



## 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 35: Let's Make Dinner!

### Objectives

- Students learn to use partitives with count and noncount nouns
- Students learn to talk about life events
- Students learn about giving reasons for concern or worry
- Students learn about the reduced form of the word "of" in partitives
- Students practice the strategy: *Cooperate*

Materials needed:

Download the [Activity Sheet for Lesson 35](#) or print the 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 35 before this lesson.

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

Ask students, "Do you ever go to a dinner at another person's home? In English, we call it a 'dinner party' when we plan to have several people for a special occasion. Do you go to dinner parties? What do you eat?" Give students a chance to respond. Suggest some useful terms such as *guest* and the names of foods served at dinners in your area. Write them on board or shared screen. Explain, "In today's lesson, we see Anna and Marsha getting ready for a dinner party."

Ask students, "Have you ever helped to plan a dinner party? How do you feel when you planning the party?" Do you worry about the food or cleaning the house? Maybe you shop for special foods for the party. Do you make a shopping list? How about cleaning your house or bedroom? Who does that at your house?" Let students respond. Conclude with "Let's find out how do and prepare."

Teach the new words for this lesson using the list of words and images found at the end of the lesson.

### **Present: Cooperate**

If you have multimedia capability in your classroom, play the video for Lesson 35 of Let's Learn English. Have students repeat the sentences when the video pauses. If you cannot play multimedia, have four 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. How can they share their work?" Give students a chance to respond. Then say, "At the beginning of the lesson Anna says, 'Well, she is cooking. I am doing the shopping.'" Continue, "Anna and Marsha are working together to get ready for the party. In English, we call sometimes call working together *cooperating*. You can use this strategy in learning, too. When you practice speaking English with a friend, you are *cooperating*."

Ask, "What kind of food do you think Marsha wanted to make for the dinner?" Give students the opportunity to respond. If students do not know the names of American dinner foods, suggest some possibilities like chicken, fish, steak, turkey or pasta. Ask students, "What kind of foods did Anna buy? Did she buy chicken or fish?"

Discuss with students the foods Anna bought: peanut butter, bananas, pancake mix and bread. These are not typical foods for a dinner in America. Point out the measure words, or partitives, that appear in this conversation. They are *jar*, *bunch*, *box*, *loaf*, and *loaves*. Write them on the board or a shared screen. Explain that these words help us to talk about noncount nouns. "For example, 'bread' is a noncount noun. We do not make it plural. Instead, we use the word 'loaf,' 'slice' or 'piece' to describe amounts of bread. We can make these measure words plural."

Explain, "Anna took the wrong shopping list. We'll have to wait until next week to find out what she's going to make with the foods she bought. For now, let's practice using measure words to talk about foods."

## **Practice**

Give students copies of the Activity Sheet. Make sure students understand the names of the foods shown on page 3 of the activity sheet. If needed, go over the correct pronunciation of these foods.

Ask two students to come to the front to model the activity. Instruct students to practice the conversation shown on the sheet, but to make sure that their partner uses the correct measure word for the food they ask about. For example, if a student asks for a jar of tomatoes, the partner should *cooperate* and help them by pointing out that the correct measure word is a bunch of tomatoes (on the vine) or a jar of tomato sauce. Tell students, "Cooperating means working together in a friendly way. So if your partner makes a mistake, tell them the correct word kindly and quietly so others around you are not aware of your partner's mistake."

Have students form pairs and do the activity. As students practice, remind them to *cooperate* and help each other use the right measure words.

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

## **Self-Evaluate**

Ask what students think about the strategy: *cooperate*. Did *cooperating* help them to learn the measure words? 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 *cooperate* to help you learn in other classes. Any time you need to review for a test, you can get together with a friend who can ask you questions to see how well you remember. Or, you can help your friend by practicing English with them whenever you see them. Give it a try 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 measure words.

The [Pronunciation Practice](#) video teaches about reduced "of" in expressions with partitives (as in 'jar-a-peanut butter').

