

# ACTIVITY: CLIPPING COUPONS

## Competency Area:

Consumer Economics

## Objective:

Students discuss coupons and discounts with their use.

## Newspaper section:

Sunday Coupon Section (save coupon sections for several weeks to have an adequate supply)

## Required Class Time:

45-60 minutes

## Target Vocabulary:

expire, save, manufacturer, consumer, retailer, off, discount, not valid

## Grammar points:

None

## Materials List:

Coupon fliers from Sunday newspaper, scissors, file folders

## In-Class Procedure:

1. **Warm up:** Ask students if they use coupons for their grocery shopping. Elicit answers of why or why not?
2. Introduce targeted vocabulary to students.
3. Give each student a coupon flyer from the Sunday newspaper. Have students cut coupons for items they might purchase.
4. Have students describe 1-2 of the coupons they clipped to the whole class. Make a note of any target vocabulary appearing on the students' coupons. Discuss the advantages and disadvantages of using coupons and write responses on the board.
5. Play "Go Fish" type game in pairs or groups of three. Stand file folders up between learners so they can't see each others' coupons. Instead of making pairs of identical coupons, have students ask each other for coupons of a certain value or product category which matches a similar coupon in the student's hand. Examples: "Do you have a coupon for a hair care product?" "Do you have a \$1.00 off coupon?" "Do you have a coupon for breakfast cereal?" Whoever collects the most coupons wins. Students at the end of game may trade coupons.

**SPL Level:**

2-3, 4-5

**Language**

**Skills:**

L S

**CASAS**

1.3.5

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Ask students to report back on using the coupons they took home from the in-class activity.

### **For learner and child(ren):**

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**Ages 2-5:** Send home coupons with adults. Have young children cut out coupons for foods that they would like.

**Grades 1-4:**

Send home coupon section with adult students. Have adult student help child clip coupons.

1. Arrange coupons from smallest to largest amount saved.
2. Arrange coupons according to expiration dates.
3. Arrange coupons by product categories (hair care, canned goods, dairy, fast food, cereal, etc.)
4. Ask child which coupons they think the adult should use.

### **Tips and Options:**

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Students in class could make a bar graph on the board charting the number of coupons they clipped:

- 1) at different values (25-cents off, 50-cents off, \$1.00 off, \$1.50 off), OR
- 2) by category of products (dairy products, over-the-counter medicines, paper products, canned goods, hair care products, etc.)

There is a fun literacy activity in CDE's Intergenerational Literacy Activities Notebook regarding coupons. Parents and children make coupons for services to give to each other.

# ACTIVITY: CROSSWORD CREATIONS FOR CONSUMERS

## Competency Area:

Consumer Economics

## Objective:

Students identify and spell consumer economics vocabulary.

## Newspaper section:

Any, grocery ads, display ads

## Required Class Time:

30-45 minutes

## Target Vocabulary:

Any vocabulary relating to consumer economics, e.g. supermarket, advertisement, cashier, money, dollars, sale, bargains, (student-generated vocabulary is best)

Crossword, puzzle, clue, grid, across, down

## Grammar points:

none

## Materials List:

class set of newspapers, crossword grids (2 per pair or group), overhead transparency with the crossword grid, overhead transparency markers

## In-Class Procedure:

1. **Warm-up:** Elicit previously learned words related to consumer economics and money from students and write on board.
2. Give students newspapers/advertisements. Have students find and circle any words they can from the board plus any additional words on the topic.
3. Demonstrate on OHP how to fill in a crossword key, writing intersecting words going down and across, numbering each word, and writing definitions for clues.
4. Put students in small groups or pairs. Give each group two grids. On one grid, have them fill in an answer key using words found in the newspaper. On the other grid, students write the across and down numbers in the correct squares of the grid, indicate how many spaces the words occupy, and write the definition clues.
5. When finished, have groups exchange puzzles and try to solve them. If time permits, groups solve the puzzles in class. If not, students complete the puzzles as homework.

**SPL Level:**

4-5

**Language**

**Skills:**

R W L S

**CASAS**

none

CONSUMER ECONOMICS

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Take a template home and make own crossword on any theme.

### **For learner and child(ren) :**

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**Grades 1-3:** Help children make an answer key by intersecting the names of friends and family members. It isn't necessary for children to write clues. Children and parents can play a guessing game, "Who am I Thinking About?" by taking turns describing a friend or family member and having the child or adult guess who it is.

