

Grocery Shopping

Lesson Plans

CLB 2-3

2020

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Introduction

What is included in this lesson plan?

- **Instructor Notes** provide tips and suggestions on how to use the lesson plans.
- **Activities** designed to focus on listening, speaking, reading, or writing skills. The activities are interactive and encourage learning through participation and dialogue.
- **Assessments** designed to gauge learning from the lesson plan and may be used as a Portfolio Based Language Assessment (PLBA).

Who is this lesson plan for, and how can it be used?

- This lesson plan can be used by anyone who teaches ESL/LINC and who would like to include healthy eating content in their language teaching.
- You may choose or adapt any of the activities based on the needs of your learners. Assessments are based on using all the activities in a lesson plan.

The lesson plans seek to introduce newcomers to Canadian food culture and healthy eating practices, while encouraging learners to maintain healthy habits from their countries of origin. Given Canada's wide and rich cultural diversity, it's not possible to include foods and practices of all learners. Instead, we encourage instructors to start discussions with learners on popular foods and healthy eating practices from their countries of origin.

Alberta Health Services, 2020

Contact

If you have questions or comments about the lesson plans, please contact:

Public Health - Nutrition Services
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Instructor Notes

Core contents:

Learn how Canadian food stores are generally organized. Audience will also learn tips that may help them spend less money when shopping.

Learning objectives:

- Understand different types of places to shop for food
- Use store flyers
- Copy a shopping list
- Be familiar with how food may be organized in a Canadian food store

Materials you'll need:

- Grocery Shopping presentation (found in [Newcomer Nutrition Education Toolkit](#))
- Copies of worksheets
- Pens or pencils
- Flip Chart
- Markers
- Store flyers from various food stores
- Scissors
- Glue
- Masking tape
- Food section cards (Bakery, Produce, etc.) and food cards (small, with pictures) ([Activity 1](#))

Vocabulary

Prior Knowledge: grocery store, super mart, farmers' market, specialty store, bulk food store, corner store, flyer, budget

Activity 1: food sections: Produce, Bakery, Meat, Dairy, Frozen Food

Activity 2: Excuse me, where are, Produce, Bakery, Meat, Dairy, Frozen Food, section

Activity 3: Produce, Bakery, Meat, Dairy, Frozen Food, section

Activity 4: specials, on special, sales, on sale, app, website

Activity 5: healthy, meal, shopping list, flyer, app, website

Activity 6: buy, Produce, Bakery, Meat, Dairy, Frozen Food, section

Activity 7: vocabulary words may vary; website, app, URL, search, screen capture, department, section, deal, check-out, click, add, select, pay, credit card

Discover current knowledge

Find out what learners know about grocery shopping, so activities can build on this.

Lead a discussion to find out what learners know about grocery shopping:

- Ask learners where they usually shop for food. Why?
- Prompt, if necessary, by putting names on the whiteboard (e.g., Safeway, Superstore, etc.).
- Explore the advantages/disadvantages of each type of food store as learners mention them.
- Ask why they like to shop there.

(Keep in mind that learners may only give single word answers at these CLB levels.)

Possible answers:

Places where people usually shop for food	Advantages	Disadvantages
Grocery store (e.g. Safeway, Save On)	close; lots of choice; sales	not all ethnic foods will be available
Super mart (e.g. Wal-Mart, Giant Tiger)	close; sales	very big; sometimes have to walk through non-food departments to get what you want
Farmers' market	produce is fresh	may not have all the foods that you are looking for; some foods may be more expensive; usually further away from home
Specialty stores (e.g. T&T, Asian supermarkets)	food and spices learners may be more familiar with	some foods may be more expensive; store may be further away from home
Bulk food stores (e.g. Bulk Barn, Nutters)	may be less expensive; can buy how much they need	difficult to get nutrition information, best before dates, and storage information as there is no packaging
Corner store (e.g. Circle-K, 7-Eleven)	close; don't need much	doesn't usually carry fresh produce, more expensive; not much choice; not many sales

- Ask learners what they do before they go food shopping. Why?

