



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 30: Rolling on the River

Objectives

- Students learn to use quantitatIVES (much/many)
- Students learn about asking for information; asking for and making food recommendations
- Students learn units of measure & their abbreviations; dollar amounts expressed in numerals; credit/debit payment
- Students practice using count/non-count nouns
- Students learn about shopping at a market; comparatives & superlatives (best, larger, freshest, oldest)
- Students practice the strategy, *Make Inferences*

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 30 before this lesson.

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

Ask students, "If your friend comes into the room with a big smile, can you guess how they feel?" Give several students a chance to respond.

Continue, "Of course, you can guess how your friend feels. In fact, we often guess things based on information we get from the world around us. Today we're going to learn how to use that ability when we are studying English."

Teach the vocabulary for the lesson. Some images are provided with the vocabulary list at the end of this lesson.

Introduce another focus of the lesson, comparative adjectives, by show three pictures of animals or objects. At the end of this lesson there are three crab photos. First show the blue crab. Say, "This is a large crab." Then, show the king crab and tell students, "This is a larger crab." Finally, show the coconut crab, and tell students, "This is the largest crab." Point out the suffixes on the adjectives by writing the words on the board or shared screen.

large

larger

largest

Explain, if you wish to focus on grammatical terms, that the -er suffix is used to compare something with a greater amount of a quality, while the -est suffix is used to describe something with the highest

degree of a quality.

Tell students that by the end of the lesson, they will learn more about the strategy, *Make Inferences*, learn about a famous seafood market and learn how to use comparative and superlative adjectives.

Present: "Make Inferences"

If you have multimedia capability in your classroom, play the video for [Lesson 30 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 Pete. (If possible, give students a transcript of the conversation from the end of this lesson.)

Ask students to comment on the type of market where Anna is shopping. Does it seem familiar to them? What other markets have they seen? Explain that in the U.S., many people shop only in supermarkets, so shopping at an open market is less common, and seen as an enjoyable experience.

Point out the signs showing prices. The abbreviations on these signs are explained in the Pronunciation Practice video.

Replay or have students repeat the part of the conversation where Pete asks Anna about her childhood:

Pete: Anna, you love to eat seafood. Did you grow up on the water?

Anna: No, I didn't. But I love the **water**. And I love being *on* the water.

Pete: You know how to **sail**?

Anna: Well ... this afternoon I am going on a boat.

Pete: You are full of surprises. What kind of boat? Is it a **motorboat** or a **sailboat**?

Anna: It's a special boat, Pete. Well, thanks for your help. See you later!

Pete: See you, Anna! Wow, Anna's a **sailor**! Who knew?

Pete takes the information he got from seeing Anna at the market, and made an inference about where she grew up. When Anna says, "I love being on the water," Pete makes another inference. He asks if Anna knows how to sail. Anna answers that she is going on a boat that afternoon. Pete makes another inference when he says, "Wow, Anna's sailor!"

Let's practice using adjectives and making inferences with the Activity Sheet."

Practice - Making inferences & Comparative and Superlative Adjectives

Have students join in pairs. Hand out the Activity Sheet from the end of this lesson. Explain, let's look at the first example. The word, "taller" is above the picture of the giraffe. Can you compare the giraffe and the mouse? On your sheet you see the sentence, 'The giraffe is taller than the mouse.' Now let's look at the mouse. What can we say about the mouse? Here, we can make an inference that the mouse is shorter than the giraffe. Tell your partner how to write the sentence below the pictures, 'The mouse is shorter than the giraffe.'"

Have students continue with the other small pictures. Give students time to complete this part of the pair practice. Circulate around the room and remind students to *make inferences*.

For the second part of the activity sheet, have each pair of students

join another pair to make a group of four. Ask the students, "Is it polite to say I am the smartest?" Of course not. Instruct the students to complete this part and to be kind to one another. While being kind, a student would not say another student is slow, for example.

After all of the students have completed the activity, have two or three students demonstrate.

Self-Evaluate

Have students return to their seats. Ask one student to stand. Ask the student, "Who is taller than you?" The student should have practiced saying this twice, and be able to respond easily. "Tomorrow, will you remember how to compare using -er?" Hopefully the student will reply in the affirmative. Thank the student and let them sit down.

