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# Grocery Shopping

A CLB 1L-2L Module  
with Teaching Materials

## Classroom-ready Literacy resources that include:

- ✓ Module plan adjusted for two levels
- ✓ Assessment tasks at two levels
- ✓ Skill-building activities
- ✓ Skill-using tasks
- ✓ Needs assessment and learning reflection tools
- ✓ Reference list of additional resources

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## Development Team:

The module is based on a similar module designed for non-literacy CLB 1-2 learners, titled *Grocery Shopping*.

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## How to Use the Module Package

This module includes activities for a unit on *Grocery Shopping* for CLB levels 1L and 2L. There are suggestions for introducing the topic, and handouts for needs assessment and end-of-module learning reflections. In addition, the package includes a series of skill-building activities and skill-using tasks for Listening, Speaking, Reading, and Writing. It also includes two-level assessment tasks for each of the four skills. This package has been specifically developed for use with **ESL literacy learners**. Audio files supporting this module are included and posted separately.

### Some Notes about this Module Package:

1. This module is organized using the whole-part-whole instructional approach, in which instructors begin by presenting a task or text in its entirety and as a whole, then focus on individual components of the task or discrete parts of language, then return to whole again.
2. The module is laid out sequentially, but can be adapted and supplemented. The *Additional Instructor Resources* section includes page references to a sample of published resources with activities to support this module.
3. Each learner activity/task is identified in the upper right corner as a skill-building activity, a skill-using activity, or an assessment task. These symbols can help learners identify which handouts (skill-using and assessment tasks) should be filed in their portfolios.



*Skill-Building Activity*



*Skill-Using Task*



*Assessment Task*

4. Learner handouts are marked with the icons below to help literacy learners identify the appropriate section of their portfolios in which to file handouts.



Listening



Speaking



Reading



Writing

5. The skill-building and skill-using activities in this module are not differentiated by level. They can be used with learners at both CLB 1L and CLB 2L by making accommodations as required, depending on the needs of learners in the class.

6. Assessment is embedded into all the activities and incorporates a range of assessment strategies including:
- **In-class contingent assessment:** the very informal and spontaneous feedback you give learners while they are doing a task
  - **Planned integrated assessment:** informal but planned assessment, such as giving descriptive feedback to learners on skill-using activities, focusing on what they are doing well and what they need to do to improve.
  - **Formal assessment of learning:** assessment that gives learners feedback on task success related to CLB criteria.

For a fuller discussion of assessment strategies, see the current *PBLA Practice Guidelines*<sup>1</sup> (in the Portfolios section, select Feedback and Assessment from the side menu), and *Integrating CLB Assessment into your ESL Classroom*<sup>2</sup> (in Chapter 2, Planning for Assessment).

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<sup>1</sup> PBLA Practice Guidelines: <https://pblapg.language.ca/>

<sup>2</sup> Integrating CLB Assessment into your ESL Classroom: <https://iclba.language.ca/>

## Learners with Literacy Needs

Many language learners in Canada also have literacy needs (ESL Literacy learners). ESL literacy learners have not fully developed literacy in **any** language. They are developing literacy skills at the same time as they are learning English. Literacy learners have unique strengths and challenges that they bring to their learning.

Learners with literacy needs are diverse. They can come from any country, culture, first language, or faith; they can be any age or gender identity or expression. They have literacy needs for a variety of reasons, such as:

- They have not attended school at any time in their lives.
- They have had fewer than 10 years of formal education.
- They have had an interrupted formal education.
- They have experienced trauma or injury that has impacted their learning, abilities or memory.

Literacy learners may also have other needs in addition to the development of literacy, such as:

- They may have numeracy (math) needs.
- They may have digital literacy (technology) needs.
- They may have needs related to their experience of trauma, which can have a lasting impact on learning.
- They may have needs related to a range of other challenges.

Instructors should be mindful of these needs when working with literacy learners.

During assessment, it is important to be aware of the particular skill that is being assessed, and the limitations and underlying assumptions of the assessment tool. For example, many listening assessments require that learners read questions and demonstrate their listening comprehension through writing. For a learner who is developing literacy, this can lead to an inaccurate representation of the learner's listening ability.

Literacy learners have varying levels of literacy skills and abilities, along a continuum from foundational learners who may be forming letters for the first time, to learners who have some decoding ability, but may be working to develop greater reading comprehension skills. Literacy learners benefit from direct, effective, supported instruction in literacy skills and strategies.

This module is designed specifically for literacy learners. It is a partner module to a similar module designed for non-literacy CLB 1-2 learners. This module is designed to include many opportunities for learners to work on their literacy development; instructors can also integrate their own literacy instruction into this module.

# An Introduction to the Whole-Part-Whole Approach

This module follows the whole-part-whole instructional approach. In this approach, instructors begin by presenting a task or text in its entirety, then focus on individual parts of language and discrete skill development, and then return to whole language and texts again. With this approach, learners can see the broader context and purpose of language use before focusing on its individual elements.

The activities in this module are organized into four parts:

## 1. Whole: Developing Context

In this portion of the module, the core text is introduced. This provides an opportunity to establish context for the tasks and activities learners will practise throughout the module. Learners engage in activities to activate their prior knowledge, develop an awareness of key concepts related to the topic, and acquire the vocabulary needed to complete the activities. The core reading text presents these concepts and language items within a meaningful and relevant context. Learners practise pre-reading strategies, such as skimming, predicting what the text is about, looking at the pictures to facilitate comprehension, and accessing background knowledge within the context of the whole text.

## 2. Part: Developing Skills (*Skill-building Activities*)

In the central portion of the module, the focus is on the **parts** of language and texts. Learners engage in various skill-building activities that will help them develop their Speaking and Listening skills. They also re-read the core text and work on some of the skills and strategies that facilitate literacy development: reading and writing strategies, vocabulary development, as well as any individual skills needed for the assessment tasks.

## 3. Whole: Practising Skills (*Skill-using Tasks*)

In this part of the module, learners return to **whole** language and texts again. This section provides an opportunity for learners to consolidate the skills and strategies they practised in the previous portion of the module, as they engage in skill-using tasks for Listening, Speaking, Reading, and Writing.

## 4. Assessment

In the assessment portion of the module, learners demonstrate their learning through the independent performance of specific assessment tasks for the four skills.

# Module Plan

**Theme:** Commercial Services

**Topic:** Grocery Shopping

	<b>Listening</b> CLB Level: 1-2	<b>Speaking</b> CLB Level: 1-2	<b>Reading</b> CLB Level: 1L-2L	<b>Writing</b> CLB Level: 1L-2L
<b>Real-World Task Goal(s)</b>	Understand locations and directions in a grocery store.	Ask for assistance in a grocery store.	Understand information on a food label.	Copy words to respond to a text message about items needed at the grocery store.
<b>Context/ Background Information</b>	Concept that most food is purchased at large grocery stores in Canada; farmers' markets; superstores that include groceries, pharmacies, apparel and other items; sections of grocery stores (meat, dairy, bakery, etc.) and aisles; the idea that grocery store employees can provide information and assistance in finding items; recognizing that food is often measured by weight or volume; recognizing that there are different units for measurement; recognizing that some people have severe peanut allergies and that peanut-free foods are marked with a symbol			
<b>CLB Competency Area(s) and Statements</b>	<b>Comprehending Instructions</b> Understand very short, simple instructions, commands, and directions (CLB 2) related to immediate personal needs.  <b>Getting Things Done</b> Understand expressions used to attract attention and to request assistance in situations of immediate personal need.	<b>Getting Things Done</b> Make and respond to simple requests related to immediate personal needs/common everyday activities (such as asking for assistance, a price, or an amount).	<b>Getting Things Done</b> Get information from very short, simple, common formatted texts.	<b>Reproducing Information</b> Copy numbers, letters, words, short phrases or sentences from simple lists or very short passages, for personal use or to complete short tasks.



## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Language Focus Items</b>	<ul style="list-style-type: none"> <li>Vocabulary for common food items, sections of a grocery store, people working in the store (e.g., <i>cashier, manager</i>)</li> <li>Prepositions of location (<i>next to, beside, in</i>)</li> <li>Phrases to convey locations and directions in a supermarket (<i>on the right/left, at the front/back</i>)</li> <li>Expressions to request assistance</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary for common food items and sections of a grocery store</li> <li>Vocabulary and phrases to convey locations and directions in a supermarket</li> <li>Formulaic phrases for requesting assistance</li> <li>Pronunciation of key vocabulary items</li> </ul>	<ul style="list-style-type: none"> <li>Format of food labels</li> <li>Common abbreviations for amount, such as <i>g</i> and <i>mL</i></li> <li>Vocabulary for identifying and describing food on a food label</li> <li>Common nutritional vocabulary, such as <i>sodium, fat, and sugar</i></li> </ul>	<ul style="list-style-type: none"> <li>Format of messages and notes</li> <li>Common phrases and courtesy formulas for a request, such as <i>Can you please</i>, and <i>thank you</i></li> <li>Writing legibly</li> <li>Using capitals and periods</li> </ul>
<b>Language and Learning Strategies</b>	<ul style="list-style-type: none"> <li>Listening to recordings multiple times</li> <li>Asking for repetition</li> </ul>	<ul style="list-style-type: none"> <li>Asking for repetition and clarification; asking someone to slow down</li> <li>Memorizing common formulaic expressions/phrases to ask for assistance</li> </ul>	<ul style="list-style-type: none"> <li>Using pictures and format to help with comprehension</li> <li>Identifying where to find key information on a label</li> <li>Recognizing metric and imperial measurements</li> <li>Reading several times to build comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Using a picture dictionary or other resource</li> </ul>

## Module Plan, *continued*

	Listening	Speaking	Reading	Writing
<b>Literacy Skills</b>	<ul style="list-style-type: none"> <li>• Listening for the initial sounds of words</li> <li>• Using clapping to identify syllables in a word</li> </ul>	<ul style="list-style-type: none"> <li>• Pronouncing words slowly and clearly to aid with spelling and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>• Decoding letters, words, numbers, and symbols</li> <li>• Tracking words and formatted text from left to write, top to bottom</li> <li>• Using knowledge of sight words to decode simple formatted text</li> <li>• Using the first letter to aid in identifying a word</li> </ul>	<ul style="list-style-type: none"> <li>• Using speaking to assist with writing (recognizing that writing is the same as speech on paper)</li> <li>• Forming letters and numbers; spacing words</li> <li>• Printing legibly</li> <li>• Identifying where to write and adjusting writing to fit the space</li> <li>• Copying accurately from a source</li> </ul>
<b>Assessment Tasks</b>	Listen to a dialogue about locations in a grocery store and answer questions.	Use prompt cards to ask for assistance finding items in a grocery store.	Read a food label and answer questions.	<p>Copy words to respond to a simple text message about items needed at the grocery store.</p> <p><b>CLB 1L:</b> Copies words to complete a grocery list.</p> <p><b>CLB 2L:</b> Completes a very simple text message.</p>

## Delivering the Module

### Module Outline

- **Whole: Developing Context**

Begin the module with the entire text or task, with whole-language activities that support the development of vocabulary and the building of the context. Read the text *Farad Goes Shopping* and focus on pre-reading strategies and whole-text approaches.

