakota!

Anna: No problem. I will just **exit** the **highway**. We will be going south ... in just a minute. There. Done! We're going south! Okay, we will be stopping for gas and a bathroom **break** in about an hour.

Marsha: Then we will be very near to Mount Rushmore!

Anna: Yay! Dead presidents' heads on the side of a mountain!

Anna: We did it! We made it to California! It's beautiful!

Marsha: And we saw everything on the list!

Anna: Well, we saw everything on page 1 of the list.

Marsha: What do you mean "page 1?"

Anna: Here are pages 2 3 and 4! We'll be very busy driving back to Washington, D.C. Until next time!

New Words

break - *n.* a brief period of time during which someone stops an activity

direction - *n.* the course or path on which something is moving or pointing

enter - *v.* to go or come into (something)

exit - *v.* to go out of a place or situation

highway - *n.* a main road that connects cities and towns

land - *n.* the solid part of the surface of the Earth

litter - *v.* to throw or leave trash on the ground in a public place

pack - *v.* to put (something) into a bag or suitcase so that you can take it with you

place - *n.* a specific area or region of the world

ready - *adj.* prepared to do something

road trip - *n.* a long trip in a car or truck

rocking chair - *n.* a chair that moves back and forth on rockers that are attached to its legs

California



Grand Canyon



Gulf stream



New York City



North Dakota



Mt. Rushmore



Redwood Forest



South Dakota



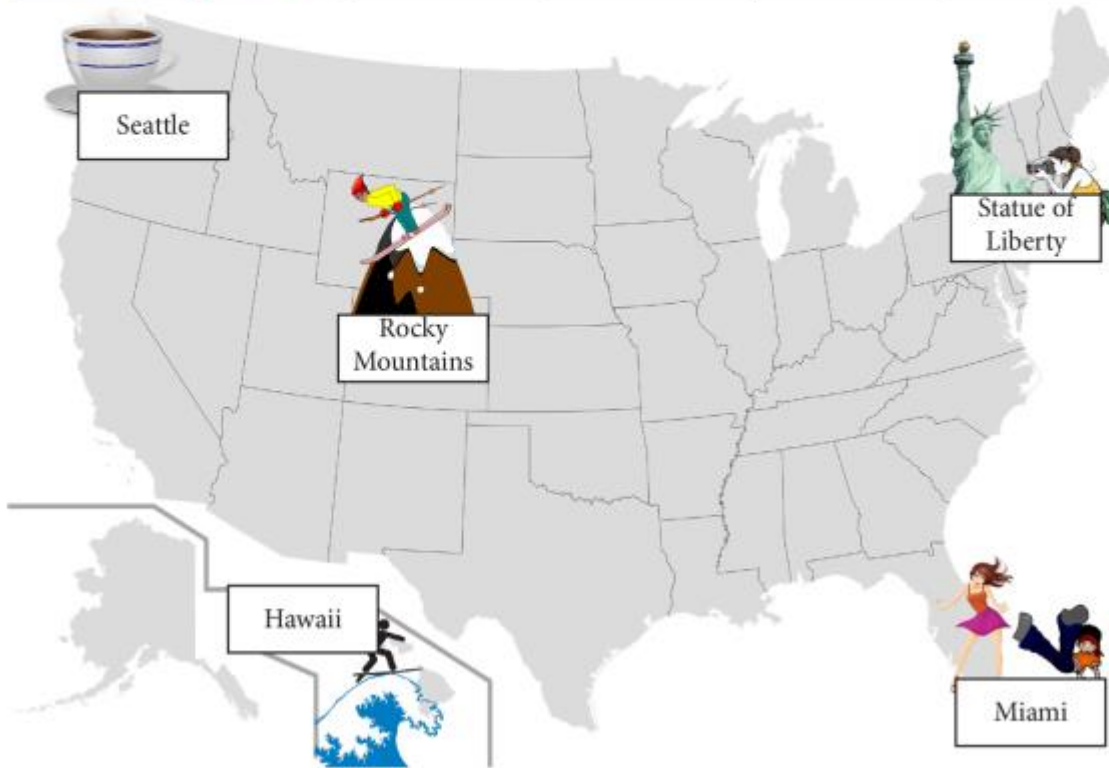
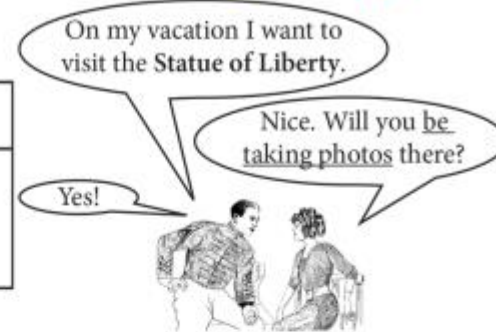
Statue of Liberty





Change the present form of the activities below to the future continuous form. Then look at the map below with a partner. Talk with your partner about plans for a future road trip. Write three sentences predicting what will be happening on that road trip using the future continuous tense.

present	take photos	drink coffee	go skiing	surf	dance
future continuous	will be taking photos				



I will be taking photos at the Statue of Liberty.

Answers for above

will be taking photos; will be drinking coffee; will be going skiing; will be surfing; will be dancing

This Land Is Your Land

Words and Music by Woody Guthrie

This land is your land This land is my land
From California to the New York island;
From the red wood forest to the Gulf Stream waters
This land was made for you and Me.

As I was walking that ribbon of highway,
I saw above me that endless skyway:
I saw below me that golden valley:
This land was made for you and me.

I've roamed and rambled and I followed my footsteps
To the sparkling sands of her diamond deserts;
And all around me a voice was sounding:
This land was made for you and me.

When the sun came shining, and I was strolling,
And the wheat fields waving and the dust clouds rolling,
As the fog was lifting a voice was chanting:
This land was made for you and me.

As I went walking I saw a sign there
And on the sign it said "No Trespassing."
But on the other side it didn't say nothing,
That side was made for you and me.

In the shadow of the steeple I saw my people,
By the relief office I seen my people;
As they stood there hungry, I stood there asking
Is this land made for you and me?

Nobody living can ever stop me,
As I go walking that freedom highway;
Nobody living can ever make me turn back
This land was made for you and me.

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Listen on YouTube:

Woodie Guthrie: <https://youtu.be/wxiMrvDbq3s>

Pete Seeger & Bruce Springsteen: <https://youtu.be/wnvCPQqQWds>

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.