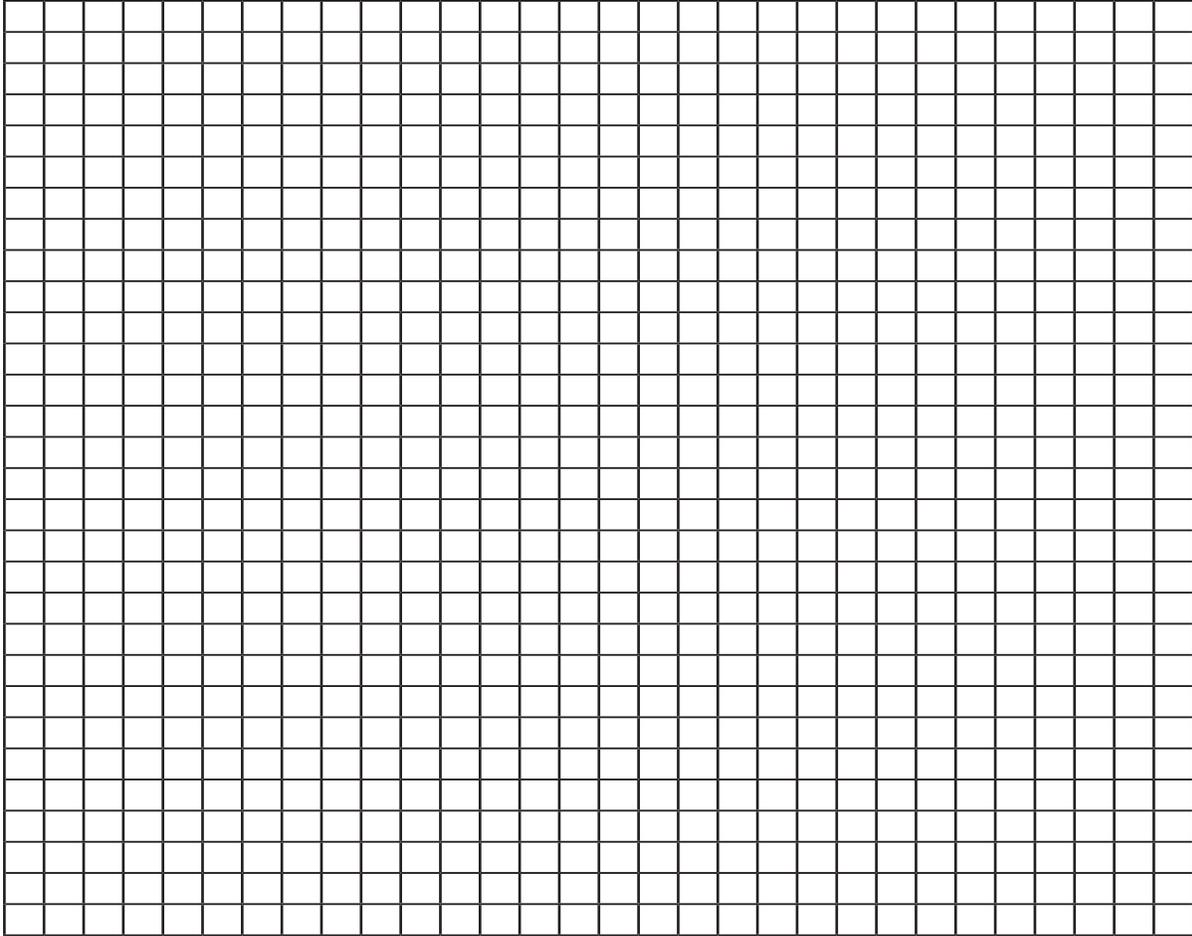
### **Tips and Options:**

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Lower levels may use picture clues, rather than definitions or examples.

When writing clues, higher levels may use the word in a sentence, leaving the key word blank.

# CROSSWORD PUZZLE



## CLUES

*Across:*

- 1.
- 2.
- 3.
- 4.
- 5.

*Down:*

- 1.
- 2.
- 3.
- 4.
- 5.



# ACTIVITY: FIND A BUSINESS

## Competency Area:

Consumer Economics

## Objective:

Student locates businesses in newspaper advertisements and matches them to particular items.

## Newspaper section:

All of the newspaper, especially the ads.