- **Part: Developing Skills (Skill-building Activities)**

Work on skill-building activities to build literacy skills and strategies for this module. Read *Farad Goes Shopping* again and approach specific parts of the text, providing literacy development activities, such as matching words and sequencing the story.

- **Whole: Practising Skills (Skill-using Tasks)**

Return to whole language tasks and activities and practise skill-using tasks for the module. Continue with *Farad Goes Shopping* and re-read for reading comprehension and fluency development.

- **Assessment (Assessment Tasks):** Complete the assessment tasks for the module.

### Considerations for ESL for Adult Literacy Learners (ALL)

- Draw on the learners' own shopping experiences. Build relevant vocabulary (e.g., food words, sections of the grocery store, phrases for getting attention, asking for help, and closing conversations) by first presenting/eliciting it orally, then in writing and through manipulatives.
- Build sight vocabulary by creating card matching activities.
- Create a sight word wall with relevant shopping vocabulary.
- Elicit and record learners' stories/experiences about grocery shopping (using the Language Experience Approach).
- Use group choral reading of co-created stories and have learners identify target words and phrases.
- Encourage learners to create and maintain a word bank of new vocabulary.

## Additional Teacher Resources

The Language Companion – ESL Literacy:

*Helpful English:*  
p. 36 Fruit  
p. 37 Vegetables  
p. 39 Where is it?  
p. 43 Measuring Liquid



**CCLB Literacy Resources:** <https://www.language.ca/resources/expertise/for-literacy/>

- ESL for Adult Literacy Learners (ALL)
- CLB: ESL for ALL Support Kit

### Additional Literacy Resources

- A Practical Guide to Teaching ESL Literacy <https://globalaccess.bowvalleycollege.ca/our-resources/publications-resources/practical-guide-teaching-esl-literacy>

### Additional Teaching Materials for Emergencies:

- VIDEO: Shop for Food – Can You Help Me? <https://youtu.be/-sajMPPqwUE>
- LINC Classroom Activities (LINC 2), Algonquin College, 2009.  
[http://www.moresettlement.org/LINC1-4/LINC4/LINC\\_2\\_Classroom\\_Activities.pdf](http://www.moresettlement.org/LINC1-4/LINC4/LINC_2_Classroom_Activities.pdf)
  - Where Can I Find Toothpaste? (p. 210)
- Oxford Picture Dictionary High Beginning Workbook (Canadian Edition), Oxford University Press, 2010. (Food (pp. 66-85))
- ESL Library: [www.esllibrary.com](http://www.esllibrary.com)
  - Everyday English - Going to the Supermarket: [esllibrary.com/courses/76/lessons/1712](http://esllibrary.com/courses/76/lessons/1712)
  - Everyday Dialogues - Making a Grocery List: [esllibrary.com/courses/76/lessons/3542](http://esllibrary.com/courses/76/lessons/3542)

### Free Online Vocabulary Activities:

- Learning Chocolate: <https://www.learningchocolate.com/>
  - In the “Food” category: Grocery store, in the grocery store, fruits and vegetables, bakery and meat, beef, condiments, fruit, fruits and vegetables, vegetables, nuts and seeds
- Language Guide: <https://www.languageguide.org/english/vocabulary/>
  - In the “Food” category: fruit, vegetables, food, drinks

## Needs Assessment

**Teaching Notes:** Before beginning the module, it is good practice to conduct a needs assessment. This is an opportunity for you (as the instructor) to gauge what learners already know and need to know about the topic, and for learners to guide their learning.

It is best to conduct needs assessments with literacy learners orally, with the support of images, before presenting a needs assessment that requires writing. In this needs assessment activity, the writing is supported by sentence stems and copying.

### Set Up:

1. In a class discussion, talk about the kinds of things learners would need English for when shopping for groceries. Their responses will form your needs assessment activity. Write their responses on the board.
2. Arrange learners in pairs. Cut up and distribute a set of strip sentences (on the page that follows). As a class, ask volunteers to describe the pictures. Choral read the sentences. Have learners practise reading the sentences to their partners.
3. In pairs, have learners discuss the five options and pick two that are most important to them. Ask them to post their choices on the board. Review the responses with the class and ask everyone to vote by raising their hands for each response.
4. Give each learner two sticky notes. Ask them to write their name on each sticky note and post them on or under the two posted responses that are most important to them. Use this information to gauge class interest in each of the topics.
5. Give each learner a copy of the *My Needs Assessment* handout. Have them copy from the posted responses to complete the blanks. Be prepared for learners to change their minds while they are copying; if this happens, ask them to move their sticky notes. This will promote the connection between the choice they made orally or with their sticky notes and the choice they are writing down.
6. Help them to file their needs assessment in the correct place in their portfolios.



I need English to understand parts of a grocery store.



I need English to ask for help in a grocery store.



I need English to read a food label.



I need English to write a shopping list.

Can you buy:  
- eggs  
- milk

I need English to write a message to a friend.

## Needs Assessment

---

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### **My Needs Assessment**

I need English to

I need English to

I need English to

## Vocabulary: A Teacher's Resource

Vocabulary development is very important to this module and to learners at CLB 1L-2L. The master list below includes words that appear frequently in this module, but other vocabulary can also be included according to learner interests and needs. For skill-building activities, select the words that will be the most useful for the learners in your class.

Food	Parts of a Grocery Store
<ul style="list-style-type: none"> <li>• oranges</li> <li>• apples</li> <li>• peppers</li> <li>• broccoli</li> <li>• potatoes</li> <li>• onions</li> <li>• garlic</li> <li>• flour</li> <li>• bananas</li> <li>• chicken</li> <li>• milk</li> <li>• eggs</li> <li>• cheese</li> <li>• rice</li> <li>• bread</li> <li>• pasta</li> <li>• sugar</li> <li>• fish</li> </ul>	<ul style="list-style-type: none"> <li>• produce section</li> <li>• bakery</li> <li>• meat/fish sections</li> <li>• dairy section</li> <li>• aisles</li> </ul>
	<b>Getting Attention</b>
	<ul style="list-style-type: none"> <li>• Excuse me?</li> </ul>
	<ul style="list-style-type: none"> <li>• Can you help me?</li> </ul>
	<ul style="list-style-type: none"> <li>• Can I ask you a question?</li> </ul>
Measurements	Writing a Message
<ul style="list-style-type: none"> <li>• grams (g)</li> <li>• milligrams (mg)</li> </ul>	<ul style="list-style-type: none"> <li>• Can you buy ...?</li> <li>• thanks</li> <li>• please</li> </ul>
	<b>Reading a Food Package</b>
	<ul style="list-style-type: none"> <li>• sodium (salt)</li> </ul>
	<ul style="list-style-type: none"> <li>• sugar</li> </ul>
	<ul style="list-style-type: none"> <li>• fat</li> </ul>
	<ul style="list-style-type: none"> <li>• peanuts</li> </ul>
	<ul style="list-style-type: none"> <li>• allergy</li> </ul>



## Vocabulary-building Activities

Use a variety of activities to help build and reinforce vocabulary. This will help learners learn and retain new words. Below are possible vocabulary-building activities that can be used with the vocabulary cards in this module.

1. **Card Matching:** Copy and cut out the picture/vocabulary cards in the *Whole: Developing Context* section of this module. Have learners work in pairs to match the words to the pictures.
2. **Sort:** Have learners sort the food words in a variety of ways. Learners can sort by the first letter or the number of syllables. Learners can also sort the food items into the different sections of the grocery store (produce section, meat section, dairy section, bakery, and aisles).
3. **My Food:** Learners can sort pictures of foods they eat and foods they don't eat, their favourite foods, or the foods they would put together into a meal. Once they have put together the pictures for a meal, they can tell their partner the foods they have chosen for their meal.
4. **TPR (Total Physical Response):** Have learners lay out the cards on the table in front of them and stand up. Name a food and have learners point to or pick up the correct card.
5. **Spelling Bee:** Organize the class into teams. Have two learners come to the board from one team. Say one of the vocabulary words out loud. The learners work together to write the word on the board OR to copy the word from their vocabulary card. Each team that spells a word correctly gets a point.
6. **Swat:** Divide the class into two teams. Tape two sets of vocabulary cards on the board (with some space in between). Ask a learner from each team to come to the board. Give each learner a fly swatter. Name a food item. The first learner who swats the right item with the fly swatter gets a point.






## Learning Reflection: End of Module

**Teaching Notes:** At the end of the module, conduct a learning reflection. Conduct the learning reflection orally before having learners do it in writing. This learning reflection is a chart, which may be an unfamiliar format for literacy learners. Be prepared to support them as they complete it. Depending how long the class takes to work through the module, it may be helpful to reflect at the end of each week.

### Set Up:

1. Elicit from learners the tasks they have done during the module. Write them on the board.  
Elicit: *say food words, read a story about Farad, ask for help in a grocery store, read a food label, and write a shopping list.*
2. Draw or project a large version of the chart on the board. Complete it together as a class.
3. Hand out the learning reflections and support learners to complete their own reflections.
4. Help learners file their learning reflection in the appropriate section of their portfolio.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

	I can	I need help
 <p>I can say food words.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can ask for help in a grocery store.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>Farad Goes Shopping</p> <p>I can read a story about Farad.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can read a food label.</p>	<input type="checkbox"/>	<input type="checkbox"/>
 <p>I can write a shopping list.</p>	<input type="checkbox"/>	<input type="checkbox"/>

# Whole: Developing Context

## Introductory Skill-Building Activities for Listening, Speaking, Reading, and Writing

Building Vocabulary: Food Items ..... 18

Building Vocabulary: Sections of a Grocery Store..... 21

Activating Prior Knowledge ..... 23

Reading Text: Farad Goes Shopping ..... 24

**Teaching Notes:** Vocabulary development and review should be integrated into activities for all four skills. Literacy learners will need lots of recycling and repetition to internalize new words. Introduce new vocabulary slowly and incrementally through a variety of different activities. Work on developing vocabulary *orally* before having learners attempt to read and write the words. Learners can use the vocabulary cards to support their reading and writing activities and tasks throughout this unit.

Give each learner a set of word cards for the vocabulary for this module. You can punch a hole in the corner of the cards and give each learner a binder ring for their words. Encourage them to use this word bank throughout the module. As new vocabulary is presented, they can add cards to their rings.

