The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Shopping: Week 2 of 2

Unit Overview
In this 2-week unit learners will practice clothing vocabulary in a variety of shopping situations, such as asking where to find something in a store or asking for a different size or color.

Focus of Week 1
- Clothing vocabulary
- Giving and receiving compliments
- Interpreting clothing store signs
- Asking where to find an item in a store

Focus of Week 2
- Asking for a different size
- Asking for a different color
- Interpreting store hours signs and messages
Shopping Unit: Week 2, Monday

### Objectives
*Learners will be able to...*

- **Life skill:** Ask for a different size or color
- **Literacy:** read and write color vocabulary
- **Listening/speaking:** ask and respond to the question “Can I help you?” “I’m looking for black shoes.”
- **Transition & Critical Thinking:** survey class members about favorite colors and create a bar graph to represent results
- **Grammar:** correctly place adjectives before the noun when describing size and color of clothing (ex. a blue shirt, a large dress).

### Materials

- **Make Student Copies**
  - Textbook: *Basic Grammar in Action, p. 106-107*
  - Textbook: *Survival English Book 1, 2nd Ed. p. 176*
  - Handout: *Make a Chart*

- **Make Single Copies or Reference**
  - ESL Volunteer Tutor Manual, 2012, p. 69

- **Props, Technology, or Other Resources**
  - Colored pencils. Markers, or crayons (you will need red, green, orange, blue, purple, brown, and black.
  - 2 flyswatters

### Lesson Plan

#### Warm up and Review of Previous Lessons
*Description:* play “flyswatter” with clothing vocabulary from last week and identify singular and plural words
*MATERIALS/PREP:* a few copies of *Basic Grammar in Action, p. 106-107* for learners absent last week

**Activity 1:** Life skill, Literacy
*Description:* introduce and practice color vocabulary
*MATERIALS/PREP:* copies of *Survival English Book 1, 2nd Ed., p. 176*, colored pencils, markers, or crayons

**Activity 2:** Literacy, Transition & Critical Thinking
*Description:* survey classmates about favorite colors and chart the results
*MATERIALS/PREP:* copies of *Make a Chart* handout

**Activity 3:** Grammar, literacy
*Description:* learners write about what they and other classmates are wearing
*MATERIALS/PREP:* (none)

**Activity 4:** Grammar, Listening & Speaking
*Description:* learners practice asking for a specific clothing item in a store

**Activity 5:** Checking for Understanding
*Description:* as they leave, learners describe what they are wearing, including color
*MATERIALS/PREP:* (none)
**Teacher Directions:** Warm Up and Review

-Materials: a few copies of *Basic Grammar in Action, p. 106-107* for learners absent last week, 2 flyswatters

**Step 1: Prep**

Write words from p. 106-107 all over the board in random order.

**Step 2: Activate vocabulary from last week**

Ask learners to take out p. 106-107 from last week. Distribute copies as needed.

Review the pronunciation of all the words as a class.

**Step 3: Play the game**

Play “flyswatter” with these words. In this game all the words are written on the board in random order. Two learners, each equipped with a flyswatter, try to be the first to “swat” the words that the teacher says. You can vary the game by showing a picture of the clothing item instead of saying the word.

**Need a challenge?:** have a learner be the caller and call out words on the board for the other two competitors.

**Step 4: Review singular and plural nouns**

As a class, identify and circle the plural nouns on the board: *shoes, pants, etc.*

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**Teacher Directions:** Activity 1: Life Skills, Literacy

-Materials: copies of *Survival English Book 1, 2nd Ed. p. 176*, colored pencils, markers, or crayons

**Step 1: Introduce the vocabulary**

Write on the board: *I need a _____ pencil.* Substitute markers or crayons depending on what you’re using.

Give each student a different colored pencil. Say: *I need a red pencil.* Have the student with the red pencil offer it to you.

Show everyone the color. Ask if anyone is wearing red clothing. Have them stand up.

Repeat with each of the colors listed on the worksheet.
Step 2: Review vocabulary
Distribute worksheet copies. Read the words as a class. Find objects in the room for each color.

Step 3: Independent Practice
Learners color each of the squares according to the directions. Encourage them to ask each other for the colors they need using the phrase on the board.

