



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.

Intermediate Level (CASAS reading scores of 201-220)

Food: Week 2

Unit Overview

This is a 2-week unit where students will understand units of food measurement (lb, oz, etc.) and become familiar with count/non-count nouns. They will also use comparative/superlative adjectives to compare foods, scan food charts for prices, and ask/respond to the question, *How much is/are the ___?*

Focus of Week 2

- Use comparative/superlative adjectives to compare foods.
- Scan price charts for appropriate food item comparisons.
- Ask and respond to the question, *How much is/are the ___?*

Food Unit: Week 2, Monday

<p>Objectives <i>Learners will be able to...</i></p> <p>Life skill: Compare prices for similar foods and quantities. Literacy: Read a short story and answer simple written wh-questions. Transitions: Determine the best value among food items. Grammar: Use comparative/superlative adjectives to compare foods.</p>	<p>Materials</p> <p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Wonton Soup • Handout: Comparing Food Prices <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 (reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector
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Lesson Plan

Review/warm-up (25mins)

Description: Ss will review food measurements and their abbreviations, as well as *count/non-count* nouns.
Materials/Prep: make copies of **Wonton Soup**.

Activity 1: Grammar/Transitions (45mins)

Description: Ss will use *comparatives/superlatives* to describe which foods are cheaper/est, more expensive/most expensive.
Materials/Prep: make copies of **Comparing Food Prices; Volunteer Manual, 2012: Ball Toss, p. 46**.

Activity 2: Literacy (30mins)

Description: Ss will read a short story about bargain shopping and answer questions.
Materials/Prep: make multiple copies of **Bob the Bargain Shopper**.

Wrap-up:

Time permitting, ask Ss what they learned today and write their answers on the board.

Teacher Directions: Review/Warm Up

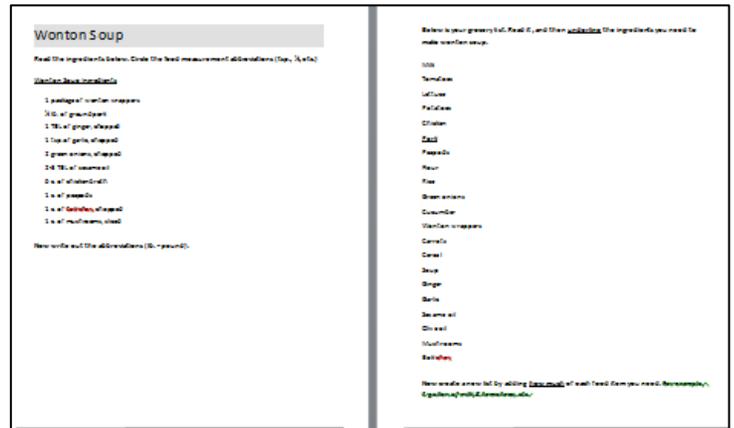
- **Materials:** *Wonton Soup*

Step 1: Pass out Handout

As Ss come in, pass out the **Wonton Soup** handout. Allow Ss to work on it for 10-15 minutes. This will provide a buffer for late Ss.

Step 2: Checking Comprehension

Project the handout on the board and go over it together as a class. Use this time to review the food measurement abbreviations and *count/non-count* nouns.



NOTES FOR THE TEACHER

- **Food measurement abbreviations:** They learned the following abbreviations and words last week: *tsp = teaspoon, TBL = tablespoon, c.=cup, lb.=pound, oz.=ounce, ¼=one-fourth, ½=one-half, ¾=three-fourths.*

- **Grammar:** Ss will be reviewing *count* and *non-count nouns* by writing their own list of HOW MUCH they need of each food item (on page two of the handout). The difference between them is as follows:

- **Count Nouns = plural** nouns that are easy to count, like apples, tomatoes, etc.
- **Non-Count Nouns =** nouns that are NOT easy to count, like soda, soup; or nouns that we deem as **singular**, such as steak or broccoli → in order to quantify these nouns we say *pieces of steak, or 1 pound of steak; head of broccoli.*

Teacher Directions: Activity 1: Grammar/Transitions

- **Materials:** *Comparing Food Prices; Volunteer Manual, 2012: Ball Toss, p. 46*

Step 1: Setting the Context

Ask Ss if they write grocery lists when they go to the grocery store. Then ask if they use coupons and/or shop for the cheapest food items. Discuss.

Step 2: Grammar

Write the words *cheap* and *cheaper* on the board and hold up two items in the classroom. (They can be anything – marker, eraser, etc). Tell the Ss how much the items cost and write the prices on the

board: i.e., *The marker costs 50 cents and the eraser costs a dollar.* Then say, “Is the marker cheap?” → YES. “Is the eraser cheap?” → YES. “**Which one is CHEAPER.**” Hold up the two items and look for the Ss to say “eraser”. If they don’t know, supply the answer for them and then discuss the difference between the two adjectives. Then do this with a couple more items in the classroom. Have Ss choose the items and prices.

Explain the grammar rule: **Comparatives** = When you compare two items together, you usually add *-er* to the adjective word (*cheap* → *cheaper*). This is called a *comparative*.

