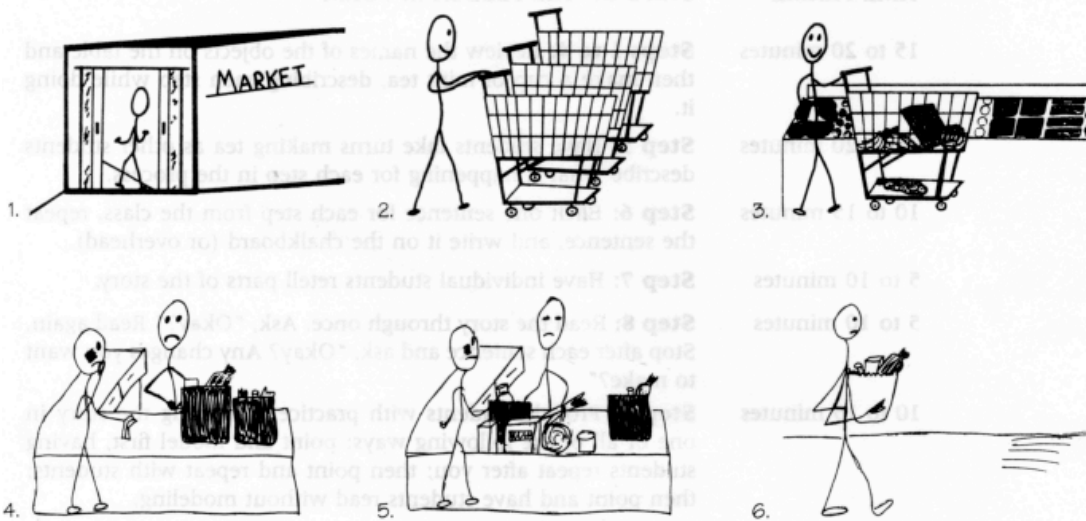


# VIDEO INSTRUCTIONAL MATERIALS

## PART II

### Shopping



I going to market. Take the cart. Bananas, cereal, apples, oranges, Pepsi, cookies, cakes, coffee, sugar, tea. The problem, no work, no money. I buy just a little. I'm going to my house.

going	work	problem	cereal	cart
buy	money	sugar	market	house

Developed by Susana Riles, Sequoia Adult School, Redwood City, California

# VIDEO LESSON PLAN: PART II

## THE SUPERMARKET

**Objective:** To describe and read about the process of shopping in a supermarket

**Materials Needed:** Flashcards  
Blank transparency or ditto for writing story  
Ditto of reduced flashcards  
Realia (items you can buy in a supermarket)—optional  
3-by-5 inch cards for flashcards of words

**Length of Lesson:** Approximately 2 hours and 30 minutes

**TIME FRAME STEPS ON THE FEEDBACK FORM**

*First part of lesson, prior to this video demonstration.*

5 to 10 minutes **Step 1:** Review grocery store items by showing food items and eliciting their names from the students.

5 minutes **Step 2:** Line up a series of flashcards on the chalkboard tray and give students a few minutes to study the pictures.

1 to 2 minutes **Step 3:** Elicit from students where they shop for groceries.

3 to 5 minutes **Step 4:** Use picture cues to recreate for students the sequence of events of shopping in a supermarket.

20 to 25 minutes **Step 5:** Have the students describe what is happening in each picture.

10 to 15 minutes **Step 6:** Elicit from the class one sentence for each picture. Repeat the sentence and write it on the chalkboard (or overhead).

3 to 5 minutes **Step 7:** Have individual students retell parts of the story.

5 to 10 minutes **Step 8:** Read the story through once. Then read the story back to the students, stopping at places in which the English is not correct and students may know the correct English. Ask, "Is this O.K.? Is there another way to say this?"

10 minutes **Step 9:** Provide students with practice in reading the story in one or more of the following ways: point and model first, having students repeat after you; then point and repeat with students; then point and have students read without modeling.

*Second part of lesson, included in this video demonstration.*

60 to 90 minutes **Steps 10 and 11:** Go through the story and match key words on flashcards to words in the story on the board. Next ask students to circle key words on their copy of the story. Then have students do the following activities alone and at their own pace: sequence pictures; match pictures with sentences; sequence sentences without pictures; sequence words in a sentence.

**Steps 12 to 14:** Monitor students and provide feedback to individuals on the accuracy of their responses. As individuals successfully complete one activity, start them on another activity.

**Step 15:** When an individual finishes an activity, have that person demonstrate it.

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