Possible answers:

Things to do to prepare for food shopping	Why?
Check fridge and cupboards	so you don't buy things you already have
Look at store flyers	may spend less money
Think about what you want to eat that week and plan meals	so you can buy ingredients you need; may spend less money
Write a shopping list	so you only buy things you need; saves time
Know your budget	so you don't spend more than you can afford
Eat before you go	so you aren't hungry (it's easy to buy food you don't need when you are hungry)

Activity 1 – Put Food in the Correct Food Section

(No worksheet)

- Introduce names of food sections (Produce, Bakery, Meat, Dairy, Frozen Food). Write these headings on a whiteboard, whiteboard or flipchart as you talk about them.
- Ask learners for a few examples of foods found in each food section.
- Distribute food cards with pictures and words - [Activity 1 - Picture Cards](#) - and/or word only cards - [Activity 1 - Word Cards](#) - to learners, depending on benchmark level and prior knowledge.
- Learners stand up and put the word or picture cards on the whiteboard or flipchart under the correct heading.
- Discuss and correct as a class.
- If desired, learners can copy the food section names and the lists of foods for writing practice.

Activity 2 – Practice Dialogues with a Partner

- Hand out [Activity 2, Worksheet 1](#) to learners.
- **Task 1:** Learners work with a partner to complete a chart with names of food found in the different food sections of a store.
- **Task 2:** Read short dialogues with partner.
- **Task 3:** Complete own dialogues and read with partner.

Activity 3 – Describe Store Arrangement

(No worksheet)

- Instructor describes how the five food sections in the store can be arranged; draw a diagram and label each food section (e.g. Bakery, Produce, Meat, Dairy, Frozen Food).
- Ask a learner to describe how the store where they shop is laid out.
- As learner is describing it, draw diagram on whiteboard.
- Learners then work with a partner to describe their food store while their partner draws it, and vice versa. If learners are from the same neighbourhood and shop at the same food store, they could describe another food store in Canada where they have shopped.

Activity 4 – Look for “Specials”

(No worksheet)

- Learners work with a partner or in a small group.
- Give each pair/group a grocery store flyer. If flyers are unavailable, have learners visit grocery store websites or use a grocery shopping app.
- For more selection, use a variety of different food stores.
- Learners write down one or two specials from each of the five food sections.
- Learners present the specials that they found to the rest of the class. Give each pair/group a chance to present.
- Activity 4 can be extended by having learners ask each other: “What vegetables are on sale this week? At which store?”; “Is milk on special this week?” etc.
- If some choices are not healthy ones, talk about healthier alternatives (e.g. lower fat, high fiber, lower salt). Refer to the [Grocery Shopping presentation](#) for healthy food examples.

Activity 5 – Plan Meals and a Shopping List

Note: If this activity is done on the same day as Activity 4, learners can build on those specials to plan their meals and write their shopping list. If this activity is done on a different day, follow the instructions below.

- Hand out [Activity 5, Worksheet 1](#) to learners.
- Put learners with a partner and give them a store flyer. Give each pair/group a grocery store flyer. If flyers are unavailable, have learners visit the grocery store website or use a grocery store app.
- For more selection, use a variety of different food stores.
- **Task 1:** Learners look through the flyers, on a grocery shopping app, or on the store website for specials and plan two healthy meals.
- Encourage them to use food from as many of the five food sections of the store as they can.
- **Task 2:** After they have planned their meals, learners write their shopping list.
- Point out that it is easier and quicker to shop if they write the food they need on their shopping list in the order they will find it when walking through the store.

Activity 6 – Provide Shopping Instructions

(No worksheet)

- Ask each of the pairs/groups of learners from Activity 5 to tell you a food from their shopping list and which food section it would be in.
- Write each of the learners’ foods and food sections on the whiteboard or flip chart paper. Use paragraph form to synthesize all the foods and food sections into a set of instructions for a grocery shopping trip. Read the paragraph with the class.
- Ask each of the learners to imagine that a friend is going grocery shopping for them. Have them write a paragraph similar to the one on the board that gives their friend instructions on what to buy and which section to find it in. Learners read their paragraph to the class.

Activity 7 – Online Shopping

(No worksheet)

The purpose of this activity is to familiarize learners with language and skills to order groceries online. You will need to adapt this activity to suit the online grocery ordering webpage of a store in your community. Try to find a store that does not need an account to view store inventory and add items to the cart. The suggested activity components below are designed for chain grocery stores offering online orders with parking lot pick-up or delivery.