## Set Up:

### Part 1


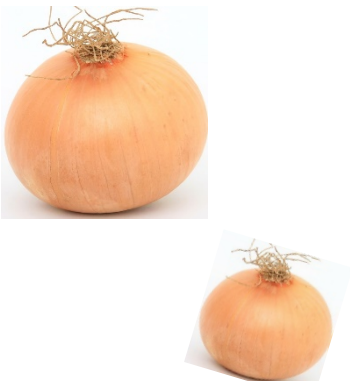







1. Distribute a set of Food Picture Cards (pictures only) on the page that follows. Look at the cards together and name each food item. Hold up a card and ask learners to call out what it is. Shuffle the cards and repeat.
2. Spread the cards on the table and gather learners around it. Ask each learner which items they like to eat, which items they buy and where they shop for groceries.
3. Have learners work in pairs. Ask each pair to spread their food cards on the table in front of them. Ask the question: "Excuse me. Can you help me? Where is the...?" and complete the sentence with one of the food words. Have learners respond by pointing to the correct food card. Repeat the exact phrase so that learners begin to memorize it.
4. After asking the question many times with different food items, have a learner come up to the front of the class and ask the question.
5. Write the phrase on the board. Ask individual learners to "read" the phrase on the board. Ask learners to find individual words in the phrase.

### Part 2

1. Set up a table representing a "store" at the front of the classroom. Spread out the food cards on the table. Sit behind the table and have learners form a line. The first learner comes to the table and asks, "Excuse me. Can you help me? Where is the..." and names one or two foods on the table. Hand the learner the cards they have named.
2. Give each learner a few opportunities to be shoppers; then switch and have learners play the role of the store clerk.
3. After the activity, review the vocabulary by eliciting the names of each of the foods from the class.



Food Picture Cards

		
peppers	onions	broccoli
		
flour	apples	garlic
		
potatoes	bananas	oranges



		
milk	cheese	eggs
		
bread	rice	pasta
		
chicken	sugar	fish



**Teaching Notes:** This activity introduces the key sections of a grocery store, which are central to the vocabulary of the module. Learners also have an opportunity to practise sorting and categorizing food items.

### Set Up:

#### Part 1

1. Show learners the images of the sections of a grocery store on the page that follows. Either print large images or project the images onto a screen, if possible. Elicit the names of the sections of a grocery store from the class. Repeat multiple times until learners are familiar with the sections of a grocery store.
2. Review the food words from the previous activity. Ask learners which foods can be found in each section of the grocery store. Repeat back what learners tell you, using repetitive language. "Apples are in the produce section. Bananas are in the produce section. Onions are in the produce section."
3. Cycle through the images several times, eliciting the names of the different sections of the grocery store, until most learners have learned them.

#### Part 2

1. Turn the classroom into a grocery store by taping the images of the grocery store sections to different walls of the classroom.
2. Give each learner three or four food items. Ask them to tape the items in the correct section of the grocery store.
3. When learners have finished, look through each section together. Repeat the phrase, "The bread is in the bakery. The chicken is in the meat section", and so on.
4. Give each learner three or four different food items. This time, ask them to say where the items are located by repeating the previous phrase.





## Sections of a Grocery Store



Bakery



Aisles



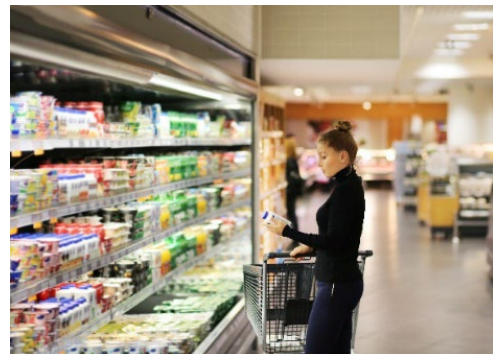
Meat Section



Fish Section



Produce Section



Dairy Section

**Teaching Notes:** When introducing the module to the class, begin by drawing on learners' knowledge of shopping for groceries. Brainstorm with the class their favourite foods and where they find these in Canada. Be as specific as you can, naming foods and local stores by name.

## Set Up:

### Part 1: Naming Foods

1. If possible, bring in a selection of the food items learned in the previous activity or print images (as large as possible) of the picture cards. Spread the food or pictures across a table and have learners gather around it.
2. Ask learners what the pictures are examples of and try to elicit the word "food." Note that naming categories is a challenging literacy skill and worth practising whenever possible. Review the vocabulary by asking learners to name the foods. Write the words on the board and post the pictures above their names.
3. Ask learners what they like to cook or eat. They can point to the pictures or name their favourite foods. If learners name something that is not pictured, such as biryani or injera, try to display those images on a computer screen if possible.
4. Ask learners where they like to go shopping. Name local stores by name.
5. Spread out the vocabulary cards for grocery store sections from the previous activity. Look at the cards together and name each section. Hold up a card and ask learners to call out the name of the section. Shuffle the cards and repeat.

### Part 2: Field Trip and Language Experience Approach

1. If possible, take the class to a local grocery store. Walk through the store together and elicit the names of the sections (bakery, dairy, etc.) and of different food items. Take photographs of learners (with their permission) and of different sections of the store. You can also encourage them to take photographs on their phones.
2. In class, create a story about the trip by eliciting sentences from learners. Write simple sentences on the board or chart paper.
3. Use the text you create together for additional literacy activities, such as:
  - Read the story to learners and have them choral read (learners and instructor read aloud together at the same time).
  - Write key words on slips of paper and ask learners to match them to the story.
  - Ask learners to find specific words in the story (e.g., food words, words that start with "m")
  - Type the story and illustrate it with the photographs you took. This can become the basis for further literacy activities throughout the module.

Skills: Listening, Speaking, Reading

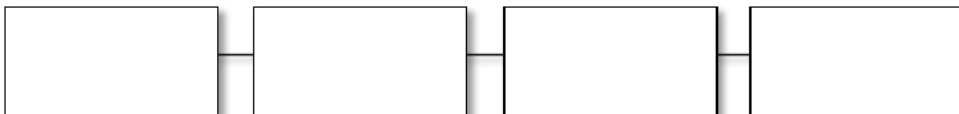
**Teaching Notes:** The text, *Farad Goes Shopping*, (in the appendix) is the central text for this module. It provides an opportunity to develop reading skills and strategies as well as concepts and vocabulary related to this module. Keep in mind that literacy learners benefit greatly from reading a text more than once, so return to it often throughout the module. This text is written at a literacy level where learners can read simple sentences. The text uses repeated sentence stems, *Farad goes* and *Farad buys*.



**Note:** When you print *Farad Goes Shopping*, select **print double-sided, flip on short edge** on your printer. Then fold the pages to make a booklet for each learner. Although the pages of the story are not in order in this document, they will be in order when you print and fold it.

## Set Up:

- Look at the text as a class. Have learners notice the title and the photographs. Elicit what they think the text is about. Ask questions, such as:
  - Who is Farad? (a man)
  - Where does he go? (the grocery store)
  - Who is with him? (his family)
  - What does he buy? (many items, including apples, chicken, rice, etc.)
- Summarize learner predictions. Read the text aloud and notice together whether the predictions were accurate. Read the text aloud again; allow learners to ask questions if any words are unfamiliar.
- Engage learners in reading the text. Depending on their literacy level, select one or more of the following activities:
  - Choral read the text
  - Echo read the text (instructor reads a line aloud, then learners repeat it)
  - Have learners read the text in pairs
  - Have learners read the text independently
  - Sit with individual learners and read the text together
- Draw a “Story Train” on the board similar to the image below. Help learners retell the story and put key words into the boxes of the graphic organizer in the correct sequence. Retell the story again for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the “Story Train.”



## Part: Developing Skills

### Skill-Building Activities for Listening, Speaking, Reading, and Writing

Understanding How to Get Someone’s Attention .....	26
Finding Items in a Grocery Store .....	27
Understanding Locations in a Grocery Store .....	31
Asking for Help .....	32
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Reading Measurements .....	42
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Ramzia Goes Shopping: Copying Food Words .....	47
Spelling Food Words .....	50

## Skills: Listening, Reading

**Teaching Notes:** In this activity, learners practise identifying how to get someone's attention politely and to ask for help in a store. They learn three phrases and focus on understanding and identifying them.

### Set Up:

1. Review ways to get someone's attention when you need help. Elicit or help learners with these three phrases: *Excuse me. Can you help me? Can I ask you a question?*
2. Read the three phrases to learners a few times. Read them together as a class. Ask individual learners to say each one.
3. Ask learners to find and point to the following words within the phrases: *can, me, I, you, excuse, help, question.*
4. Pretend to be busy working. Have learners get your attention by using one of the openers.
5. Write the phrases again on a different part of the board. Call two learners to the front of the class; call out one of the phrases and have them race to point to the one you called. Repeat several times and give different learners a chance to play.
6. Place signs in different areas of the classroom that say each of the target phrases: *Excuse me. Can you help me? Can I ask you a question?* Read these out loud to learners. Call them out and have them point to the right sign. Call out one of the phrases. Have learners identify which phrase you called by standing under the sign.
7. Read the transcript below. Have learners identify which phrase you used by standing under the correct sign.

### Additional Practice Suggestion:

- Have learners call out the phrases; their classmates move to the correct sign.

### Transcript

1. Hi. **Can you help me?** Where is the milk?
2. **Excuse me.** Where is the bread?
3. **Can I ask you a question?** Where are the oranges?
4. **Can you help me?** Where is the meat section?
5. **Excuse me.** Where are the eggs?
6. **Can I ask you a question?** Where is the rice?

**Teaching Notes:** This activity focuses on the sections of a grocery store. It should be done after learners have had some practice with the food words. It can be broken into smaller steps and repeated many times during the module to give extra practice with the vocabulary and with locations in the grocery store.

## Set Up:

### Part 1

1. Teach/review the sections of a grocery store using the picture/vocabulary cards from the “Whole” section of this module. Go over the names of the grocery store sections and have learners repeat them. Call out the sections and ask learners to hold up the correct picture. If you went on a field trip to a grocery store, show learners the photographs from the field trip. Have them name the sections in the photographs.
2. Write the names of grocery store sections on the board and ask learners what kinds of food they might find in each section. Tell learners that the middle of the grocery store has aisles. Ask what kinds of food are in the aisles (e.g., rice, sugar, canned food, soup, beans, cereal).
3. Review the names of food items using the picture cards from the Whole section of this module using any of the activities listed in the Vocabulary-building Activities section.

### Part 2

1. Explain to learners that the classroom will be a grocery store. Post pictures of the different sections of the store around the classroom.
2. Call out a section (e.g., bakery, meat section, dairy section) and have learners respond by standing by that picture in the classroom.
3. Give learners a set of vocabulary food cards with a small piece of masking tape on the back. If you have time, show learners how to make a small tape roll and fix it to the back of each card. This can help to build fine motor skills, coordination, and tracking, if learners need these skills.
4. Have learners work together to tape the food items to the correct sections of the store.

