

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

TIES (Total Immersion of English Strategies)

ADULT ESOL LESSON PLANS

<p>TOPIC: LEVEL:</p>	<p>To visit a local supermarket Low Beginning / High Beginning (Revised May 2006)</p>	<p>SKILL:</p>	<p>Speaking/listening-reading-writing-grammar</p>
<p>COMPETENCIES: (Please use ESOL Curriculum checklists to list these)</p>	<p>Speaking: 32.01 Recognize and make statements and questions. Reading: 07.07 Identify basic foods, food groups and healthy eating habits. 24.05 Identify basic foods and food groups, including nutritional information on food labels. Writing: 11.01 Name and state the cost of basic food items. 28.01 Identify food items, state costs and demonstrate use of coupons. Grammar: 08.05 Recognize U.S. currency, symbols relating to money and read prices (dollar/cent signs, decimal point.) 25.05 Count and use U.S. coins and currency</p>	<p>CULTURAL FOCUS:</p>	<p>ESOL students should be able to shop at American supermarkets, locate different sections, use coupons and find products from the food pyramid recognizing their nutritional value.</p>
<p>CLASSROOM PROCEDURES:</p>	<p>This Lesson Plan should be used if: students know basic fruits, vegetables and meats vocabulary and the verbs To Be and Simple Present Tense. HANDOUT # 1: . Warm up: Instructor introduces topic, asks students to define "supermarket", names of local supermarkets, and types of products sold there. Page 1: a. Instructor reads. Students repeat. Instructor clarifies. b. Students look up vocabulary words in English and/or in bilingual dictionaries. Instructor walks around the room answering individual questions.</p>	<p>GRAMMATICAL FOCUS:</p>	<p>Recognize and make statements and questions using the verb To Be and the Simple Present.</p>

c. Instructor reads again. Students repeat.

Page 2:

a. Instructor introduces Food Groups, reads, and clarifies.

Page 3:

a. Instructor explains the food pyramid on overhead projector, asks questions to check comprehension.

HANDOUT # 2

a. Instructor asks students to read the coupon in pairs and look up vocabulary words in English and/or bilingual dictionaries.

b. Instructor prompts class with questions about savings, kinds of purchases, where you can find and use coupons as well as its expiration date.

Picture Dictionary: page 20-Money

.Warm up: instructor introduces topic, prompts students to check prior knowledge American currency.

a. Instructor reads “Coins” to students. Students repeat for pronunciation.

b. Instructor explains value of coins and how they can be mixed for different or equal value. Ex: 2 dimes and 1 nickel = a quarter, etc.

c. Instructor displays quarters, dimes, nickels and pennies to class. Asks students to count the amounts that instructor displays. Coins are passed around the classroom for student appreciation and then collected.

d. Instructor reads “Bills” to students. Students repeat for pronunciation.

e. Instructor explains value of bills and how they can be mixed for different or equal value.

f. Instructor displays bills to class. Asks students to count the amounts that instructor displays. Bills are passed around the classroom for student appreciation and then collected.

g. Instructor reads “Ways to Pay” to students. Students repeat for pronunciation.

h. Instructor explains.

Picture Dictionary Workbook-page 20:

a. In pairs, students do page of Picture Dictionary Workbook. Instructor walks around the room for additional support and evaluation.

	<p>e. Instructor corrects exercise.</p> <p>Homework: Find coupons in the Sunday newspaper of products students would like to buy. . Instructor explains the community activity to students. Reads and explains Handout # 3</p> <p>Community Activities:</p> <p>a. Students select a local, American supermarket and use one or more coupons. b. Use the food pyramid information, write down one brand of product for each food group. c. Copy the nutritional information from the labels. d. Use their language log to write new vocabulary words found on the nutritional information labels. e. Copy their prices and buy a product using a coupon. f. Do Handout # 3. g. Be prepared to hand in Handout # 3 and be able to participate in class discussion.</p>		
TEXT BOOKS:	<p>The Oxford Picture Dictionary The Oxford Picture Dictionary Workbook.</p>	PRONUNCIATION	Rhythm, stress and clarity.
MATERIALS/ ADDITIONAL RESOURCES:	<p>. Handouts # 1,# 2 and # 3 . Real US Coins and dollar bills. . Dictionaries . Sunday newspaper food coupons of all kinds from local newspapers.</p>	VOCABULARY	<p>-Vocabulary handout #1 -Language log</p>
COMMUNITY RESOURCES:	<p>Local supermarket of students' choice.</p>	EVALUATION:	<p>Language log with supermarket shopping vocabulary Picture Dictionary Workbook Handout # 3 Class discussion based on Handout #3</p>

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Instructor's Name

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Date