When then finish coloring the squares. Have them write the color word in the square using a pen or pencil.

Teacher Directions: Activity 2: Literacy, Transition & Critical Thinking
-Materials: copies of Make A Chart, colored pencils, crayons, or markers

Step 1: Model
Write on the board: What is your favorite color? Favorite means the one that you like a lot. More than others.

Model asking each student their favorite color and shading in one box on the Make A Chart handout for each answer.

Step 2: Learners survey and make charts
Learners mingle and ask each other their favorite colors, filling in the chart as they go.

Check that learners survey everyone in the class.

Step 3: Large group debrief
Compare charts as a group.
Agree upon a good title for the chart.
Ask comprehension questions about the chart: How many people liked red? Blue?
Teacher Directions: Activity 3: Grammar, Literacy
-Materials: (none)

Step 1: Introduce language structure
- Write on the board: I am wearing a blue dress.
  She is wearing a blue dress.

  Show how the color word comes before the clothing word.
  As a class, change the sentence on the board several times by altering the color and clothing vocabulary.

Step 2: Writing
- In their notebooks, learners write sentences about what they and their classmates are wearing, including color vocabulary.

Teacher Directions: Activity 4: Grammar, Listening & Speaking

Step 1: Prep
- Write on the board: Can I help you?
  I’m looking for black shoes.

Step 2: Introduce and practice the dialogue
- Practice the dialogue using the instructions in the ESL Volunteer Tutor Manual, 2012, p. 69.

Step 3: Vary the dialogue
- Learners vary the dialogue by changing the color and clothing item vocabulary.

Teacher Directions: Activity 5: Checking for Understanding
-Materials: (none)

As learners leave, ask each person to describe one thing they are wearing, including the color.
Make a Chart

Chart Title: ________________________________

<table>
<thead>
<tr>
<th>Number of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
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<tr>
<td>9</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Colors</th>
</tr>
</thead>
<tbody>
<tr>
<td>RED</td>
</tr>
<tr>
<td>YELLOW</td>
</tr>
<tr>
<td>BLUE</td>
</tr>
<tr>
<td>GREEN</td>
</tr>
<tr>
<td>ORANGE</td>
</tr>
<tr>
<td>PURPLE</td>
</tr>
<tr>
<td>BLACK</td>
</tr>
<tr>
<td>BROWN</td>
</tr>
</tbody>
</table>

Favorite Colors
**Shopping Unit: Week 2, Tuesday**

<table>
<thead>
<tr>
<th>Objectives Learners will be able to...</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Life skill:</em> Ask for a different size or color</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><em>Literacy:</em> recognize and distinguish sizes on a tag</td>
<td>• Textbook: <em>Stand Out 1, 2nd Ed.</em> p. 30 (black &amp; white copies are fine)</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to the question “Do you have a <em>small</em>?”</td>
<td>• Textbook: <em>Survival English Book 1, 2nd Ed.</em> p. 177</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to the question “Do you have a <em>red</em> one?”</td>
<td>• Handout: <em>Clothing Sizes</em></td>
</tr>
<tr>
<td><em>Grammar:</em> correctly place adjectives before the noun when describing size and color (ex. a <em>blue</em> shirt, a <em>large</em> dress).</td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td></td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 69, p. 44, p. 57</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up and Review of Previous Lessons**
Description: learners sort singular and plural vocabulary and match colors
Materials/Prep: copies of *Stand Out 1, 2nd Ed.* p. 30 (black & white copies are fine), colored pencils, markers, or crayons

**Activity 1:** Life skill, Listening & Speaking
Description: in a “circle drill” learners practice asking for an item with a specific color

**Activity 2:** Life Skill, Literacy
Description: introduce and practice size vocabulary
Materials/Prep: copies of *Clothing Sizes* handout

**Activity 3:** Literacy, Life Skill
Description: read a short passage about clothing size and color and answer comprehension questions
Materials/Prep: copies of *Survival English Book 1, 2nd Ed.* p. 177

**Activity 4:** Life Skill, Listening & Speaking
Description: Practice asking for a different size or color
Materials/Prep: ESL Volunteer Tutor Manual, 2012, *Dialogue*, p. 69, a couple of items of clothing as props

**Activity 5:** Checking for Understanding
Description: Practice the same dialogue using a “Conversation Queue” activity
Materials/Prep: ESL Volunteer Tutor Manual, 2012, *Conversation Queue*, p. 44, a couple of items of clothing as props
**Teacher Directions: Warm Up and Review**

-Materials: copies of *Stand Out 1, 2nd Ed. p. 30* (black and white copies are okay), colored pencils, markers, or crayons

**Step 1: review color vocabulary**
As learners arrive, they use the colored pencils to color each of the squares to match the color word below it.

