



Sharing the Power of Learning

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Beginning Level (CASAS reading scores of 181-200)

Food: Week 2 of 2

Unit Overview

In this 2-week unit, learners expand their English food vocabulary and practice talking about food preferences. They will also practice asking about food prices and locations, skills that can be put to use in a home, shopping or work context. Learners will also practice scanning for information as they read food ads and menus.

Focus of Week 1

- Reading, writing, and saying **food vocabulary**
- Expressing **food preferences**
- Asking for and describing the **location of foods**
- Using **singular and plural nouns** correctly

Focus of Week 2

- **Categorizing** familiar foods
- Reading **food ads**
- Reading **menus**

Food Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: describe likes and dislikes with common foods</p> <p>Literacy: read and understand common menu headings including categorize foods by drinks, salads, beverages, desserts</p> <p>Listening/speaking: Ask and respond to the question “What would you like to drink?”</p> <p>Transition & Critical Thinking: categorize foods by menu heading and justify categorizations (ex. I put milk here because it’s a beverage).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: What Drinks Do You Like? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 85, p. 45, p. 57 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Old magazines, food ads, or other food pictures • Student scissors • Glue or tape • Poster paper

Lesson Plan

Warm up and Review of Previous Lessons

Description: Learners ask each other about food preferences using pictures, magazines, and store ads

Materials/Prep: old magazines, food ads, or other food pictures

Activity 1: Life skill, Transitions & Critical Thinking

Description: introduce categories of food words and create a picture collage for each category

Materials/Prep: old magazines, foods ads, or other food pictures; student scissors and glue or tape

Activity 2: Life skill, Transitions & Critical Thinking

Description: draw a “word web” or “mind map” of food categories

Materials/Prep: (none)

Activity 3: Life Skill, Literacy

Description: practice talking about food preferences using a “mingle grid” activity

Materials/Prep: copies of **What drinks do you like?**, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Activity 4: Listening & Speaking

Description: practice asking and answering the question “What would you like to drink?”

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

Activity 5: Checking for Understanding

Description: use an “exit ticket” assessment to check learners’ understanding of food category words

Materials/Prep: pictures of foods, including some drinks, desserts, salads, sandwiches

Teacher Directions: Warm Up and Review

-Materials: old magazines, food ads, or other food pictures

Step 1: Context

Write on the board: **Do you like this?**

Yes, I like that.

No, I don't like that.

I don't know.

Practice the phrases a few times as you point to pictures of different foods.

Step 2: Pair Practice

In groups of 2-3, learners flip through food pictures and ask each other "Do you like this?"

Teacher Directions: Activity 1: Life Skills, Transition & Critical Thinking

-Materials: old magazines, food ads or other pictures, student scissors, tape, poster paper

Step 1: Context

Introduce the context of going to a restaurant and ordering off a menu.

"Sometimes I don't like to cook...sometimes I eat at a restaurant. Do you go to restaurants? Where do you go? What do you eat?...etc."

Step 2: Introduce food category vocabulary.

Write the word "**drinks/beverages**" on a piece of poster paper.

"These are things you drink." Ask class for examples.

Students look through magazines and pictures for drinks. They cut the out and paste them on the poster paper. It is not necessary for them to learn the names of all of the drinks -just the category.

Repeat for each of these categories:

- **Salads**
- **Sandwiches**
- **desserts**

Teacher Directions: Activity 2: Life Skills, Transition & Critical Thinking

-Materials: (none)

Step 1: Context

Post the collages from the previous activity where everyone can see them.

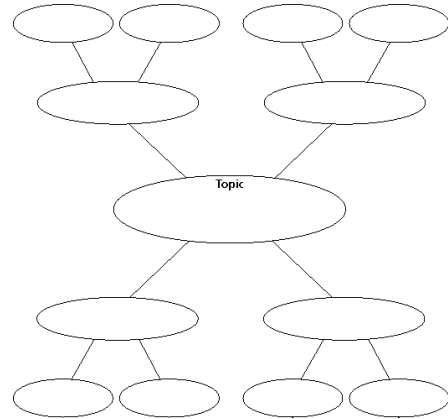
“Let’s write some food words in groups.”

Step 2: Model the Word Web

Remind students to put their pencils down. They will write in a few minutes.

On the board, write the word “**food**” in the central circle.

Write each of the food categories in the next level of circles



Using the collages as a reference, elicit words for each category. Write those words in the next level of circle. 1-4 words for each category is enough.

