

Lesson Plan Module 4: Session 21

Module 4 Finance and Housing	Unit 11 – Session 21 Consumer Awareness
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> <u>CCSS.ELA-LITERACY.SL.5.1</u>: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. <u>CCSS.ELA-LITERACY.SL.5.1.B</u>: Follow agreed-upon rules for discussions and carry out assigned roles. <p>Reading:</p> <ul style="list-style-type: none"> <u>CCSS.ELA-LITERACY.RI.5.4</u>: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <p>Writing:</p> <ul style="list-style-type: none"> <u>CCSS.ELA-LITERACY.W.5.1.A</u>: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. <u>CCSS.ELA-LITERACY.W.5.1.B</u>: Provide logically ordered reasons that are supported by facts and details. <u>CCSS.ELA-LITERACY.W.5.1.C</u>: <p>Language:</p> <ul style="list-style-type: none"> <u>CCSS.ELA-LITERACY.L.4.1.A</u>: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> Request to return an item to the store. Discuss advantages and disadvantages of shopping in various locations. Interpret savings coupons. 	
Technology Needs and Presentation/Handouts	
<p>Technology Needs</p> <ul style="list-style-type: none"> Projector, laptop, and speakers Tablets (if available) Internet connection 	<p>Presentation Needs & Handouts</p> <ul style="list-style-type: none"> Circulars or coupons Chart paper and markers <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> Worksheets from <i>AddVentures 4</i>, Unit 6 worksheets E and F Complaint forms from NYC.gov
Vocabulary Focus	
Receipt, final sale, defective, included, refund, return policy, damaged	
Grammar Focus	
<ul style="list-style-type: none"> Descriptive clauses with <i>that, which and who</i> 	

Introduction/Warm-Up/Review (20 min)

Warm-Up

- Review homework
- Ask the class to think up a question (or choose one from a list you provide and survey their classmates about it:
 - How does clothing in your country today differ from 100 years ago?
 - How does clothing in the US differ from clothing in your country?
 - Did anything surprise you about American clothes? Tell me about it.
 - Describe a favorite possession. Tell why you like it.
 - If you could buy something new for your house, what would you buy? why?
 - Would you rather shop at a mall or in a local store?
 - Would you rather shop online or in a store?

Lesson Plan Activities

Activity 1: American stores (45 min)

1. In small groups, ask learners to make a list on chart paper of different types of stores and what one can buy there. (Department, electronics, hardware, clothing, etc.)
2. Ask groups to share their list.
3. Use a picture dictionary to introduce names of stores not mentioned. OR display pictures of various items and ask learners where they would buy them.
4. Discuss: What are the advantages and disadvantages of: small stores, large stores, shopping online? Use Ventures 4 *Addventures* Unit 6 worksheet F: another view to discuss the advantages or disadvantages of online shopping. OR Discuss in small groups: What kind of stores and products do you like?

Wrap Up/Assessment

- Ask learners to share their comments from step 4.

Activity 2: Returning an item to the store (45 min - 1 hr.)

1. Ask if anyone has returned something recently? What did they return and why?
2. Ask the class for reasons why we might return an item (wrong size, defective, didn't match, gift).
3. Elicit from the class some possible rules for returning items (need a receipt, not final sale, only
 - a. returnable for a set period of time)
4. Read or play some dialogues of individuals trying to return items.
<http://esl.bowvalleycollege.ca/listen/mp3/return.html> Ask Ss to take notes on what was being returned and whether or not it was accepted for return.
5. Elicit dialogue of language needed to return items.
6. Ask Ss to create a partner role play with returning a defective or wrong-sized item. Describe the problem and the remedy. **Partner A:** wants to return something – is it defective? Too large? Too small? You don't like it? **Partner B:** is the sales clerk.
7. Ask several pairs to present their role plays. Class says what the problem was and what the reason for return, and if the return was accepted. Note the reason on the board.
8. After the role plays, introduce “*that clauses*.” (E.g. Maria wanted to return the camera that was broken. Make some sentence frames for each of the dialogues presented: Felipe wanted to exchange the shoes that were too small Use Shopping Lesson B (available online) Lesson C. work together to write reasons for return using “*that clauses*”.

Wrap Up/Assessment

- Review and check their work from step 6. Ask the learners what questions they have about that clauses.

Choose either activity 3 or 4, dependent on your students' level and needs

Activity 3: Filing complaints with Dept. of Consumer Affairs (30 – 45 min)

1. Discuss ways to remedy customer satisfaction problems. Introduce the NYC Department of Consumer Affairs: <http://www1.nyc.gov/site/dca/consumers/file-complaint.page>

2. Provide students with customer problems, or ask them to come up with a complaint. With a partner, students fill out the NYS or NYC Department of consumer affairs claim form

Wrap Up/Assessment

- Ask learners to share their complaint form requests. Collect and check their completed forms.

Activity 4: Saving money (45 min)

1. In groups, Ss discuss and list on chart paper ways to save money in New York City.
2. Groups display and explain their lists, or display gallery walk style.
3. Show a discount coupon. Discuss with students if they ever use coupons.
4. Clip coupons and give one coupon to every two students. Ask them to read the coupon and answer the following questions: How much is off? What is included or excluded? What is the expiration date? Are there any other limitations? Would you use this coupon?
5. **Plan a Party.** Provide each group of students with a supermarket circular. Ask them to plan a dinner party for eight people. They can spend no more than \$35.

Wrap Up/Assessment

- Ask each group to share with the class.

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

1. What did you learn today?

Homework/Project (Extension Activity)

- **Reading/Writing:** Ventures *Addventures* 4: Writing (Lesson E) completing a paragraph about advantages/disadvantages of shopping with a credit card. Give learners the appropriate level.
- **Speaking/Listening:** Go into a store and ask about their return policy. Report back to the class.

Online Resources

- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://www1.nyc.gov/site/dca/consumers/file-complaint.page>
- <http://esl.bowvalleycollege.ca/listen/mp3/return.html>
- www.dos.ny.gov/consumerprotection/