

## **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
- 4.3.4 Report working conditions and work-related accidents, injuries, and damages
- 7.4.2 Take notes or write a summary or an outline

### **Outcomes:**

- Name different people, food, and things in a supermarket
- Identify unsafe situations or behaviors
- Describe actions performed by different people at a supermarket
- Form complete sentences with sentence fragments
- Compose a paragraph about a supermarket scene
- Create a shopping list as an extension activity

### **Teacher Preparation and Materials:**

- Overhead projector
- Transparency marker
- Overhead transparency of Supermarket Scene drawing (Handout 1)
- Overhead transparency and class copies of 7 individual scenes from the grocery drawing (Handouts 2a and 2b)
- Group A Sentence Fragments copied on plain paper, cut up, and clipped\* (Handout 3a)
- Group B Sentence Fragments copied on colored paper, cut up, and clipped\* (Handout 3b)
- Class copies of the Grocery Store Picture Prompt for each student (Handout 4)
- Class copies of the My Grocery List – Self Study Lesson for each student (Handout 5) - optional
- Class copies of a supermarket scene from a picture dictionary for each student (not included)

\* The teacher will need enough slips from both A and B for partner work or table groups.

## ***Why?***

### **Warm up:**

### **Step by Step**

**How many of you go to a supermarket or grocery store every week?**

Wait for students to raise their hands.

**Today you're going to practice writing about the people, food, and activities you see in a picture of a supermarket.**

**Let's start by talking about different kinds of supermarkets in our city. What is the name of the supermarket where you shop?**

Repeat the names aloud of different places where students buy groceries.

**Now let's talk about why people go to supermarkets. Why do you think people go to supermarkets?**

Write "Why?" on the board. Underneath this heading, write some of the students' short responses to the question above: *They need food. They are hungry. They want bread. They need meat and eggs.*

**When I go to a supermarket, I see lots of different people. Who do you see when you are at a supermarket?**

Write "Who?" on the board. Underneath this heading, write the names of different people students see at a supermarket: *a cashier, men and women, adults, children, workers, employees, customers*

**Now let's think about the different things people do at a supermarket. What do you do when you go to a supermarket?**

Write "Actions" on the board. Underneath this heading, list the different actions students see performed at a supermarket: *buy food, push a cart, wait in line, pay for food, choose fruit, carry a basket.*

**OK, you've told me who you see at a supermarket and what people do at a supermarket. Now tell me what you buy at a supermarket. What kinds of food are there at a supermarket?**

Write "Food" on the board. Underneath this heading, list the different products that students mention. Give students practice using "There is" and "There are" with count and non-count nouns (e.g. There are apples; There is some fruit; There is milk; There are eggs; There is some bread; There are vegetables; There is meat; etc.)

### **What?**

Use the overhead projector and the Supermarket Scene transparency (Handout 1) to direct students' attention to the picture they are going to write about.

**This is the picture you are going to write about today. Can you tell me something about this picture? Who is in the picture? What food do you see? What are the people doing?**

Spend a few moments listening to students' comments about the picture and helping them to form short sentences verbally about what they see.

### **Do!**

**Controlled Practice:** Distribute the double-sided Individual Scenes (Handouts 2a and 2b) to each student. Put the transparency of the Individual Scenes on the overhead projector. Look at each picture with the class and invite students to describe what they see or what is happening in each drawing. Help students to express themselves correctly and then write their ideas on the transparency. Students should write at least one sentence under each image on their own handouts.

### **Step by Step**

**Do:** Put the transparency of Individual Scenes #1-4 (Handout 2a) on the overhead projector. Give each student a copy of the double-sided Individual Scenes handout.

**Say: Here are some pictures from the supermarket drawing we looked at before. I want you to help me write a sentence or two for each picture. Who do you see in the picture? What food do you see? What is happening in the picture?**

Invite students to describe what they see in each picture. Write 1-2 of their ideas as short sentences under each image. Tell students to copy at least one of these sentences onto their own copy of the Individual Scenes #1-4. Make sure you give students enough time to copy at least one complete sentence from the overhead transparency onto their handout of the same page for each image. Do the same with the transparency and handout for Individual Scenes #5-7 (Handout 2b).

**Group Practice:** Give each pair of students, or each table group, 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). Direct the students to lay all of the slips of paper on their tables and then put different fragments together to form complete sentences. The sentences they form will all be about the supermarket picture

they saw on the transparency. Walk around the classroom to make sure students understand the activity and are matching the sentence fragments correctly.

### **Step by Step**

**OK, we just practiced writing good sentences about the picture together. Now you are going to work with a partner, or classmates at your table, to create 10 complete sentences from the slips of paper I give to you. Each sentence will start with a white piece of paper, and each sentence will end with a colored piece of paper. Here's an example:**

**Do:** On a clear transparency, make a short list of the beginning part of three short sentences. Next to that list, write the endings of those same sentences. Invite students to help you match the sentence beginnings and endings to form three complete sentences on the right side of the board.

There is	want some food.	1. <u>There is water on the floor.</u>
A child	is running.	2. <u>A child is running.</u>
Two people	water on the floor.	3. <u>Two people want some food.</u>

**Raise your hands when you think you have 10 complete sentences. When you make all of the sentences, I will check to see if they are correct.**

### ***So What?***

### **Step by Step**

**Assessment:** Distribute a Picture Prompt sheet (Handout 4) to each student. Tell students that they will now have 15 minutes to describe in writing what they see in the picture.

**Now it's your turn to write about the same supermarket picture by yourself. You will have 15 minutes to describe the picture. Try to write about who you see, what you see, and what is happening in the picture.**

**Follow up:** Distribute a copy of "My Grocery List" (Handout 5) to each student. Direct students to make their own one-word shopping lists. Give students a copy of a supermarket scene from a picture dictionary to use for this task if dictionaries are available.

**When you finish writing about the supermarket, come get the homework handout called "My Grocery List." For homework, I want you to create a shopping list for yourself. What do you need at home? What food do you**

**need to buy? Don't write sentences. Just make a list of different food items that you need to buy at the supermarket.**

## Handout 1: Supermarket Scene





## Handout 2a: Individual Scenes

1.



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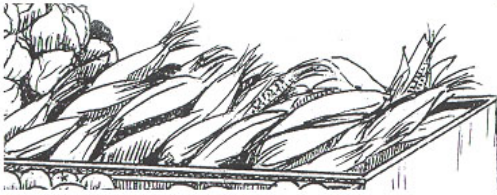
2.



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3.



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4.



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## Handout 2b: Individual Scenes

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6.



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7.



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## **Handout 3a: Paper Slips for Partner A**

(copied on white paper)

**A woman**

**A boy**

**A man**

**A girl**

**Some water**

**The mother**

**Many people**

**There is**

**There are**

**This is**

## **Handout 3b: Paper Slips for Partner B**

(copied on colored paper)

<b>is mad.</b>	<b>is sad.</b>
<b>wants some bread.</b>	<b>is running in the store.</b>
<b>is on the floor.</b>	<b>has food in a cart.</b>
<b>shop for food.</b>	<b>some corn.</b>
<b>many problems.</b>	<b>a grocery store.</b>

## Handout 4



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## **Describing A Supermarket Scene Self Study Lesson**

### **Handout 5: My Grocery List**

<b>1.</b>
<b>2.</b>
<b>3.</b>
<b>4.</b>
<b>5.</b>
<b>6.</b>
<b>7.</b>
<b>8.</b>
<b>9.</b>
<b>10.</b>