Step 3: Learners copy the word web

Learners copy the completed word web in their notebooks. Those who finish quickly can try to add

Teacher Directions: Activity 3: Life Skills, Literacy

-Materials: **What Drinks Do You Like?**

Lead a **Mingle Grid** activity, as described in the ESL Volunteer Tutor Manual, 2012, p. 85.

What Drinks Do You Like?			
What's your name?	What drinks do you like?	What desserts do you like?	What vegetables do you like?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 6 Beginning Food Unit

Teacher Directions: Activity 4: Listening & Speaking

-Materials: ESL Volunteer Tutor Manual, 2012, **Circle Drill**, p. 57.

Step 1: Introduce and practice

Write on the board: **What would you like to drink?**

A soda, please.

Practice the question and answer using a **Circle Drill**, as described in the ESL Volunteer Tutor Manual, 2012, p. 57.

Step 2: Vary the form

When learners seem comfortable with the basic question and answer, introduce and practice these other phrases.

- **Can I get you something to drink?**
- **Would you like a drink?**

- **A glass of water would be great. Thanks.**
- **No thanks, I'm fine.**
- **Do you have coffee?**

Step 3: Role-play

Role-play inviting someone into your home and offering them a drink.

Role-play a waiter/waitress taking a drink order.

Teacher Directions: Activity 5: Checking for Understanding

-Materials: ESL Volunteer Tutor Manual, 2012, **Exit Ticket**, p. 45.

Stand by the door as learners leave. Show each one a picture.

Ask, "drink, salad, sandwich or dessert?"

What Drinks Do You Like?

What's your name?	What drinks do you like?	What desserts do you like?	What vegetables do you like?

Food Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: scan menus for specific for specific foods and prices</p> <p>Literacy: read and understand common menu headings (drinks, salads, desserts, sandwiches, beverages)</p> <p>Listening/speaking: ask and respond to the question “What would you like to drink?”</p> <p>Listening/speaking: ask and respond to the question “How much is a <u>salad</u>?”</p> <p>Transition & Critical Thinking: Distinguish scanning from reading to understand; identify scanning as the appropriate strategy for finding a specific item on a menu.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Stand Out 1, 2nd Ed.</i> p. 53 <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 69, p. 56 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Copies of an authentic restaurant menu -look for one with at least some of these headings: <i>drinks/beverages, desserts, salads, side orders, sandwiches</i>

Lesson Plan

Warm up and Review of Previous Lessons

Description: practice asking and answering the question “What would you like to drink?”

Materials/Prep: (none)

Activity 1: Life skill, Literacy, Listening & Speaking

Description: write common food words under the correct menu heading

Materials/Prep: copies of ***Stand Out 1, 2nd Ed.* p. 53**

Activity 2: Listening/speaking, Literacy

Description: practice asking about prices on a menu

Materials/Prep: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

Activity 3: Life Skills, Listening & Speaking, Transition & Critical Thinking

Description: scan authentic menus for headings, specific items, and prices

Materials/Prep: make copies of an authentic restaurant menu

Activity 4: Checking for Understanding

Description: learners share one thing they learned today

Materials/Prep: (none)

Teacher Directions: Warm-Up and Review: Listening & Speaking

-Materials: (none)

Step 1: review phrases

(These phrases were introduced yesterday)

Write on the board: **What would you like to drink?**

Can I get you something to drink?

Would you like a drink?

A soda, please.

A glass of water would be great. Thanks.

No thanks, I'm fine.

Do you have coffee?

Repeat each phrase several times. Allow time for learners absent yesterday to write these in their notebooks.

Step 2: Role-play

Learners mingle around the room asking and answering the questions on the board.

Teacher Directions: Activity 1: Life Skills, Literacy, Listening & Speaking

-Materials: *Stand Out 1, 2nd Ed. p. 53*, ESL Volunteer Tutor Manual, 2012, *Dialogue*, p. 69.

Step 1: Context

Distribute the worksheet. Talk about the picture.

“What are they doing? Where are they? Do you see this in your city?

Your home country? Do you buy food like this?”

Step 2: Vocabulary

Say each word on the truck and have learners repeat the word and point to the word on their paper.

Briefly describe this food (the emphasis is on the categories not the individual food vocabulary).

Step 3: Model

Model how to transfer the information from the picture into the chart below.

Step 4: Independent Practice

Learners complete the chart independently and check answers with a partner.



Step 5: Practice the Conversation

Practice the conversation on p. 53 using the **Dialogue** instructions in the ESL Volunteer Tutor Manual, 2012, p. 69.