Ask what students think about the strategy *making inferences*. Did *making inferences* help them to know what to say? 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 *Make Inferences* to help you learn in other classes. For example, in Science class, you can observe events and make inferences. Your teacher make call this making hypotheses. When you are doing something new, making inferences can help you understand and connect new information. 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 adjective placement.

The [Pronunciation Practice](#) video teaches how American English speakers make sounds to show they are listening.

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 30](#). Have students work with a partner to complete the activity.

Let's Learn English Lesson 30: Rolling on the River

Anna: Hello! Washington, D.C. sits on the **Potomac River**. This river is important to the history and culture of the city. Today, I am at an outdoor **seafood market** near the Potomac River. Some say it is the **oldest** outdoor seafood market in the United States! I am here to buy seafood. Let's see what they have!

Anna: Excuse me. Can you help me?

Pete: Sure! What do you need?

Anna: Pete!

Pete: Anna!

Anna: What are you doing here?

Pete: I work here. You know, it's not easy to be a writer.

Anna: Yeah, I heard that. Sorry.

Pete: But this job is great. I work outside by the river. And I can eat all the free seafood I want!

Anna: That is great, Pete. In fact, I am here to buy **some** seafood for my dinner party.

Pete: You came to the right place. They have the **freshest** seafood in town. **How much money** can you **spend**?

Anna: I can only spend \$50.

Pete: Okay. What do you want?

Anna: First, I want to buy some shrimp.

Pete: Sure thing. Follow me. How much shrimp do you want?

Anna: How much do I need for five people?

Pete: (*yells to co-worker*) Give her a **pound** of shrimp!

Anna: Ok, now I want to buy some **crabs**.

Pete: The crabs here are delicious! They are the **best** because they come from the nearby **Chesapeake Bay**! Walk this way.

Pete: How **many** crabs do you want?

Anna: I want a **dozen** crabs.

Pete: You should get the **larger** crabs. They have the **most** meat.

Anna: Then I want a dozen large crabs, please!

Pete: Is that everything you need?

Anna: Let's see ... I have shrimp and crabs. And a friend is bringing a **salad** and many **ears** of **corn-on-the-cob**.

Pete: Is that all the *seafood* that you need?

Anna: Yes.

Pete: That'll be \$49.95. Cash or **credit**?

Anna: Credit, please.

Pete: Anna, you love to eat seafood. Did you grow up on the water?

Anna: No, I didn't. But I love the **water**. And I love being *on* the water.

Pete: You know how to **sail**?

Anna: Well ... this afternoon I am going on a boat.

Pete: You are full of surprises. What kind of boat? Is it a **motorboat** or a **sailboat**?

Anna: It's a special boat, Pete. Well, thanks for your help. See you later!

Pete: See you, Anna! Wow, Anna's a **sailor**! Who knew?

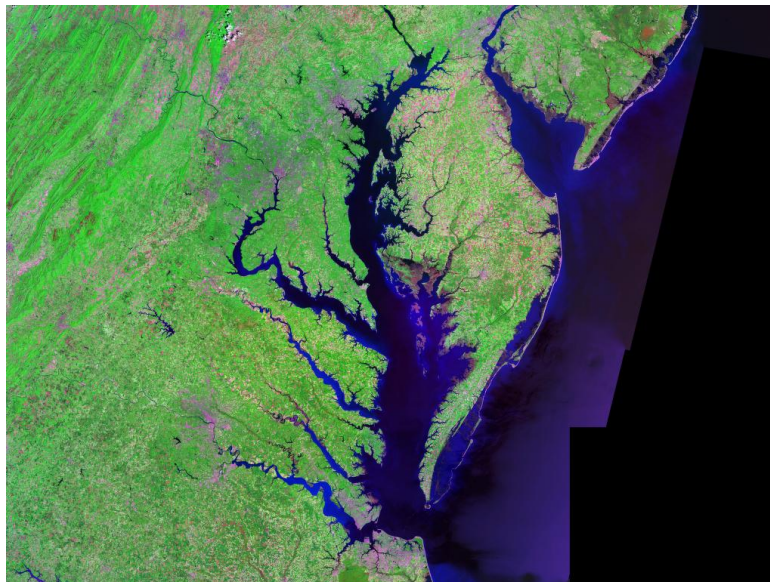
Anna: Yes, rivers are important to the history and culture of Washington, D.C. And now I am part of this city's interesting **waterfront** culture. Until next time!

