

TITLE: Comparison Shopping

ESTIMATED TIME: 2.5 hours

LESSON OBJECTIVES:

- Express opinion and negotiate about a familiar topic to others in small group setting.
- Use scanning strategies to find specific information on an authentic document.
- Use the comparative form to communicate both verbally and in written form to compare items.

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| Essential Vocabulary: | Materials Needed: |
| <ul style="list-style-type: none"> • Brand name product • Generic product • Budget • Comparison shop • Weekly ad • Circular | <ul style="list-style-type: none"> • Comparison Shopping PowerPoint • A brand name product and a generic brand product (For example, a can of Coke and a can of Great Value cola') • Store circulars, enough to have each student to have one circular (prior to the day of the lesson, encourage students to bring circulars from their home) • Comparison Shopping - Sentence Construction Worksheet • "Party Planning" worksheet • Smart shopping tips: You tube (https://youtu.be/0pCWTbloobg) |



WARM UP (10 Minutes):

- Display Slide 1 on the 'Comparison Shopping' slideshow on a digital board for the class to see. Students will see a photo of SAC students at graduation.
- Ask your students the following questions and write responses on the board:
 - What do you think these students will do after graduation? (It is likely students mention the idea of going to a party.)
 - Has anyone ever planned a graduation party? What did you do?
 - Have you ever helped plan another party? What kind of party was it?
 - What do you need to do when you plan a party?
- Write responses on the whiteboard and discuss.



INTRODUCTION (15 Minutes):

- Ask students what they consider when they have a party. Write responses on the board. (It is likely students will mention cost.) Discuss the fact that we often have to 'compare' prices.
- Tell students that they are about to play 'Guess the Price'. They will see two products. One product is a 'brand name' product and one product is a 'generic' product. Ask students what the difference is. Write responses on the board. Confirm understanding by explaining the following:
 - Hold up a can of Coke to the class and explain that it is a brand name product. A brand name product is made by a specific company and is well-known.
 - Now, hold up a can of 'Great Value Cola'. Explain that Great Value, is a generic brand. Generic brands are often produced by stores and are cheaper than brand name products.



INTRODUCTION (15 Minutes):

- Go to Slide 3 and then Slide 4 of the ‘Comparison Shopping’ slideshow. Students will see a slide with the name of the game ‘Guess the Price’ and on Slide 4 they will see two bottles of ketchup. One bottle is a brand name and the other is a generic brand. Ask students what the product is called and write ‘ketchup’ on the board.
- Write the following sentence form on the board and practice pronunciation:
 - ‘We think the name brand ketchup is _____.’
 - ‘We think the generic ketchup is _____.’
- Depending on the class size, have your students get into five to six groups and tell them that they have 2 minutes to guess the price of the two products.
- When two minutes are up, have a representative from each group share their predictions using the sentence form above. Write responses on the board.
- Click on the slide to display the actual cost of the items (Heinz - \$3.99; Generic \$2.50).
- Congratulate the group that has the closest guess for the two products combined.
- Continue the activity above for Slides 5 and 6. (Slide 5 compares potato chips and Slide 6 compares soda.)
- When finished, congratulate the team with the right answers. (For fun, you could give them a coupon book from a local grocery store because they are such savvy shoppers☺.)
- Have a brief conversation about the differences between generic and brand name products. It is likely students will use comparative language. Without correcting students at this point, explain that for today’s lesson, students will become masters at comparing items in English!

*Another option for the above activity could be a blast using actual products instead of the images on the slideshow. You could put the price of the items in envelopes for students to open☺.



PRESENTATION (30 Minutes):

Prior to the following activity, provide students to a link to your favorite ELL online dictionary. (For example: [Learners Dictionary](http://learnersdictionary.com/definition/ELL) (<http://learnersdictionary.com/definition/ELL>) This can be easily done using remind.com.