### Part 3

1. Hand out the worksheet. Have learners cut out the small food pictures.
2. Read each sentence from the transcript on the next page and have learners place (or glue) the correct food item to the appropriate section of the floor plan. Repeat each sentence as often as needed.
3. Take up the answers together as a class.



### Transcript

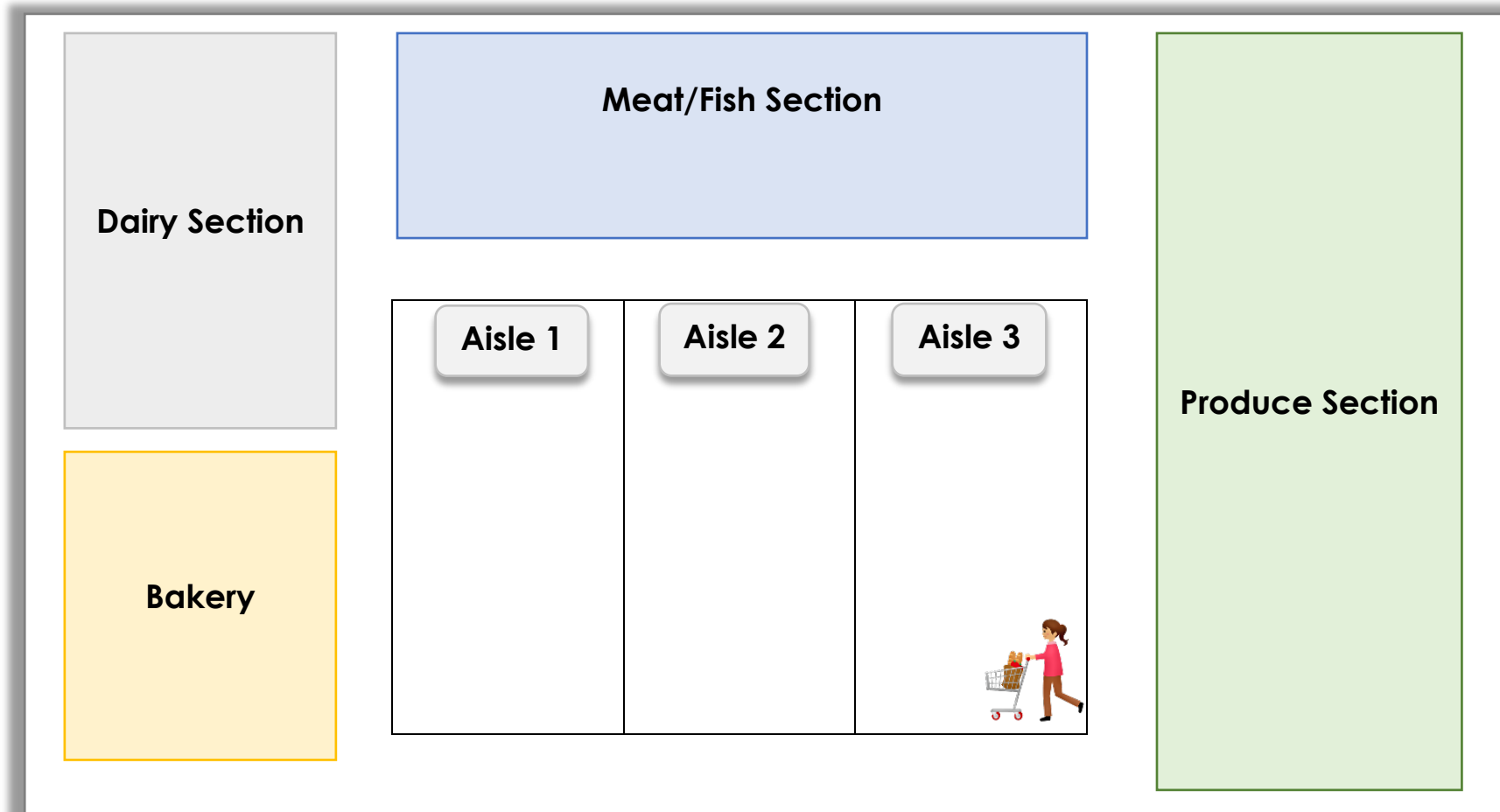
1. The chicken is in the meat section.
2. The broccoli is in the produce section.
3. The eggs are in the dairy section.
4. The rice is in aisle 2.
5. The oranges are in the produce section.
6. The milk is in the dairy section.
7. The pasta is in aisle 1.
8. The bananas are in the produce section.
9. The sugar is in aisle 3.
10. The bread is in the bakery.



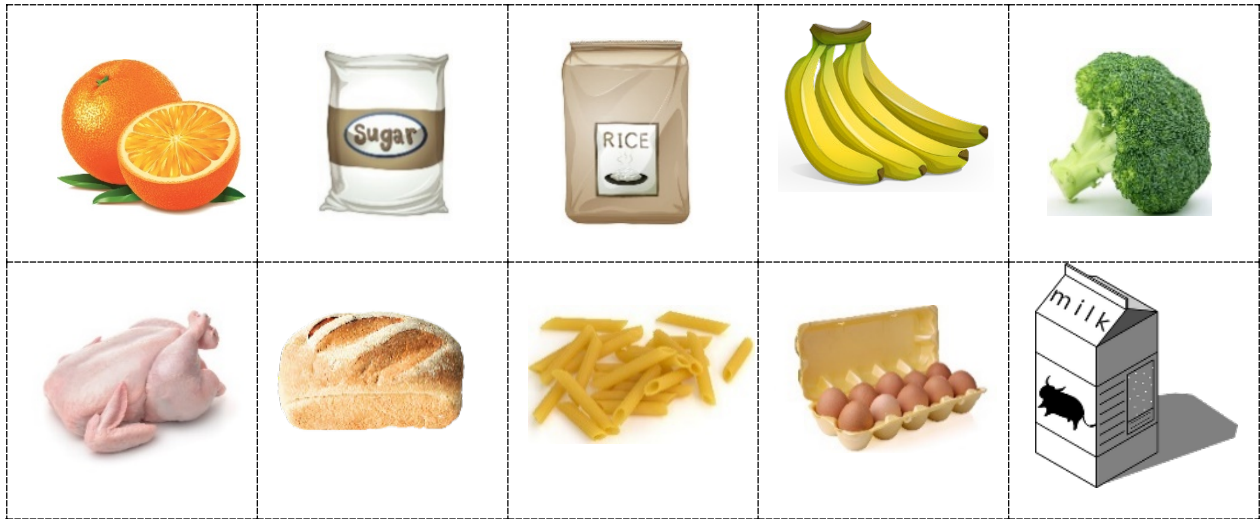
## Finding Items in a Grocery Store

SB

**Instructions:** Listen. Put the food in the right section.







## Skills: Listening

**Teaching Notes:** In this activity, learners practise listening to simple prepositional phrases (*at the back/front of the store, on the right/left, beside*) to locate different sections of the grocery store.

### Set Up:

1. Teach the following words/expressions: *beside, on the left side, on the right side, and at the back*. Ask learners to point to the left side of the classroom, the right side, and the back of the classroom. Ask learners about different things in the room. For example, "Where is the window?" "It is at the back of the classroom." "Where is the door?" "It is on the right side of the classroom."
2. Using the grocery store floor plan from the previous activity, ask questions about the locations of different sections. For example, Where is the dairy section? (on the left side) Where is the produce section? (on the right side).
3. Post signs in different parts of the classroom: *left side, right side, at the back, at the front, beside*. Post the signs in the correct place for the classroom. Place the sign that says *beside* in the middle of the class.
4. Read the six sentences below and have learners move to the correct part of the classroom for the locations they hear. Read each sentence as often as needed. Take up the answers as a class.

### Transcript

1. The meat section is on the **right side** of the store.
2. The dairy section is **at the back** of the store.
3. Aisle 4 is **beside** the dairy section.
4. The produce section is on the **left side** of the store
5. The bakery is **at the back** of the store.
6. The fish section is **beside** the meat section.

**Teaching Notes:** This activity recycles food vocabulary and gives learners a chance to practise expressions for getting someone's attention and asking for assistance to find things in a grocery store. Learners should already have had multiple opportunities to become familiar with the food vocabulary.

## Set Up:

1. Ask learners what they do when they can't find something in a grocery store. Elicit who they can ask, and what they can say. Write expressions on the board: *Excuse me*, *Can you help me?* and *Can I ask you a question?* Practise saying them with learners.
2. Tell learners that they will be role-playing a grocery store employee/shopper interaction. Use language like, "We are in a store. You are the shopper. You work at the store." The shopper will ask for help finding different grocery items and the employee will respond. Distribute the employee sheet on the page that follows. Elicit the names of each of the food items. Teach/review sections of the grocery store by asking "Where is the fish?", and having learners respond with the correct section of the store.
3. Practise requests and responses with the class, such as "Excuse me, where is the..." and "The... is in the..." Point out that for food words referring to one item, we use "is" in the question, and for food words referring to more than one item, we use "are."
4. Arrange the class into pairs. Give one partner the Employee Sheet (on the page that follows) and the other partner one of the Shopper Cards. Have the shoppers ask where one of the items on their card is. The employee looks at their sheet and gives an answer. When shoppers have asked for the locations of the 4 items on their card, learners switch roles and repeat the activity.



## Employee Sheet

### The Grocery Store

#### Bakery



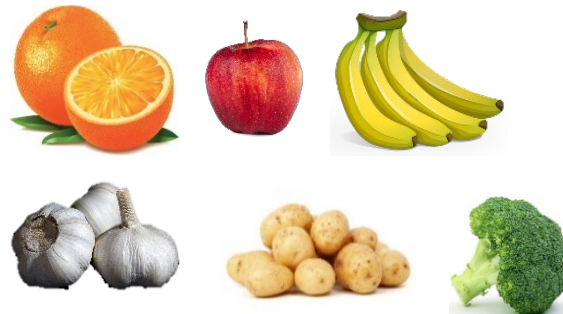
#### Meat/Fish Section



#### Dairy Section



#### Produce Section



#### Aisle 1



#### Aisle 2





## Shopper Cards

You want:



You want:



You want:



You want:



**Teaching Notes:** In this activity, learners practise differentiating between /b/ and /f/ sounds. The activity presents an opportunity to recycle the vocabulary in the module.

