The CALLA Approach

*Used to double check lesson plans to be sure CALLA approach is followed.

CALLA Step	Lesson 1	Lesson 2
Preparation (prior knowledge, language proficiency, learning strategies)	KWL Chart, pre-assessment	Pre-assessment
Presentation (demonstration, modeling, visual support)	vocabulary discussion, Word wall, video, number cubes	Jack Hartman video, Teacher does guided practice on the white board, visual support provided by PowerPoint, complete graphic organizer together
Practice (collaboration, problem solving, looking for answers in text)	students can work independently on place value mats, problem solving is used to be sure they are placing the correct number of number cubes in each place value	Students work in small groups based on their current ability level to complete number comparisons
Evaluation (self assessment check list, determines one's own progress)	exit ticket, complete the L part of the KWL chart to show what was learned	Use the stoplight self assessment worksheet to reflect on one's current comfort level with the information taught
Expansion (apply strategy they learned to other content)	place value can be used in several areas involving math, the teacher could help the students relate this to scores in a sporting event, money, etc.	Comparing numbers can be used throughout life in many ways--money is a great example of where this could also be applied.

Learning Strategy Types: Learning strategies cluster in three categories:

1. **Metacognitive**: Thinking about and preparing for learning, which include activities such as:
    o Organizational planning: Mentally planning how to accomplish a task, such as preparing to write the beginning middle and end of a story, or simply what tools are needed to accomplish a classroom task.

    o Selective attention: On what part of the information or the task should the student focus at this time?

2. **Cognitive**: Interacting with the content material either mentally or physically, which include activities such as:
    o Taking notes: Writing down important information from content reading, with the use T-charts, webs, and other graphic organizers . link to one of three graphic organizer PDF samples

    o Grouping: Classifying information according to specific categories. link to one of three graphic organizer pf samples

    o Elaborating prior knowledge: Tapping into what the student already knows about the topic

3. **Social/Affective Strategies**: Either interacting with others to facilitate learning or tap into attitudes, feelings, and knowledge of the task.
    o Cooperating: Working with peers in specifically designed situations, fulfilling specific group interactional goals.

    o Self-Talk: Mentally reviewing strategies needed for a specific task and/or making positive statements for reassurance and self-support.