This activity requires that participants have access to a computer, tablet, or phone with internet enabled. Ideally, the instructor will have access to computer with a projector so they can demonstrate how to use the online shopping environment.

Suggested activity components:

- Have learners find the store website on their device (computer, tablet, or smartphone) using a direct URL and/or a search engine.
- Choose 5 foods from [Activity 1, Picture Cards](#), store flyers, or picture/video recipes for learners to find and add to their cart. Provide the cards to learners so they can see the name and image of each of the foods they are instructed to find.
- Instructors can show learners how to search for foods using the search bar and the store section tabs.
- Learners can take a screen capture of their cart to show that they have completed the task.
- Instructors can further demonstrate how they would sign up for an account and complete a checkout process, including picking a time/day for grocery pick-up or delivery. Ensure that learners do not complete all the steps needed, as it may result in accidentally ordering groceries.

Assessments 1 and 2 – Reading: Online Shopping Webpage

Reading: IV. Comprehending Information

- Hand out [Assessment 1](#) to CLB 2 learners and [Assessment 2](#) to CLB 3 learners.
- CLB-2 learners must “select” the foods on their given shopping list by circling them on the webpage. They must also circle the check-out cart.
- CLB-3 learners must follow the instructions to identify parts of the online shopping webpage.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Reading section.

Assessment 3 and 4 – Writing: Provide Shopping Instructions

Writing: IV. Sharing Information

- Hand out [Assessment 3](#) to CLB 2 learners and [Assessment 4](#) to CLB 3 learners.
- Learners work individually to write a paragraph that provides instructions for food shopping.
- Explain the rubric at the bottom of the assessment worksheet to learners first so they know what they are being assessed on.
- This can be used as a Portfolio Based Language Assessment (PBLA) task. When marked, put in the Language Companion in the My Portfolio Writing section.

Follow-up

- Go on a field trip to a grocery store.

Resources












For more healthy eating resources visit:










Alberta Health Services, Health Eating Starts Here www.healthyeatingstartshere.ca

Dietitians of Canada www.unlockfood.ca












Activity 1, Picture Cards – Food Sections



Bakery	Dairy	Meat	Produce
Frozen Food	 cheese	 chicken	 carrot
 pita bread	 milk	 beef	 lettuce
 bread	 bagel	 butter	 cucumber

			
bun	sour cream	pork	orange
			
muffin	yogurt	lamb	sweet potato
			
tortilla	kefir	ground beef	banana
			
eggs	margarine	fish	mushroom

 <p>naan bread</p>	 <p>cottage cheese</p>	 <p>kebab</p>	 <p>tomato</p>
 <p>English muffin</p>	 <p>soy beverage</p>	 <p>steak</p>	 <p>red pepper</p>
 <p>frozen dinner</p>	 <p>frozen fruit</p>	 <p>sausage</p>	 <p>bok choy</p>
 <p>lentils</p>	 <p>green beans</p>	 <p>mango</p>	 <p>watermelon</p>

 <p>frozen vegetable</p>	 <p>potatoes</p>	 <p>pineapple</p>	 <p>strawberries</p>
 <p>broccoli</p>	 <p>onion</p>	 <p>peach</p>	 <p>papaya</p>
	 <p>lemon</p>	 <p>pear</p>	 <p>cherries</p>

Activity 1, Word Cards – Food Sections



Bakery	Dairy	Meat	Produce
Frozen Food	cheese	chicken	carrot
pita bread	milk	beef	lettuce
bread	bagel	butter	cucumber

bun	sour cream	pork	orange
muffin	yogurt	lamb	sweet potato
tortilla	kefir	ground beef	banana
eggs	mango	fish	margarine

naan bread	cottage cheese	kebab	tomato
English muffin	bok choy	steak	red pepper
frozen dinner	frozen fruit	sausage	soy beverage
lentils	green beans	mushrooms	watermelon

pineapple	potatoes	strawberries	frozen vegetables
broccoli	onion	peach	papaya
	lemon	pear	cherries

Activity 2, Worksheet 1 – Practice Dialogues with a Partner

Task 1: With your partner, write the names of 3 food items in the correct food section in the chart below.