## Required Class Time:

45 minutes

## Target Vocabulary:

business, advertisement, consumer product, item, automobile tires, television, clothing, furniture, jewelry, real estate, shoes, groceries, toys, banking services, electronic equipment, office supplies.

## Grammar points:

None

## Materials List:

Newspapers

## In-Class Procedure

1. **Warm up:** Lead a short discussion about how and where students get their information for buying consumer items they need/want. Steer the conversation to advertisements in the newspaper.
2. Review vocabulary words, giving examples as necessary to clarify meaning. Teacher says each and students repeat orally.
3. Put students in pairs. Pass out newspapers and worksheets. Read directions and complete the worksheet together. Explain that students might not find an ad for every item on the list.

**SPL Level:**  
4-5

**Language Skills:**  
R W L S

**CASAS**  
none

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Give students a list of consumer items to find advertised in the newspaper. When they find the advertised item, they write down the business name, newspaper section and page number.

### **For learner and child(ren):**

**Ages 2-5:** Children go on a "scavenger hunt" in the newspaper to find pictures of various consumer items. Pictures are cut out, pasted in a small notebook, and labeled to create a simple vocabulary book. While scanning the newspaper, encourage child to point out any familiar store logos.

#### **Grades 1-4:**

The adult learner names products their family frequently buys and asks the child to name the stores where their family buys the item.

Also, see game suggestion below.

### **Tips and Options:**

**Game:** Give each student a newspaper. Call out a consumer item and have students quickly look in the newspaper to find an advertisement from a business that sells that item. The first student who shouts out the name of the business and what page the advertisement is found on gets a point. Ask for any other business names that students found. The student who was first to find the item calls out the next consumer item.

# FIND A BUSINESS

Name \_\_\_\_\_

Read this list of popular consumer products. Look at the picture advertisements in the newspaper. Find a business that sells each of the following consumer items. Write the name of the business on the line.

Automobile tires \_\_\_\_\_

Televisions \_\_\_\_\_

Men's clothing \_\_\_\_\_

Furniture \_\_\_\_\_

Jewelry \_\_\_\_\_

Real estate \_\_\_\_\_

Shoes \_\_\_\_\_

Groceries \_\_\_\_\_

Toys \_\_\_\_\_

Banking services \_\_\_\_\_

Electronic equipment \_\_\_\_\_

Office supplies \_\_\_\_\_

Other (your choice) \_\_\_\_\_





# ACTIVITY: GROCERY SHOPPING

## Competency Area:

Consumer Economics

## Objectives:

Students play a board game identifying food vocabulary.

## Newspaper section:

Weekly grocery store advertisement inserts.

## Required Class Time:

30-45 minutes

## Target Vocabulary:

Food words

## Grammar points:

See Tips and Options

## Materials List:

Newspapers, game board templates, scissors, glue, game board markers (1 per student) and dice (1 per pair or group)

## In-Class Procedure

1. **Before Class:** Copy both sides of the game board template, trim margins and tape together, side-by-side, to make complete game boards - 1 per pair or group of 3-4.
2. **Warm up:** Have students brainstorm a list of foods they know. Write them on the board.
3. Divide class up into groups of 3-4 and give them grocery store ads. Ask students to find food words and/or pictures and cut them out, prices included.
4. Give each group the game board template and ask them to glue the pictures/words/prices in the squares.
5. Give each student in each group a game marker and give one die to each group. Demonstrate how students take turns rolling the die and moving the appropriate number of spaces. Students then name the food item they land on. Students also say if they like the food or not, or don't know.

SPL Level:

1-2

Language

Skills:

R S

CASAS

3.5.2

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Make own game with children and play.

### **For learner and child(ren):**

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**Ages 2-5:** Student and child make a game and play. Adult student asks the child if they like the food or not.

**Grades 1-4:** Student and child make a game and play. For each food, student asks the child "Is this food healthy or not healthy?"

### **Tips and Options:**

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As an extension, students cut out only pictures and spell the words as they land on them.

Students can also practice asking for the location of the food item (dairy section, frozen foods, meat department, deli counter, etc.) Students can make up a key before they begin playing the game and consult it for the answers.

Students can keep track of the prices of the foods they land on and add up their totals when they reach the "Check Out" square.

If groups reach the "Check out" square on their game board early, groups can swap game boards and play again.