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 35: Let's Make Dinner!

Anna: Hi there! Washington, D.C. has many fun places to eat.

Anna: But, sometimes it's more fun to cook. In fact, tonight Marsha and I are cooking for friends. Well, she is cooking. I am doing the shopping.

*(phone rings)* It's Marsha. Hi, Marsha.

Marsha: Hi, Anna. Do you have the shopping list?

Anna: Yes, I told you: I have the shopping list. Can you hear it?

Marsha: Okay, good. I hear the list. Anna, please buy all the **ingredients** on the list.

Anna: Yes, Marsha, I will.

Marsha: And do not spend too much time shopping.

Anna: No, Marsha, I won't. See you later.

Anna: Sometimes, Marsha worries too much. I love shopping! And, I did not spend too much money. Oh, no! But I did spend too much time! I have to return home now!

Marsha: Anna, what took you so long? Our guests will be here soon!

Anna: Don't worry, Marsha. I **bought** everything on the list.

Marsha: Let me see. You bought a **bunch** of **bananas**, a **box** of **pancake mix**, a bag of coffee ... Anna, this is all wrong!

Anna: What do you mean wrong? I bought a **jar** of **peanut butter** and a **loaf** of **bread** ... no, wait ... two **loaves** of bread.

Marsha: Anna, these are the wrong ingredients!

Anna: These ingredients are all on the list! I took this list from the **counter**.

Marsha: Anna, this is the shopping list for **breakfast**. I said, take the shopping list - on the **refrigerator** - for dinner!

Anna: Marsha, there was no shopping list - on the refrigerator - for

dinner!

Marsha: Oh no! It's on the **floor**!!

Anna/Marsha: Ahh!!! Ahh!!!

Marsha: What are we going to do?

Anna: When do our guests arrive?

Marsha: They arrive in 30 minutes!

Anna: I can fix this.

Anna: Do you **trust** me?

Marsha: Do I have to?

Anna: Yes.

## **New Words**

**banana** - *n.* a long curved fruit with a thick peel that is yellow when it is ripe

**bought** - *v.* past tense of **buy**: to get (something) by paying money for it

**box** - *n.* a container that is made of a hard material (such as wood, metal, or cardboard) and that usually has four straight sides

**bread** - *n.* a baked food made from a mixture of flour and water

**bunch** - *n.* a group of things of the same kind that are held or tied together or that grow together

**counter** - *n.* a long, flat surface on which food is prepared in a kitchen

**floor** - *n.* the part of a room on which you stand

**ingredient** - *n.* one of the things that are used to make a food or product

**jar** - *n.* a glass container that has a wide opening and usually a lid

**loaf** - *n.* an amount of bread that has been baked in a long, round, or square shape (plural: **loaves**)

**mix** - *n.* a dry mixture of ingredients that is sold in one package and used for making something (such as a type of food)

**pancake** - *n.* a thin, flat, round cake that is made by cooking batter on both sides in a frying pan or on a hot surface

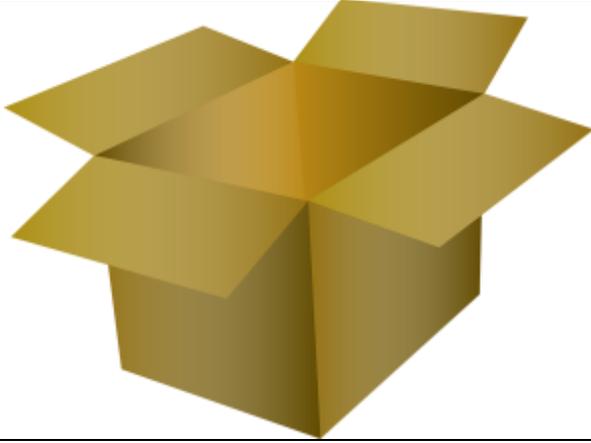
**peanut butter** - *n.* a creamy food made from peanuts

**shopping list** - *n.* a list of things to be bought at a shop or store

**told** - *v.* past tense of **tell**: to give information to (someone) by speaking or writing

Partitive (or measure) words in this lesson

box



bunch



jar



loaf/loaves





Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below. Take note if you see an ingredient in more than one meal. That means you will have to buy a larger amount of that ingredient.