Then write the words *big*, *tall*, and *short* on the board and ask the Ss what the comparatives are for those adjectives: *bigger*, *taller*, *shorter*. Use some examples from around the room to demonstrate *bigger* (i.e., the eraser is BIGGER than the marker), then have two Ss stand up for *taller* and *shorter* comparisons.

Now hold up three items in the classroom: marker, eraser, and a book. Ask the Ss to tell you how much each item costs and write the prices on the board. Then ask the Ss, “**Which one is CHEAPEST?**”

Explain the grammar rule: **Superlatives** = When you compare three or more items together, you usually add *-est* to the adjective word (*cheap* → *cheapest*). This is called a *superlative*.

Then write the words *big*, *tall*, and *short* on the board again and ask them what the superlatives are for each word: *biggest*, *tallest*, and *shortest*. Use some examples from around the room for *biggest*; then have three Ss stand up for *tallest* and *shortest* comparisons.

Next explain that because “English is crazy”, (they will laugh when you say this ☺) there are exceptions to these rules. Write *expensive* on the board. Tell them that *usually if a word is really long*, the *comparative* adjective will add MORE (*expensive*) instead of *-er*, and that the *superlative* adjective will add MOST (*expensive*) instead of *-est*. Hold up the same items you used before to demonstrate the rule: *Which is more expensive?* (eraser or marker) → THE ERASER. *Which is the most expensive?* (eraser, marker, or book) → THE BOOK.

Write a couple more examples on the board for them: beautiful, difficult, etc.

Wonton Soup

Read the ingredients below. Circle the food measurement abbreviations (tsp., ½, etc.)

Wonton Soup Ingredients

1 package of wonton wrappers

½ lb. of ground pork

1 TBL of ginger, chopped

1 tsp. of garlic, chopped

2 green onions, chopped

2-3 TBL of sesame oil

6 c. of chicken broth

1 c. of peapods

1 c. of bok choy, chopped

1 c. of mushrooms, sliced

Now write out the abbreviations (lb. = pound).

Below is your grocery list. Read it, and then underline the ingredients you need to make wonton soup.

Milk	Wonton wrappers
Tomatoes	Carrots
Lettuce	Cereal
Potatoes	Soup
Chicken	Ginger
<u>Pork</u>	Garlic
Peapods	Sesame oil
Flour	Olive oil
Rice	Mushrooms
Green onions	Bok choy
Cucumber	

Now create a new list by adding how much of each food item you need. For example, *1 gallon of milk; 3 tomatoes, etc.*

Comparing Food Prices

Look at the food items below. Circle the correct answer.

Which package of chicken is cheaper?



Which milk is cheaper?



\$2.99

\$2.50

Which bag of apples is cheaper?



\$4.75



\$3.99

Which ground pork is cheaper?



Which package of mushrooms is the cheapest?



\$1.99

\$1.75



\$1.50

Which cheese is the cheapest?



\$2.25



\$2.99



\$2.50

Which package of eggs is more expensive?



\$3.99



\$3.35

Which can of soup is the most expensive?



\$2.25



\$1.75



\$2.98

Which box of cereal is the most expensive?



Lucky Charms = \$3.50, Cheerios = \$2.20, Cocoa Puffs = \$2.25, Trix = \$3.33

Which bottle of soda is the most expensive?



Coke = \$1.99, Pepsi = \$1.75, Canada Dry = \$1.25

Bob the Bargain Shopper



New Words

Bargain shopper -

Coupons -

Save -

Bob was a **bargain shopper**. He liked to shop for the **cheapest** deals. His daughter, Marlo, needed new shoes for school. She liked some shoes at Target for \$29. Bob found the same pair on Craigslist for \$15! The Craigslist shoes were **cheaper** than the Target shoes. He saved fourteen dollars! His wife, Maria, always goes grocery shopping on Saturdays. She usually spends \$200 on food. Bob started cutting **coupons**. Two months ago, Maria spent \$700 on food. Last month she spent \$650 on food. And this month she spent \$525. This month's grocery bills were the **cheapest**! Now because Bob saves so much money on groceries, he wants a new car. The car he wants is **more expensive** than their house! He can't afford that car. He will have to buy a **cheaper** one.

Now answer the questions below in **complete sentences**.

1. What does bargain shopper mean?

2. Which shoes were cheaper, the Target or Craigslist shoes?

3. How much money did Bob save on the shoes?

4. Why did Bob start cutting coupons?

5. Which grocery bill was the cheapest, the one two months ago, last month's, or this month's?

6. How much money did Maria spend on the most expensive grocery bill month?

7. Which is more expensive, the car Bob wants or their house?

Food Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Compare prices for similar foods and quantities.</p> <p>Literacy: Read a short story and answer simple written wh-questions.</p> <p>Listening/speaking: Ask and respond to questions comparing prices, i.e., Which is cheaper? The apples are cheaper than the grapes.</p> <p>Transitions: Scan price charts for food item comparisons.</p> <p>Grammar: Use comparative and superlative adjectives to compare food.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none">• Handout: Bob the Bargain Shopper• Handout: Bargain Shopping• Handout: Which is the cheapest? <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none">• ELMO or overhead projector

Lesson Plan

Review: Literacy (20mins)

Directions: Ss will read a short story and answer questions, some of which require writing responses to “Which is cheaper/est?” etc.