**Step 2: Review clothing vocabulary**
As a class, practice the pronunciation of the clothing words on the worksheet. Identify people in the classroom who are wearing those items.

Write on the board: **Gabriela is wearing a white blouse, black belt, and blue pants. Roberto is wearing a blue baseball cap, a red t-shirt, and brown shorts.**

Read the sentences as a class.

Learners color the pictures of Gabriela and Roberto on their worksheet according to the sentences on the board.

**Step 3: Singular and Plural**
As a class, complete the chart at the bottom of the worksheet.
When it is complete, repeat all the words in the chart out loud.

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


**Step 1: Prep**
Write on the board: **Can I help you? I’m looking for black shoes.**

Learners repeat the phrases several times.
Learners suggest other color or clothing vocabulary.

**Step 2: Controlled Practice**
Lead a *Circle Drill* as described in the ESL Volunteer Tutor Manual, 2012, p. 57.
**Teacher Directions: Activity 2: Life Skills, Literacy**

-Materials: copies of **Clothing Sizes** handout, (optional) clothing measuring tape

**Step 1: Context**

Describe a shopping experience where size was important: *Sometimes I buy clothes for my husband. I need to remember his size. My husband is big. He wears a large shirt. When I go shopping I look at the tag. I need to buy a large shirt for my husband.*

*Do you know your children’s size? Husband’s size? Wife’s size? Do you look at tags in the store?*

**Step 2: Introduce Vocabulary**

Distribute handout copies.

Learners repeat the size vocabulary several times.

If possible, have learners demonstrate on themselves how to measure neck, sleeve, waist, and inseam. Show where these measurements appear on the size handout.

**Step 3: Practice vocabulary**

Teacher writes size abbreviations on the board (xs, m, L, XL, 12 mos., 18 mo.) learners say the full word.

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**Teacher Directions: Activity 3: Literacy, Life Skills**

-Materials: copies of **Survival English Book 1, 2nd Ed. p. 177**

Complete the worksheet. Have learners check their answers with a partner.
**Teacher Directions: Activity 4: Life Skills, Listening & Speaking**


**Step 1: Prep**

Write on the board: *Can I help you?*

Yes. Do you have a *small*?

*Can I help you?*

Yes. Do you have a *red* one?

**Step 2: Introduce and Practice the Dialogue**


**Step 3: Role-Play**

Using items of clothing as props, have learners role-play at the front of the room asking for a different size or color.

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**Teacher Directions: Activity 5: Checking for Understanding**


**Step 1: Check for Mastery**

Erase the phrases on the board. Lead a *conversation Queue* activity as described in the ESL Volunteer Tutor Manual, 2012, p. 44.

Learners should be able to quickly complete the dialogue when they come to the front of the line. Note areas of difficulty and report them to tomorrow’s teacher for further review.
Clothing Sizes

Extra small
XS
small
S
medium
M
large
L
extra large
XL

Babies and Toddlers
- 0-3 months
- 6 months
- 9 months
- 12 months
- 18 months
- 2T
- 3T
- 4T

Women’s Pants, Skirts, Dresses
- Size 0
- Size 2
- Size 4
- Size 6
- Size 8
- Size 10
- Size 12
- Size 14
- Size 16

Men’s Shirts
- 16 ½ (neck)
- 33-34 (sleeve)

