



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.



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Lesson 44: Making Healthy Choices

Objectives

- Students distinguish between *mustn't* and *don't have to*
- Students express concerns about nutrition
- Students compliment others on food choices
- Students practice pronouncing the words *must* and *mustn't*
- Students practice the strategy: Classify

Materials needed

Download the [Activity Sheet](#) for Lesson 44 or print it from the end of this lesson. (Fields in the online sheet become fillable when the file is downloaded.)

Pictures of foods or print the pictures from this lesson.

Gather a collection of miscellaneous small objects that can be found in a desk drawer or a handbag: batteries, pens, keys, paper clips, string, tape, and rubber bands. Try to choose objects your students can name in English.

Students may be assigned the web-based homework of viewing the videos for Let's Learn English Lesson 44 before this lesson.

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

Ask students to give several examples of the foods they think are healthy and the foods they think are not so healthy, or "junk foods." Instruct students to turn to their neighbor and ask, "Do you eat healthy foods? Or do you like junk foods?" Give students time to respond and make sure they understand the concepts of healthy foods and junk foods.

Explain, "In today's class, we will see how Anna thinks about these two kinds of food."

Introduce the concept of classifying by taking your objects (mentioned in the "Materials Needed" section) and spreading them on a table or desk in the front of the room. If the room is large, name each object aloud (or check on student knowledge of each object's name) as you put it on the table: "I'm putting down a battery, a roll of tape, a ball of string, a paper clip, a rubber band, and a key on this table."

Ask students: "Imagine you have to decide on how to group these things. Let's say I ask you to put them into two groups." Call up a student to come to the table and group the object, thinking aloud (if the class shares a native language, this can be done by the student in their native language) as they do the task: "I think I'll put the battery and the paper clip together because they both have metal. The key can go in that group, too. Now I'm looking at the other things. The string and the rubber band can hold things together. So can the tape. I'll put them together."

Ask students if they can think of another way to group the items. For example, since the paper clip also holds things together, it could be grouped with the rubber band. The battery and key both need some other thing to work.

Explain, "We can call this strategy *classifying*. When we group things together we are classifying. We will learn how to use this strategy with learning English in this lesson."

Teach the new words for this lesson, using the list of words found at the end of the lesson and the photos of foods. For words like cholesterol, a translation or longer explanation may be needed.

An alternative way to introduce the food names would be to play the [Speaking Practice](#) video, which has images of the foods with each pronunciation. Explain that, in this lesson, students will also learn about how to use 'mustn't' and 'don't have to.'

Present 1: Classify

If you have multimedia capability in your classroom, play the video for [Lesson 44 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 conversations between Anna and Ashley, then between Anna and the two "parts of her" -- "Healthy" and "Junky."

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

Ask students, "Did you notice when Anna said, "I fight with myself. One side says, 'You should eat healthy food.' The other side says,

'But I want to eat junk food!'" Point out that Anna's "Healthy" side and her "Junky" sides are the small versions of her that appear on her shoulders. Continue, "Anna is *classifying* when she says she has some thoughts about eating healthy foods, and different thoughts about eating junk food. You can classify when you group words that you want to learn. For example, you can think about whether a new word is a noun or a verb. Or you can think, is this word easy or hard for me to pronounce? What can you do if you decide the word is hard for you to pronounce?"

Encourage students to share their responses to your question. Possible answers may be: listen to how it sounds on a video or online; practice it in a mirror; or ask a friend or native speaker to pronounce it and copy them.

Continue, "There are many ways we use classifying when we learn a new language. We'll practice it in our activity today."

Present 2: Mustn't and Don't Have to

Ask students to find the places in the conversation when Anna's thoughts use "mustn't" or "don't have to." Write them on the board or a shared screen.

- Anna, you mustn't eat junk food. You mustn't buy donuts.
- You don't have to buy bread.

Give your own example using classroom rules.

- You mustn't talk while the teacher is talking.
- You don't have to talk while the teacher is talking.

Ask students to tell you if these sentences mean the same thing or different things. Point out that "mustn't" means one should not do a thing. But you would not say "You don't have to talk while the teacher

is talking," because that means you have a choice - you can talk or not talk. If the teacher says, " You mustn't talk while the teacher is talking," they mean talking is not permitted.

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

Conclude, "In our practice today, we will both *classify* and use these expressions, *mustn't* and *don't have to*."

Practice

Give students copies of the Activity Sheet. (Note: for a fillable pdf, download from the lesson page.) Have two students come to the front of the class and demonstrate the activity.

Explain, "Begin by matching the pictures at the top with the words. Guide students to match the picture of ice cream with the words.

Point out the box with Measure Words at lower right. Then prompt the students to classify ice cream as healthy or junk food. "Is it healthy?" Tell students to use one of these words or phrases to make their sentences. If they say "yes" ask them to make a sentence with *must* as in, "You must eat a little ice cream." If they say it is junk food, they should make a sentence like, "You mustn't eat lots of ice cream."

Have students form partners do the activity sheet together.

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: *Classify*. Did it help you decide whether to use "mustn't" or "don't have to?" 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 *classify* when you are learning new grammar or new words in English. You can also use *classify* to help you learn new things in science, history, and math. Look at your homework tonight for your other classes. Think about how classifying 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 the difference between "mustn't" and "don't have to."

The [Pronunciation Practice video](#) teaches the pronunciation of the word "mustn't."

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 44: Time for Plan B

Anna: Hi there, Ashley!

Ashley: Anna! Hi! Where are you going?