## Set Up:






1. Distribute the handout (Part 1) on the page that follows. Elicit the names of the food items orally from learners. Have learners work in pairs to read the names of each item. Practise saying the words together.
2. Notice together with learners that each word is made up of several sounds. Focus on the initial sound. Say a word and then say its initial sound (e.g., *pepper*... *pepper begins with /p/*.) Call out other words and have learners tell you the initial sound. Note that you are focusing on the SOUNDS, not the letters or the names of the letters.
3. Make the sounds /b/ and /f/ for learners. Emphasize how you make the sound with your mouth.
4. Distribute the Part 2 handout and ask learners to copy the food words that contain /b/ and /f/ in the chart. Practise saying each one with the class. If possible, pair learners from different first languages to practise with a partner.

## Additional Practice Suggestion:

With learners, brainstorm additional words that have the /b/ and /f/ sounds (e.g., book, binder, father, find). Add them to the boxes in Part 2 of the handout. Practise saying the words as a class. Have learners practise with a partner.



**Part 1:** Say the words.

 <p>orange</p>	 <p>apple</p>	 <p>pepper</p>
 <p>broccoli</p>	 <p>chicken</p>	 <p>bread</p>
 <p>pasta</p>	 <p>onion</p>	 <p>flour</p>
 <p>rice</p>	 <p>fish</p>	 <p>sugar</p>
 <p>milk</p>	 <p>potatoes</p>	 <p>garlic</p>
 <p>cheese</p>	 <p>bananas</p>	 <p>eggs</p>



**Part 2:** Write the words. Say the words.

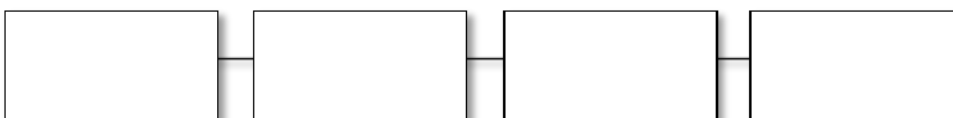
b	f



**Teaching Notes:** The purpose of returning to the text *Farad Goes Shopping* in this section of the module is to help learners develop individual literacy skills and strategies.

## Set Up:

1. Have learners get out their copies of *Farad Goes Shopping*. Read the story aloud to the class.
2. Choral or echo read the story together.
3. Recreate the “Story Train” on the board, similar to the image below. Help learners retell the story and put key words into the boxes of the “train” in the correct sequence. Retell the story for learners, pointing to the key words in each box as you go. Help learners retell the story using the words in the “Story Train.”



4. Use the story to focus on specific language and literacy skill-building activities, such as:
  - finding words that begin with target sounds
  - matching vocabulary cards to words in the text
  - circling all of the action words (verbs) in the text
  - finding words that begin with -b

**Teaching Notes:** In this activity, learners practise sequencing the story about Farad in the correct order.

## Set Up:

1. Have learners get out their copies of *Farad Goes Shopping*.
2. Read the story aloud to the class.
3. Choral or echo read the story together.
4. Recreate the “Story Train” on the board. Have learners retell the story to a partner using the key words in the story train.
5. Prepare, shuffle and hand out the Story Cards (on the pages that follow). You can either cut the strips yourself, or ask learners to cut them; cutting accurately is a good literacy skill.
6. Ask learners to work in pairs to arrange the cards in the order of the story.
7. Have learners retell the story to each other.
8. Once learners have sequenced the story correctly, ask them to identify different parts of the story using their booklets. For example, ask them to:
  - Point to the page with Farad in the grocery store.
  - Point to the page that shows the meat section.
  - Point to the page that shows what he bought in the meat section.
  - Point to the page with the dairy section.
  - Point to the page that shows what he bought in the dairy section.
  - Point to the page that shows the produce section.
  - Point to the page that shows what he bought in the produce section.
  - Point to the page that shows the bakery section.
  - Point to the page that shows what he bought in the bakery.
  - Point to the page that shows other things Farad bought (rice, flour, and sugar).



## Story Cards



Farad needs food. He goes to the grocery store.



Farad goes to the meat section.



Farad buys chicken and fish.



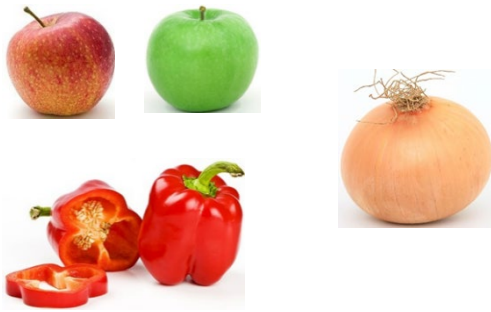
Farad goes to the dairy section.



Farad buys milk, cheese, and eggs.



Farad goes to the produce section.



Farad buys apples, onions,  
and peppers.



Farad goes to the bakery.  
He buys bread.



Farad buys rice, flour, and  
sugar.



He goes home.  
It is time to cook!

**Teaching Notes:** This activity focuses on reading two metric measurements, grams and milligrams. It involves numeracy and some knowledge of weights. Some learners may be familiar with weights, while others may need an explanation and examples to help them understand the concept. It may be helpful to bring in a small scale to weigh items in the classroom. Familiarize learners with words like heavy and light to help get the idea across.

Note that learners must be able to read three-digit numbers to complete this activity. Teach/have learners practise reading larger numbers prior to doing this activity. If some learners are still having difficulties, pair them with learners with higher numeracy skills.

### Set Up:

1. Show several common classroom objects or food items that have noticeably different weights (e.g., a stapler, paper clip, apple, or package of pasta). Also, point to large objects in the room, like a desk or computer. Use hand gestures (holding the stapler in your hand and weighing it up and down) to illustrate the idea of *light* and *heavy*. Ask learners whether each item is light or heavy. Choose two items and ask learners which weighs more.
2. Using a small kitchen scale (if possible), weigh a few small items, and have learners estimate their weight. Draw a table on the board and write the weights in grams. Learners can copy the table into their notebooks. Inform them that small items are measured in grams and that g means grams. Heavier items are weighed in kilograms (kg). Teach that things weighing fewer grams or kilograms are lighter. This concept may not be self-evident.
3. Bring a number of food packages to the classroom that state the weight in grams (e.g., cereal, cracker, or granola bar packages). Have learners locate the weight on the boxes.
4. Teach learners that there is another measurement of weight, like grams, but for lighter items: milligrams. Milligrams are used for very, very small amounts, like salt (which we call sodium). Teach the abbreviation for milligrams (mg).
5. Distribute the handout on the next page. Read the story aloud a couple of times. Ask learners to read the sentences to themselves. Have them circle the number and measurement abbreviations in the story.
6. In pairs or independently, have learners complete the two matching activities. Review vocabulary as needed. Take up the answers as a class.

### Additional Practice Suggestion:

Have learners look at food packages at home and write the weights of three items. Have them report back in class.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

### Tulio Goes to the Grocery Store

Tulio buys 500 g of pasta.  
He buys 350 g of cereal.  
He buys 400 g of crackers.  
Tulio looks at the crackers.  
They have 100 mg of sodium.  
That is too much salt!



#### Match.

kg	milligram
g	gram
mg	kilogram

#### Match.

400 g	cereal
350 g	pasta
100 mg	crackers
500 g	sodium



**Teaching Notes:** Inform learners that they can find out what a food item contains by reading the package. Introduce the term “allergies,” and common allergens. Inform learners that many schools and workplaces are “nut-free” or “nut-aware.” Teach learners how to find out if packaged food is nut-free by introducing them to the peanut-free symbol.

**Set Up:**

1. Show pictures of peanuts in various forms (with shells, without shells, peanut oil). Ask learners what they are and what they contain (peanuts). Ask learners if they know anyone who is allergic to peanuts. Explain the concept of allergies. Inform them that many schools do not allow peanuts because some children will get very sick.
2. If possible, bring in several different packages of food. You can also ask learners if they have any packaged snacks with them. Examine these together. Notice whether they are peanut-free.
3. Ask students what else can be in packaged food. Elicit the ingredients salt, sugar, and fat. Show them where the nutritional information is on the packages of food. Inform learners that sodium is salt.
4. Distribute the activity on the pages that follow. Read the information together. Have learners match the words to the pictures.
5. Look at the second activity page together. Read all the words on the box. Ask learners orally how much fat, sodium, and sugar there is. Ask learners if there are peanuts in this cereal. Ask them how they know. Have learners complete the second page with a partner by copying how much fat, salt, and sodium there is. Take up the answers as a class. Discuss with the class whether they would buy this product and why.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

Some people cannot eat peanuts.

They get sick.

This picture means there are **no** peanuts in the food.



Food packages tell us information. They say how much:

- sodium (salt)
- sugar
- fat

### Match.

sodium  
salt



sugar



fat







Read.



fat

---

sodium

---

sugar

---

potato chips

---

Skills: Reading, Writing

**Teaching Notes:** This activity should be completed after learners have had some practice with the vocabulary in the module. Note that the reading has been divided over two pages. Learners can complete the activity in one lesson or two as appropriate.

### Set Up:

1. Distribute the two handouts on the pages that follow. Read the story aloud. Choral read the story together. Listen for challenging words and help learners with pronunciation as needed. Ask learners to read the story with their partner.
2. Have learners complete the activity with a partner.
3. Have them read their completed sentences to another learner in the class and compare their responses.

### Additional Practice Suggestion:

- Post pictures of various food items on the board. Make sure they are different food items than those in the story about Ramzia. Co-create a new story about a shopper using the pictures.



## Ramzia Goes to the Grocery Store

Ramzia goes to the meat section.

She buys chicken.

Ramzia goes to the dairy section.

She buys eggs, cheese, and milk.



Ramzia goes to the \_\_\_\_\_ section.

She buys \_\_\_\_\_



Ramzia goes to the \_\_\_\_\_ section.

She buys \_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_





## Ramzia Goes to the Grocery Store

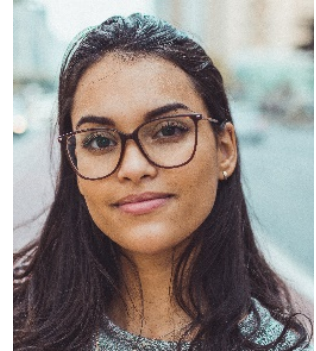
Ramzia goes to the bakery.

She buys bread.

Ramzia goes to the produce section.

She buys onions, broccoli, and oranges.

Ramzia also buys rice and sugar.



Ramzia goes to the \_\_\_\_\_.

She buys \_\_\_\_\_.



Ramzia goes to the \_\_\_\_\_ section.

She buys \_\_\_\_\_ ,



\_\_\_\_\_ ,



\_\_\_\_\_ .



Ramzia also buys \_\_\_\_\_

and \_\_\_\_\_ .



**Teaching Notes:** This activity will help prepare learners for the assessment task for this module. It should be completed after learners have engaged in multiple vocabulary development activities.

Learners will need to use their vocabulary cards (with the pictures and word cards) to complete parts of this activity. Point out that there is a picture for each word. In Part 2 of the activity, they can use the strategy of checking off each picture as they write the word.

