

Grocery Shopping

Lesson Plans

Foundation L and CLB 1

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
Alberta Health Services
publichealth.nutrition@ahs.ca

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 5](#))

Vocabulary

Prior Knowledge: fridge, cupboards, store flyer, shopping list, spend, eat

Activity 1: grocery store, super mart, specialty store, farmers' market, bulk food store, corner store

Activity 2: 1, 2, 3, 4, first, second, third, fourth, 1st, 2nd, 3rd, 4th. *If not mentioned in Prior Knowledge, introduce the following now:* fridge, cupboards, store flyers, shopping list, spend, eat

Activity 3: no new words

Activity 4: no new words

Activity 5: food sections: Produce, Bakery, Meat, Dairy, Frozen Food

Activity 6: no new words

Discover current knowledge

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

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

- Ask learners where they usually shop for food
- Prompt, if necessary, by writing names for the audience (e.g., Safeway, Superstore, etc.).
- 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	Why?
Grocery store (e.g. Safeway, Save On)	close to home; lots of choice; sales
Super mart (e.g. Wal-Mart, Giant Tiger)	close to home; sales
Farmers' market	produce is fresh
Specialty stores (e.g. T&T, Asian supermarkets)	food and spices learners may be more familiar with
Bulk food stores (e.g. Bulk Barn, Nutters)	may be less expensive; can buy how much they need
Corner store (e.g. Circle-K, 7-Eleven)	close to home; don't need much

- Ask learners what they do before they go food shopping.
Prompt, if necessary, by asking if they:
 - look in their fridge or cupboards to see what they need
 - look at store flyers
 - think about what they want to eat that week (i.e., plan meals)
 - write a shopping list
 - think about how much money they can spend
 - eat before they go food shopping
- If learners mention any of the above, and if their listening and speaking abilities permit, ask why they do the things they mentioned.

Note: Instructor is eliciting prior knowledge here. If learners do not do any of these things, do not introduce them at this point. Continue to [Activity 1](#).

Possible answers:

Things to do to prepare for food shopping	Why?
Check fridge and cupboards to see what you need	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	so you can buy ingredients you need; may spend less money
Write a shopping list	so you don't buy things you don't need; saves time

Activity 1 – Types of Food Stores

Hand out [Activity 1, Worksheet 1](#).

- Read names of different types of stores to class.
- Learners repeat names.

Hand out [Activity 1, Worksheet 2](#).

- Learners circle Yes or No to show which they shop at.

Hand out [Activity 1, Worksheet 3](#).

- Read names of different types of stores to class.
- Learners read store names to you.
- Learners copy the names of the six types of food stores on the line under the picture.

Activity 2 – Printing Numbers

Hand out [Activity 2, Worksheet 1](#).

- Read with learners the things we should do before we go food shopping.
- Discuss why these things are important and in what order they should be done. See [Discover Current Knowledge](#) section for discussion ideas.
- Instruct learners to print 1, 2, 3, and 4 in the boxes next to the pictures to match the order that these things should be done.

Hand out [Activity 2, Worksheet 2](#).

- **Task 1:** Learners write first, second, third, and fourth on the lines, to order the pre-shopping activities.
- **Task 2:** Learners write 1st, 2nd, 3rd, and 4th on the lines, in order.
- **Task 3:** Learners cut out the words from task 1 and the pictures from task 2. Learners match the words with the pictures and arrange the matched pairs in order.

Activity 3 – Copy a Shopping List

(No worksheet)

- Teachers create a 3 to 5 item shopping list of healthy foods. (Example: carrots, lettuce, eggs, chicken, lentils.)
- Learners copy the shopping list.

Activity 4 – Match Food Words with Pictures

(No worksheet)

- Learners copy their shopping list from Activity 3 onto a half sheet of flipchart paper.
- Learners work with a partner to find, cut out, and glue pictures of the items on their list from store flyers or picture cards (Activity 5). Teachers can add additional food items to the list as time allows.

