

Shopping Unit: Lesson 7

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: read a short story about shopping</p> <p>Life Skill: ask for a different size or color</p> <p>Life Skill: interpret store hours signs</p> <p>Literacy: scan for the opening and closing time on a store hours sign</p> <p>Listening/speaking: Ask and respond to the question “Do you have a <u>small</u>?” “Do you have a <u>red</u> one?”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Stand Out Basic, 2nd Ed.</i> p. 68 • Handout: The Perfect Dress • Handout: Reading Practice Test • Handout: Store Hours <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 115, 72 • Store signs • teacher script <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils, markers, or crayons (you will need red, yellow, blue, green, and black))

Lesson Plan

Warm up and Review of Previous Lessons

Description: color and describe clothing

Materials/Prep: copies of *Stand Out Basic, 2nd Ed.* p. 68 black and white copies are fine, colored pencils, markers or crayons

Activity 1: Life skill, Literacy

Description: read a story about shopping for clothes

Materials/Prep: copies of **The Perfect Dress**, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113

Activity 2: Listening/speaking, Life Skill

Description: practice asking for a different size or color

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. 69-70

Activity 3: Life Skill, Literacy

Description: practice scanning store hours signs for specific information

Materials/Prep: copies of **Store Hours** handout, single copies of store signs

Activity 4: Checking for Understanding

Description: practice reading comprehension skills needed for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice**

Teacher Directions: Warm Up and Review

-Materials: copies of *Stand Out Basic, 2nd Ed. p. 68* (black and white copies are fine), colored pencils, markers or crayons, [teacher script](#)

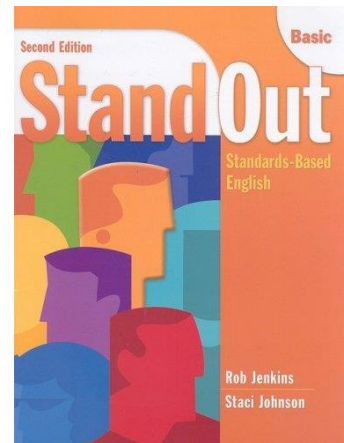
Step 1: Review color vocabulary

As learners arrive, they color the shirts in part C according to match the words.

Write on the board: **There are 3 yellow shirts, 1 white shirt, 2 medium green shirts, and 2 extra large blue shirts.**

Read the sentence on the board as a class at least 2 times.

Learners color the shirts in part D according to the sentence on the board.



Step 2: Inventory Chart

Complete the inventory chart as a class.

Teacher Directions: Activity 1: Literacy, Life Skill

-Materials: [The Perfect Dress](#)

Step 1: Context

Read the questions below the pictures.
Talk about the pictures.

Step 2: Silent Reading

Allow 5-10 minutes for learners to read silently and circle any words they don't understand

Step 3: Teacher reads, Learners Follow

Step 4: Teacher reads, Learners Repeat

Step 5: Choral Reading

Step 6: Learners Read with a Partner

Step 7: Learners complete comprehension exercises

The Perfect Dress

Look at the pictures.

What are they doing?
Where do you buy clothes?
Do you try on clothes at the store?

Gloria has a daughter. Her name is Blanca. Blanca is 14 years old. She will be 15 soon. She wants to buy a dress for her 15th birthday.

They go to the clothing store. They look at the dresses for girls. Blanca tries on a large yellow dress. She doesn't like the color. She tries on a blue dress with purple sleeves. It is too small. She tries on a white dress with a black belt and silver flowers. She loves it!

Blanca shows her mother the dress. Gloria looks at the price tag. The dress is very expensive. "I'm sorry," says Gloria. "This dress costs too much."

"Please, please!" says Blanca.

Gloria talks to the store manager. "Do you have any dresses like this one that cost less?"

"No, I'm sorry," says the manager. "The only dress like that. But that dress will be on sale tomorrow. The store opens at 8:00 a.m."

The next day, Blanca and Gloria go to the store early in the morning. They are the first people in the store. The dress is on sale. They buy the dress for Blanca. She looks beautiful.

The Perfect Dress

Write YES or NO.

-
-
-
-
-

1. Gloria is Blanca's daughter.
2. Blanca is almost 15 years old.
3. Blanca likes the yellow dress.
4. Blanca tries on 3 dresses.
5. The store opens at 8:00 a.m.

Write the answers.

- Why does Blanca want a new dress?
- What color is the dress Blanca likes?
- Why do they come back the next day?