## Set Up:

### Part 1

1. Review the vocabulary for food items in this module by using the food picture cards from the vocabulary-building activities done previously. Arrange learners in groups of three and provide one set of picture cards to each group. Instruct learners to place all cards face down on the desk. Have them take turns flipping a card face up and saying what is pictured. Have learners sort the cards into categories: dairy, meat, produce, bakery, and other.
2. Have learners work together to match the picture cards to the word cards.
3. Have learners shuffle all the word cards and place them face down on the table. Each learner in the group draws a word card and reads the letters on the card. Have the learners then read the word and find the matching picture card.

### Part 2

4. Distribute the spelling activities on the following pages. Go over what learners need to do for each page. Demonstrate the first few together with the class. Have learners work independently or in partners to complete the activities. They can use their vocabulary cards to help them.
5. Review the answers together as a class.



**Copy.**



**apple**

\_\_\_\_\_



**pasta**

\_\_\_\_\_



**fish**

\_\_\_\_\_



**peppers**

\_\_\_\_\_



**Copy.**



**potatoes**

\_\_\_\_\_



**bananas**

\_\_\_\_\_



**flour**

\_\_\_\_\_



**garlic**

\_\_\_\_\_



**Write the letters.**



a p \_ \_ \_



p a \_ \_ \_



f \_ \_ \_



p e \_ \_ \_ s



p o t \_ \_ \_ s



b a \_ \_ \_ s



f l \_ \_ \_



g a \_ \_ \_



# Whole: Practising Skills

## Skill-Using Tasks for Listening, Speaking, Reading, and Writing

Listening to Directions in the Grocery Store .....	55
Asking for an Item in the Grocery Store .....	59
Reading a Food Label .....	62
Writing a Shopping List and a Note .....	65

**Competency Area:** Getting Things Done

**Indicators of Ability:** Identifies expressions to get attention; identifies key words and locations

**Teaching Notes:** Ensure that learners have had multiple opportunities to practise the skill-building activities and the vocabulary in the module, including the food vocabulary, parts of a grocery store, and expressions for getting attention and giving directions.

## Set Up:

1. Ask learners how we ask for help in a grocery store. Elicit from them the language for getting attention. Elicit the sections of the grocery store and common expressions for locations, such as: *on the left, on the right, at the back, at the front, and beside*. Demonstrate locations by referring to objects or learners in the classroom, e.g., *The windows are on the right. Hector is at the back*.
2. Tell learners that they will listen to a conversation and answer questions by checking off what they hear. Remind learners that this is an activity they should do independently and they should not call out the answers.
3. Distribute the first page of the handout and play the first dialogue. Play it at least twice.
4. Read the questions one by one for the first dialogue while learners check off their responses. Learners could also indicate comprehension by pointing to the correct answer.
5. Distribute the remaining pages and repeat for the other three conversations.

## Possible Supports:

- After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

## Assessment:

- Collect the task sheets and mark them or take up the answers as a class and have learners check their own answers.

**Transcript:**

**Conversation 1:**

Shopper: Excuse me, where is the bread?

Store employee: It's in the bakery. It's on the left side of the store.

Shopper: Okay. Thank you.

**Conversation 2:**

Shopper: Hi, can you help me? Where are the apples?

Store employee: They are in the produce section. They are beside the bananas.

Shopper: Thank you.

**Conversation 3:**

Shopper: Excuse me, where is the milk?

Store employee: It's in the dairy section. It's on the right side of the store.

Shopper: Okay. Thanks.

**Conversation 4:**

Shopper: Hi. Can I ask you a question? Where is the chicken?

Store employee: It's in the meat section. It's at the back of the store.

Shopper: Thank you.

**Answer Key:**

**Conversation 1**

1. Excuse me
2. Yes
3. No

**Conversation 2**

1. Can you help me?
2. Yes
3. Yes

**Conversation 3**

1. Excuse me
2. Yes
3. Yes

**Conversation 4**

1. Can I ask you a question?
2. No
3. Yes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Conversation 1

---

**What do you hear?**

- ☐ Excuse me.
- ☐ Can you help me?

**The bread is in the bakery.**

- ☐ Yes
- ☐ No

**It is on the right.**

- ☐ Yes
- ☐ No

### Conversation 2

---

**What do you hear?**

- ☐ Excuse me.
- ☐ Can you help me?

**The apples are in the produce section.**

- ☐ Yes
- ☐ No

**They are beside the bananas.**

- ☐ Yes
- ☐ No

### Conversation 3

---

**What do you hear?**

- ☐ Excuse me.
- ☐ Can you help me?

**The milk is in the dairy section.**

- ☐ Yes
- ☐ No

**It is on the right.**

- ☐ Yes
- ☐ No

### Conversation 4

---

**What do you hear?**

- ☐ Excuse me.
- ☐ Can I ask you a question?

**The chicken is in the bakery.**

- ☐ Yes
- ☐ No

**It is at the back.**

- ☐ Yes
- ☐ No

**Competency Areas:** Getting Things Done

**Indicators of Ability:** Uses an expression to get attention; uses correct food vocabulary; uses an expression to close the conversation

**Teaching Notes:** In this task, learners use the expressions they have been learning to ask for help in a grocery store. They should practise more than one expression for getting attention (Excuse me. Can you help me? Can I ask you a question?)

## Set Up:

1. Elicit from learners how we we get someone's attention and ask for help in a grocery store. Write the expressions on the board. Then ask learners how we ask where something is. Finally, elicit how we end a conversation politely (*thanks* or *thank you*). Practise a few times with learners. Write a food word on the board. Have a learner get your attention, ask you where the item is, and thank you. Clear the board.
2. Prepare and distribute the handout on the next page for Round 1. Give shopper sheets (the left side of the handout) to half the learners and employee sheets to the other half. Employees can pin or tape the "employee" label to their shirts to identify themselves.
3. Explain the task: a shopper will approach an employee, get their attention politely, ask for the first item on their list, and thank them (after the employee responds). Then the shopper will approach a NEW employee and repeat for the second item. Continue this way throughout the task.
4. Collect the papers. Prepare and distribute the handout for Round 2. Learners switch roles and repeat the task for Round 2.

## Assessment:









Choose the approach that best suits the needs of learners, for example:

- Circulate and make observations during the role-plays. Use a simple class checklist to record your observations. Identify any issues that need additional targeted practice.
- In a class discussion, have learners identify specific issues they feel they need more practice with.



Round 1











Shopper	Employee
	 produce section
	 dairy section
	 bakery
	 aisle 6



Round 2



Shopper	Employee
	 produce section
	 dairy section
	 aisle 3
	 meat section



**Competency Area:** Getting Things Done

**Indicators of Ability:** Identifies key information, understands symbols and abbreviations

**Teaching Notes:** This reading task involves some background knowledge, such as measurement by weight, abbreviations for measurements, an understanding of the purpose of nutritional information, allergies, and recognition of the no-peanuts symbol. Ensure learners have been introduced to these ideas thoroughly before attempting this task.

## Set Up:

1. Show an image of a food package. Ask learners what kind of information is on the package. Elicit information like sodium, sugar, fat, peanuts, and how much is in the package.
2. Distribute the handout on the next two pages. It can be difficult for literacy learners to track when flipping a page over back and forth, so it is best to print single-sided. Review the instructions. Go over each question to make sure learners understand it, and go over how to answer it (i.e., by checking off the correct answer).
3. Read each question out loud one by one and give learners time to mark the answer. Remind them not to call out the answers as this task is meant to demonstrate individual comprehension.

## Possible Supports:

After the assessment, help learners file the assessment task in the appropriate section of their PBLA binders.

## Assessment:

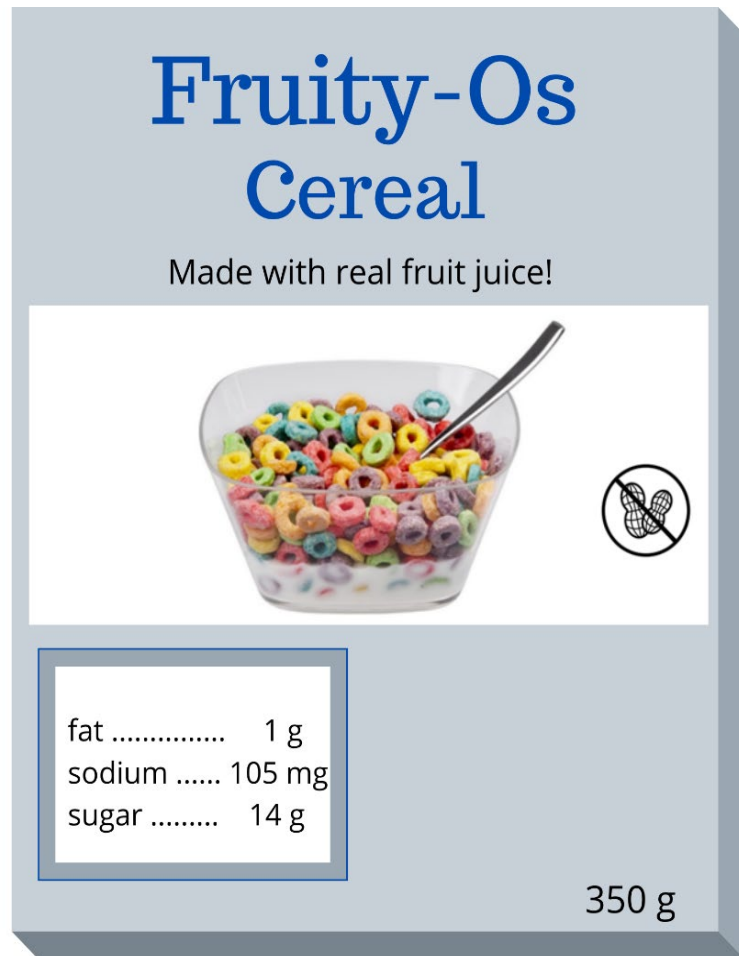
Consider going over the answers as a class and having learners correct their own work. Encourage learners not to erase their mistakes, but to write in the correct answers in pen. Explain that this allows them to see their errors and learn from them.

