

T E X A S A D U L T E D U C A T I O N S T A N D A R D S
L E S S O N P L A N

Before you begin

Title: Let's Go Shopping

Setting: ESL

NRS Level(s): Level 2: Low Beginning

Open entry/exit: Yes

Context: Family

Standard(s): ESL Reading

Benchmark(s): 1.2, 2.2, 3.2, 4.2, 5.2

Objective: To independently develop a shopping list and correctly purchase the desired items.

Materials: Pictures or real examples of food products, Spanish/English translation dictionary, real or fake Mexican pesos, U. S. dollars and coins

Estimated time needed to prepare for this lesson plan: 1-2 hours

Estimated time needed to complete this lesson plan: Several class periods

The Lesson Plan

Introduce the lesson:

Discuss with the class some challenges of shopping and being able to correctly discern between U. S. and Mexican quantities, weights, measurements, and costs. Have students brainstorm situations they have experienced when having to rely on someone, perhaps their children, to make these distinctions for them while shopping.

Teach the lesson:

Explain to the class there are similarities as well as differences between U. S. and Mexican products. In addition, explain there are differences between the dollar and the peso. Using actual product samples or pictures show the class various food items or other household products. Pronounce the item and have the class collectively pronounce the item. Syllabalyze the word and identify hard and soft vowel sound. Practice pronunciation until the word is spoken correctly. Call on individual students, as needed, to repeat the word.

Practice the lesson:

Students will be assigned to groups of 4 (may be adjusted based on class size and teacher's preference). Each group will develop a shopping list in Spanish. The shopping list will be translated into English using a Spanish/English dictionary. Each group will turn in a copy of their list to the teacher.

As a class activity, using real products or pictures of the products and fake money, students will "go shopping" as a group for the items on their shopping list. To create this scenario, the teacher can bring in items from each groups' lists and/or bring in pictures. A price will be attached to each item. The "products" should be placed randomly about the classroom. The groups will select items from their lists, present the items to the teacher and "pay" the teacher the correct amount for the total purchase.

After the "shopping spree," the class will discuss the success of their shopping trip.

Assess the lesson:

The outcome of the shopping exercise will provide an assessment of how well students were able to translate their needs from Spanish to English and acquire the item desired.

Apply the lesson to the real world:

As students gain greater more practice, they should be able to shop independently and confidently without relying on children or other family members to assist them.

Submitted by: Duane Pitts