Write one question about the story. Ask a partner the question. Write the answer.

9.

WORDS	SENTENCES

Step 8: Letter/Sound Drill

Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. [115](#)

The target spelling/sound for this story is “l,” as in “large” -This story also contains several L blends: bl, cl, sl, fl, pl, gl.

After practicing the “L” sound in isolation, practice saying each of the blends. Identify words in the story that have these blends.

Teacher Directions: Activity 2: Listening & Speaking, Life Skills

-Materials: ESL Volunteer Tutor Manual, 2012, **Disappearing Dialogue**, p. [72](#)

Step 1: Context

Sometimes I go shopping. I see a shirt I like but the size is not good. Sometimes I want a different color. I ask the store worker for help.

Do you speak English when you go shopping? What do you say?

Step 2: Introduce and Practice the Dialogue

Write on the board:

Excuse me, I have a question.

Yes, how can I help you?

Do you have a large?

Yes, there is a large over here but it is blue.

Okay, thanks.

Allow learners time to copy the dialogue in their notebooks.

Use the instructions in the ESL Volunteer Tutor Manual, 2012.

Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: single copies of the store hours [signs](#), copies of [Store Hours](#) handout

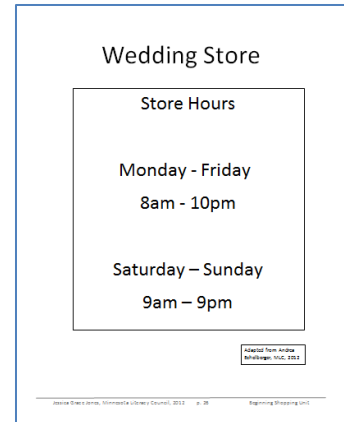
Step 1: Prior Knowledge

Ask: *Where do you buy clothes? When do you buy clothes? What time does (Target) open? Close?*

Step 2: Teacher Models

Use a projector to show the 'Teen Fashions sign.

Do a **“think aloud”** to model looking for specific information.



THINK ALOUD!

Think aloud is a technique used to teach learners reading habits or strategies like scanning for information, making predictions, using titles and pictures to gain more information about a story.

Using language the learners know, say your thought process out loud so that learners get a glimpse at *how* good readers read.

Here's an example: *"I need to buy a dress for my daughter. I want to go shopping on Saturday. Maybe I will go shopping after work on Saturday. I see the word 'teen' on this sign. My daughter is 15. Maybe this store is good for her. I don't know this other word (pointing to 'fashions'). Maybe that's the name of the store. Let's see... I want to go to the store on Saturday. (pointing to each word) Monday, Tuesday, Wednesday...Saturday. 9am to 4pm. I know A.M. means morning. The store opens at 9 in the morning and closes at 4:00 in the afternoon. Oh! I can't go to the store after work on Saturday because I work until 5:00. The store will be closed after 4:00. At 5:00 the store will be closed. Maybe I will go to the store on Sunday!"*

Step 3: Guided Practice

Project the signs one by one, calling on learners to answer questions about the opening and closing times for each store.

Need a Challenge?: Call on a learner to be the "teacher." He or she asks the questions of other learners. Or add complexity to the questions such as "How many hours is the store open on Thursday?" "Which days is it open the latest?"

Step 4: Teacher Modeling

Post the signs on the walls of the classroom.

Distribute copies of the **Store Hours** handout.

Model how to look for the corresponding signs on the wall to answer the questions on the handout.

Store Hours
Look at the signs on the wall. Write the information.

Teen Fashions
Time open on Monday _____
Time closed on Monday _____
Time open on Saturday _____
Time closed on Saturday _____

Kids Clothes for Less
Time open on Tuesday _____
Time closed on Tuesday _____
Time open on Friday _____
Time closed on Friday _____

Wal-Mart
Time open on Wednesday _____
Time closed on Sunday _____

Adapted from Bridges, Bridges, LLC, 2012

Uniform Central
Thursday Hours _____
Saturday Hours _____
Sunday Hours _____

Jessica's Closet
Monday Hours _____
Friday Hours _____
Sunday Hours _____

Target
Time open on Tuesday _____
Time closed on Tuesday _____
Time open on Friday _____
Time closed on Friday _____
Sunday Hours _____

Wedding Store
Time open on Wednesday _____
Time closed on Wednesday _____
Saturday Hours _____

Adapted from Bridges, Bridges, LLC, 2012

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 27 Beginning Shopping Unit

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 28 Beginning Shopping Unit

Step 5: Independent Practice

Learners walk around the room and look for the information needed to answer the questions.