## Answer Key:

- |        |        |
|--------|--------|
| 1. No  | 5. Yes |
| 2. Yes | 6. No  |
| 3. Yes | 7. Yes |
| 4. No  | 8. No  |



Name: \_\_\_\_\_ Date: \_\_\_\_\_



1. This is chips.

- ☐ Yes  
☐ No

2. This is cereal.

- ☐ Yes  
☐ No



3. There is 1 g fat.

☐ Yes

☐ No

4. There are 20 g sugar.

☐ Yes

☐ No

5. There are 105 mg sodium.

☐ Yes

☐ No

6. There is 1 g of cereal.

☐ Yes

☐ No

7. Hani cannot eat nuts. Can she eat this?

☐ Yes

☐ No

8. Kim cannot eat sugar. Can she eat this?

☐ Yes

☐ No

**Competency Area:** Reproducing Information

**Indicators of Ability:** Copies food words accurately; writes legibly; writes on the line

**Teaching Notes:** Learners should be very familiar with the food vocabulary before attempting this task.

## Set Up:

### Part 1

1. Ask learners if they ever make a list to help them remember what to buy at the grocery store.
2. Tell learners you want to make soup tonight for dinner. Ask them what you should buy. Write the items on the board as a shopping list. You can also pretend to text this shopping list to a friend, family member, or partner.
3. Distribute the task. Review the instructions for Part 1. Have learners copy the words to complete the shopping list.

### Part 2

1. Together with the class, write a note on the board to a family member asking them to pick up a few items at the grocery store. Draw learners' attention to the beginning of the note (Hi...), the request (Can you buy...), and the end of the note (Thanks! with your name). Practise writing the phrases multiple times in notes to different people before learners attempt Part 2 of the task.
2. Distribute Part 2 of the task. Review the instructions. Remind learners that they can choose any four food items from the pictures. They can use the same words in Part 1 and Part 2.

## Possible Supports:

- Allow learners to use their vocabulary cards to help them with spelling.
- Encourage learners to say words out loud before they write them down.
- After the assessment, help learners file the assessment task and checklist in the appropriate section of their PBLA binders if this task is part of the portfolio.

## Assessment:

Circulate and provide in-the-moment feedback and support as needed. Take note of areas that need further practice and provide additional instruction and practice where needed to prepare learners for the assessment task.



**Part 1:** Choose 6 foods. Write a shopping list.

				
eggs	apples	peppers	rice	cheese
				
broccoli	chicken	bread	milk	garlic

### My Shopping List

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_



**Part 2:** Choose 4 foods. Write a note.

				
eggs	apples	peppers	rice	cheese
				
broccoli	chicken	bread	milk	garlic

Hi Dan,

Can \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

Thanks!

\_\_\_\_\_

# Assessment Tasks

## For Listening, Speaking, Reading and Writing

Listening to Requests in a Grocery Store .....	69
Asking for Assistance in a Grocery Store .....	74
Reading a Food Label .....	80
Writing a Text Message.....	85

**Competency Areas:** Comprehending Instructions/Getting Things Done

**Criteria:** Identifies key words and locations; identifies expressions to get attention and ask for assistance

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before having learners attempt the assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment. The audio file for this task is provided as a separate file.

## Set Up:

1. Inform learners that they will listen to conversations and answer questions about them. In each conversation, a shopper asks for the location of a food item. CLB 1L learners listen to two conversations; CLB 2L listen to four. Review what we say when need help in a grocery store. Elicit common openers and requests for assistance from the learners. Elicit the parts of a grocery store from the learners (meat section, bakery, etc.).
2. Distribute the first two pages of the task to all learners and the third page to CLB 2L learners only. Go over the instructions and the questions orally with the class.
3. Play the audio once to familiarize learners with the content. Then replay conversation 1. Read the questions out loud one at a time, giving learners time to check off their answers. Play the audio as many times as needed. Then continue with conversation 2, and so on.

## Possible Assessment Supports:

- Since this is an assessment of listening comprehension skills, learners are not required to read the questions, which is why instructors read the questions to learners. Tell them not to call out the answers or help one another. Note that it may be difficult for learners to follow these instructions; remind them that this is an assessment of their individual responses.
- After the assessment, help learners file the task in the appropriate section of their PBLA binders.

## Feedback:

- To help literacy learners with context, recall, and relevance, provide the feedback (answers) immediately upon completion of the assessment task.
- Provide learners with feedback on any error patterns you notice. Point out relevant strategies for helping them arrive at the correct answer. Consider doing a *think aloud*, in which you (the instructor) model completing a task while voicing what you are thinking while completing it. This instructional strategy allows learners to “see” inside the head of someone who is successfully completing a task.



**Answer Key: Listening Task**

**Conversation 1**

1. Excuse me
2. No
3. Yes

**Conversation 2**

1. Can you help me?
2. No
3. Yes

**Conversation 3**

1. Excuse me. Can you help me?
2. Yes
3. No

**Conversation 4**

1. Hi. Can I ask you a question?
2. Yes
3. Yes

**Transcript:**

**CLB 1L and 2L**

**Conversation 1**

A: Excuse me.

B: Yes. Can I help you?

A: Yes, please. Where can I find milk?

B: Milk is in the dairy section. It is at the back of the store.

**Conversation 2**

A: Hi. Can you help me?

B: Yes.

A: Where can I find broccoli?

B: Broccoli is beside the carrots.

A: Thank you.

**CLB 2L only**

**Conversation 3**

A: Excuse me. Can you help me?

B: Yes.

A: Where can I find the chicken?

B: Chicken is in the meat section. It's on the right side of the store.

A: Thank you.

**Conversation 4**

A: Hi, can I ask you a question?

B: Yes, how can I help you?

A: Where can I find the bread?

B: Bread is in the bakery. It is on the left side of the store.

A: Thank you.



**Competency Areas:** Comprehending Instructions/Getting Things Done

**CLB 1L** ☐

**Criteria:** Identifies key words and locations; identifies expressions to get attention and ask for assistance

**CLB 2L** ☐

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Listen. Check off the correct answer.

### Part 1: CLB 1L and CLB 2L

#### Conversation 1

---

1. What do you hear?

- ☐ Excuse me.
- ☐ Can you help me?

2. The milk is in the meat section.

- ☐ yes
- ☐ no

3. The dairy section is at the back of the store.

- ☐ yes
- ☐ no



## Conversation 2

1. What do you hear?

- ☐ Can you help me?
- ☐ Excuse me.

2. The broccoli is beside the apples.

- ☐ yes
- ☐ no

3. The broccoli is beside the carrots.

- ☐ yes
- ☐ no

**CLB 1L:** 4 out of 6 answers correct (Part 1)

**Your Score:** \_\_\_\_/6



**Part 2: CLB 2L only**

**Conversation 3**

---

1. What do you hear?

- ☐ Excuse me. I have a question.
- ☐ Excuse me. Can you help me?
- ☐ Excuse me. I need help.

2. The chicken is in the meat section.

- ☐ yes
- ☐ no

3. It is at the back of the store.

- ☐ yes
- ☐ no

**Conversation 4**

---

1. What do you hear?

- ☐ Hi. Can you help me?
- ☐ Hi. Can you find something for me?
- ☐ Hi. Can I ask you a question?

2. The bread is in the bakery.

- ☐ yes
- ☐ no

3. It is on the left side of the store.

- ☐ yes
- ☐ no

**CLB 2L:** 9 out of 12 answers correct (Part 1 and Part 2)

**Your Score** \_\_\_/12

**Competency Area:** Getting Things Done

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

**Set Up:**

1. The speaking assessment is an individual conversation between the teacher, who is acting as a store clerk, and the learner, who is a shopper asking for assistance in a grocery store.
2. Give one Learner Card to the learner you are assessing. Note that there are two prompt cards for CLB 1L and two for CLB 2L. Choose one to give to each learner.
3. Review the card and the assessment tool to ensure learners understand the expectations. Use the Instructor Prompts (for either CLB 1L or CLB 2L) to respond, if needed. Use the speaking assessment tool to check off how well the learner performs on each criterion. Note that the tool is intended for instructor use; literacy learners may not be able to read or understand the criteria as written.

**Possible Assessment Supports:**

- If the learner is struggling to read the prompt card, read it out loud to the learner.
- If the learner's pronunciation is not clear, ask the learner to repeat.
- After the assessment, help learners file the assessment tool in the appropriate section of their PBLA binders.

**Feedback:**

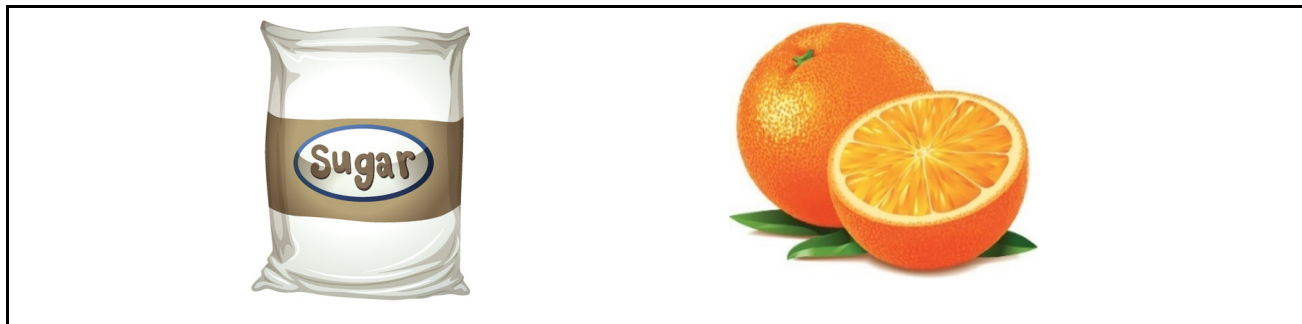
- Provide feedback to the learner immediately after the assessment. Be sure to keep it simple and direct. Focus on what the learner is doing well and areas that can be improved.
- Give the feedback orally, as CLB 1L and 2L learners may not have sufficient literacy skills to read the assessment tool or written comments.



### Learner Cards (CLB 1L)

**CLB 1L Instructions:** Look at the food pictures. You want to buy them.

- Ask for help.
- Ask where it is.
- Say thank you at the end.



**CLB 1L Instructions:** Look at the food pictures. You want to buy them.

- Ask for help.
- Ask where it is in the grocery store.
- Say thank you at the end.

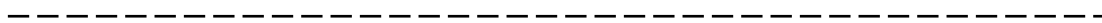




## Learner Cards (CLB 2L)

**CLB 2L Instructions:** Look at the food pictures. You want to buy them.

- Ask for help.
- Ask where it is.
- Say thank you at the end.



**CLB 2L Instructions:** Look at the food pictures. You want to buy them.

- Ask for help.
- Ask where it is.
- Say thank you at the end.





### Instructor Prompts (CLB 1L)

1. Respond to the learner's request for assistance.
2. Respond to the question about location.

#### Response to Learner Prompt Card option 1



Sugar is in aisle 4. It is on the left side.



Oranges are in the produce section at the back of the store.

#### Response to Learner Prompt Card option 2



Rice is in aisle 2. It is on the right.



Bananas are in the produce section at the front of the store.

3. Respond to the learner's closing. (Note: a simple "Thanks" or "Thank you" from the learner would be an appropriate closing).