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		<p><b>STAND IN LINE</b></p>  <p><b>CHECK-OUT</b></p>
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**GET A CART**



**START SHOPPING**


# ACTIVITY: HOW WILL YOU PAY FOR THAT?

## Competency Area:

Consumer Economics

## Objective:

Students identify different types of payment methods for purchases.

## Newspaper section:

Business Ads in all sections, advertising inserts (Sunday paper), grocery ads

## Required Class Time:

45-60 minutes

## Target Vocabulary:

cash, check, money order, credit card, dollar, coins, gift card

## Grammar points:

None

## Materials List:

Newspapers, scissors, flashcards (one set of 7 per student) showing methods of payment. Choose the picture flashcards OR the word flashcards based on students' level of proficiency.

## In-Class Procedure

1. **Warm up:** Elicit responses from students about the method of payment they use for purchases of varying amounts, such as \$0.35, \$1.50, \$18.00, \$52.00, \$97.00, \$260.00, & \$500. Do students use coins, save up cash, write checks, use money orders, credit cards or debit cards for these purchases?
2. Pass out flashcards (one set of seven cards to each student) showing drawings or words of: cash, coins, dollar bills, money order, check, credit card, gift card. Have students point to each as teacher names method of payment and students then orally repeat the vocabulary words.
3. Pass out newspapers. Ask students to clip out pictures of seven products (including the prices). Encourage students to find some products that are low in price, some high.
4. Ask the students to match each picture of a product with the method of payment flashcard based on how a person could/would pay for the item. Students must think carefully because each method of payment card can be used only once.
5. When finished, students gather their 7 pictures and pass them to a classmate who matches them to the method of payment cards.

**SPL Level:**  
2-3

**Language Skills:**  
R W L S

**CASAS**  
1.3.1, 1.3.3

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Student completes the word search worksheet.

### **For learner and child(ren) :**

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**Grades 1-4:** Adult student recites the target vocabulary words with child and then helps the child find the words in the word search worksheet.

### **Tips and Options:**

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A line dialogue could be added to increase the level of difficulty. In pairs, students play the parts of the clerk and shopper. The shopper hands the clerk a product picture clipped from the newspaper. The clerk asks "How will you pay?" The shopper states the payment method of choice.

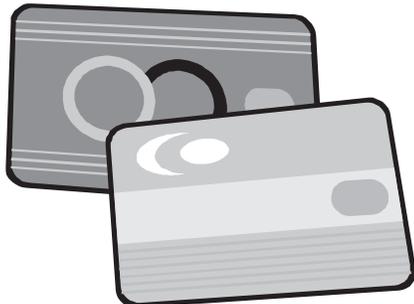
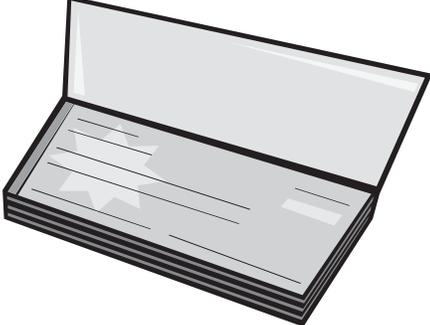
# METHODS OF PAYMENT

Circle the seven words in the word search below.

G I F T C A R D V A K Z U U U  
B X J K O Z V Z C T O X S G D  
L K Y Q K J S R H N D A J R W  
L H G K S J V E E K O P A D T  
W R E G Y Z V D C Z A C F X F  
V L Q K S Y Y R K I T S W N T  
D T V E B L K O U I O F L S S  
F R H S A C R Y D A Z L O I M  
W O O F R M B E D L X B Y E X  
Y X Q T Q A R N T O Y S F J Z  
I J X P C C D O I H L B C Q C  
T W W O X A I M B Y F L F K A  
Y J I E P W R X G J Z Z A I P  
N N F Q W A U X I C O Y P R P  
S K I X O A H O Y W Z J G E R

**CASH**  
**CHECK**  
**COINS**  
**CREDIT CARD**  
**DOLLAR**  
**GIFT CARD**  
**MONEY ORDER**

# METHOD OF PAYMENT FLASHCARDS - PICTURES

	
	