Activity 5 – Put Food in the Correct Food Section

- Introduce names of food sections (Produce, Bakery, Meat, Dairy, Frozen Food). Write these headings on a blackboard, 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 only - [Activity 5 Picture Cards](#) - and/or picture and word cards - [Activity 5 Word Cards](#) - to learners, depending on benchmark level and prior knowledge.
- Learners stand up and put the word or picture cards on the blackboard 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.
- For further practice, photocopy sets of these cards. Learners can practice putting the food under the correct food section when they finish other work early.

Activity 6 – Label the Food Sections of a Store

- Hand out [Activity 6, Worksheet 1](#).
- Teachers give various instructions. For example, “Circle the cucumber”; “Write number 1 beside cheese”; “Draw a line from bread to Bakery”; etc.
- Learners follow these instructions.

Assessments 1 and 2 – Writing: Make a Shopping List

Writing: II. Reproducing Information

- Hand out [Assessment 1](#) to Foundation L learners and [Assessment 2](#) to CLB 1 learners.
- Ask learners to copy the list onto the right-hand side.
- These can be used as Portfolio Based Language Assessment (PBLA) tasks. When marked, put in the Language Companion in the My Portfolio Writing section.

Assessments 3 and 4 – Reading: Find the Correct Food Section

Reading: IV. Comprehending Information

- Hand out [Assessment 3](#) to Foundation L learners and [Assessment 4](#) to CLB 1 learners.
- Ask learners to identify the food section in which the given food items belong.
- 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.

Follow-up

- Go on a field trip to a grocery store.

Resources

For more healthy eating resources visit:

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

Dietitians of Canada www.unlockfood.ca

Activity 1, Worksheet 1 – Types of Food Stores

Task: Listen to your instructor say the names of places to shop. Practice saying the names.

I can shop for food at a...



grocery store



super mart



farmers' market



bulk food store



corner store



specialty store

Activity 1, Worksheet 2 – Types of Food Stores

Task: Do you shop at these stores? Circle Yes or No.

I shop for food at a...



grocery store

yes

no



super mart

yes

no



farmers' market

yes no



bulk food store

yes no



yes

no

corner store



yes

no

specialty store

Activity 1, Worksheet 3 – Types of Food Stores

Task: Copy the name of each food store onto the line beside its picture.



grocery store



super mart



farmers' market



bulk food store



corner store



specialty store

Activity 2, Worksheet 1 – Printing Numbers

Task: Print 1, 2, 3, and 4 in the boxes, in order.

Good things to do before I go food shopping...

Check my fridge and cupboards.	<hr/>	
Plan my meals for the week.	<hr/>	
Make a shopping list.	<hr/>	
Look at store flyers.	<hr/>	

Activity 2, Worksheet 2 – Printing Numbers

Task 1: Write first, second, third, and fourth on the lines, in order.

Good things to do before I go food shopping...



_____ Check my fridge and cupboards.

_____ Plan my meals for the week.

_____ Make a shopping list.

_____ Look at store flyers.

Task 2: Write 1st, 2nd, 3rd, and 4th on the lines, in order.

Good things to do before I go food shopping...

