



## 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 36: I Can Fix This!**

### **Objectives**

- Students learn to use prepositions of location
- Students learn the names of locations in the kitchen
- Students practice the intonation pattern of compound nouns
- Students practice asking the location of items
- Students practice the strategy: *Substitute*

Materials needed: Place several small objects on or inside spaces around the classroom. These will be used to talk about locations during the "Present" phase of the lesson.

Download the [Activity Sheet for Lesson 36](#) 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 36](#) before this lesson.

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

Ask students, "Do you ever want to say something in English, but you don't know the right word or how to use it in a sentence? What do you do then?" Give students a chance to respond. Suggest some methods such as using gestures or paraphrasing to communicate your meaning. Explain, "We can't always remember the right words to say. But we can use some words that are *almost* right to get a message across. Our grammar may not be perfect, but that's ok, if the other person can understand us. In today's lesson, we will see some examples of using words we know to communicate. "

Teach the new words for this lesson, using the list of words found at the end of the lesson. New words for the activity sheet are included after the lesson's new words.

**Present: Substitute**

If you have multimedia capability in your classroom, play the video for [Lesson 36 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 Marsha.

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

Say, "In this lesson, Anna and Marsha are having a dinner party. They want to make a special dinner, but Anna bought the wrong foods. What does she cook?" Give students a chance to respond.

Explain, "Anna uses the ingredients she bought to make pancakes for

their dinner. We can say she *substituted* a breakfast food for a dinner food. You can use this strategy in learning, too. When you use the words you know to communicate your ideas you are *substituting*. Substituting can be as simple as using a gesture to point to something you want to name ("I want that thing.") Or it can be using several words to say what one word can say. For example, instead of saying "It's freezing today," you can *substitute* and say, "There is ice outside today." This can help you to keep talking when you can't remember the exact words you want to use. We will practice this strategy today in our lesson."

Make sure the students understand the prepositions of location *in*, *inside*, *under*, and *on*. Point to the objects you earlier placed on or inside spaces around the classroom. Ask students to say the locations with you. For example, "The pen is *inside* the cabinet" and "The chair is *under* the desk." You may wish to play the Speaking Practice video at this point to reinforce the vocabulary and the prepositions of location.

## **Practice**

Give students copies of the Activity Sheet. Ask two students to come to the front to model the activity. Instruct students to practice the conversation shown on the sheet, but to try to use a gesture to show the location of the food relative to the objects in the kitchen. For example, if a student asks about the location of the soup, their partner can say, "The soup is [use a gesture with one open hand moving to cover the other hand] *above* the stove." Their partner should then ask, "Do you mean "on" the stove?"

Tell students, "We are practicing *substituting* to help you can use it more easily with some harder words. When your partner understands the message from your words and gestures, you are doing the job of communicating with what you know."

Have students form pairs and do the activity. As students practice, remind them to *substitute* and help each other use the prepositions of location.

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

### **Self-Evaluate**

Ask what students think about the strategy: *substitute*. Did using the words or gestures that they know help them to communicate about locations? Find out if students feel more confident about using substitution in writing or in speaking. 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 *substitute* to help you in other classes. If you don't know the name of a famous person in history, you can talk about what that person did and get help in remembering the name. For example, you can say, "This was the first president of the United States. What was his name?" 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 using prepositions of location.

The [Pronunciation Practice video](#) teaches about the stress patterns used when saying compound nouns.

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 36: I Can Fix This!

Anna: Last time on Let's Learn English, Marsha and I invited friends to a dinner party but I shopped with the wrong list. Guests are coming soon. Marsha is worried but I have a plan. Let's see what it is.

Anna: I just need a couple of ingredients. Marsha, please hand me the **flour**.

Marsha: Anna, where is the flour? It's not in the **cabinets**.

Anna: I put the flour **inside** the **refrigerator**.

Marsha: Why?

Anna: It's cold and dry in the refrigerator. See, it says: "Put in a cold, dry place." Okay, now, Marsha, please hand me the **eggs**.

Marsha: Anna, where are the eggs?

Anna: The eggs are inside the cabinet under the **sink**.

Marsha: Anna, why are the eggs in here?

Anna: On the farm, we always put the eggs there. How else can the chickens see them? Okay. You clean the living room. I will make dinner.

Marsha: What are you going to make with these ingredients?

Anna: I have a plan.