Materials/Prep: make copies of **Bob the Bargain Shopper**.

Activity 1: Life Skill (45mins)

Description: Ss will look at food deals and read/write responses to “Which is cheaper/more expensive?”

Materials/Prep: make copies of **Bargain Shopping**.

Activity 2: Listening/Speaking/Transitions (45mins)

Description: Ss will scan a price chart for the cheaper/est, more/most expensive food items, write questions about these comparisons (*Which is the cheapest?*), and then ask/respond to these questions in pairs.

Materials/Prep: make copies of **Which is the Cheapest?**

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review: Literacy

- **Materials:** *Bob the Bargain Shopper*; ELMO or overhead projector

Step 1: Reading

Pass out **Bob the Bargain Shopper** as Ss come in to class. They did this handout yesterday but no one can have enough repetition or practice. 😊 Allow Ss 10-15 minutes to work on this handout. Use this as a buffer for late Ss.

Step 2: Checking Comprehension

Go over the reading and handout together as a class. Project the story on the board and go around the room and have the Ss read the story sentence-by-sentence. Then instruct one student to read a comprehension question and another student to answer. Spend as much time as necessary reviewing the comparative/superlative questions and answers (#s 2, 5, & 7).



Teacher Directions: Activity 1: Life Skill

- **Materials:** *Bargain Shopping*

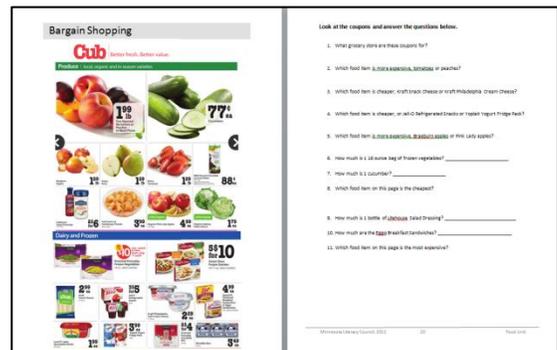
Step 1: Setting the Context

Ask Ss: *What does 'bargain shopping' mean?* Discuss. Then ask if anyone is a bargain shopper and looks for the cheapest deals or uses coupons. Discuss.

Step 2: "Which is Cheaper?"

Put Ss in pairs and then pass out the **Bargain Shopping** handout. Give one copy of the handout for two Ss, and do NOT make it double-sided. Also, consider pairing up a stronger student with a weaker student.

Explain that they will need to look at the deals on the first page in order to answer the questions on the second.



If necessary, advise students not to focus on the unfamiliar food items. Ask them to make their best guesses about what the unfamiliar items are and to try answering the questions even though they may not know what everything is.

Step 3: Checking comprehension

Once the majority of the class has finished, regroup and go over the questions together as a class. Some questions require a bit of simple math, so spend more time explaining those answers if necessary.

Step 4: Grammar Extension

Ask Ss: *Which is more expensive, nectarines or Anjou pears?* Assuming they answer by saying “peaches,” then follow up their answer by asking them: *How do you respond in a complete sentence?* Assuming they won’t know *how* to respond in a complete sentence, write on the board, _____ is more expensive than _____, and ask the question again: *How do you respond in a complete sentence?* If they still struggle, supply the answer for them.

Then explain that the “formula” on the board is how they respond to the question: *Which is cheaper?* or *Which is more expensive?* Then explain that they respond to the question, *Which is the cheapest/most expensive?* by saying, *The _____ is the cheapest/most expensive.*

Have the Ss rewrite their answers to questions 2-5, 9 & 13. Walk around the room and make sure they understand the *grammar extension*, correcting where necessary. **NOTE:** only correct the grammar point you’re working on; not spelling, punctuation, etc.

Teacher Directions: Activity 2: Listening/Speaking/ Transitions

- **Materials: Which is the Cheapest?**

Step 1: Setting the Context

Project the **Which is the Cheapest?** handout on the board and go over the four questions/answers together as a class. Make sure the Ss understand how to construct the questions as well as the answers.

Ask students to make a guess about the meaning of Jewel-Osco and Dominick’s. Ask: *What is Wal-Mart? So what are these other names? Where are these stores (Chicago)? How do you know?* Reading the handout in this manner gives students practice with critical reading skills.

Again, if necessary, direct students to make their best guesses about the meanings of unfamiliar food items and instead focus on answering the questions.

Step 2: Listening/Speaking

Tell the Ss that they need to write their own 4 questions using the food price chart. Tell them it can be any food comparison (cheaper/est or more/most expensive). Explain that once they are finished,

Which is the Cheapest?

Attention Shoppers
Comparison of prices of selected products at grocery stores in the Chicago area.

Item	Wal-Mart	Jewel-Osco	Dominick's
Two-liter Pepsi	\$1.18	\$1.99	\$1.89
Doritos chips	2.50	3.49	3.49
Cheerios cereal	2.50	3.89	3.75
Folgers coffee	4.34	10.99	11.55
Orca! Mayer salmon	2.50	3.49	3.59
Kraft cheese slices	3.68	4.49	3.99
Sara Lee white bread	1.97	3.29	3.09
One loaf of	2.27	4.89	4.59
Spaghetti*	0.88	1.49	1.29
Gallon of milk*	3.50	3.49	3.49
One dozen eggs	1.98	2.69	3.49
Total	29.68	43.39	43.83

*Store brand items. Source: WFS reporting.