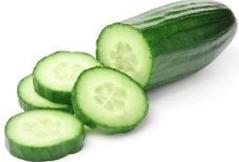


_____	
_____	
_____	
_____	

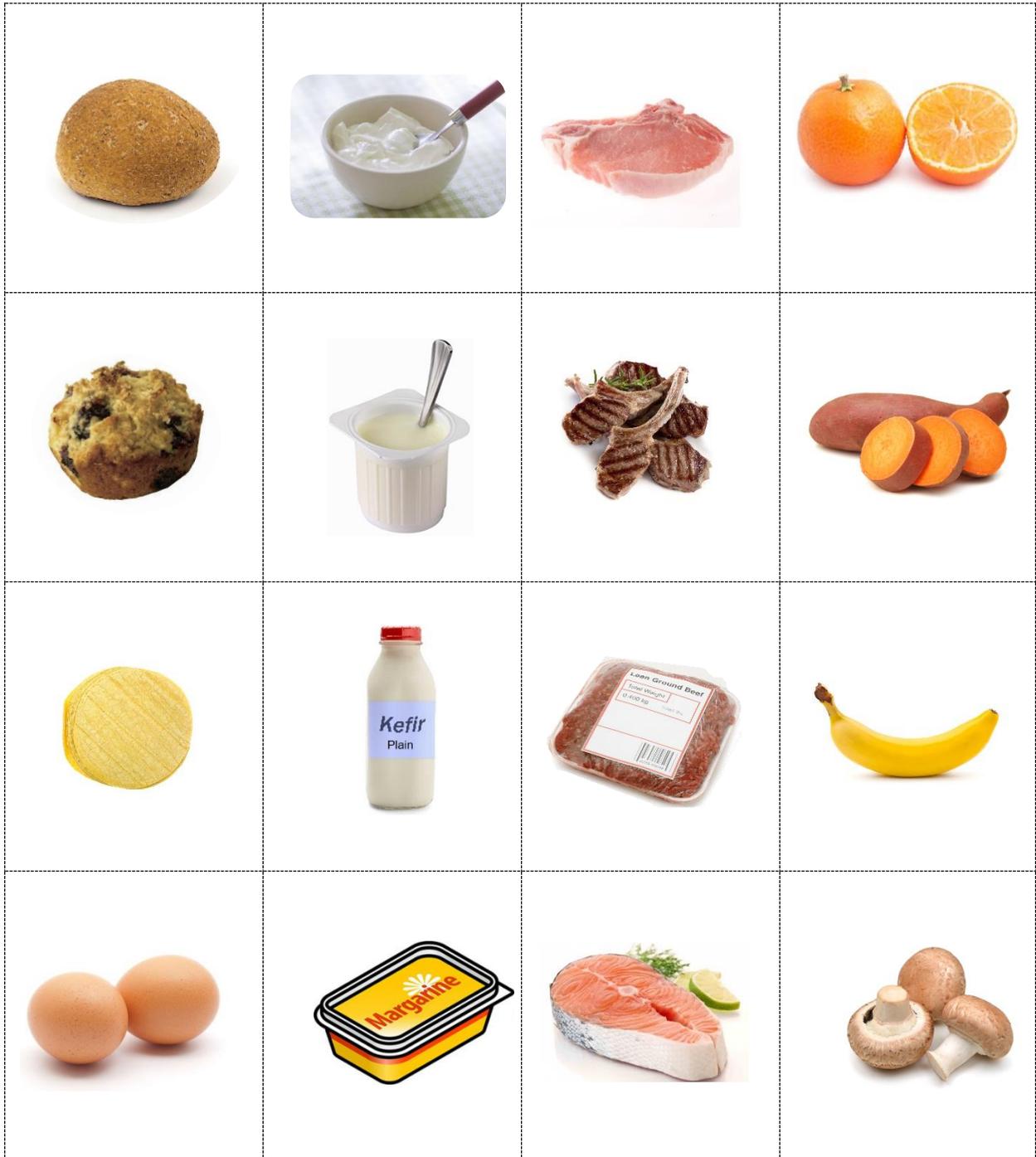
Task 3: Cut out the words from task 1 and the pictures from task 2. Match the words with the pictures. Arrange the matched pairs in order.