Teacher Directions: Activity 2: Listening & Speaking, Literacy

-Materials: ESL Volunteer Tutor Manual, 2012, **Substitution Drill**, p. 56

Step 1: Review reading prices

Write on the board: **\$2.50**

Say: "Two dollars *and* fifty cents." "Two fifty."

Learners repeat the price both ways.

Practice with additional prices until everyone seems comfortable saying prices in English.

Step 2: Practice asking about price

Write on the board: **How much is the cheeseburger?**

Learners repeat the question several times.

Lead a **substitution drill** using the picture of the food truck, as described in the ESL Volunteer Tutor Manual, 2012, p. 56.

Step 3: Pair Practice

Learners practice asking and answering the question using the picture of the food truck on p. 53.

Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Critical Thinking

-Materials: Find and copy an authentic restaurant menu

Step 1: Context

Introduce the context of going to a restaurant and ordering off a menu.

"Sometimes I don't like to cook...sometimes I eat at a restaurant. Do you go to restaurants? Where do you go? What do you eat?...etc."

Step 2: Review food category vocabulary

Write on the board: **drinks/beverages**

Sandwiches

Side orders

Salads

Desserts

Review meaning and pronunciation of these words.

Distribute menu copies.

As a class, locate any of these heading that appear on the menu.

Step 3: Model Scanning for Specific Information

Use the “Think Aloud” technique to demonstrate scanning the menu for the price of a specific item.

THINK ALOUD!

Think aloud is a technique used to teach learners difficult to explain 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’d like to get something to drink. I like juice. But sometimes juice is very expensive. How much is the juice? Let’s see...I move my eyes around the page. I look at the big letters first (the headings). Appetizers?...no. Sandwiches?...no. Beverages? Yes, beverages means drinks. I see coffee, tea....Juice starts with letter J. I see juice! It’s \$2.50. That’s a lot.*

Contrast scanning with reading every word from the beginning to the end. Discuss materials you might scan (schedules, menus) and things you need to read all of (stories, newspaper).

Step 4: Learners write their own quiz.

Write on the board: **How much is the _____?**

Each learner writes one question and the correct answer in their notebook.

As learners finish writing, copy their questions onto a single paper. This will be the quiz for everyone.

Photocopy the “quiz” or show it on an overhead projector.

Students use the menu to answer each other’s questions.

Teacher Directions: Checking for Understanding

-Materials: (none)

Learners share one thing they learned today.

Food Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Scan menus for specific foods and prices</p> <p>Life skill: Scan food ads for relevant savings</p> <p>Literacy: scan food ads and identify foods they would purchase and the sale price</p> <p>Listening/speaking: Ask and respond to the question “Where are the <u>drinks</u>?”</p> <p>Listening/speaking: Ask and respond to the question “How much is the <u>soda</u>?”</p> <p>Transition & Critical Thinking: distinguish scanning from reading to understand, identify scanning as the appropriate strategy for finding a food item and price</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Textbook: <i>Basic Grammar in Action</i>, p. 123 • Handout: Menu Matching • Handout: Practice Reading Test <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • A variety of store ads for food. <ul style="list-style-type: none"> -many stores have their in-store ads available online (search for the name of the store and the words “store ads”)

Lesson Plan

Warm up and Review of Previous Lessons

Description: learners work together to match food items with menu headings

Materials/Prep: copies of **Menu Matching**

Activity 1: Life skill, Listening & Speaking

Description: learners ask about price and record the price on a menu

Materials/Prep: copies of **Basic Grammar in Action**, p. 123

Activity 2: Literacy

Description: practice reading skills needed for the CASAS Life and Work reading tests

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

Activity 3: Life Skill, Listening & Speaking, Transition & Critical Thinking

Description: discuss and demonstrate good scanning skills; practice finding specific prices

Materials/Prep: (none)

Activity 4: Transition & Critical Thinking, Life Skills

Description: scan authentic store ads for foods in specific categories

Materials/Prep: a variety of store ads for food

Teacher Directions: Warm Up and Review

Materials: copies of **Menu Matching** handout, cut apart

Learners work in pairs or small groups to match the food item with the menu heading.

Menu Matching

Cut out the words. Match the food and the category.