Produce	Bakery	Meat	Dairy	Frozen Food

Task 2: Now, read the following dialogues with your partner.

Example 1

Student A: "Excuse me. Where are the carrots?"

Student B: "The carrots are in the Produce section."

Example 2

Student A: "Excuse me. Where is the milk?"

Student B: "The milk is in the Dairy section."

Task 3: Complete the dialogues below with food from your chart.

1. Student A: "Excuse me. Where _____?"

Student B: "_____ in the Produce section."

2. Student A: "Excuse me. Where _____?"

Student B: "_____ in the Bakery section."

3. Student A: "Excuse me. Where _____?"

Student B: "_____ in the Meat section."

4. Student A: "Excuse me. Where _____?"

Student B: "_____ section."

5. Student A: "Excuse me. Where _____?"

Student B: "_____ section."

6. Student A: "Excuse me. Where _____?"

Student B: "_____ section."

Task 4: Practice the completed dialogues with your partner.

Activity 5, Worksheet 1 – Plan Meals and a Shopping List

Task 1: Look through the flyer or on the grocery store website for specials on healthy foods. Plan 2 meals for this week.

Tip: Make sure each meal has foods from the [Eat Well Plate](#). Try to include vegetables and fruits, protein foods, and whole grain foods at each meal.

Meal 1	Meal 2
vegetables and fruits: whole grain foods: protein foods:	vegetables and fruits: whole grain foods: protein foods:

Task 2: Write your shopping list. Remember that it is easier to shop if the food on your list is in the same order as you will find it when you walk through the store. For this shopping list, use the layout of the store below.

Dairy	Meat			Frozen Food	
					Produce
Bakery					

Shopping List

Assessment 1 – CLB 2, Grocery Shopping

Reading: IV. Comprehending Information

Name: _____

Date: _____

You are grocery shopping online.

Task:

1. Look at the shopping list. Circle the produce that you need on the web page.
2. Circle the cart to check out.

Shopping List

- Bag of onions
- Tomatoes
- Cucumbers
- 1 bunch of bananas

The screenshot shows a web browser at the URL 'grocerystore.ca/shop-online'. The website has a dark green header with 'Grocery Store' and a search bar. Below the header are navigation tabs for 'DEPARTMENTS', 'SALES & DEALS', and 'CART'. The 'DEPARTMENTS' menu is open, showing 'MEAT', 'BAKERY', 'PRODUCE' (highlighted), and 'DAIRY'. The 'PRODUCE' section is active, with sub-categories 'FRUIT', 'VEGETABLES', 'FROZEN', and 'SALADS'. A grid of produce items is displayed, each with an image, name, price, and an 'ADD' button. The items are: Lettuce (\$1.97/head), Cucumbers (\$1.20/ea), Carrots (\$1.77/lb.), Oranges (\$2.20/lb.), Bananas (\$0.79/lb.), Watermelon (\$6/ea), Mangoes (\$9.97/case), Red peppers (\$3.10/lb.), Tomatoes (\$2.39/lb.), and Onions (\$3.98/5 lb. bag).

Pass: 4/5

Total: ___/5

with / without help

Assessment 2 – CLB 3, Grocery Shopping

Reading: IV. Comprehending Information

Name: _____

Date: _____

You are grocery shopping online.

Task:

1. Circle where you could choose the section of the store.
2. Circle an "Add" button.
3. Write, "rice" where you could search for an item.
4. Circle the cart where you could check out.

The screenshot shows a web browser at the URL grocerystore.ca/shop-online. The website has a dark green header with the text "Grocery Store" and a search bar containing "Search for an item". Below the header is a navigation bar with "DEPARTMENTS", "SALES & DEALS", and a "CART" icon. The "DEPARTMENTS" menu is open, showing "MEAT", "BAKERY", "PRODUCE" (which is highlighted with a red border), and "DAIRY". The main content area is titled "PRODUCE" and has sub-sections for "FRUIT", "VEGETABLES", "FROZEN", and "SALADS". A grid of ten produce items is displayed, each with an image, name, price, and a blue "ADD" button:

