



## STAT Lesson Plan for English-Language Learners

### At the Convenience Store/ En la tienda de conveniencia

Lesson Duration: 30-60 minutes

#### Standards (as needed or required):

#### Lesson Objectives:

- Student will be able to use the target vocabulary in a convenience store.
- *El/la estudiante podrá usar el vocabulario en una tienda de conveniencia.*
- Student will be able to use common phrases used in a convenience store.
- *El/la estudiante podrá usar las frases comunes que se usan en una tienda de conveniencia.*
- Student will be able to ask for help with making purchases at a convenience store.
- *El/la estudiante podrá pedir ayuda para hacer compras en una tienda de conveniencia.*

#### I Can Statements:

- I can use the target vocabulary in a convenience store.
- *Puedo usar el vocabulario en una tienda de conveniencia.*
- I can use common phrases used in a convenience store.
- *Puedo usar frases comunes que se usan en una tienda de conveniencia.*
- I can ask for help with making purchases at a convenience store.
- *Puedo pedir ayuda con las compras en una tienda de conveniencia.*

#### Lesson Instructions

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of the students. The objective is for students to practice with engaging activities that will enable them to practice what they are learning.

## Materials Needed

- Laptop or other mobile device
- [Vocabulary & Image Guide Sheet](#)
- [Vocabulary Practice Worksheet](#) & [Answer Key](#)
- Quizlet Activities: [Vocabulary](#)
- [Matching Game](#)
- [Video & Questions](#)
- Copies of [Pre](#) and [Post](#) Tests & [Answer Key](#)

## Target Vocabulary

### Food/Store Vocabulary

- Food
- Drinks
- Bread
- Milk
- Sodas
- Chips
- Water
- Candy
- Toilet paper
- Chicken
- Leg (chicken)
- Thigh (chicken)
- Breast (chicken)
- Wings (chicken)
- Pizza
- Cheese Pizza
- Meat Pizza
- Veggie Pizza

### Services Vocabulary

- Bathroom
- Key
- Receipt
- Change

### Phrases

- Doesn't work
- Out of order
- To pay
- How much?
- I need
- Thank you
- Where is?
- You're welcome
- Please

## Pre-Test Questions

1. If it is out of order, it doesn't work.
2. The following is a type of pizza: meat
3. The following is not a part of the chicken: cheese
4. If you give the cashier ten dollars and he gives you five, that is called your change.
5. What is this photo? (receipt)

## Introduction/Opener/Activate Prior Knowledge

### Introduction/Opener/Activate Prior Knowledge

- Show a photo of a local convenience chain store.
- Ideas for questions to begin discussion:
  - Have you ever visited a store like this?
  - Why did you go?
  - What did you buy?
  - Did the store have food?
  - What other items did the store have?

## Introduce Key Vocabulary

Distribute vocabulary worksheet. Instructor will go through each word in English, Spanish and practice pronunciation.

- *I say: pizza You Say: pizza They Say: pizza We say: pizza*
- Instructor may put their finger on their chin as a signal for when the instructor speaks and on their ear for when students speak. Say the words/phrases in English and have students repeat. Continue this method for each vocabulary word chosen.
- Repeat the word *pizza*.
  - Look at your big thumb and say “*pizza*.”
  - What is this picture of?
  - Yell out the word “*pizza*”/ whisper the word “*pizza*” etc.
- Introduce the key vocabulary:
  - Practice out loud as a group.
  - Say the phrases in English and have students repeat.
  - Give students feedback with pronunciation.
  - Repeat the term and give feedback until the student closely mimics your pronunciation.
- TPR activities to engage students that involve physical movement
- Paper flashcards
- Flashcards on Quizlet that match the paper flashcards
  - English-Spanish (students can switch to start with Spanish)
  - English to image
  - English with descriptions
- Sample conversations and conversation comprehension activities

### Extension Activity/Connections to Other Topics

Show students a photo and ask students to describe what they see, i.e., *“I see a man paying at the store. The woman gives him change.”*

Use simple dialogue scripts to role play. Learners read a role.

Person 1: May I take your order?

Person 2: Yes, I would like a(n) \_\_\_\_\_. (cheese pizza)

Person 1: Okay, that is \$5.

Person 2: Sure, I have a \$10

Person 1: Ok, here is \$5 change.

Person 2: Thank you.

Direct students to the English for Daily Life Lessons for topics and sub-topics to extend their learning: **numbers and banking (money) and asking questions.**

### Post-Test Questions

1. If it is out of order, it doesn't work.
2. The following is a type of pizza: meat
3. The following is not a part of the chicken: cheese
4. If you give the cashier ten dollars and he gives you five, that is called your change.
5. What is this photo? (receipt)

**Bonus:** Underline something that is not bought in a convenience store: tire

### Wrap-Up/What Have Students Learned?

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

### Next Steps for Individual Student Practice

- Students practice using their new vocabulary and phrases in the real world.

### Instructor Reflection

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?