Men’s Pants
- 32 x 34
  waist x leg
Shopping Unit: Week 2, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> read a short story about shopping</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Life Skill:</strong> ask for a different size or color</td>
<td>• Textbook: <em>Stand Out Basic, 2nd Ed.</em> p. 68</td>
</tr>
<tr>
<td><strong>Life Skill:</strong> interpret store hours signs</td>
<td>• Handout: <em>The Perfect Dress</em></td>
</tr>
<tr>
<td><strong>Literacy:</strong> scan for the opening and closing time on a store hours sign</td>
<td>• Handout: <em>Reading Test Practice</em></td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> Ask and respond to the question “Do you have a small?” “Do you have a red one?”</td>
<td>• Handout: <em>Store Hours</em></td>
</tr>
</tbody>
</table>

### 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

**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.

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**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
Step 8: Letter/Sound Drill
Refer to the ESL Volunteer Tutor Manual, 2012 Letter/Sound Drill, p. 113
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

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.

**Teacher Directions: Activity 3: Life Skills, Literacy**

- Materials: single copies of the store hours signs, copies of Store Hours handout

**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 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.

**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.

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 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.
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:

<table>
<thead>
<tr>
<th>WORD:</th>
<th>MEANING/PICTURE:</th>
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<tbody>
<tr>
<td></td>
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</table>
# Teen Fashions

<table>
<thead>
<tr>
<th>Day</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>7am - 10pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>7am - 10pm</td>
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<td>Friday</td>
<td>7am - 10pm</td>
</tr>
<tr>
<td>Saturday</td>
<td>8am - 9pm</td>
</tr>
<tr>
<td>Sunday</td>
<td>9am - 5pm</td>
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Adapted from Andrea Echelberger, MLC, 2012
# Kids Clothes for Less

## Store Hours

<table>
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<th>Day</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Monday</td>
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<tr>
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<tr>
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<td>11am - 4pm</td>
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Adapted from Andrea Echelberger, MLC, 2012
Wal-Mart

<table>
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<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Mon</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Tues.</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Wed.</td>
<td>6:30am - 10pm</td>
</tr>
<tr>
<td>Thu.</td>
<td>6:30am - 10pm</td>
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<tr>
<td>Fri.</td>
<td>6:30am - 10pm</td>
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<tr>
<td>Sat.</td>
<td>7am - 10pm</td>
</tr>
<tr>
<td>Sun.</td>
<td>8am - 8pm</td>
</tr>
</tbody>
</table>

Adapted from Andrea Echelberger, MLC, 2012
# Uniform Central

<table>
<thead>
<tr>
<th>Day</th>
<th>Store Hours</th>
</tr>
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<tbody>
<tr>
<td>Monday</td>
<td>9am - 6pm</td>
</tr>
<tr>
<td>Tuesday</td>
<td>10:30am - 7pm</td>
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Adapted from Andrea Echelberger, MLC, 2012
### Jessica’s Closet

<table>
<thead>
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<th>Bank Hours</th>
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<tbody>
<tr>
<td>Mon.</td>
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<tr>
<td>Tues.</td>
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<td>Wed.</td>
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<td>Thur.</td>
<td>8am - 7pm</td>
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<td>Fri.</td>
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</tr>
<tr>
<td>Sun.</td>
<td>10am - 2pm</td>
<td></td>
</tr>
</tbody>
</table>

Adapted from Andrea Echelberger, MLC, 2012
Target

<table>
<thead>
<tr>
<th>Days</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon.</td>
<td>Closed</td>
</tr>
<tr>
<td>Tue.</td>
<td>8am - 9pm</td>
</tr>
<tr>
<td>Wed.</td>
<td>9am - 9pm</td>
</tr>
<tr>
<td>Thur.</td>
<td>8am - 8:30pm</td>
</tr>
<tr>
<td>Fri.</td>
<td>8:30am - 9pm</td>
</tr>
<tr>
<td>Sat.</td>
<td>9:30am - 8pm</td>
</tr>
<tr>
<td>Sun.</td>
<td>10:30am - 6:30pm</td>
</tr>
</tbody>
</table>