Item	Price	Action
Lettuce	\$1.97 / head	ADD
Cucumbers	\$1.20 ea.	ADD
Carrots	\$1.77 / lb.	ADD
Oranges	\$2.20 / lb.	ADD
Bananas	\$0.79 / lb.	ADD
Watermelon	\$6 ea.	ADD
Mangoes	\$9.97 / case	ADD
Red peppers	\$3.10 / lb.	ADD
Tomatoes	\$2.39 / lb.	ADD
Onions	\$3.98 / 5 lb. bag	ADD

Pass: 3/4

Total: ___/4

with / without help

Assessment 3 – CLB 2, Grocery Shopping

Writing: IV. Sharing Information

Name: _____ Date: _____

You need groceries today, but you don't have time to go grocery shopping. One of your friends has offered to go grocery shopping for you.

Task:

Ask your friend to buy all of the foods in the flyer. You must fill in the blanks to complete the instructions for your friend.

Look at the pictures in the flyer and then spell the names of the foods on the lines.

Grocery Flyer			
<p>Frozen corn</p>  <p>\$3.49</p>	<p>Pita bread</p>  <p>\$3.29</p>	<p>Fish</p>  <p>\$6.99</p>	
<p>Milk</p>  <p>\$3.79</p>	<p>Lettuce</p>  <p>\$2.99</p>	<p>Eggs</p>  <p>\$2.79/dz</p>	<p>Bread</p>  <p>\$2.69</p>
<p>Beef</p>  <p>\$18.50/kg</p>	<p>Carrots</p>  <p>\$2.20</p>	<p>Frozen berries</p>  <p>\$4.99</p>	

Continue this activity on the next page. →

Hi Harrison,

Thanks for going to the store for me.

Please buy _____ and _____ in the Produce section.

Please buy _____ and _____ in the Bakery section.

Please buy _____ and _____ in the Meat section.

Please buy _____ and _____ in the Dairy section.

Please buy frozen _____ and frozen _____ in the Frozen Food section.

Thank you very much!

Hint: Here are pictures to help you remember the sections of the store



Produce



Bakery



Frozen



Meat



Dairy

Instructor's Feedback: Grocery Shopping - CLB 2, Assessment 3
Writing: IV. Sharing Information

Performance indicators	Achievement	
	YES	NOT YET
<p>Holistic: Writes information in the appropriate places (Successfully places 7/10 foods in the correct blanks according to their grocery store section)</p>		
Analytic:		
Writes on the lines		
Follows some basic spelling conventions		
Printing is easy to read		
		Total: ____ / 3
For next time:		

Task achieved = 2/3 and holistic must be 'Yes'

Yes / No

With / Without help

Assessment 4 – CLB 3, Grocery Shopping

Writing: IV. Sharing Information

Name: _____ Date: _____

You need groceries today, but you don't have time to go grocery shopping. One of your friends has offered to go grocery shopping for you.

Hint: Here are pictures to help you remember the sections of the store



Produce



Bakery



Frozen Food



Meat



Dairy

Grocery Flyer

Frozen corn



\$3.49

Pita bread



\$3.29

Fish



\$6.99

Milk



\$3.79

Lettuce



\$2.99

Eggs



\$2.79/dz

Bread



\$2.69

Beef



\$18.50/kg

Carrots



\$2.20

Frozen berries



\$4.99

Task: Write 5 sentences to instruct your friend on what to buy. Use the flyer to select foods. You must mention the 5 food sections you have learned about. Instruct them to purchase 1 item from each section. Try to write in complete sentences.

Instructor's Feedback: Grocery Shopping - CLB 3, Assessment 4
Writing: IV. Sharing Information

Performance indicators	Achievement	
	YES	NOT YET
Holistic: Conveys the message so that reader can mostly follow		
Analytic:		
Vocabulary is appropriate (includes 5 food sections, 1 food from each section)		
Printing is easy to read		
Developing control of spelling		
Developing control of punctuation and capitalization		
Developing control of simple structures		
		Total: ____ / 5
For next time:		

Task achieved = 4/5 and holistic must be 'Yes'

Yes / No

With / Without help

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OPH-OCDSB Collaborative Team: Healthy Eating Lesson Plans