

THE GROCERY STORE

Lesson Length: 1 hour + Extension Activity

Vocabulary & Expressions: Words related to different foods and grocery store sections; Wh- question word “Where;” Do you carry __?


Language/Culture Point: Prepositions of place

Objective: Students will be able to name common food items and be able to ask and respond to questions about where items are located in a grocery store.

Materials: Chart paper, variety of food items/packages/pictures of foods, computer, projector, internet connection, red/green/yellow Signal Cards, grocery store flyers, ball, *grocery store list scavenger hunt*



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

Time Frame	Materials	Teaching Strategies
10-20 minutes	<ul style="list-style-type: none"> - Chart paper - Variety of food items/packages and pictures of foods - Computer and Projector - Internet connection  	<ul style="list-style-type: none"> - Authentic Materials

TEACHING ACTIVITY

1. Before class, put chart paper around the room representing sections of the grocery store: fresh produce, dairy, meat, canned goods, frozen food, etc.
2. Have a variety of food items and packages displayed as well as pictures of foods from the different parts of the grocery store.
3. Take students on a quick tour of the classroom now converted into a “grocery store.” Highlight the language they’ll use in the lesson by saying, “Let’s go to the front of the store. What do you see?” “Let’s go to the back of the store. What do you see?” Give examples using prepositions of place, such as “next to” and “between.”
4. Ask students questions about their grocery shopping. For example, “Where do you shop for groceries? What are five things you usually buy at the grocery store?”
5. Find out how many students need to use English at the grocery store and how many can get by with their native language.

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6. If time allows, introduce the class to the Nutrition Fun Virtual Grocery Store at:

 <http://www.nutritionfun.org/studysite/vgs.aspx>

STEP 2: MINI-PRESENTATION WITH PROMPT

Time Frame	Materials	Teaching Strategies
10 minutes	<ul style="list-style-type: none"> - Chart paper - Variety of food items/packages and pictures of foods 	<ul style="list-style-type: none"> - Authentic Materials - Think Aloud - Word Sorts

TEACHING ACTIVITY

1. Go around the room and identify each piece of chart paper as a section of the grocery store. Have a few food items set up in each section. As you walk around, do a Think Aloud introducing items. For example, “Oh look! This is the canned goods section. This is where I can find a can of corn...” During your Think Aloud, keep mentioning the names of common items and repeat/emphasize the names of sections that may be less familiar (e.g. dairy or canned foods).
2. Have students pick up an item from the display and take it to its corresponding section.
3. Go around the room and ask students to identify the items they sorted. As a class, sort any remaining items.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

Time Frame	Materials	Teaching Strategies
5 minutes	<ul style="list-style-type: none"> - Red, green, and yellow Signal Cards 	<ul style="list-style-type: none"> - Signal Cards - True/False Quiz

TEACHING ACTIVITY

1. Do a True/False Activity with food vocabulary and the grocery store sections. Students should respond with their Signal Cards indicating True/False/I don't know.

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STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

Time Frame	Materials	Teaching Strategies
5 minutes	- Grocery store flyers	- Authentic Materials

TEACHING ACTIVITY

1. Tell students, "Today we are going to practice going to the grocery store and finding things in the store. You will learn the English words to use in a large grocery store so that if you go to a supermarket and no one speaks your language, you know what to say."
2. Make a map of your simulated classroom "grocery store" on the board with the different sections labeled in the format: Aisle 4 - Frozen Food. Include labels for the front and back of the store and review "next to" and "in between" from earlier in the lesson.
3. Take out a grocery store flyer. Point to an item on it and say, "I would like to buy __. Where can I find __?" Look around the room, or allow students to help you. Say, "I see! __ are in the __ section." Or say, "__ are at the front of the store."
4. Give additional examples.

STEP 5: GUIDED PRACTICE

Time Frame	Materials	Teaching Strategies
5 minutes	- Grocery store flyers	- Authentic Materials - Role Play - Question Asking and Answering

TEACHING ACTIVITY

1. Write a sample dialogue on the board. For example:
 - A: Where can I find (ice cream)?
 - B: Frozen foods are in Aisle 5.
 - A: Thank you.

 - A: Do you carry __?
 - B: I'm not sure, let me ask the manager.

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- Pick an item from the grocery store flyer. Ask a student, “Where can I find __?”
- Have the student pick an item from the flyer and ask another student, “Where can I find __?” or “Do you carry __?”

STEP 6: PAIR OR SMALL GROUP WORK

Time Frame	Materials	Teaching Strategies
10 minutes	- Grocery store flyers	- Authentic Materials - Role Play - Question Asking and Answering

TEACHING ACTIVITY

- Have the students get into pairs. Students should practice picking an item and asking their partners, “Where can I find __?” or “Do you carry __?” If they are not sure where an item might be, students should ask the “manager” (i.e. you).

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

Time Frame	Materials	Teaching Strategies
10 minutes	- Grocery store flyers	- Authentic Materials

TEACHING ACTIVITY

- Use the map of the store on the board to review prepositions of place. Examples include:
 - the front of the store/the back of the store
 - on the right side/on the left side
 - between
 - next to
- Ask the students questions about where things are in the store. For example, “What kind of food can I find in between frozen foods and canned goods?”

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- Write a new sample dialogue on the board that includes the prepositions. For example:
 A: Where can I find (fresh broccoli)?
 B: Produce is at the front of the store, on the right.
 A: Thank you.
- Point to items on the flyer asking the class, “Where can I find __?” Help students respond using prepositions of place.

STEP 8: QUICK CHECK AND REVIEW

Time Frame	Materials	Teaching Strategies
10 minutes	- Variety of food items/packages - Ball	- Authentic Materials - Ball Toss

TEACHING ACTIVITY

- Create a large display of food with items piled on top of each other and around each other.
- Toss a ball to a student and ask, “Where can I find __?” The student should answer using prepositions of place, if possible, such as, “It’s behind the __.” or “It’s at the front of the pile.” or “It’s between __ and __.”
- Have the students toss the ball back and forth to each other asking, “Excuse me. Where can I find __?/Where’s the __?”

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EXTENSION ACTIVITY: GROCERY TRIP FOR A CLASS PARTY

Time Frame	Materials	Teaching Strategies
Varies	- Grocery store list scavenger hunt	- Field Trip - Scavenger Hunt

TEACHING ACTIVITY

1. Give your class a budget to buy food for a class party.
2. As a class, plan what items to buy with your money.
3. Take a field trip to the grocery store to “buy” the items you need. While there, have the students complete a Scavenger Hunt to find the things on the list.

Be sure to contact a store manager ahead of time so that the store knows to expect your class.