	 <p> <small>(A) 振出番号</small>      <small>(B) 振出日付</small>      <small>(C) 振出局番号</small>      <small>(D) 為替金額</small>  <small>(西暦年 月 日)</small>      <small>(USD 1.00)</small> </p> <p> <b>UNITED STATES INTERNATIONAL POSTAL MONEY ORDER</b>          70064001731 910415 111222 ***1*00-     </p> <p> <small>PAY TO</small> TARO YUSEI      <small>SUBPOSTOFFICE</small> 1893  <small>ADDRESS</small> 3-2-1 Kojimabashi 1-chome Chiyoda-ku Tokyo 100 Japan      <small>POST OFFICE</small> BRIGITTE RICHARD 1893 MAPLE AVENUE BALSTON OREGON U.S.A.     </p> <p> <small>受取人の氏名</small>      <small>受取人の住所</small>      <small>差出人の氏名</small>      <small>差出人の住所</small> </p>
	

# METHOD OF PAYMENT FLASHCARDS - WORDS

<b>Cash</b>	<b>Coins</b>
<b>Credit Card</b>	<b>Check</b>
<b>Dollar</b>	<b>Money Order</b>
<b>Gift Card</b>	



# ACTIVITY: HUNTING FOR BUSINESSES

## Competency Area:

Consumer Economics

## Objective:

Students associate local companies with specific types of businesses.

## Newspaper section:

All

## Required Class Time:

30-40 minutes

## Target Vocabulary:

Department store, shoe store, furniture store, office supply store, hardware store, bookstore, electronics store, auto supply store, supermarket, drugstore

## Grammar points:

Where is, where are, there is, there are

## Materials List:

Newspapers, 10 - 12 sheets of blank paper to post around the room, colored markers

## In-Class Procedure

1. **Warm up:** Ask students to say some names of stores where they shop. Write the names on the board. After each name, ask students what type of store it is. For example, King Soopers is a supermarket; Foley's is a department store, etc. Elicit other types of stores until you have written all ten of the target vocabulary words on the board.
2. Hand out the 10 sheets of paper and assign each student to write one of the types of stores on the top of the paper, as a title. Gather the papers and post them around the classroom.
3. Put students in pairs or small groups and give each pair/group a different section of the newspaper and some scissors. Ask them to look at the display ads and find some company names in the newspapers. Ask them to write a list of the company names they find in the newspaper ads and what type of businesses the companies are.
4. After groups are comfortable with their lists, give each group a different colored marker and have them write their company names on the papers posted around the room, writing each company name on the appropriate paper. (e.g. write Office Max on the Office Supply Store paper.) You may need to create a new category (like cell phone companies), depending on what company names students find.
5. When students finish, ask them which stores they are familiar with in each category.

SPL Level:

1-2

Language

Skills:

R W

CASAS

7.2.1

## TAKE-HOME ACTIVITIES:

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### For adult learner:

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Students draw a map of their neighborhood and write the names of local businesses in the correct places on their maps. Write a short paragraph about the neighborhood, the businesses, and their family's shopping habits.

Classmates exchange homework the next day and read about each other's neighborhoods.

### For learner and child(ren):

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**Ages 2-5:** While walking or driving through their neighborhood or town, point out business signs and say the names. Ask children to guess what kind of store/business it is based on the name on the sign (and what they see through the store window.)

Help children learn to say their own address and phone number.

**Grades 1-4:** Learner does above activities with children. Older children may draw a simple map of the streets in their immediate neighborhood, identifying street names.

### Tips and Options:

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As an extension, students can give a short presentation about a display ad they found. ("There is a supermarket on page 3A. It is King Soopers.")

Students can identify jobs associated with retail stores - (cashier, manager, clerk, pharmacist, salesperson, etc.)

# ACTIVITY: MEASUREMENT COLLECTION

## Competency Area:

Consumer Economics

## Objective:

Students identify volume measurements and their abbreviations for grocery items.

## Newspaper section:

Grocery store ads.

## Required Class Time:

20 - 30 minutes

## Target Vocabulary:

Measurement, weight, volume. Pint, gallon, quart, 1/2 gallon, bunch, ounce, fluid ounce, liter, pound - and their abbreviations

## Grammar points:

none

## Materials List:

Class set of grocery ads, worksheets, scissors, tape or glue

## In-Class Procedure

1. **Warm-up:** Elicit different vocabulary for volume measurements. Ask students to categorize the vocabulary into liquid volumes, weights, and extra (bunch).
2. Give each student a set of grocery ads, a worksheet, scissors, and tape or glue. Review the worksheet.
3. Tell students to find the abbreviations (in the margins) for each word and write them in the blanks.
4. Then tell students to look for ads that include the product and the unit of measurement. Students try to find an ad for each square on the grid. Clip out the ads and paste them onto the worksheet.
5. When finished, students share their results with a classmate.