**Instructor Prompts (CLB 2L):**

1. Respond to the learner's request for assistance.
2. Respond to the question about location.

**Response to Learner Prompt Card option 1**

		
Peppers are in the produce section at the front of the store.	Chicken is in the meat department on the left.	Eggs are at the back of the store.

**Response to Learner Prompt Card option 2**

		
Onions are in the produce section on the right.	Cheese is in the dairy section at the back of the store.	Pasta is in aisle 5 on the left side.

3. Respond to the learner's closing. (Note: a simple "Thanks" or "Thank you" from the learner would be an appropriate closing).



**Competency Areas:** Comprehending Instructions/Getting Things Done

CLB 1L ☐

**Criteria:** Uses vocabulary; uses expressions to get attention, ask for help, and close the conversation.

CLB 2L ☐

**Instructions:** Look at your picture. Ask for help.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

SPEAKING: CLB 1L or CLB 2L		Yes	Not Yet
*Overall: Request is clear and can be understood.		<input type="checkbox"/>	<input type="checkbox"/>
Opens the conversation politely.		<input type="checkbox"/>	<input type="checkbox"/>
Uses an expression to ask for help.		<input type="checkbox"/>	<input type="checkbox"/>
Uses correct food vocabulary.		<input type="checkbox"/>	<input type="checkbox"/>
Closes the conversation politely.		<input type="checkbox"/>	<input type="checkbox"/>
CLB 2L: Uses is/are for singular/plural food items correctly.		<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> CLB 1L: Meets 4 out of 5 criteria, including starred (*) item. CLB 2L: Meets 5 out of 6 criteria, including starred (*) item.			
<b>Doing well:</b>          		<b>Next time:</b>          	

**Competency Area:** Getting Things Done

**Criteria:** Identifies key details; identifies information to make a decision

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners must complete it independently.

## Set Up:

1. Distribute the appropriate assessment handouts to each learner (CLB 1L or CLB 2L).
2. Read the questions out loud and review the instructions orally. Remind learners not to shout out the answers as this is an assessment of individual comprehension.
3. Ensure learners understand that they should only select one answer for each question.

## Possible Supports:

- Learners may need to read the text out loud to themselves to try and understand it.
- Allow learners to respond orally (CLB 1L and CLB 2L) or to point to the answers in the text, if necessary (CLB 1L), rather than checking off the answers on the worksheet.
- After the assessment, help learners file the assessment task and text in the appropriate section of their PBLA binders.

## Feedback:

Provide learners with feedback on any error patterns you notice. Review the assessment task as a class, in small groups, or individually, and identify not only the correct answer, but also strategies for how the learners can arrive at the correct answer.

## Answer Key:

CLB 1L	CLB 2L
1. crackers	1. crackers
2. no	2. yes
3. yes	3. yes
4. no	4. no
5. yes	5. yes
	6. no
	7. no
	8. yes



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Read the food label. Check Yes or No.

**CLB 1L**



1. What is this?

- ☐ cereal
- ☐ crackers
- ☐ potato chips

2. There are 300 grams in the box.

- ☐ yes
- ☐ no



3. They are crackers with salt.

☐ yes

☐ no

4. Tia does not eat salt. Can she eat this?

☐ yes

☐ no

5. Jack does not eat peanuts. Can he eat this?

☐ yes

☐ no

**CLB 1L:** 3 out of 5 answers correct

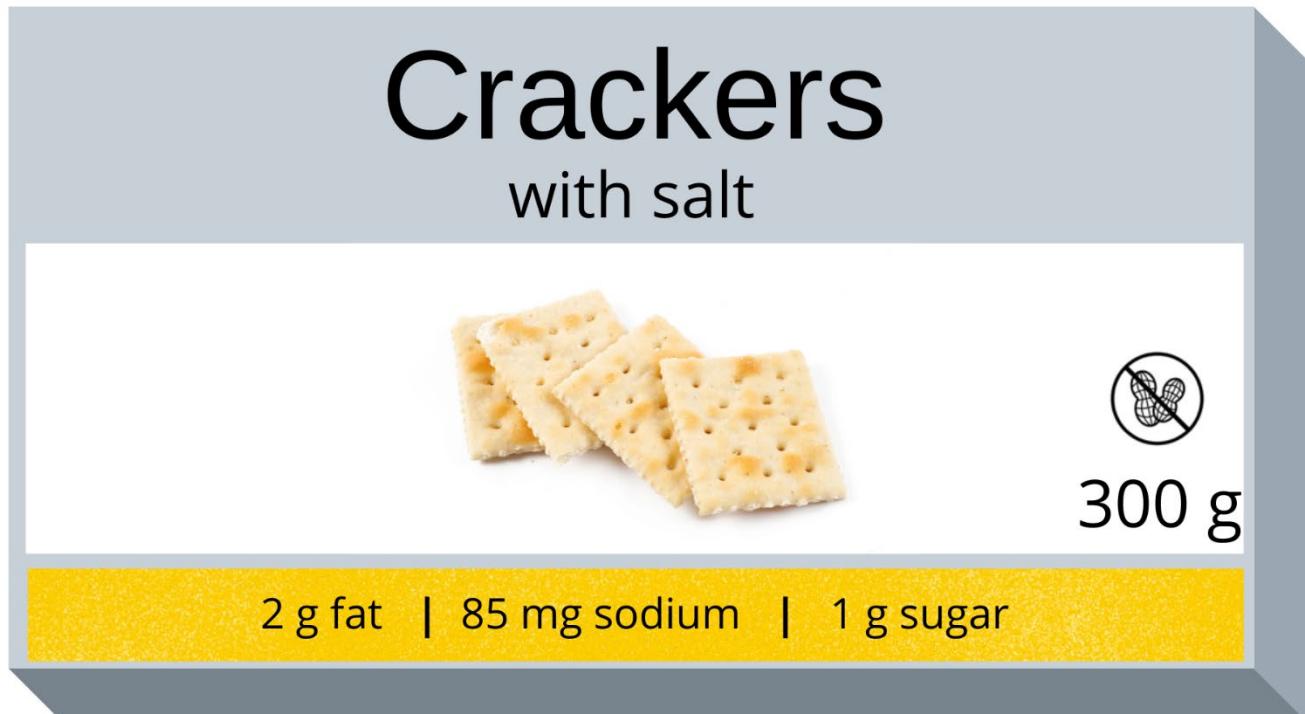
**Your Score:** \_\_\_\_/5



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:** Read the food label. Check Yes or No.

**CLB 2L**



1. What is this?

- ☐ cereal
- ☐ crackers
- ☐ potato chips

2. There are 300 grams in the box.

- ☐ yes
- ☐ no



3. They are crackers with salt.

☐ yes

☐ no

4. There are 8 grams of fat.

☐ yes

☐ no

5. There are 85 mg of sodium.

☐ yes

☐ no

6. There are 2 grams of sugar.

☐ yes

☐ no

7. Tia does not eat salt. Can she eat this?

a. yes

b. no

8. Jack does not eat peanuts. Can he eat this?

a. yes

b. no

**CLB 2L:** 5 out of 8 answers correct

**Your Score:** \_\_\_\_/8

**Competency Area:** Reproducing Information

**Assessment Preparation:** This assessment task is the culmination of the skill-building activities and skill-using tasks in this module. Learners should complete it independently. Be sure to provide repeated practice with similar skill-using tasks before learners attempt this assessment task; it is important that learners are comfortable and familiar with the task before they attempt this assessment.

**Set Up:**

1. Distribute the appropriate assessment task to learners (for either CLB 1L or CLB 2L).
2. Review the instructions orally. Explain the expectations for the task using the criteria in the assessment tool. Note that the tool is intended for instructor use; literacy learners may not be able to read or understand the criteria as written.
3. Remind learners where to find the words they are copying (i.e., the top half of the handout).

**Possible Supports:**

- Consider reading the text on the assessment task out loud and pointing to the words on the handout as you say them.
- If needed, assist learners by indicating where they can find the information they need when they are copying.
- After the assessment, help learners file the assessment task and tool in the appropriate section of their PBLA binders.

**Feedback:**

- Provide feedback to learners orally immediately after the assessment. Be sure to keep it simple and direct. Focus on what learners are doing well and areas where they can improve.
- Provide class time for learners to review and, if appropriate, implement the action-oriented feedback. While learners are doing this, circulate and provide individual support as needed. If a common issue surfaces, consider giving a mini lesson and further practice on the area that learners are having difficulty with. Note that it is usually more effective to teach grammar orally, through chants and dialogues, then to give a formal grammar lesson to literacy learners.





Name: \_\_\_\_\_ Date: \_\_\_\_\_

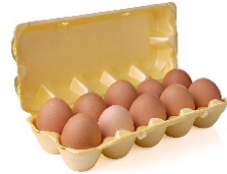
**CLB 1L Instructions:** Copy the words.



chicken



bread



eggs



broccoli

Hi. Do you need food?

Yes please. Can you buy:

---

---

---







---



Name: \_\_\_\_\_ Date: \_\_\_\_\_

**CLB 2L Instructions:** Answer your friend's message. Copy the words.

**Can you buy:**

					
chicken	bread	eggs	broccoli	pasta	bananas

Hi. Do you need food?

---

---

---

---

---

---

---

---



Name \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:** Copy words to complete a text message with a grocery list.

- CLB 1L: Copies 4 words
- CLB 2L: Completes the message and copies 6 words

Writing:	CLB 1L <input type="checkbox"/>	CLB 2L <input type="checkbox"/>	Yes	Not Yet
*The list/message can be understood.			<input type="checkbox"/>	<input type="checkbox"/>
Uses appropriate words to complete the list/message.			<input type="checkbox"/>	<input type="checkbox"/>
Uses correct spelling.				
<b>CLB 1:</b> Some errors, but can be understood			<input type="checkbox"/>	<input type="checkbox"/>
<b>CLB 2:</b> Some minor errors, but can be understood				
Printing is mostly legible.			<input type="checkbox"/>	<input type="checkbox"/>
<b>CLB 2:</b> Copies a very simple request.			<input type="checkbox"/>	<input type="checkbox"/>
<b>TASK SUCCESS:</b> <b>CLB 1L:</b> Meets 3 out of 4 criteria including starred (*) item. <b>CLB 2L:</b> Meets 4 out of 5 criteria including starred (*) item.				
<b>You did well:</b>		<b>Next time:</b>		



# Farad Goes Shopping



Farad needs food.  
He goes to the grocery store.



Farad pays for his food.  
He goes home.  
It is time to cook!





Farad gets rice, flour, and sugar.



Farad goes to the meat section.



Farad gets chicken and fish.



Farad goes to the bakery.  
He gets bread.



Farad gets apples, onions, and peppers.



Farad goes to the dairy section.





Farad buys milk, cheese, and eggs.



Farad goes to the produce section.