Learners record the answers on their sheets.

Learners who finish early should check answers with each other.

Teacher Directions: Activity 4: Literacy, Checking for Understanding

- [Reading "Test" Practice](#)


Step 1: Independent Practice

Before distributing the questions, remind learners that this activity will be done like a test.* During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Reading Test Practice


BUSINESS HOURS

MON	8:00	TO	10:00
TUE	8:00	TO	10:00
WED	8:00	TO	10:00
THU	8:00	TO	10:00
FRI	8:00	TO	10:00
SAT	9:00	TO	6:00
SUN	CLOSED	TO	CLOSED

Adapted from Andrew Schifano, NCLC, 2012

1. What time does the store open on Tuesday?

A 9:00

B 10:00

C 6:00

D 8:00

2. What time does the store close on Saturday?

A 9:00

B 10:00

C 6:00

D 8:00

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 29 Beginning Shopping Unit

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

The Perfect Dress

Look at the pictures.

What are they doing?

Where do you buy clothes?

Do you try on clothes at the store?



Gloria has a daughter. Her name is Blanca. Blanca is 14 years old. She will be 15 soon. She wants to buy a dress for her 15th birthday.

They go to the clothing store. They look at the dresses for girls. Blanca tries on a large yellow dress. She doesn't like the color. She tries on a blue dress with purple sleeves. It is too small. She tries on a white dress with a black belt and silver flowers. She loves it!



Blanca shows her mother the dress. Gloria looks at the price tag. The dress is very expensive. "I'm sorry," says Gloria. "This dress costs too much."

"Please, please!" says Blanca.

Gloria talks to the store manager. "Do you have any dresses like this one that cost less?"



"No, I'm sorry," says the manager. "We only have one dress like that. But that dress will be on sale tomorrow. The store opens at 8:00 a.m."

The next day, Blanca and Gloria go to the store early in the morning. They are the first people in the store. The dress is on sale. They buy the dress for Blanca. She looks beautiful.

The Perfect Dress

Write YES or NO.

- 1. _____ 1. Gloria is Blanca's daughter.
- 2. _____ 2. Blanca is almost 15 years old.
- 3. _____ 3. Blanca likes the yellow dress.
- 4. _____ 4. Blanca tries on 3 dresses
- 5. _____ 5. The store opens at 6:00 a.m.

Write the answers.

- 6. Why does Blanca want a new dress? _____
- 7. What color is the dress Blanca likes? _____
- 8. Why do they come back the next day? _____

Write one question about the story. Ask a partner the question. Write the answer.

9. _____

. Words I don't understand:

WORD:	MEANING/PICTURE:

Teen Fashions

Store Hours		
Monday	7am	- 10pm
Tuesday	7am	- 10pm
Wednesday	7am	- 10pm
Thursday	7am	- 10pm
Friday	7am	- 10pm
Saturday	8am	- 9pm
Sunday	9am	- 5pm

Adapted from Andrea
Echelberger, MLC, 2012

Kids Clothes for Less

Store Hours

Monday	10am - 7pm
Tuesday	12pm - 5pm
Wednesday	10am - 7pm
Thursday	12pm - 5pm
Friday	10am - 5pm
Saturday	11am - 4pm
Sunday	CLOSED

Adapted from Andrea
Echelberger, MLC, 2012

Wal-Mart

Store Hours			
Mon,	6:30am	-	10pm
Tues.	6:30am	-	10pm
Wed.	6:30am	-	10pm
Thu.	6:30am	-	10pm
Fri.	6:30am	-	10pm
Sat.	7am	-	10pm
Sun.	8am	-	8pm

Adapted from Andrea
Echelberger, MLC, 2012

Uniform Central

Store Hours

Monday	9am	-	6pm
Tuesday	10:30am	-	7pm
Wednesday	9am	-	6pm
Thursday	10:30am	-	7pm
Friday	10am	-	5pm
Saturday	Closed		
Sunday	Closed		

Adapted from Andrea
Echelberger, MLC, 2012

Jessica's Closet

Bank Hours		
	Open	Closed
Mon,	8am	- 7pm
Tues.	8am	- 7pm
Wed.	8am	- 7pm
Thur.	8am	- 7pm
Fri.	8am	- 6pm
Sat.	9am	- 4pm
Sun.	10am	- 2pm

Adapted from Andrea
Echelberger, MLC, 2012

Target

Hours	
Mon.	Closed
Tue.	8am - 9pm
Wed.	9am - 9pm
Thur.	8am - 8:30pm
Fri.	8:30am - 9pm
Sat.	9:30am - 8pm
Sun.	10:30am 6:30pm

Adapted from Andrea
Echelberger, MLC, 2012

Wedding Store

Store Hours

Monday - Friday

8am - 10pm

Saturday – Sunday

9am – 9pm

Adapted from Andrea
Echelberger, MLC, 2012

Store Hours

Look at the signs on the wall. Write the information.