Marsha: Okay, the apartment is clean. The kitchen is not. What are you cooking?

Anna: I made my favorite **recipe**: peanut-butter-banana pancakes!

Marsha: You made **breakfast**.

Anna: Yes! I call it let's-eat-breakfast-for-dinner dinner!

Marsha: Anna! Mmm! Hey, this **tastes** good! Anna, you made it work!\_

Anna: That's our guests!

Marsha: I'll answer the door.

Anna: I'll finish here.

Anna: Like I said, sometimes Marsha worries too much. When something goes wrong with your plan, just change the plan! Till next time!



## New Words

**breakfast** - *n.* the first meal of the day

**cabinet** - *n.* a piece of furniture that is used for storing things and usually has doors and shelves

**dry** - *adj.* having no or very little water or liquid

**egg** - *n.* a hard-shelled oval thing from which a young bird is born

**flour** - *n.* powder made from a grain (especially wheat) that is used in cooking for making bread or cakes

**inside** - *p.* in or into the inner part of (something or someone)

**recipe** - *n.* a set of instructions for making food

**refrigerator** - *n.* a device or room that is used to keep things (such as food and drinks) cold

**sink** - *n.* a wide bowl that has a faucet for water and a drain at the bottom and is usually positioned in a counter

**taste** - *v.* to have a particular flavor




**under** - *p.* in or to a lower place than (something)

## Words for Activity Sheet

**carrot** - *n.* the long orange root of a plant that is eaten as a vegetable

**soup** - *n.* a food made by cooking vegetables, meat, or fish in a large amount of liquid

**stove** - *n.* a flat piece of kitchen equipment for cooking that usually has four devices (called burners) which become hot when they are turned on and that often is attached to an oven

		
carrots	soup	stove

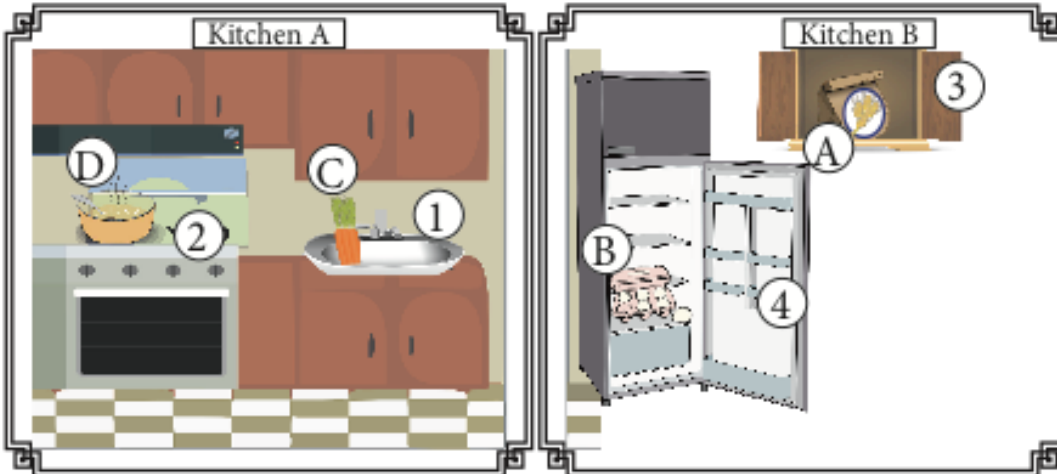
# Activity Sheet



Write the numbers of the furniture and the letters of the food items from the pictures of the two kitchens below next to the correct names. Next, draw a picture of your kitchen in the blank space below. Then write several sentences using prepositions to describe all three kitchens. Read your sentences to two friends and let them try to guess which kitchen you are describing with each one. Then listen to their sentences and try to guess which they are describing. The first to guess correctly each time wins!

Prepositions:	
in	under
next to	on top of
above	inside

<b>Furniture:</b>	<b>1 - sink</b>	<b>- refrigerator</b>	<b>- cabinet</b>	<b>- stove</b>
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<b>Food:</b>	<b>- eggs</b>	<b>- flour</b>	<b>C - carrots</b>	<b>- soup</b>
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Kitchen A
The carrots are in the sink.
Kitchen B
Your Kitchen

Answers for above

Furniture: 1 - sink; 2 - stove; 3 - cabinet; 4 - refrigerator; Food: B - eggs; A - flour; C - carrots; D - soup



## **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.