Now write 4 questions of your own

1. Which is cheaper, the two-liter Pepsi at Wal-Mart or Jewel-Osco?
The two-liter Pepsi at Wal-Mart is cheaper than the two-liter Pepsi at Jewel-Osco.
2. Which is _____, the Cheerios at Jewel-Osco or Dominick's?
The Cheerios at Jewel-Osco is more expensive than the Cheerios at Dominick's.
3. Which spaghetti is the _____?
The spaghetti at Wal-Mart is the cheapest.
4. Which milk is the _____?
The milk at Wal-Mart is the most expensive.

they will be paired up with another student where they will then have to ask/respond to each other's questions.

As Ss finish, pair them up and explain what they need to do again. Tell the pair which student should read their questions first. After they've had a chance to practice in pairs, regroup and have some Ss share their Qs and As.

Bob the Bargain Shopper



New Words

Bargain shopper -

Coupons -

Save -

Bob was a **bargain shopper**. He liked to shop for the **cheapest** deals. His daughter, Marlo, needed new shoes for school. She liked some shoes at Target for \$29. Bob found the same pair on Craigslist for \$15! The Craigslist shoes were **cheaper** than the Target shoes. He saved fourteen dollars! His wife, Maria, always goes grocery shopping on Saturdays. She usually spends \$200 on food. Bob started cutting **coupons**. Two months ago, Maria spent \$700 on food. Last month she spent \$650 on food. And this month she spent \$525. This month's grocery bills were the **cheapest**! Now because Bob saves so much money on groceries, he wants a new car. The car he wants is **more expensive** than their house! He can't afford that car. He will have to buy a **cheaper** one.

Now answer the questions below in **complete sentences**.

1. What does bargain shopper mean?
2. Which shoes were cheaper, the Target or Craigslist shoes?
3. How much money did Bob save on the shoes?

4. Why did Bob start cutting coupons?

5. Which grocery bill was the cheapest, the one two months ago, last month's, or this month's?

6. How much money did Maria spend on the most expensive grocery bill month?

7. Which is more expensive, the car Bob wants or their house?

Bargain Shopping

Cub | Better fresh. Better value.

Produce | local, organic and in-season varieties



1.99
lb
Tree Ripened
Nectarines or
Peaches
or Black Plums



77¢
ea
Cucumbers



Braeburn
Apples

1.29
lb



Anjou
Pears

1.29
lb



Roma
Tomatoes

1.29
lb



Wild Harvest Chocolate
Coconut Water
8 oz. can
up to 10 at this price,
additional at our Low Price

88¢
ea



Litehouse
Salad Dressings
11-13 oz.

2\$6
for 6



Cub Fresh Cut
Cantaloupe Chunks
20 oz. bowl

3.99
ea



USDA Organic
Organic Pink Lady Apples
3 lb. bag

4.99
ea



USDA Organic
Organic Iceberg
Head Lettuce

1.79
ea

Dairy and Frozen



10
\$10
mix, match
& save,
that's only
\$1 each!
Essential Everyday
Frozen Vegetables
16 oz., select varieties



5\$10
for 10
Smart Ones
Frozen Entrées
4.4-11 oz., select varieties



2.99
ea
Kraft
Snack Cheese
9-12 oz.



3\$5
for 5
Jell-O
Refrigerated
Snacks
4 pk.



Kraft Philadelphia
Soft Cream Cheese
7-10 oz.

2.29
ea



4.99
ea
Special K
Flatbread
Breakfast
Sandwiches
or Eggo
Sandwiches
4 ct., select varieties



Land O'Lakes
Spreadable Butter
6.5-8 oz.

1.99
ea



3.99
ea
Yoplait
Yogurt
Fridge Pack
8 pk.



2\$4
for 4
Essential
Everyday
Smoothie
Mix
7.8-10 oz.



Klondike Bars
4.8 ct.

3.49
ea

Look at the coupons and answer the questions below.

1. What grocery store are these coupons for?
2. Which food item is more expensive, tomatoes or peaches?
3. Which food item is cheaper, Kraft Snack Cheese or Kraft Philadelphia Cream Cheese?
4. Which food item is cheaper, or Jell-O Refrigerated Snacks or Yoplait Yogurt Fridge Pack?
5. Which food item is more expensive, Braeburn apples or Pink Lady apples?
6. How much is 1 16 ounce bag of frozen vegetables? _____
7. How much is 1 cucumber? _____
8. Which food item on this page is the cheapest?
9. How much is 1 bottle of Litehouse Salad Dressing? _____
10. How much are the Eggo Breakfast Sandwiches? _____
11. Which food item on this page is the most expensive?

Which is the Cheapest?

Attention Shoppers

Comparison of prices of selected products at grocery stores in the Chicago area.

