



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 27: I Can't Come In

Objectives

- Students learn how to talk about health problems and excuses
- Students practice using irregular verbs in the past tense
- Students learn about reading a thermometer in Fahrenheit
- Students practice answering and asking yes/no questions
- Students practice answering and asking WH-questions
- Students practice the strategy, *Analyze Information*

Materials needed:

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 27 before this lesson.

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

Ask students, "How do you know when you are sick?" Let students volunteer the symptoms they may think of. Write the English words for the symptoms on the board or shared screen. Possible answers may include:

cough

sneeze

fever

sore throat

aches and pains

Continue, "These things are called symptoms, and they are like information. You think about the symptoms, or information your body is giving you, and then give a name to your health problem - maybe it's a cold, or the flu, or something else."

"Imagine you wake up and feel sick. What do you have to do? If it's a school day, or a work day, do you call or email someone?" Give students time to answer. Explain, "People who are working need to give an excuse (or reason) when they cannot come in to work. In today's lesson we find out what Anna tells her boss when she is sick. Do you think she will have a good excuse for staying home?"

Tell students that by the end of the lesson, they will learn more about the strategy, *Analyze Information*, and learn how to ask and answer two kinds of questions.

Present: "Analyze Information"

If you have multimedia capability in your classroom, play the video for Lesson 27 of Let's Learn English. Have students repeat when the video pauses. If you can not play multimedia, have three students come to the front of the class and act out the conversations between Anna and Caty and between Anna and Dr. Bennett.

Ask students what they think of Anna's plan to stay home and watch movies. Is that a good way for her to feel better?

Explain to students that when we are learning English we often get new information. Today's lesson will help us learn about *analyzing information*. Give another example, "What is a high body temperature in our country?" Students in countries that use Celsius will know that the normal temperature is 37 degrees Celsius. In the U.S. and its territories (Puerto Rico, Guam and the U.S. Virgin Islands), as well as the Bahamas, Belize, the Cayman Islands, and Palau, Fahrenheit is used, and the normal body temperature is 98.6 Fahrenheit.

Ask students, "If your temperature is 100 degrees Fahrenheit, is that high?" Explain that 98.6 is normal on the Fahrenheit scale, so 100 is not very high. "In the video, Dr. Bennett *analyzed* the *information*. She decides that Anna is not too sick. But she tells Anna she should stay home and rest. You can *analyze information*, too, any time you read or listen in English. Let's try it today."

If students have been exposed to the concept of critical thinking, you can connect this strategy with the principles of critical thinking.

Practice

Hand out the Activity Sheet from the end of this lesson. Ask students to look at the image on the page. Orally review the health problems indicated on the image by asking students to name them and having the class repeat the names aloud.

- 1) headache
- 2) fever
- 3) upset stomach
- 4) cut
- 5) broken bone
- 6) bruise

Introduce the concept of the "home remedy."

"On this page you can see what a doctor might tell you to do for these health problems. These are in the column called "Treatment" on your paper. There are also what we call "home remedies," or traditional ways to treat a health problem at home. Maybe you do the home remedy when you cannot go to a doctor. Or you do it before the problem becomes bad. For example, in my family, when someone has a cold, we give them honey and lemon juice. Can you think of home remedies for some of these problems?" Give students some time to give one or two examples.

Instruct students to form pairs. Ask students to begin by unscrambling the letters of the names of problems and writing them in the lower part of the worksheet. Check the students' work by showing or saying the matches: 1) headache - get some rest; 2) fever - drink lots of liquids; 3) upset stomach - take some medicine; 4) cut - put a bandage on it; 5) broken bone - see a doctor; 6) bruise - put some ice on it.

Then, have two students stand up to model the conversation shown on the worksheet or another conversation they create from another of the health problems. Respond with a question (this use the model conversation): "Now let's stop and think. Is this good advice? Do you know something else that will help?" Give students a chance to answer. Continue, "If I *analyze* this *information*, I ask myself, 'do I agree?' or 'do I do something different?' Maybe in my family we drink peppermint tea. So I'm going to tell my partner, 'Soda is ok for some people, but for me, it has too much sugar. I like drinking peppermint tea when I have an upset stomach.'"

Instruct students to carry out the conversations about the health problems and home remedies, and respond as you have modeled. When all partners have completed the activity, have several pairs demonstrate how they *analyzed information* in their conversations.

Self-Evaluate

Ask what students think about the strategy, *Analyze Information*. Did *analyzing information* help them to think of something to say about

the home remedy? 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 *Analyze Information* to help you learn in other areas. When you read, and have to write a summary of what you read, it helps to analyze the information you read. If you listen to a lecture or a speech, *analyzing information* can help you take good notes. 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 different types of verbs that are irregular in the past tense.

The Pronunciation Practice video teaches about the intonation of Wh-questions and Yes/No questions.

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.

Download the [Activity Sheet for Lesson 27](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 27: I Can't Come In

Anna: Hi there! I am sure that today there are a lot of great things to do in Washington, D.C. But I am not doing any of them. I am **sick**.

Anna: Right now, I need to call my boss and tell her I cannot come to work.

Anna: Ms. Weaver, I can't come to work today.

Caty: Why not? What is wrong?

Anna: Well, yesterday I felt great.

