

Lesson Style: Language Experience Approach (LEA)

Topic: Food

Source: Adapted from Bell, J. & Burnaby, B. (1984). *A Handbook for ESL Literacy*. Toronto: OISE Press.

1. Hang pictures of food on the wall and clearly label them. They can be cut from magazines or colourful flyers.
2. Begin a discussion by asking the students if they like the various foods shown in the pictures. "Do you like oranges?" "Do you like chicken?" The students respond with "Yes, I do," or "No, I don't." Direct the students in questioning each other.
3. Ask the students what they had for dinner the previous night. When everyone has participated, even if they just point to a picture or repeat the word you have just said, write down the words and ask for volunteers. With some help, one of the students might respond in the following way, "Last night I ate fish and rice." Write down the sentence on the board or flip chart.

Read the sentence to the class. "Last night I ate fish and rice." Read it back to the class, sliding your finger under the words and checking with the student that you have the words right. Ask for more students to volunteer answers until you can create a few sentences based on the same pattern. "Last night I ate fish and rice. Last night I ate beef and soup. Last night I ate chicken and noodles." Read each sentence aloud as you write it down.

4. Ask the students to read along with you and go through the passage twice. Then ask if anyone can find the phrase "last night," and if they can find the phrase anywhere else in the passage. Pick out different phrases and ask students to locate them. Read the passage aloud together as a whole class.

5. Choose one sentence, "Last night I ate beef and soup," as the basis for some sentence pattern practice and write each word on an index card which you arrange along the ledge at the bottom on the blackboard. Ask the students to read the sentence aloud all together and individually. Then cover one word at a time with a blank card and ask them to fill in the missing word. Substitute words with different food items in the same sentence, using the food items in the story and the ones shown in the pictures.

6. Put the students into groups of three or four and provide each group with the pattern sentence written on cards, which you jumble up for the group to re-sort. Once the students have put the cards in order, ask each student to choose one of the food items shown in the wall pictures and copy its name onto a blank card. These can be substituted into the sentence.

Also provide cards on which students can write their names, so that the card sentence can read, for example, "Last night Mona ate chicken and noodles." After the students have worked with the cards, setting up new sentences and shuffling them for another group member to put in order, ask each group to write down two sentences each and write them on the board.

7. Practice reading the sentences on the board. Remove one word and give the chalk over to a student to replace the missing word. In turn, each word of the sentence is erased and replaced.
8. Arrange the students in pairs and give one partner a selection of grocery store advertisements with illustrations of food and the other a set of words to be matched with the pictures.
9. Distribute a sample worksheet (or find an exercise online if students are using computers) which reinforces the sentence patterns and vocabulary practiced in the lesson.
10. Prepare students for a visit to the supermarket.