Item	Wal-Mart	Jewel-Osco	Dominick's
Two-liter Pepsi	\$1.38	\$1.99	\$1.89
Doritos chips	2.50	3.49	3.49
Cheerios cereal	2.50	3.89	3.75
Folgers coffee	6.34	10.99	11.55
Oscar Mayer wieners	2.50	3.49	3.59
Kraft cheese slices	3.68	4.49	3.99
Sara Lee white bread	1.97	3.29	3.09
Oreo cookies	2.37	4.09	4.19
Spaghetti ^o	0.88	1.49	1.29
Gallon of milk ^o	3.58	3.49	3.49
One dozen eggs	1.98	2.69	3.49
Total	29.68	43.39	43.81

^oStore brand items

Source: WSJ reporting

1. Which is cheaper, the two-liter Pepsi at Wal-Mart or Jewel-Osco?

The two-liter Pepsi at Walmart is cheaper than the two-liter Pepsi at Jewel-Osco.

2. Which is _____, the Cheerios at Jewel-Osco or Dominick's?

The Cheerios at Jewel-Osco is more expensive than the Cheerios at Dominick's.

3. Which spaghetti is the _____?

The spaghetti at Wal-Mart is the cheapest.

4. Which milk is the _____?

The milk at Wal-Mart is the most expensive.

Now write 4 questions of your own

Food Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Transitions: <i>Identify and scan for food prices on a price-comparison chart.</i></p> <p>Listening/speaking: <i>Ask and respond to the question, How much is/are the...?</i></p> <p>Grammar: <i>Use comparative/superlative adjectives to compare products.</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Adding Up Your Grocery Bill, Student A and Student B copies • <u>Textbook</u>: Stand Out 3, 2nd ed., p. 28-29 • Handout: Bob the Bargain Shopper <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Textbook</u>: Stand Out 3, 2nd ed., p. 27 • Handout: Adding Up Your Grocery Bill, teacher copy • <u>Volunteer Manual, 2012</u>: Letter/Sound Drill, p. 113 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Calculators

Lesson Plan

Review : Grammar (30mins)

Description: Ss will use *comparative/superlative* adjectives to compare products.

Materials/Prep: make one copy of **Stand Out 3, 2nd ed., p. 27** and multiple copies of **Stand Out 3, 2nd ed., p. 28-29**.

Activity 1: Life Skill/Transitions/Listening/Speaking (60mins)

Description: Ss will ask their partners *how much* a food item is and write down its price; afterwards they will add up their grocery bills and determine which bills were cheaper.

Materials/Prep: make one copy of **Adding up your Grocery Bill, Teacher Copy** and multiple copies of the **Student A** and **Student B** copies; **calculators; ELMO or overhead projector**.

Activity 2: Phonics (20mins)

Time Permitting

Description: Ss will practice the **/b/** sound in isolation and context.

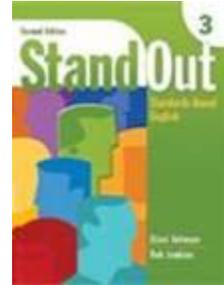
Materials/Prep: make copies of **Bob the Bargain Shopper**; reference **Volunteer Manual, 2012: Letter/Sound Drill, p. 113**.

Teacher Directions: Review: Grammar

- **Materials: Stand Out 3, 2nd ed., p. 27 & 28-29**

Step 1: Grammar Practice

Project **section (C) on p. 27 of Stand Out 3** on the board. As Ss come in, give them **p. 28-29 of Stand Out 3**. Explain that they will need to use the chart on the board to answer some of the questions on their handout. If Ss seem to struggle, pair them up together. Allow Ss 10-15 minutes to work on this independently (or in pairs). Use this activity as a buffer for late Ss.



Step 2: Checking Comprehension

Go over pages 28 and 29 together as a class.

Teacher Directions: Activity 1: Life Skill/Transitions/Listening/Speaking

- **Materials: Adding up your Grocery Bill, Teacher copy and Student A/B copies; calculators; ELMO or overhead projector**

Step 1: Prep

If you have 16 Ss in your class, make 8 copies of **Student A** and 8 copies of **Student B**. It's helpful to make these copies on different colored pieces of paper so you can keep track of who's who during the activity.

Step 2: Setting the Context

Write this on the board:

1 Marker = \$1

Eraser = \$1.25

1 pen = \$.75

Hold up 1 eraser and ask your class: *How much is this eraser?* → \$1.25. Then hold up 2 markers and ask: *How much are these markers?* → \$2. Then hold up 2 pens and ask: *How much are 2 pens?* → \$1.50.

Next, write on the board: *How much is _____?* *How much are _____?* Hold up the eraser again and ask your class which question you would use → *how much is*. Ask them how they know that → *because there's only 1 eraser*. Next hold up 2 markers and ask them which question you would use → *how much are*. Ask them how they know that → *because there are 2 erasers*.

If you feel your Ss need more practice asking/answering these questions, find more items in the room to practice with (books, notebooks, etc.)

Step 3: Listening/Speaking

Before you do the handout, **model** the activity for your class by using the **TEACHER COPY** of the **Adding up your Grocery Bill** handout. Cut the bottom part out for your “partner” (i.e., one of the stronger Ss in the class) and project your portion on the board so the rest of the class can see what they will need to do.