Anna: In the morning, I **ainted** for hours. In the afternoon, I **cut wood**. And in the evening, I built a **fire**.

Caty: Anna, what do you mean? Why can't you come to work today?

Anna: I do not feel well. I think I'm **sick**.

Caty: I'm sorry to hear that. I was sick last week too. I had the **flu**.

Anna: What did you do?

Caty: I **slept** a lot and **drank** a lot of water. Do you have a **doctor**?

Anna: Yes, I do.

Caty: You should call your doctor. And get lots of **rest**!

Anna: Thanks, Ms. Weaver. I'll call right now.

Dr. Bennett: (*to herself*) Now, where does this thing go?

Dr. Bennett: Hello. This is Dr. Bennett. How can I help you?

Anna: Hello, Dr. Bennett. This is Anna.

Dr. Bennett: Oh, Hi, Anna. How can I help you?

Anna: I think I'm sick.

Dr. Bennett: Okay. Let me ask you a couple of questions.

Dr. Bennett: Do you have a **sore throat**?

Anna: (*scratchy voice*) Yes. I have a **sore throat**.

Dr. Bennett: Do you have a cough?

Anna: Yes. I have a cough.

Dr. Bennett: When **did** you start feeling sick?

Anna: This morning. Yesterday I felt great. I painted, I cut...

Dr. Bennett: Excuse me, Anna. But I don't need to know all that. Do you have a **fever**?

Anna: My thermometer says 125 degrees?! What??

Dr. Bennett: Yeah, that's not right.

Anna: Oh. Wait. The thermometer was in my hot cup of coffee.

Dr. Bennett: Please take it again, Anna.

Anna: Okay, the thermometer says 100.5 degrees.

Dr. Bennett: 100.5 is not too high. I want you to drink lots of water.
Rest in bed and get lots of sleep.

Anna: That is what my boss **said** to do. When should I go to work?

D: Don't go to work for a couple of days.

Anna: Yes! I mean, I don't want to make my co-workers sick.

D: That's right. Call me back in a couple of days.

Anna: I will, Dr. Bennett. And thanks.

D: Take care, Anna!

Anna: Well, you **heard** the doctor – no work for a couple of days.

Anna: I need water, sleep and ... lots of movies! Okay, the doctor didn't say anything about movies. But it can't **hurt**!

Anna: Until next time!

New Words

cough - *v.* to force air through your throat with a short, loud noise often because you are sick

doctor - *n.* a person who is skilled in the science of medicine

fever - *n.* a body temperature that is higher than normal

fire - *n.* the light and heat and especially the flame produced by burning

flu - *n.* a common disease that is caused by a virus and that causes fever, weakness, body aches, and breathing problems; also called influenza

rest - *v.* to stop doing work or an activity

sick - *adj.* affected with a disease or illness; ill

sneeze - *v.* to suddenly force air out through your nose and mouth with a usually loud noise because your body is reacting to dust or a sickness

sore - *adj.* feeling or affected by pain

thermometer - *n.* an instrument used for measuring temperature

throat - *n.* the tube inside the neck that leads to the stomach and lungs

wood - *n.* the hard substance that makes up the stems and branches of trees and shrubs

Past Tense Verbs

cut / cut - *v.* to use a sharp tool (such as a knife) to open or divide (something, such as paper or wood)

do / did - *v.* to perform an action or activity

drink / drank - *v.* to take a liquid into your mouth and swallow it

feel / felt - *v.* used to describe someone's physical or mental state

hear / heard - *v.* to be aware of (sound) through the ear

hurt / hurt - *v.* to be a source or cause of pain

paint / painted - *v.* to cover (something) with paint or to put paint on (something)

say / said - *v.* to use your voice to express (something) with words

sleep / slept - *v.* to rest your mind and body by closing your eyes and becoming unconscious

Activity Sheet



Use the letters in the boxes below to spell the correct names of the health problems. Then write the names next to the correct treatments at the bottom.

V•A Learning English

①
a d h a e c e h

⑥
r b e s u i

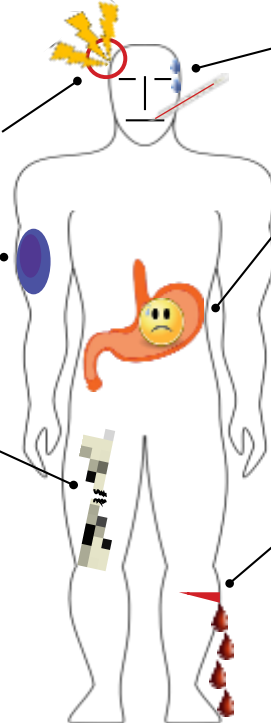
⑤
n k r o e b
b o e n

②
v e f e r

③
t u p e s
s m c o t h a

④
c t u

Now ask your friends about any home remedies they may have for the health problems above. Write their answers below. Then let them ask you about any home remedies you may know.



Health problems	Treatment	Home remedy
3 - upset stomach	takes some medicine	drink some soda
	get some rest	
	put some ice on it	
	drink lots of liquids	
	put a bandage on it	
	see a doctor	

Answers for above
 (1) headache - get some rest; (2) fever - drink lots of liquids; (3) upset stomach - take some medicine; (4) cut - put a bandage on it; (5) broken bone - see a doctor; (6) bruise - put some ice on it

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.