

## Lesson Plan: Grocery Shopping

<p><b>Warm-up:</b> Conversation circle  <b>Time:</b> 10 minutes  <b>Focus points:</b> Build schema for lesson, cross-cultural sharing  <b>Materials:</b> Conversation card: <i>Grocery Shopping</i></p>	<ul style="list-style-type: none"> <li>• Show students Conversation card: <i>Grocery Shopping</i>. Talk about the pictures.</li> <li>• Questions for discussion could include:             <ul style="list-style-type: none"> <li>○ Can you name what is happening in the different pictures?</li> <li>○ Do you make a shopping list?</li> <li>○ How did you shop in your home country?</li> <li>○ Did you shop in open air markets or at a store?</li> <li>○ Who does the grocery shopping in your family?</li> <li>○ What do you always have in your refrigerator or on your shelf at home? (Write the responses to this question on the white board with the student's name next to it).</li> </ul> </li> </ul>
<p><b>Presentation:</b> Grocery Store vocabulary  <b>Time:</b> 10 minutes  <b>Focus points:</b> Recognizing and saying words related to grocery shopping  <b>Materials:</b> Grocery Shopping PowerPoint</p>	<ul style="list-style-type: none"> <li>• Through a PowerPoint presentation, show students the grocery shopping pictures with the word next to it.</li> <li>• As each word is shown, say the word a couple different times.</li> <li>• Then, have the students say the word out loud twice. Point out syllable count and word stress with your students.</li> <li>• Have fun with it! For example, when you teach the word, "bakery", ask who loves to eat dessert!</li> <li>• Do a comprehension check every 4-6 words with review. Choose how many words to introduce to your students depending on their level.</li> </ul>
<p><b>Activity:</b> Grocery store mapping  <b>Time:</b> 15 minutes  <b>Focus points:</b> Recognizing where different items are in a store  <b>Materials:</b> Pictures of different food items you find at a grocery store (from advertisements or internet), Large notecards with the different sections of a grocery store (frozen foods, bakery, produce, dairy, meat)</p>	<ul style="list-style-type: none"> <li>• Place the labeled notecards on tables around the room.</li> <li>• Give the students at each table a large handful (at least 2-3 items per person) of pictures of different food items.</li> <li>• The students need to put the items in the correct section of the "store".</li> <li>• For example, if the picture was grapes, they would need to put the picture in the produce section. For chicken, it would need to be placed in the meat section.</li> <li>• Encourage the students to talk and work together to decide which section the food item belongs to in the "store".</li> <li>• When finished, go to each section of the "store" and list the different items that are found there.</li> </ul>
<p><b>Activity:</b> <i>Where is it?</i> role play  <b>Time:</b> 20 minutes  <b>Focus points:</b> Practicing language you need at the grocery store  <b>Materials:</b> Notecards</p>	<ul style="list-style-type: none"> <li>• In this activity, students will learn language to use at the grocery store.</li> <li>• Have each student write down on a notecard the one thing they always have in their refrigerator/on their shelf (from warm-up activity).</li> <li>• They are going to be doing a role play between a store employee and themselves looking for that item at the store.</li> <li>• Model the below conversation with another teacher or higher level student.</li> <li>• Pair up the students to practice this conversation. You may want to pair higher level students with lower level students. They will use the food</li> </ul>

	<p>item on their notecard as the item they are looking for at the store. Monitor and help each group as they practice.</p> <ul style="list-style-type: none"> <li>• Put the conversation frame on the white board: <ul style="list-style-type: none"> <li>○ A. <i>Excuse me, can you help me?</i></li> <li>○ B. <i>Yes, how can I help?</i></li> <li>○ A. <i>Where is the _____? (they will say what's on their notecard)</i></li> <li>○ B. <i>It is on Aisle _____, on the _____ shelf.</i></li> <li>○ A. <i>Ok, thank you!</i></li> </ul> </li> <li>• Ask if any pair would like perform the role play for the class. Make sure to give a lot of encouragement!</li> </ul>
<p><b>Activity:</b> Money matters  <b>Time:</b> 15 minutes  <b>Focus points:</b> Sorting coins, naming coins, knowing money values, coming up with correct change  <b>Materials:</b> Muffin tins, lots of coins, cupcake liners, checkbook, credit card</p>	<p><u>Beginners:</u></p> <ul style="list-style-type: none"> <li>• Have the students sort the coins by type into the muffin tin tray. Help them recognize the different shapes and metal types. Also, show them a dollar bill.</li> <li>• After they have mastered that, tell them what each coin is called. Have them repeat. Take the coins out of the muffin tin and have them name the coin as they drop each one into the muffin tin.</li> <li>• You can also write the coin names on notecards if this helps your students.</li> </ul> <p><u>Advanced Beginners/Intermediate students:</u></p> <ul style="list-style-type: none"> <li>• Have the students sort the coins and name them for review. Also, show them a dollar bill.</li> <li>• Point out the different ways they may see cents shown (cents, .41, cents symbol).</li> <li>• Write different numerical amounts on the inside of each cupcake liner (41 cents, 66 cents, etc).</li> <li>• Have the students use the coins to come up with the varying amounts.</li> </ul> <p><u>Have the two groups come back together:</u></p> <ul style="list-style-type: none"> <li>• Explain that you can pay with cash, check or credit card at the grocery store. Bring in examples of the different types of payments to show class.</li> </ul> <p>(Idea from <a href="https://lifeovercs.com/math-with-cupcake-liners-counting-money-game/">https://lifeovercs.com/math-with-cupcake-liners-counting-money-game/</a>)</p>
<p><b>Wrap-up:</b> Store Advertisement  <b>Time:</b> 15 minutes  <b>Focus Points:</b> Reading a store advertisement  <b>Materials:</b> Grocery store advertisements (may be helpful to get the same one for all tables)</p>	<ul style="list-style-type: none"> <li>• Bring in enough grocery store ads for every pair of students.</li> <li>• Point out and explain the following concepts that they may find in a grocery store ad: item sold by the pound, item sold by each, item sold “2 for \$___”, coupons and sales.</li> <li>• Now, ask the following questions and have the students respond: <ul style="list-style-type: none"> <li>○ Can you find an item that is sold by the pound (lb)? How much is it?</li> <li>○ Can you find an item that is sold by each (ea.)? What does that mean?</li> <li>○ Can you find an item that is “2 for \$___”? How much would each one be then?</li> <li>○ Are there coupons in the ad?</li> <li>○ Is there anything for sale this week? (this means lower price)</li> </ul> </li> </ul>

	<ul style="list-style-type: none"><li>• Do this activity as a whole class or by tables depending on how many teachers available.</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Tour a grocery store.</li></ul>