Then ask your partner how much each food item is and write down the “price” you hear. Make a point to ask your “partner” to “repeat please” or “speak more slowly please”. Afterwards, add up your bill with your calculator, paying extra special attention to adding the price up multiple times if you purchased more than one item. **If you have an ELMO, place the calculator on it so the Ss can see how to use it.**

Adding up your Grocery Bill
TEACHER COPY

Ask your “partner” how much each item costs:

Food Item	Price
2lbs of beef	
1 bottle of soda	
1(4) cans of corn	

Now add up your grocery bill: _____

Give this part to your student

Food Item	Price
2lbs of beef	\$4.99 for 1 lb.
1 bottle of soda	\$1.19
1(4) cans of corn	\$1.01 for one can

Next, put Ss in pairs. Give one person the **Student A copy** and the other the **Student B copy**. Circle around the room to make sure Ss are asking the questions and not just copying the prices.

Once each pair is finished asking how much each food item is, give each student a calculator. Tell them that when they’re finished adding up their own grocery bill, they can compare their answer with the answer on their partner’s paper (because Student A has the answer for Student B and vice versa).

Adding up your Grocery Bill
STUDENT A

Ask your partner how much each item is and write down the price.

Food Item	Price
1(2) cartons of oatmeal	
2(2) bags of potatoes	
1(2) cartons of salad dressing	
1 _____ of lettuce	
1 _____ of tomatoes	
1 _____ of cheese	

Now take to your partner and their result each item and write down the price.

Food Item	Price
2 bags of potatoes	\$3.99
1 bag of tomatoes & salad	\$1.99
1 _____ of lettuce	\$1.29
1 _____ of cheese	\$1.99 for one can
1 bag of lettuce	\$1.99
2(2) bags of potatoes	\$3.99
1(2) cartons of oatmeal	\$3.99

Total = \$18.97

Now add up YOUR grocery bill. How much did you spend? _____
What was your bill in whole? _____

Adding up Your Grocery Bill
STUDENT B

Ask to your partner ask their result each item and write down the price.

Food Item	Price
1(2) cartons of oatmeal	\$3.99
2(2) bags of potatoes	\$3.99
1(2) cartons of salad dressing	\$1.99 for one can
1 _____ of lettuce	\$1.29
1 _____ of tomatoes	\$1.99
1 _____ of cheese	\$1.99 for one can

Now add to your partner how much each item is and write down the price.

Food Item	Price
1 bag of tomatoes & salad	\$1.99
1 _____ of lettuce	\$1.29
1 _____ of cheese	\$1.99
1 bag of lettuce	\$1.99
2(2) bags of potatoes	\$3.99
1(2) cartons of oatmeal	\$3.99

Total = \$18.98

Now add up YOUR grocery bill. How much did you spend? _____
What was your bill in whole? _____

Step 4: Checking Comprehension

Once most pairs are finished, regroup and ask Ss to tell you how much Student A/B’s grocery bill was and write the totals on the board. Then ask your class which grocery bill was cheaper.

Adding up your Grocery Bill

TEACHER COPY

Ask your “partner” how much each item costs:

Food Item	Price
2lbs of beef	
1 bottle of soda	
(3) cans of corn	

Now add up your grocery bill: _____

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Give this part to your student

Food Item	Price
2lbs of beef	\$4.99 for 1 lb.
1 bottle of soda	\$1.19
(3) cans of corn	\$1.02 for one can

Adding up your Grocery Bill

Student A

Ask your partner *how much* each item is and write down the price.

Food item	Price
6oz of cheese	
(2) cartons of ice cream	
5lb bag of potatoes	
(2) bottles of salad dressing	
1 _____ of lettuce	
1 _____ of Cheerios	
2 _____ of soup	

Now listen to your partner ask *how much* each food item costs. Then tell them the price.

Food Item	Price
10oz of hummus	\$4.99
1 loaf of cinnamon bread	\$1.99
1 _____ of crackers	\$2.29
3 _____ of tuna	\$1.29 for one can
12oz of coffee	\$6.99
5lb bag of apples	\$5.25
1lb of chicken	\$4.99

TOTAL = \$30.37

Now add up YOUR grocery bill. How much did you spend? _____

Which grocery bill is cheaper?

Adding up Your Grocery Bill

Student B

Listen to your partner ask *how much* each food item costs. Then tell them the price.

Food item	Price
6oz of cheese	\$2.50
(2) cartons of ice cream	\$3.98 for one carton
5lb bag of potatoes	\$2.02
(2) bottles of salad dressing	\$4.49 for one bottle
1 _____ of lettuce	\$1.19
1 _____ of Cheerios	\$2.25
2 _____ of soup	\$2.39 for one can

TOTAL = \$29.68

Now ask your partner *how much* each item is and write down the price.

Food Item	Price
10oz of hummus	
1 loaf of cinnamon bread	
1 _____ of crackers	
3 _____ of tuna	
12oz of coffee	
5lb bag of apples	
1lb of chicken	

Now add up **YOUR** grocery bill. How much did you spend? _____

Which grocery bill is cheaper?