Activity 5, Picture Cards – Food Sections

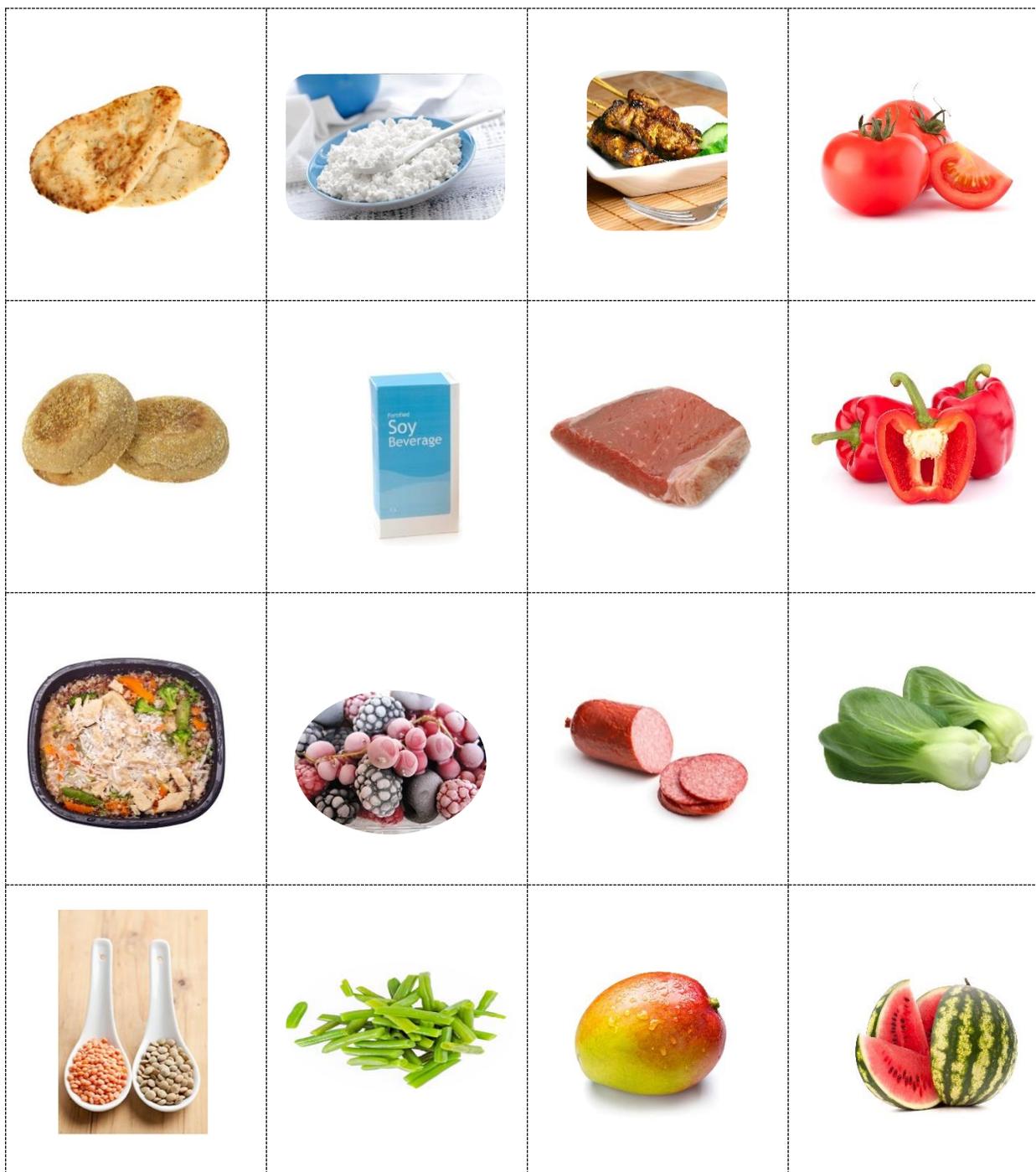


Bakery	Dairy	Meat	Produce
Frozen Food			
			
			