- After your students talk about their favorite supermarkets to save money, write the word “budget” on the board.
- Ask you class if anyone knows what a budget is? Write the responses on the board. (If no one knows, you can have students look up the definition on their smartphones).
- Open Slide 7 of the ‘Comparison Shopping’ slideshow. Have students read the definition and sample sentence aloud for the class. Discuss its meaning.
- Ask students the following questions:
 - Have you ever made budget before?
 - Is a budget is important when planning a party? Why?
- One way to stay within a budget is to ‘comparison shop’.
- Go to Slide 8 of the ‘Comparison Shopping’ slideshow. They will see the expression, ‘comparison shop’. Using their smartphones, have students access an English Learners online dictionary. Briefly explain to students that ELL dictionaries are a great way to learn about new vocabulary.



PRESENTATION (30 Minutes):

- Now, tell students they have 3 minutes to look up the expression, ‘comparison shop’. Remind students that if they finish early, they can help their fellow classmates☺.
- As students are working, help students that need assistance.
- When the three minutes are up, call on a student to share his/her response.
- Confirm understanding by clicking on Slide 8 so that the definition and sample sentence appear. Discuss with students.
- Explain that when we want to compare two items in English, we use ‘comparatives’.

Mini Grammar lesson - Comparatives:

At the beginning high level, students are likely to still have issues grasping how to use comparative adjectives. Review Slides 9 - 14 on the ‘comparison shopping’ slideshow with students. Here is a brief overview below:

- We use comparative adjectives to compare two items. We do this two ways:
 - For one syllable adjectives and two syllable adjectives ending in ‘y’, we use ‘er’. For example:
 - Molly, the cat, is ‘**smaller**’ than Bob, the cat (Refer to Slide 10).
 - The pink cake is ‘**prettier**’ than the blue cake. (note the ‘y’ changes to an ‘i’)
 - For two syllable adjectives (not ending in ‘y’ and larger, we use ‘more’. For example:
 - The tan heels are ‘**more**’ comfortable than the pink heels (Refer to Slide 11).
- Notes:
 - There are a few irregular adjectives that don’t follow this rule. The two most common are as follows:
 - Good - better (Best is the superlative.)
 - Bad - worse - worst (Worst is the superlative.)
 - For one syllable adjectives ending in a single vowel, we must double the vowel when adding ‘er’. For example, ‘fat becomes ‘fatter’ and ‘thin’ becomes ‘thinner’.
- Check out the online resources at the end of the lesson for some great videos and additional materials.



GUIDED PRACTICE (20 Minutes)

- It’s time for students to find some items to compare. Using their phones, students will take pictures of items around campus to compare. Students can work in groups and have 15 minutes to find 3 sets of pictures. Reference Slide 15 as an example.
- When students return, have them message you the photos along with a comparative sentence via ‘Remind.com’. *(If you have a class blog or a Facebook page, students can upload their pictures and sentences there as well. Check out ‘Teacher Tips’ for more information on using social media in the classroom.)*
- Open ‘Remind.com’ on the projection screen that that everyone can see the pictures and sentences created.
- Have students read the sentences created and discuss. *(Don’t be afraid to correct sentences that have used the comparative incorrectly. If possible, it is always a good idea to provide positive feedback first and then point out work out the mistake.)*



COMMUNICATIVE PRACTICE (20 Minutes):

- Now, ask students if they remembered to bring the circulars from their neighborhood. Tell them that they will be comparing the price of items in them. *Have back-ups in case students don't bring them to class or were absent the day before.
- Distribute the 'Comparison Shopping - Sentence Construction Worksheet' to students.
- In the front of the class, have enough store circulars from at least 2 different supermarkets. You will need enough for each student to take one along with store circulars from local stores.
- Read the directions on the worksheet together to confirm understanding. Explain that groups will have twenty minutes to complete the activity with their partners.
- As students are working, facilitate and encourage communication.
- When 20 minutes are up, have a few students share their sentences with the class.
- Last, have a brief discussion about what supermarkets in their communities offer the best pricing.



APPLICATION (40 Minutes):

Time to have fun! For this activity let your students know that they will have to get creative and shop smart.