Bob the Bargain Shopper

Bob was a bargain shopper. He liked to shop for the cheapest deals. His daughter, Ruby, needed new shoes for school. She liked some shoes at Target for \$29. Bob found the same pair on Craigslist for \$15! The Craigslist shoes were cheaper than the Target shoes. He saved fourteen dollars! His wife, Maria, always goes grocery shopping on Saturdays. She usually spends \$200 on food. Bob started cutting coupons. Two months ago, Maria spent \$700 on food. Last month she spent \$650 on food. And this month she spent \$525. This month's grocery bills were the cheapest! Now because Bob saves so much money on groceries, he wants a new car. The car he wants is more expensive than their house! He can't afford that car. He will have to buy a cheaper one.

Food Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Understand units of food measurement.</p> <p>Literacy: Write responses to questions about grocery shopping in their home countries.</p> <p>Speaking: Ask and respond to the question, How much is/are the...?</p> <p>Transitions: Practice taking a reading test.</p> <p>Grammar: Distinguish count/non-count nouns.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Discussion Questions • Handout: Bingo Words • Handout: BINGO Chart • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 (reference) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Bingo cover pieces (ask coordinator for these) • Prizes (if available)

Lesson Plan

Warm up: Writing/Speaking (30mins)

Description: Ss will ask/answer questions about grocery shopping in their home countries vs. grocery shopping in the US.

Materials/Prep: make copies of **Discussion Questions**; reference **Volunteer Manual, 2012: Ball Toss, p. 46**.

Activity 1: Grammar (45-60mins)

Description: Ss will play Bingo to review *count/non-count* nouns and asking, *How much is/are the...?*

Materials/Prep: make copies of **Bingo Words** and **BINGO Chart**; **Bingo cover pieces, prizes!**

Activity 2: CASAS Prep (15mins)

Description: Ss will review measurement abbreviations (TBL, tsp, etc.) and then listen for them in recipes.

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

Teacher Directions: Warm Up: Writing/Speaking

- **Materials:** *Discussion Questions, Student A & B; Volunteer Manual, 2012: Ball Toss, p. 46*

Step 1: Prep

If you have 16 Ss in class, then you need to make 8 copies of the **Discussion Questions**. Then cut the handouts in half so you have 8 Student A questions and 8 Student B questions.

Step 2: Writing

As Ss come in, give them either **Student A or Student B** of the **Discussion Questions**. Allow 10-15 minutes for Ss to answer the questions. Use this time as a buffer for late Ss. Also, make sure that the Ss practice writing their answers in complete sentences.

Discussion Questions

Read the questions below. Then answer them in complete sentences.

Student A

- 1) Where are you from? I am from _____.
- 2) Are the grocery stores bigger here or in your home country?
- 3) Where do people usually shop for food, outside at a market or inside at a grocery store?
- 4) How much does one dozen eggs cost in your country?
- 5) Where are the eggs more expensive, here or in your home country?

Read the questions below. Then answer them in complete sentences.

Student B

- 1) Where are you from? I am from _____.
- 2) Are the grocery stores bigger here or in your home country?
- 3) Where do people usually shop for food, outside at a market or inside at a grocery store?
- 4) How much does one bag of rice cost in your country?
- 5) Where is rice more expensive, here or in your home country?

Step 2: Speaking

Once most of your class is present, pair up Student A with Student B. Tell them that Student A should read their questions first, and Student B should answer. Then they should switch. Also tell them that the questions are not exactly alike, so they can't simply read the answers on their papers.

Once most of the pairs have finished speaking, regroup as a class and do the **ball toss** to review all of the questions and answers.

Teacher Directions: Activity 1: Grammar

- **Materials:** *Bingo Words, BINGO Chart; Bingo cover pieces; prizes* (ask your coordinator for these)

Step 1: Setting the Context

Write the words *count* and *non-count* on the board in two columns. Then ask your class for examples of both (i.e., count = 2 apples, 3 plums, etc. >> *nouns that are easy to count*; non-count = coffee, water, rice, etc. >> *nouns that are NOT easy to count*).

Step 2: Bingo

Pass out the **Bingo Words** and **BINGO Chart** to each student. Explain that they need to look at the pictures on the Bingo Words handout, and then write the food word – including the amount (i.e., 3 carrots) –

Bingo Words

Look at the pictures below. Then write the food WORD in your Bingo Chart. Remember how to count and non-count nouns.

Examples

Two apples (This is what you write in your Bingo Chart)



on their BINGO Chart. Tell them that they can write these words ANYWHERE. Once everyone has finished, go over the words together and make sure everyone has the correct words written down.

Then, as a class determine *how much* each food item is. Do the **ball toss** game for this activity, i.e., Teacher tosses the ball to a student and asks, “How much are two apples?” That student says a price, or gets help from the whole class, and then the Teacher writes that price on the board. The student who answered then throws the ball to another student and asks him, “How much is one head of lettuce?” That student answers, the Teacher writes that price on the board, and the game continues. Do this for all of the food items on the Bingo Words handout.

BINGO Chart				
B	I	N	G	O
Two apples				
		FREE		

When you’re finished, instruct your Ss to write the prices you’ve written on the board anywhere on their BINGO Chart.

Step 3: Play BINGO!

Pass out the Bingo cover pieces and explain the rules. Play at least a few times and have fun! Give out prizes to the winners if possible. 😊

Teacher Directions: Activity 2: CASAS Test Practice

- **Materials: ELMO or overhead projector; 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 Ss’ papers.

Pass out the **Reading Test Practice** handout.