BEVERAGES	hamburger
SALADS	chicken sandwich
DESSERTS	fruit salad
SIDE ORDERS	french fries
SANDWICHES	garlic bread
soda	cake
milk	ice cream
lettuce salad	coffee

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 16 Beginning Food Unit

Teacher Directions: Activity 1: Life Skills, Listening & Speaking

-Materials: *Basic Grammar in Action*, p. 123

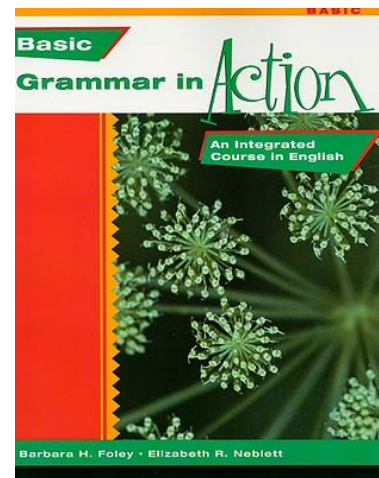
Step 1: Asking about price

Write on the board: **How much is the _____?**

Review how to write prices with a dollar sign at the beginning and a decimal point between the dollars and cents.

Distribute copies of p. 123.

Learners take turns asking you the prices and writing them in the menu.



Teacher Directions: Activity 2: Life Skills, Literacy

-Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading 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

Fruit Salad	\$2.50	Pizza (by the slice)	\$5.50
Lettuce Salad	\$2.00	Hamburger and Fries	\$8.00
		Tacos (3)	\$6.75
Milk	\$1.25		
Juice	\$2.00	Ice Cream	\$1.75
Coffee/Tea	\$1.45	Chocolate Cake	\$3.35

<p>1. What desserts are on the menu?</p> <p>A. Pizza and tacos</p> <p>B. Milk and ice cream</p> <p>C. Ice cream and chocolate cake</p> <p>D. Fruit and lettuce</p>	<p>2. How much do the tacos cost?</p> <p>A. \$5.50</p> <p>B. \$8.00</p> <p>C. \$6.75</p> <p>D. \$6.55</p>
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Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 18 Beginning Food 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.

Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Critical Thinking

-Materials: (none)

Step 1: Review scanning for information

Show p. 123 using a projector.

“I’m looking for soda.”

Use your finger to track as you read the menu word-for-word from the beginning.

Ask “is this a good way to read a menu?” (no)

“I’m looking for soda.”

Use your finger to track as you jump around from heading to heading, settle on beverages and then work your way through the category.

Briefly talk about other types of materials that you scan for information (schedules, maps, dictionaries, phone books, ads, etc.)

Step 2: Learners create their own quiz

Look at the **Practice Reading Test** again. Talk about the format of the questions. (ie. A question with four answers marked a,b,c,d. Only one answer is correct).

Model how to write your own multiple choice question using the menu from p. 123.

Learners write their own quiz using multiple choice format and exchange it with a partner. After the partner completes it they will correct it.

Teacher Directions: Activity 4: Transition & Critical Thinking, Life Skills

-Materials: a variety of store ads for food.

Learners will search for drinks and desserts in the store ads. Encourage them to use good scanning skills to find information efficiently.

Menu Matching

Cut out the words. Match the food and the category.

BEVERAGES	hamburger
SALADS	chicken sandwich
DESSERTS	fruit salad
SIDE ORDERS	french fries
SANDWICHES	garlic bread
soda	cake
milk	ice cream
lettuce salad	coffee

Reading Test Practice

Lunch Menu

Fruit Salad	\$2.50	Pizza (by the slice)	\$5.50
Lettuce Salad	\$2.00	Hamburger and Fries	\$8.00
		Tacos (3)	\$6.75
Milk	\$1.25		
Juice	\$2.00	Ice Cream	\$1.75
Coffee/Tea	\$1.45	Chocolate Cake	\$3.35

1. What desserts are on the menu?

- A. Pizza and tacos
- B. Milk and ice cream
- C. Ice cream and chocolate cake
- D. Fruit and lettuce

2. How much do the tacos cost?

- A. \$5.50
- B. \$8.00
- C. \$6.75
- D. \$6.55

Food Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: scan food ads for relevant savings</p> <p>Literacy: scan food ads and identify foods they would purchase and the sale price</p> <p>Listening/speaking: describe a sale price using the phrase “Apples are on sale for \$1.25 a pound.”</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: On Sale Now • Handout: Where Do You Buy Food • Handout: Practice Reading Tests • <u>Textbook:</u> <i>Stand Out 1, 2nd Ed. p. 47</i> <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 85 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Several picture dictionaries • Stand Out 1, 2nd Ed. CD and CD Player <u>or</u> script • A variety of store ads for food. <ul style="list-style-type: none"> -many stores have their in-store ads available online (search for the name of the store and the words “store ads”)

Lesson Plan

Warm up for today’s Lesson

Description: learners talk about food shopping using a “Mingle Grid” activity

Materials/Prep: copies of **Where Do You Buy Food?** Handout, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Review of Previous Lessons

Description: practice reading skills needed for the CASAS Life and Work reading tests

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

Activity 1: Life skill

Description: learners create a shopping list of foods they buy often

Materials/Prep: several picture dictionaries, **Stand Out 1, 2nd Ed. p. 47**, textbook CD and CD player or teacher script at the back of the book.

