

Describing a Supermarket Scene

CASAS Competencies:

- 0.1.2 Identify or use appropriate language for informational purposes, e.g. to identify, describe, state needs, etc.
- 1.3.8 Identify common food items
- 7.4.2 Take notes or write a summary or an outline

Outcomes:

- Name different people, food, and things in a supermarket
- Describe actions performed by different people at a supermarket
- Form 10 complete sentences with 20 sentence fragments
- Compose a paragraph about a supermarket scene
- List grocery store items according to where they are found at a supermarket

Teacher Preparation and Materials:

- Overhead projector
- Transparency marker
- Overhead transparency of Supermarket Scene drawing (Handout 1)
- Overhead transparency and class copies of Picture Descriptions (Handout 2)
- Group copies of Group A Sentence Fragments copied on plain paper, cut up, and paper-clipped* (Handout 3a)
- Group copies of Group B Sentence Fragments copied on colored paper, cut up, and paper-clipped* (Handout 3b)
- Class copies of Writing 10 Complete Sentences worksheet (Handout 4)
- Class copies of A copy of the Supermarket Writing Prompt (Handout 5)
- Class copies of A copy of Grocery Store Items – Self Study Lesson (Handout 6)

* Teacher will need to prepare enough slips for partner work or table groups.

Why?

Warm up:

Begin the lesson by inviting students to share their experiences as grocery shoppers. Generate general vocabulary:

Why do you think people go to supermarkets?

They need food. They are hungry. They want bread. They need meat and eggs.

Who do you see when you're at a supermarket?

a cashier, men and women, adults, children, workers, employees, customers

What do you do when you go to a supermarket?

buy food, push a cart, wait in line, pay for food, choose fruit, carry a basket, reach for food, walk around, weigh fruit, etc.

What kinds of food are there at a supermarket?

Give students practice using “There is” and “There are” with count and non-count nouns (e.g. *There are apples; There is some fruit, milk, bread, cheese, pasta, rice, juice, fish, meat, laundry detergent; There are eggs, vegetables, groceries, boxes of cereal, bags of rice, flowers, etc.*)

Explain that today we are going to practice writing about the people, food, and activities you see in a picture of a supermarket.

What?

Use Handout 1: Supermarket Scene, to show students that today’s lesson is going to give them a chance to write about a picture of people at a supermarket. Talk through the picture, reviewing the topics discussed in the warm up:

What can you tell me about this picture? Who is in the picture? What food do you see? What are the different people doing at the supermarket? How do they feel?

Spend a few moments listening to students’ comments about the picture and helping them to form short, verbal sentences about the picture.

Do!

Controlled Practice: Using the Picture Descriptions (Handout 2), invite students to describe what they see or what is happening in each drawing. Help students to express themselves correctly and then invite them to help you write two descriptive sentences on the lines below each image. Make sure the sentences you choose to write on the worksheet are offered by different students in class. Instruct them to then copy these sentences onto their own worksheets under each image, one by one.

Group Practice:

Sentence Fragments (Handouts 3A and 3B) Examples:

- | | | |
|------------|--------------------------|---|
| There is | are shopping. | 1. <u>There is some water on the floor.</u> |
| A child | is running. | 2. <u>A child is running.</u> |
| Two people | some water on the floor. | 3. <u>Two people are shopping.</u> |

Small groups receive an envelope containing a paper-clipped packet of sentence fragments copied on colored paper (Handout 3A) and a paper-clipped packet of sentence fragments copied on plain white paper (Handout 3B). Students put different fragments together to form complete sentences. The sentences they form will all be about the supermarket picture they saw on the transparency.

Individual Practice: As each group matches all of the fragments correctly, give each student a copy of Handout 4: Writing 10 Complete Sentences. Tell students to write their 10 sentences on the worksheet.

So What?

Assessment: Using Handout 5: Supermarket Writing Prompt, students will demonstrate their writing abilities by spending 15 minutes writing their own paragraph about the supermarket picture that was used in the previous activities.

Follow up: After class, review all of the writing samples, and identify examples of common errors from students' writing. Type up 6-8 of these incorrectly written sentences on a piece of paper. When the class meets again, give each student a copy of this list of 6-8 student sentences with errors. Invite students to try to rewrite these sentences correctly as a warm-up activity.

Self Study Lesson: To give students practice spelling common grocery items and categorizing these products, ask students to complete Handout 6 during their next grocery-shopping trip. Compare results in a follow-up class.

Handout 1: Supermarket Scene



Handout 2: Picture Descriptions

1.



2.



3.



4.



Handout 3a: Paper Slips for Partner A
(copied on white paper)

A woman	A boy
A man	A child
Many people	A girl
A wet floor	There is
There are	This is

Handout 3b: Paper Slips for Partner B
(copied on colored paper)

is holding a drink.	is crying.
is angry.	is running in the store.
is dangerous.	is riding on a cart.
are shopping.	a lot of corn.
many problems.	a supermarket

Handout 4: Writing 10 Complete Sentences

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Handout 5: Supermarket Writing Prompt



Handout 6: Grocery Store Items

Take this shopping list along on your next trip to the grocery store. Write 4 foods for each of the categories: canned goods, dairy products, baking supplies and fruits and vegetables. Use a dictionary to check your spelling. Compare your list with a partner in class.

Canned Goods

1. _____

2. _____

3. _____

4. _____

Dairy Products

1. _____

2. _____

3. _____

4. _____

Baking Supplies

1. _____

2. _____

3. _____

4. _____

Fruits & Vegetables

1. _____

2. _____

3. _____

4. _____