**SPL Level:**  
2-3

**Language Skills:**  
R W L

**CASAS**  
1.14  
1.1.7

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Using a blank worksheet, students look at items in their home pantry. They write the name of the item and its volume/weight measurement onto the grid. Students try to find at least one item for each square in the grid.

### **For learner and child(ren) :**

**Grades 1-4:** Adult student and child(ren) identify food names, types of containers, and volume/weight of food items in homes.

### **Tips and Options:**

As an extension, learners may role-play asking for food using common weights and measures.

# HOW MUCH AM I BUYING?

<b>pound</b> _____	<b>gallon</b> _____	<b>pint</b> _____
<b>ounce</b> _____	<b>bunch</b>	<b>liter</b> _____
<b>quart</b> _____	<b>fluid ounce</b> _____	<b>1/2 gallon</b> _____



# ACTIVITY: ORDERING PIZZA

## Competency Area:

Consumer Economics

## Objective:

Students compare pizza coupons for best values and practice ordering a pizza.

## Newspaper section:

Sunday coupons

## Required Class Time:

30 minutes

## Target Vocabulary:

take out, delivery, deal, supreme, thin crust, hand tossed, pan, Canadian bacon, other topping words, medium, large, super, other ordering vocabulary

## Grammar points:

Modals- could and would

## Materials List:

Coupons from Sunday paper, scissors, dialogue worksheet

## In-Class Procedure

1. **Before Class:** Scan the Sunday newspaper coupon flyers to confirm that there are pizza coupons from several competing pizza restaurants. If there aren't enough, gather flyers across several weeks, or from different sources, such as off pizza boxes.
2. **Warm up:** Have learners brainstorm their favorite kind of pizza. Elicit types from learners and write results on the board. Ask learners if restaurants in their home countries did phone ordering and home delivery? Which company do they order pizzas from now? Do they eat at the restaurant, pick it up at the restaurant or have it delivered? Do they use coupons when they order? Do they feel comfortable calling in an order? Why or why not?
3. Divide learners into small groups.
4. Give each group Sunday coupon flyers and have them find coupons for pizza restaurants.
5. Tell groups to decide which restaurant they want to order from based on the coupon deals.
6. In groups, practice the dialogue from worksheet for ordering a pizza using selected coupon.

**SPL Level:**

4-5, 6+

**Language**

**Skills:**

R W L S

**CASAS**

1.2.2

1.3.5

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Encourage students to use the practice dialogue when they order pizza next time.

### **For learner and child(ren):**

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**Ages 2-5:** Using the drawing of a slice of pizza, children can dictate to adult what they like on their pizza. Children can color the pizza and talk about different toppings. Adult can label the toppings.

**Grades 1-4:** Children can draw their own slice of pizza with toppings and can label the toppings themselves. Children can role play ordering a pizza with the adult. Complete the worksheet from their dialogue.

### **Tips and Options:**

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A related activity from CDE's Intergenerational Literacy Notebook provides additional literacy practice.

# ORDERING PIZZA - WILL THAT BE DINE IN, CARRY OUT OR HOME DELIVERY?

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**Restaurant:** This is \_\_\_\_\_. Can I help you?

**Caller:** I'd like to order a pizza.

R: Will this be dine in, carry out or delivery?

C: Delivery.

R: Could you give me your phone number?

C: Sure. It's \_\_\_\_ - \_\_\_\_ - \_\_\_\_\_.

R: What's your last name?

C: It's \_\_\_\_\_.

R: Could you spell that?

C: Sure. \_\_\_\_\_

R: What's your address?

C: It's \_\_\_\_\_.

R: What would you like to order?

C: I'd like a \_\_\_\_\_.

R: Would you like thin crust, hand tossed or pan?

C: I'd like \_\_\_\_\_.

R: What toppings would you like?

C: I'd like \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

R: Can I get you anything else?

C: Yes, I'd also like a \_\_\_\_\_.