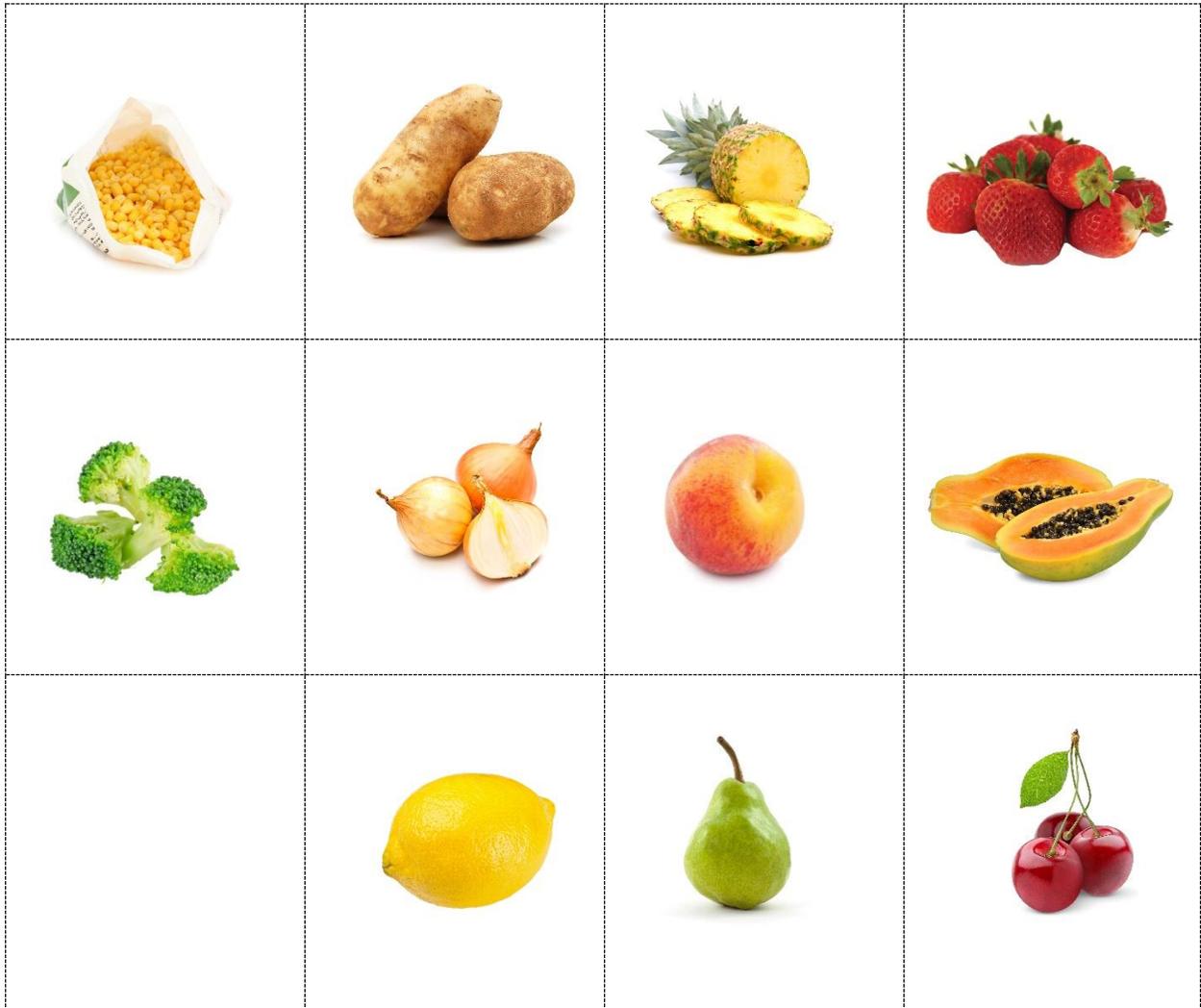
Newcomer Nutrition Education Toolkit



Newcomer Nutrition Education Toolkit

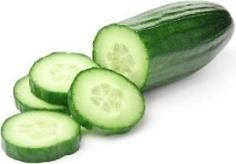


Newcomer Nutrition Education Toolkit



Activity 5, Word Cards - Food Sections



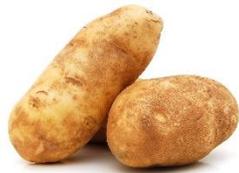
Bakery	Dairy	Meat	Produce
Frozen Food	 cheese	 chicken	 carrots
 pita bread	 milk	 beef	 lettuce
 bread	 bagel	 butter	 cucumber

			
bun	sour cream	pork	oranges
			
muffin	yogurt	lamb	sweet potatoes
			
tortillas	kefir	ground beef	banana
			
eggs	margarine	fish	mushrooms

 <p>naan bread</p>	 <p>cottage cheese</p>	 <p>kebab</p>	 <p>tomatoes</p>
 <p>english muffins</p>	 <p>soy beverage</p>	 <p>steak</p>	 <p>red peppers</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>



frozen
vegetable



potatoes



pineapple



strawberries



broccoli



onions



peach



papaya



lemon



pear



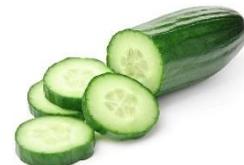
cherries

Activity 6, Worksheet 1 – Label the Food Sections of a Store

Task: Listen carefully. Follow your teacher's instructions.