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 ___________ - __________
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
# Shopping Unit: Week 2, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td>Make Student Copies</td>
</tr>
<tr>
<td>Life skill: read a short story about shopping</td>
<td>• Handout: The Perfect Dress (from yesterday)</td>
</tr>
<tr>
<td>Life Skill: ask for a different size or color</td>
<td>• Handout: Look at the Tag</td>
</tr>
<tr>
<td>Life Skill: interpret store hours signs</td>
<td>• Handout: Reading Test Practice</td>
</tr>
<tr>
<td>Literacy: scan for the opening and closing time on a store hours sign</td>
<td>• Handout: Clothing Sizes (from Tuesday)</td>
</tr>
<tr>
<td>Literacy: recognize and distinguish sizes on a tag</td>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td>Listening/speaking: Ask and respond to the question “Do you have a small?” “Do you have a red one?”</td>
<td>• pictures of clothing items of various colors (from magazines, catalogs, picture dictionaries, etc.)</td>
</tr>
<tr>
<td></td>
<td>• (optional) 5-10 clothing items of various sizes from home</td>
</tr>
</tbody>
</table>

## Lesson Plan

**Warm up and Review of Previous Lessons**
**Description:** practice asking for a different color or size
**Materials/Prep:** pictures of clothing items of various colors (from magazines, catalogs, picture dictionaries, etc.)

**Activity 1:** Life skill, Literacy
**Description:** re-read yesterday’s story, focusing on punctuation and reading fluency
**Materials/Prep:** a few copies of The Perfect Dress

**Activity 2:** Life Skill, Literacy
**Description:** read authentic clothing tags
**Materials/Prep:** copies of Look at the Tag handout, (optional) 5-10 clothing items of various sizes from home

**Activity 3:** Literacy
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test
**Materials/Prep:** copies of Reading Test Practice

**Activity 4:** Checking for Understanding
**Description:** learners evaluate their own progress on the objectives from this unit
**Materials/Prep:** (none)
**Teacher Directions: Warm Up and Review**

- **Materials:** pictures of clothing items of various colors (from magazines, catalogs, picture dictionaries, etc.)

**Step 1: Review language structures**

Write on the board: **Can I help you?**
Yes. Do you have a **large**?

**Can I help you?**
Yes. Do you have **red** one?

Repeat the phrases several times.

Holding up a picture of a clothing item. Model how to ask for a different size or color.

**Step 2: Pair practice**

Give each student at least one picture.
Learners stand up and mingle asking each other for a different size or color.

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**Teacher Directions: Activity 1: Life Skills, Literacy**

- **Materials:** a few copies of *The Perfect Dress* (from yesterday)

*Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads. Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.*

**Step 1: Context**

Write on the board: **Usually, I wake up at 6:30 in the morning. I eat breakfast, help my children, and then go to work.**

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.
Step 2: Introduce the words *period* and *comma*.

Circle the periods and commas. Write the words *period* and *comma* on the board and review the pronunciation.

Read the sentence again, drawing attention to the way we pause for each period and comma.

Step 3: Practice with this week’s story

Ask learners to take out this week’s story (*The Perfect Dress*). Distribute extra copies, as needed.

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and commas.

Ask learners to read out loud to themselves, practicing the pauses. NOTE: if learners are leaving long pauses between each word it may be because they need extra time to sound out each word. One strategy might be for them to read two or three words silently and then say them aloud.

Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and commas in the text.

Teacher Directions: Activity 2: Life Skills, Literacy

-Materials: copies of *Look at the Tag* handout, a few copies of *Clothing Sizes* handout from Tuesday

Step 1: Review

Ask learners to take out *Clothing Sizes* handout from Tuesday. Distribute copies, as needed.

Repeat the clothing size vocabulary several times.

Step 2: Reading tags

Review the word “Tag.” Have learners find a tag on their own clothing or clothing items you brought.

Distribute copies of *Look at the Tag*. Learners work independently to circle the size on each tag and copy it below the tag.
**Teacher Directions: Activity 3: 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.

**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 4: Checking for Understanding**

Write on the board:

1. *Clothes words*
2. *Store signs*
3. *Where are the women’s shirts?*
4. *Ask for a different size or color*

“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.
Look at the Tag

Look at the tag. Write the size.
3. What time does the mall open on Sunday?

A 10:00

B 6:00

C 9:00

D 10:30

4. What time does the mall close on Wednesday?

A 10:00

B 6:00

C 9:00

D 10:30