Give everyone 5 minutes to complete questions 1-4. 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 the ELMO or overhead projector to review the questions. Invite a student to come up and circle the correct answer. They should also circle the information in the question that helped them find the correct answer.

1. Where can you use these coupons?
 A. Rainbow Foods
 B. Super Foods
 C. Lands
 D. Cub Foods

2. How many coupons are there?
 A. 1
 B. 4
 C. 3
 D. 5

3. What is the coupon for?
 A. Chicken
 B. Turkey
 C. Beef
 D. Lamb

4. How much do you need to spend in order to get \$2 off?
 A. \$3
 B. \$2
 C. \$4 or more
 D. \$1

Discussion Questions

Read the questions below. Then answer them in complete sentences.

Student A

- 1) *Where are you from? I am from _____.*
- 2) *Are the grocery stores bigger here or in your home country?*
- 3) *Where do people usually shop for food, outside at a market or inside at a grocery store?*
- 4) *How much does one dozen eggs cost in your country?*
- 5) *Where are the eggs more expensive, here or in your home country?*

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Read the questions below. Then answer them in complete sentences.

Student B

- 1) *Where are you from? I am from _____.*
- 2) *Are the grocery stores bigger here or in your home country?*
- 3) *Where do people usually shop for food, outside at a market or inside at a grocery store?*
- 4) *How much does one bag of rice cost in your country?*
- 5) *Where is rice more expensive, here or in your home country?*

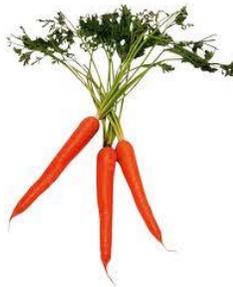
Bingo Words

Look at the pictures below. Then write the food WORD in your Bingo Chart.
Remember how to *count* and *non-count* nouns.

Examples



Two apples (*This is what you write in your Bingo Chart.*)



BINGO Chart

B	I	N	G	O
Two apples				
		FREE		

Reading Test Practice

Cub
My neighborhood. My Cub.™

save over
\$172 with this coupon book!
Offers good Friday 2/1 - Saturday 2/16

GOOD 2/1/13 - 2/16/13 | CUB COUPON

SAVE UP TO **\$6.40** on 4 **Price CUT**

1.99 ea
Crystal Farms Shredded or Chunk Cheese
6-8 oz., select varieties
Limit up to 4
redeemable only at:
Cub PLU 18605
Limit up to four packages per coupon and one coupon per family. Good only at Cub Stores.

GOOD 2/1/13 - 2/16/13 | CUB COUPON

SAVE UP TO **\$19.47** on 5 **Price CUT**

BUY 2 GET 3 FREE
TombStone Pizza
• Brick Oven Style 16-19.2 oz.
• Original 18.1-29.5 oz.
select varieties
redeemable only at:
Cub PLU 18713
Five items must be of equal or lesser value. Limit three packages per coupon and one coupon per family. Good only at Cub Stores.

GOOD 2/1/13 - 2/16/13 | CUB COUPON

SAVE UP TO **\$3.98** on 2 **Price CUT**

2 for \$5 WHEN YOU BUY 2
Kemps
• Ice Cream Squares 56 oz.
• Sherbet 54 oz.
select varieties
redeemable only at:
Cub PLU 18717
Limit two varieties per coupon and one coupon per family. Good only at Cub Stores.

GOOD 2/1/13 - 2/16/13 | CUB COUPON

SAVE UP TO **\$4.40** on 2 **Price CUT**

5.49 ea
Angel Soft Bath Tissue
8 ct. triple roll pkg., 12 ct. double roll pkg., or 24 ct. regular roll pkg., select varieties or Sparkle Paper Towels
6 ct. big roll or 8 ct. regular roll pkg., select varieties
Limit up to 2
redeemable only at:
Cub PLU 18519
Limit up to two packages per coupon and one coupon per family. Good only at Cub Stores.

1. Where can you use these coupons?

- A. Rainbow Foods
- B. Super Foods
- C. Lunds
- D. Cub Foods

2. How many coupons are there?

- A. 1
- B. 4
- C. 3
- D. 5

COOK UP BIG SAVINGS
GET \$2 OFF

when you spend \$4 or more on fresh Gold'n Plump® chicken next time you shop.

Print this email to redeem in store.

STORE COUPON: VALID DATES 9/9/10-9/15/10

Limit one coupon per transaction. Offer valid 9/9/10-9/15/10 only at Cub Foods locations. Coupon cannot be doubled, tripled or quadrupled, exchanged for cash, or combined with any other offer. Void if copied or transferred. In the event of a return, coupon savings may be deducted from refund. Not valid toward previous purchase. Not valid for online purchases. Items may not be available in all locations. Offer not valid at the following Cub Foods locations: Bloomington and Decatur, Illinois; and Centerville, Miamisburg and Trotwood, Ohio.



MAXIMUM COUPON VALUE \$2
STORE COUPON: VALID DATES 9/9/10-9/15/10



3. What is the coupon for?

- A. Chicken
- B. Turkey
- C. Beef
- D. Lamb

4. How much do you need to spend in order to get \$2 off?

- A. \$3
- B. \$2
- C. \$4 or more
- D. \$1