New Words

best - *adj.* better than all others in quality or value

Chesapeake Bay - *n.* an inlet of the Atlantic, in Maryland and Virginia. It is 200 miles (or 320 km) long; and from 4–40 miles (or 6–64 km) wide.

corn-on-the-cob - *n.* corn when cooked and eaten straight from the cob - the part of corn that the kernels grow on; an ear of corn.



crab - *n.* a sea animal that has a hard shell, eight legs, and two large claws

credit - *n.* money that a bank or business will allow a person to use and then pay back in the future

dozen - *n.* a group of 12 people or things

ear - *n.* the part of a corn plant on which the seeds grow

freshest - *adj.* the most fresh; (of food) recently made or obtained; not canned, frozen, or otherwise preserved

many - *adj.* used to refer to a large number of things or people

much - *adj.* large in amount or extent

larger - *adj.* greater in size or amount



market - *n.* a place where products are bought and sold

money - *n.* something (such as coins or bills) used as a way to pay for goods and services and to pay people for their work

most - *adj.* almost all or the majority of

motorboat - *n.* a boat with a motor

oldest - *adj.* having the highest age of a group

Potomac River - *proper noun.* a river flowing from West Virginia to the Chesapeake Bay. It flows between Maryland and Virginia.

pound - *n.* a unit of weight that is equal to 16 ounces or about a half of a kilogram

river - *n.* a large natural flow of water that crosses an area of land and goes into an ocean or a lake

sail - *v.* to travel on water in a ship or boat

sail - *n.* large piece of strong cloth that is connected to a ship or boat and that is used to catch the wind that moves the ship or boat through the water

sailboat - *n.* a boat that has a sail

sailor - *n.* a person who works on a boat or ship as part of the crew

salad - *n.* a mixture of raw green vegetables, such as different types of lettuce, usually combined with other raw vegetables

seafood - *n.* fish and shellfish that live in the ocean and are used for food

some - *adj.* refers to an unspecified amount or number

spend - *v.* to use money to pay for something

water - *n.* an area of water such as a lake, river, or ocean

waterfront - *n.* the land or the part of a town next to the water of an ocean, river or lake.



This blue crab is a large crab



The king crab is a larger crab.



The coconut crab is the largest crab.

Activity Sheet















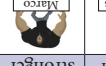



Write the comparative form of the adjectives below into the boxes above the pictures. Then write two sentences below each pair of pictures comparing them.



Adjectives:
fast tall old short
slow young smart strong

Now choose the superlative form of four these adjectives. Use each of the superlatives to compare yourself with at least two of your friends. Write a sentence about you or your friends using each of the four superlatives you chose.

Superlative	Who it describes
smartest	I am the smartest.

<p>taller</p>  giraffe  mouse	 turtle  cheetah
<p>The giraffe is taller than the mouse.</p>	
 Cindy  Martha	 Thomas  Marco
<p>Who is the smartest?</p> <p>You are!</p>	
<p>Answers for above</p>	
<p>faster</p>  cheetah <p>slower</p>  turtle	<p>shorter</p>  mouse <p>taller</p>  giraffe
<p>stronger</p>  Marco <p>smarter</p>  Thomas	<p>younger</p>  Cindy <p>older</p>  Martha
<p>The turtle is slower than the cheetah.</p>	<p>The mouse is shorter than the giraffe.</p>
<p>The cheetah is faster than the turtle.</p>	<p>Cindy is younger than Martha.</p>
<p>Marco is stronger than Thomas.</p>	<p>Martha is older than Cindy.</p>
<p>Thomas is smarter than Marco.</p>	<p>Martha is younger than Cindy.</p>

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.