- Hand out the "Party Planning" Worksheet and have students work in small groups of their choice.
- Read the instructions together as a class and emphasize that although they can plan a party of their choice, but they have to stay within budget. Remind students of the parties that were mentioned the 'Warm Up' activity and write them on the board. They will also have to compromise and negotiate with their partners.
- They have 30 minutes to complete the activity. Also, remind students to try hard to speak in English. (See page... for tips on native language use in the classroom.)
- As students are working, facilitate with each group multiple times. Encourage group conversation and creativity.
- After the 30 minutes, have each group share their party idea with the class.
- Finally, spend a few minutes to debrief. Encourage students to share what they enjoyed and what was challenging about the activity. (For tips on student feedback check out the 'Teacher Tips' page.)

Teacher tip: *It may be a good idea to recommend a wake as a potential "party" idea for this project. Although it might be little sad to think about, it is beneficial for students to think about and discuss the different cultural expectations of this type of gathering.*



EVALUATION:

- Evaluation of student sentences during the Guided Lesson
- Evaluation of the Comparison Shopping - Sentence Construction Worksheet
- Assessment of the 'Party Planning Activity'
- In Class observation of group work and whole class discussions



EXTENSION::

- Have students write down costs of items they buy on a daily basis to “compare shop” and bring results to share with the class.
- Watch a video on smart shopping habits such as : [You tube](https://youtu.be/0pCWTbloobg) (https://youtu.be/0pCWTbloobg)
- Have pairs present their party details to the class as a slideshow presentation.
- Students could plan a class celebration.
- Students could visit a local supermarket and as homework compare prices of items in the store.
- A lesson on Generic versus Store Brand products could be taught.

CORE LESSON COMPONENTS:

BASIC COMMUNICATION:

- Students will communicate with their classmates simple comparison statements based on their comparison shopping.

COLLEGE/WORKFORCE PREP:

- Participate in group work to comparison shop.
- Use critical thinking to comparison shop and plan a party within a budget.

DIGITAL PREP:

- Use smartphones to search for definitions.
- Use smartphones to find local store prices.

21ST CENTURY SKILLS

- Critical Thinking Skills
- Collaboration & Leadership
- Agility & adaptability
- Initiative & entrepreneurship
- Oral communication
- Written Communication
- Access & analyze information
- Have & use curiosity & imagination
- Play, passion & purpose beyond the classroom

ONLINE RESOURCES:

- Party photo: [Frog Prince Paperie](http://frogprincepaperie.com/wp-content/uploads/2014/03/graduation-party-ideas-9.jpg) (http://frogprincepaperie.com/wp-content/uploads/2014/03/graduation-party-ideas-9.jpg)
- Smart shopping tips: [You tube](https://youtu.be/0pCWTbloobg) (https://youtu.be/0pCWTbloobg)

ADAPTATIONS:**WARM UP:**

High Tech: provide the link to your students to have them access the picture on their own device. Use a discussion forum for students to respond. Go to 'online resources' for ideas on tools you can use.

Low Tech: print out the picture before the class. If WiFi is available at your site, provide the link to the photo to have students access the picture on their smartphones.

INTRODUCTION:

Multi-Level: Pair higher level students with lower level students.

High-tech: Use a discussion forum for students to respond. Go to 'online resources' for ideas on tools you can use.

Low-tech: Print out power point slides before the lesson. It is recommended to print in handout format (three slides per page) to handout to students to follow along.

PRESENTATION:

Multi-Level: Pair advanced students with lower level students.

Low-tech: Print out power point slides before the lesson. It is recommended to print in handout format (three slides per page) to handout to students to follow along.

GUIDED PRACTICE:

Multi-level: Have advanced students write additional examples they come up with on their own.

Low-tech: Print out power point slides before the lesson. It is recommended to print in handout format (three slides per page) to handout to students to follow along.

High- tech: Use a discussion forum for students to post volunteer answers.

COMMUNICATIVE PRACTICE:

Multi- level: Pair advanced students with lower level students.

High-tech: Have students do a web search for the circulars of their favorite super markets.