**pancakes**  
eggs  
flour  
milk  
syrup



**salad**  
lettuce  
**tomato**  
carrots  
mushrooms



**hamburger**  
buns  
beef  
**tomato**  
lettuce

Items on grocery list	Price	Items on grocery list	Price
bunch of tomatoes	\$5.50		
<b>Total cost of grocery list:</b>			

Prices for your store

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the correct amount or measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

Do you have any tomatoes?

I have **bunches of** tomatoes.

How much for a **bunch of** tomatoes?

Five dollars and fifty cents.



Measure	Food	Price	Measure	Food	Price
dozen	bread	\$4.75	package of	bacon	\$7
bottle of	olive oil	\$9	box of	tomato sauce	\$5.50
block of	cheese	\$6	jar of	milk	\$4
loaf of	lettuce	\$3.50	carton of	noodles	\$3
head of	eggs	\$5	shaker of	salt	\$2.25

Answers for price matching

- shaker of salt
- carton of milk
- jar of tomato sauce
- box of noodles
- package of bacon
- head of lettuce
- loaf of bread
- block of cheese
- bottle of olive oil
- dozen eggs



Write all the ingredients you will need for your three meals on the grocery list below. Find the measure word in the box below. Take note if you see an ingredient in more than one meal. That means you will have to buy a larger amount of that ingredient.

**scrambled**  
eggs  
eggs  
milk  
**cheese**  
salt

**sandwich**  
bread  
bacon  
**cheese**  
lettuce

**pasta**  
noodles  
tomato sauce  
salt  
olive oil

Items on grocery list	Price	Items on grocery list	Price
block of cheese	6.00		
<b>Total cost of grocery list:</b>			

Now pretend your partner is a clerk at a grocery store. Ask them if their store has the items on your list. Then ask them for the price of each item on your list. Make sure if you are asking for a larger amount that you ask for the price of the correct amount or measure word. Next, pretend you are a store clerk. Match the measure word with the items in your store. Then answer your partner's questions.

Do you have any **cheese**?

I have **blocks of cheese**.

How much for a **block of cheese**?

Six dollars.



Prices for your store

Measure	Food	Price	Measure	Food	Price
dozen	flour	\$4.75	package of	beef	\$9
bottle of	syrop	\$7	bag of	tomatoes	\$5.50
box of	mushrooms	\$5	bunch of	milk	\$4
bag of	lettuce	\$3.50	carton of	buns	\$3
head of	eggs	\$6	bag of	carrots	\$2.25

Answers for price matching

- dozen eggs
- bottle of syrop
- box of mushrooms
- bag of flour
- head of lettuce
- package of beef
- bag of buns
- bunch of tomatoes
- carton of milk
- bag of carrots



Names of Foods



scrambled eggs



beef



noodles



sandwich



tomatoes



salt



pasta



milk



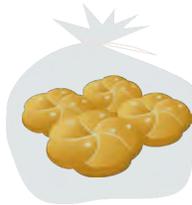
flour



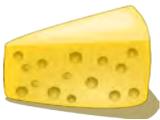
olive oil



syrup



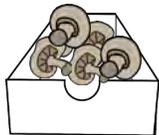
buns



cheese



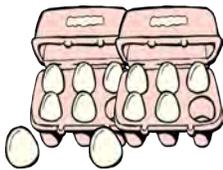
carrots



mushrooms



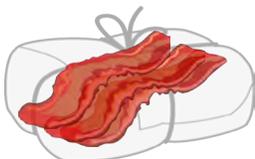
bread



eggs



tomato sauce



bacon

## **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.