

Lesson Plan Module 4: Session 24

Module 4 Workforce and Finance	Unit 12 – Session 24 Clothing and Shopping
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about <i>grade level topics and texts</i> in small and larger groups. • <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. • <u>CCSS.ELA-LITERACY.RI.1.6</u>: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions). <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • <u>CCSS.ELA-LITERACY.L.1.1.C</u>: Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Use expensive and cheap to describe items for sale. • Respond to comparative questions. • Request items in a store. 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • AV cart with projector, laptop if using PowerPoint or Internet photos 	Presentation Needs & Handouts <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Chart paper • Markers • Queens Library ESOL Program Picture File, pictures of people OR magazine/Internet pictures • Picture dictionaries • Clothing and small objects to “sell”

- Ventures 2
- Matching clothing picture/word cards
- Partner interview worksheets: *Where do you shop*
- Homework worksheets

Vocabulary Focus

Expensive, cheap, too big, too small, size, cost

Grammar Focus

- Plans with “going to”
- Comparatives

Introduction/Warm-Up/Review (15 min)

Warm-Up

- Review agenda.
- Check homework with partners.
- Play standup to review clothing vocabulary (If you are wearing sneakers, stand up....if you are wearing a sweater, stand up...if you are wearing green, standup).

Lesson Plan Activities

Activity 1: Expensive or cheap? (45 min)

1. Write on the board “expensive” and “cheap” Review the words.
2. Show the learners some photos of items with price tags. Ask: Is this expensive? Cheap?
3. Ask the learners: Is clothing in New York expensive or cheap?
4. Read some dialogues, such as the ones below. Ask the learners to listen for which ones were expensive and which were cheap.

Dialogue 1

A: These shoes are so beautiful!

B: They are. How much are they?

A: \$ 65.99

B: \$ 65.99! That's expensive

A: You're right. Let's look for some others.

Dialogue 2

Customer: How much are those sweaters?

Sales person: These sweaters? They are \$15.99

Customer: \$15.99? Okay. I'll take a blue one.

Dialogue 3

A: Do you like this shirt?

B: Kind of. How much is it?

A: \$ 4.99

B: \$ 4.99 That's cheap!

A: I think I'll get it.

5. Ask the learners to listen again and write the price for each item.
6. Provide a list (or elicit from class) a list of clothes and things to buy. Ask the learners to work in groups to name a store where these items are expensive or cheap.

Wrap Up/Assessment

- Ask groups to report out about 1 place where items are expensive and one where they are cheap.

Activity 2: Where do you shop? (25 min)

1. Handout the where do you shop worksheet.
2. Ask learners the work with a partner to ask and answer the questions. Model a few answers first.

Wrap Up/Assessment

- Ask learners to talk about a classmate. Lisa buys food at Key Food because it's near her house.

Activity 3: Comparing items for sale ... (40 min)

1. Using pictures or realia, hold up two items of clothing with differences (e.g. 2 shirts).
 - a. Ask how much is the red shirt? (elicit a price, e.g. \$3.99) How much is the yellow shirt (e.g. \$7.99)
Ask: which one is cheaper? Which one is more expensive? Which one is bigger?
 - b. Do the same for a few more items – both clothing and non-clothing.
2. Use the picture in *Ventures 2* p. 85. Ask questions. Use cheaper, bigger, smaller, more expensive, more comfortable.
3. Make a chart showing the comparatives (or use the chart in *Ventures 2* p. 86).
4. Model a few, and then ask learners to practice with comparatives, using *Ventures 2* p. 86 and p. 87.

Wrap Up/Assessment

- Check their work as a class.

Activity 4: Requesting items in a store (25 min)

1. Write the following dialogue on the board:
A: May I help you?
B: Yes, I'm looking for a _____.
A: What size?
B: _____?
A: What color?
B: _____
A: How about this one?
B: I'll try it, thanks.

Write a few choices for each blank on the board

Sweater	Shirt	Pair of Jeans
Blue	Yellow	White
Small	Medium	Large

5. Review the vocabulary, including writing some basic sizes on the board (small, medium, large).
6. Practice the dialogue chorally. Then have learners practice with a partner.
7. Ask for volunteers to present their dialogue to the class.
8. Introduce options for extending the dialogue, e.g. I think it's too big, do you have anything less expensive?
9. Practice again.

Wrap Up/Assessment

- **Clothing store:** Put items of clothing on table. Decide on prices. Put post it notes on the items. Have learners come up to try to purchase them.

Activity 5 Stories about people (40 min)

1. Show a picture of a person in a store. Ask the class:
 - What is his/her name?
 - What is she/he buying?
 - What size does she/he need?
 - Why is she/he buying these things?
 - How much does it/do they cost?

- How will she/he pay for it?

2. Give each group a picture of a person in a store. Ask them to make a story about the person:
3. Have each group write their story on chart paper. Walk around to assist. As they finish, ask them to circle the verbs. Check for accuracy in usage.
4. Ask all groups to post their pictures on the wall. Collect and redistribute the pictures to another group. Groups read all stories and try to find the story that matches the picture.

Wrap Up/Assessment

- Put numbers on their stories. Ask some comprehension questions. (Which story has the most expensive thing? Who is buying the largest thing? etc.)

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. What was your favorite activity today? Why?
2. Explain the homework.

Homework/Project (Extension Activity)

- **Listening/Speaking:** Go into a store and make a request for something in a different size or color.
- **Reading/Writing:** Do the clothing word search. Read: The Perfect Dress.
https://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf
- **Vocab:** practice the 5 new words.

Online Resources

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>
- https://mnliteracy.org/sites/default/files/beginning_esl_story_bank.pdf