Activity 2: Life Skill, Literacy

Description: scan authentic food ads for foods they would buy and record the sale price.

Materials/Prep: a variety of store ads for food, copies of **On Sale Now**

Activity 3: Life Skill, Listening & Speaking

Description: describe the sales they found

Materials/Prep: (none)

Activity 4: Checking for Understanding

Description: learners evaluate what they learned in this unit

Materials/Prep: (none)

Teacher Directions: Warm Up

-Materials: **Where Do You Buy Food?**, ESL Volunteer Tutor Manual, 2012, **Mingle Grid**, p. 85.

Use the handout to lead a **Mingle Grid** activity as described in the ESL Volunteer Tutor Manual, 2012, p. 85.

Where Do You Buy Food?			
What's your name?	Where do you buy food?	What day do you go shopping?	Do you look for sales?

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 22 Beginning Food Unit

Teacher Directions: Review of Previous Lessons

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading 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.

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.

-Reading Test Practice

Reading Test Practice	
Today's Specials	
Chicken Salad	\$8.50
Pork Fried Rice	\$9.25
Taco Salad	\$6.35
Lemonade	\$2.75
Iced Tea	\$1.95
Fresh Orange Juice	\$3.00

1. What kinds of salad are on the menu? A. Chicken and pork B. Chicken and taco C. Rice and taco D. Chicken and rice	2. How much does an iced tea cost? A. \$2.75 B. \$1.95 C. \$3.00 D. \$6.35
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Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 23 Beginning Food Unit

Teacher Directions: Activity 1: Life Skills

-Materials: *Stand Out 1, 2nd Ed. p. 47*, several picture dictionaries

Step 1: Context

Distribute textbook pages.
Complete p. 47 as instructed.

Step 2: Make your own shopping list

In their notebooks, learners make a list of foods they buy often. They may use the food section of the picture dictionary for reference.



Teacher Directions: Activity 2: Life Skills, Literacy

-Materials: **On Sale Now** handout, a variety of store ads for food

Step 1: Context

Hold up the store ads. Why do people look at these? Do you look at these?

Step 2: Complete the chart

Model how to scan the ads for items you actually buy. It doesn't have to be any of the items on their shopping list, but they should try to choose items they are familiar with and actually buy.

Model how to record the item and price in the chart.

NOTE: two versions of the **On Sale Now** handout are included. Learners should complete one or the other not both. If you have a multi-level class, you may assign some students to complete the 2-column worksheet and other to complete the 3-column worksheet.

On Sale Now	
Look at the store ads. Write the foods you want to buy. Write the price.	
Food	Price

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 24 Beginning Food Unit

Step 3: Learners complete the **On Sale Now** chart

Teacher Directions: Activity 3: Life Skills, Listening & Speaking

-Materials: (none)

Step 1: Introduce target language

Write on the board: **Apples are on sale for \$1.25.**

Practice the pronunciation several times.

Ask learners for examples of other sentences using the information in their chart.

Step 2: Learners describe the sales recorded in their chart

Learners take turns sharing the sales they found using the target language on the board.

You may want to have them show the original ad on the projector.

Teacher Directions: Activity 4: Checking for Understanding

Write on the board:

- 1. I like.../I don't like...**
- 2. The chicken is in the refrigerator.**
- 3. Reading menus**
- 4. Reading food ads**
- 5. What would you like to drink?**

“This is what we studied this week and last week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.

Where Do You Buy Food?

What's your name?	Where do you buy food?	What day do you go shopping?	Do you look for sales?

Reading Test Practice

Today's Specials

Chicken Salad \$8.50

Pork Fried Rice \$9.25

Taco Salad \$6.35

Lemonade \$2.75

Iced Tea \$1.95

Fresh Orange Juice \$3.00

1. What kinds of salad are on the menu?

- A. Chicken and pork
- B. Chicken and taco
- C. Rice and taco
- D. Chicken and rice

2. How much does an iced tea cost?

- A. \$2.75
- B. \$1.95
- C. \$3.00
- D. \$6.35

On Sale Now

Look at the store ads. Write the foods you want to buy. Write the price.

Food	Price

On Sale Now

Look at the store ads. Write the foods you want to buy. Write the price.

Food	Price	How much? How many?