Teen Fashions

Time open on Monday _____

Time closed on Monday _____

Time open on Saturday _____

Time closed on Saturday _____

Kids Clothes for Less

Time open on Tuesday _____

Time closed on Tuesday _____

Time open on Friday _____

Time closed on Friday _____

Wal-Mart

Time open on Wednesday _____

Time closed on Sunday _____

Adapted from Andrea
Echelberger, MLC, 2012

Uniform Central

Thursday Hours _____ - _____

Saturday Hours _____ - _____

Sunday Hours _____ - _____

Jessica's Closet

Monday Hours _____ - _____

Friday Hours _____ - _____

Sunday Hours _____

Target

Time open on Tuesday _____

Time closed on Tuesday _____

Time open on Friday _____

Time closed on Friday _____

Sunday Hours _____ - _____

Wedding Store

Time open on Wednesday _____

Time closed on Wednesday _____

Saturday Hours _____ - _____

Adapted from Andrea
Echelberger, MLC, 2012

Reading Test Practice

Adapted from Andrea
Echelberger, MLC, 2012



1. What time does the store open on Tuesday?

- A 9:00
- B 10:00
- C 6:00
- D 8:00

2. What time does the store close on Saturday?

- A 9:00
- B 10:00
- C 6:00
- D 8:00

LESSON 3

GOAL > Identify colors and describe clothing

Vocabulary Grammar
Life Skills
 Academic Pronunciation



C

Listen and repeat.

CD 1
TR 68



red



yellow



blue



green



white



black

blue shirt (correct)

shirt blue (not correct)

S = Small

M = Medium

L = Large

XL = Extra Large



D

Listen and point to the clothing items.

CD 1
TR 69



E

Look at Exercise D. Complete the chart.

Adel's Inventory List			
Quantity (How many?)	Item	Size	Color
	shirt	S	
2	shirt	M	
1	shirt		
2	shirt		

LETTER/SOUND DRILL

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

OBJECTIVE: to reinforce letter sound correspondence in the context of a broader lesson

MATERIALS: Colored pencils or thin-tipped highlighters.

DESCRIPTION:

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. "S-H says /sh/")
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. "S-H says /sh/")
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
7. Review responses as a class.
8. Learners copy words with the correct sound in their notebook.
9. Learners practice reading the copied words with a partner.

SUGGESTIONS: Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in giraffe or girl) When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that sound. (ex. If you are teaching that "G says /g/ [like goat]" learners would highlight the G in girl and garden but not the Gs in laughing."

DISAPPEARING DIALOGUE

Dialogues can be a very effective way to help learners develop language for authentic speaking tasks. At the same time, learners sometimes become overly involved in decoding the words on the page and find it difficult to focus on their speaking skills.

OBJECTIVE: to help learners begin to internalize the language presented in a written dialogue.

MATERIALS: A short dialogue (from a textbook, written by learners or teacher) copied on the board.

DESCRIPTION:

1. Begin with the steps outlined in the Dialogue activity on the previous page.
2. Erase a few key words from the dialogue and replace them with a line.
3. As a class, learners recall the erased words.
4. Learners practice the dialogue 2 more times with a different partner.
5. Repeat this step several times until much of the dialog is gone and the learners can recall whole phrases from memory.

SUGGESTIONS: After learners have memorized much of the dialogue, work toward fluency by modeling the appropriate places for pauses, emotion, and intonation.

Stand Out Basic, 2nd Ed., pg. 68 (script pg. 170)

D. Listen and point to the clothing items.

Salesperson: We have many sizes and colors in our store. For example, in this shirt, we have two extra-large blue shirts.

Yusuf: I don't need that size. Do you have any large white shirts?

Salesperson: Sure, we have one in the back. I can get it for you.

Yusuf: OK, and while you're at it, could you get me a medium green shirt for my brother?

Salesperson: OK, but are you sure he might not want a small yellow shirt? We have three of those on sale.

Yusuf: Yes, I'm sure.