Dairy	Meat	Frozen Food	
Bakery	<input type="text"/>	<input type="text"/>	Produce
	<input type="text"/>	<input type="text"/>	



Assessment 1 – Foundation L, Grocery Shopping

Writing: II. Reproducing Information

Task: It's time to make tacos. We need to buy the food ingredients we need. Copy the foods from the recipe onto the shopping list.

Name: _____

Date: _____

Recipe Food

lettuce



tortilla



ground beef



Shopping List

Instructor's Feedback: Grocery Shopping,
Foundation L, Assessment 1

Writing: II. Reproducing Information

Performance indicators	Achievement	
	Yes  1 point	Not Yet  0 points
Holistic: Copies words legibly		
Analytic:		
Copies all 3 words		
Writes on the lines		
Has spaces between words		
Good lowercase letters		

Total: ____ / 5

For next time:

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

Yes / No With / Without help

Assessment 2 – CLB 1, Grocery Shopping

Writing: II. Reproducing Information

Task: It's time to make tacos. We need to buy the food ingredients. Copy the foods from the recipe onto the shopping list.

Name: _____ Date: _____

Food

3 onions



lettuce



2 tomatoes



4 tortillas



ground beef



Shopping List

Instructor's Feedback: Grocery Shopping - CLB 1, Assessment 2

Writing: II. Reproducing Information

Performance indicators	Achievement	
	Yes  1 point	Not Yet  0 points
Holistic: Copies words legibly		
Analytic:		
Copies all 5 words		
Writes on the lines		
Forms numbers well		
Forms lowercase letters well		
Has spaces between words		

Total: ____ / 6

For next time:

Task achieved = 5/6 and holistic must be 'Yes'

Yes / No

With / Without help

Assessment 3 – Foundation L, Grocery Shopping

Reading: IV. Comprehending Information

Task: We are shopping for some foods. Which section will we find them in? Draw a line from the food to the section of the grocery store you find it.

Name: _____ Date: _____



fish



Bakery



pear



Frozen Food



bread



Produce

Instructor's Feedback: Grocery Shopping – Foundation L, Assessment 3
Reading: IV. Comprehending Information

Performance indicators	Achievement	
	Yes  1 point	Not Yet  0 points
1 mark for each correct answer		
Total: ____ / 3		
For next time:		

Task achieved = 2/3

Yes / No With / Without help

Assessment 4 – CLB 1, Grocery Shopping

Reading: IV. Comprehending Information

Task: We are shopping for some foods. Which section will we find them in? Circle your answer.

Name: _____

Date: _____

 <p>fish</p>	<p>Dairy</p> <p>Frozen Food</p>	<p>Bakery</p> <p>Produce</p>
 <p>pear</p>	<p>Dairy</p> <p>Frozen Food</p>	<p>Bakery</p> <p>Produce</p>
 <p>bread</p>	<p>Dairy</p> <p>Frozen Food</p>	<p>Bakery</p> <p>Produce</p>
 <p>yogurt</p>	<p>Dairy</p> <p>Frozen Food</p>	<p>Bakery</p> <p>Produce</p>
 <p>frozen fruit</p>	<p>Dairy</p> <p>Frozen Food</p>	<p>Bakery</p> <p>Produce</p>

Instructor's Feedback: Grocery Shopping - CLB1, Assessment 4

Writing: II. Reproducing Information

Performance indicators	Achievement	
	Yes  1 point	Not Yet  0 points
1 mark for each correct answer		
Total: ____ / 5		
For next time:		

Task achieved = 4/5

Yes / No

With / Without help

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