(Anna's stomach growls loudly)

Ashley: What was that?

Anna: I'm hungry. When I'm hungry, I only want to eat **junk food!**
But I know I should eat healthy food. So, I fight with myself.
One side says, 'You should eat healthy food.' The other side
says, 'But I want to eat junk food!'

Ashley: Well, Anna, go to the Giant supermarket. You should be able
to find all kinds of food there - for all of you.

Anna: Good idea, Ashley. See you later!

Ashley: Bye, Anna.

Anna: Wow! This supermarket is huge! Look at all of these **fruits** and
vegetables! I should eat more vegetables.

Healthy: Good idea, Anna. You **must** eat more vegetables ... like
celery!

Junky: Celery?! Do you know what the web says about celery?

Anna: No, what?

Junky: "Celery is 95 percent water - 100 percent NOT ice cream. I
love the web!"

Healthy*: Anna, you mustn't eat junk food. Junk food will **kill** you.

Junky*: You are being silly.

Healthy: No, you are!

Junky: No, you are.

Anna: Will you two please be nice to each other? It is important to
eat healthy foods. But, a little junk food will not kill me.
Hmm, ice cream. Ice cream does sound good.

Junky: Take this **cart** to the **frozen** food **aisle!**

Healthy: No wait, go back! Go back! We forgot fruit. Go back!!

Anna: Okay, we are in the frozen food aisle!

Junky: Mmm, ice cream!

Healthy: Mmm, frozen peas!

Junky: Nobody says, 'Mmm, frozen peas. They say, 'Mmm, ice cream!

Healthy: Mmm, frozen peas!!

Junky: Mmm, ice cream!!

Anna: I am not going to tell you two again! Stop fighting!

Anna: I **smell** fresh bread! I love the smells of a bakery!

Healthy: Oh, Anna, let's buy a fresh loaf of **whole wheat, organic** bread!

Junky: You don't have to buy bread. Buy some **donuts**, Anna!

Healthy: You mustn't buy donuts. They are only fat and **sugar**.

Junky: Exactly! You know, you are really no fun at all.

Healthy: And you must think having high **cholesterol** is fun.

Junky: Everyone likes donuts! That is why you don't have friends!

Healthy: And that is why your cholesterol is so high!

Junky: My cholesterol is none of your business!!

Healthy: And I have lots of friends!!

Anna: Stop it! Stop it! Stop it! I am sick and tired of the both of you!!

Anna: I know what you two need!

Junky: Anna! What are you doing?

Healthy: Put me down!

Anna: You two need to cool off!

Anna: I am going to go buy my healthy food *and* my junk food! Good
bye!

Anna: Until next time ...

New Words

aisle - *n.* a passage where people walk through a store or market

bakery - *n.* a place where bread, cakes, cookies, and other baked foods are made or sold

cart - *n.* (shopping cart) a metal basket on wheels used to hold groceries while you are shopping

cholesterol - *n.* a substance that is found in the bodies of people and animals, a high percentage raise the risk of coronary heart disease

cool off - *phrasal verb.*

to become calm after a period of anger or conflict

fat - *n.* an oily solid or liquid substance in food

freeze - *v.* to become a hard substance (such as ice) because of cold (past participle: **frozen**)

healthy - *adj.* good for your health or healthful

junk food - *n.* food that is not good for your health because it contains high amounts of fat or sugar

kill - *v.* to cause the death of (a person, animal, or plant)

must- *modal verb.* used to say that something is required or necessary

organic - *adj.* food that is grown or made without the use of artificial chemicals

smell - *n.* the quality of a thing that you can sense with your nose

smell - *v.* to use your nose to sense smells

sugar- *n.* a sweet substance usually in the form of white or brown crystals or white powder that comes from plants and is used to make foods sweeter

whole wheat- *adj.* made from wheat from which no part (such as the bran) has been removed

Words taught with photos: apple, broccoli, cauliflower, celery, donut, fruit, milk, pear, peas, pizza, soda, vegetable



apple



broccoli



cauliflower



celery



donut



fruit



milk



pear



peas



pizza



soda



vegetable



Match the pictures below with the correct names. Next, work with a partner to use the modals below to classify the different food and drinks as healthy or not so healthy.

alcohol

ice cream

nuts

bread

fruit

milk

vegetables

fish

<u>must</u>	<p>* You must eat lots of vegetables.</p> <p>* </p>
<u>should</u>	<p>* </p> <p>* </p>
<u>don't have to</u>	<p>* </p> <p>* </p>
<u>mustn't</u>	<p>* You mustn't drink too much alcohol.</p> <p>* </p>

Vegetables are good for you. You **must** eat them to be healthy.

Yes. You **must** eat lots of vegetables.

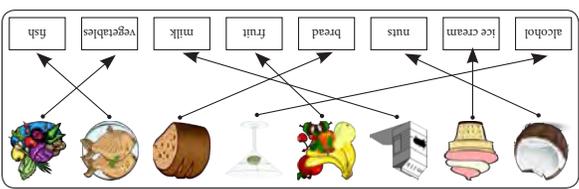
Write one sentence about each food using the modals below. Try to use the measure words you see below as well if you can.

- Measure Words**

too much

a little

lots of



Answers for above

You must eat lots of vegetables. ; You must eat fruit.
 You should eat a little fish. ; You should eat lots of nuts.
 You don't have to drink milk. ; You don't have to eat bread.
 You mustn't drink too much alcohol. ; You mustn't eat too much ice cream.

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.