OR

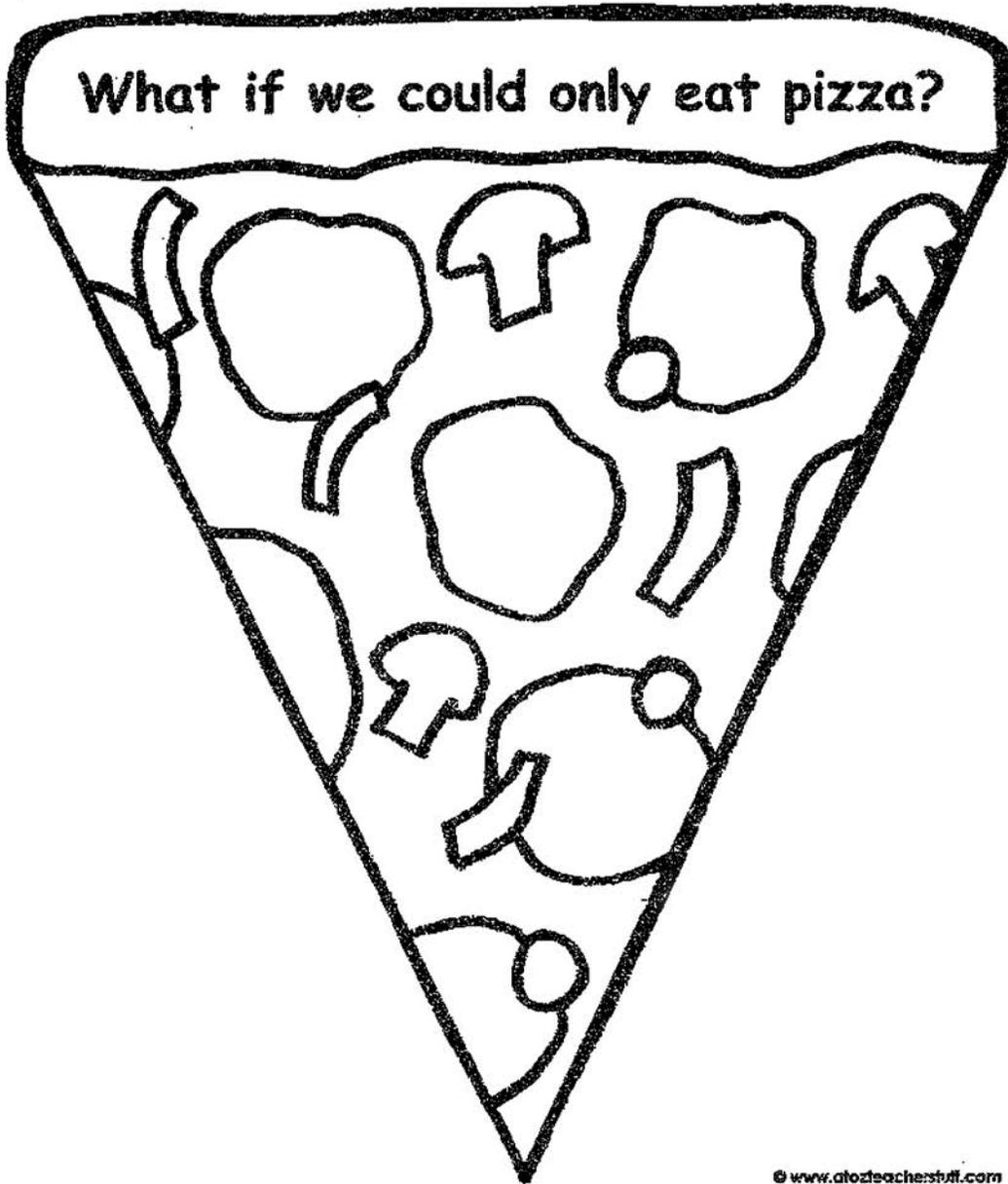
No. But, I have a coupon.

R: Thanks for letting me know. What does the coupon say?

C: It says \_\_\_\_\_

R: Your total is \$ \_\_\_\_ . \_\_\_\_ . It'll be delivered in about 30-40 minutes.

C: Thanks!



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# ACTIVITY: PARTY ON A BUDGET

## Competency Area:

Consumer Economics

## Objective:

Students plan a party and control how much they spend by comparing prices at different stores.

## Newspaper section:

food ads

## Required Class Time:

30-45 minutes

## Target Vocabulary:

Food and drink words, money, budget, compare

## Grammar points:

How much is it/are they/does it cost/do they cost? ...do we need?

## Materials List:

food and merchandise ads from newspapers

## In-Class Procedure

1. **Warm up:** Discuss party planning - menus, budgets - with students.
2. Explain to students that they will be planning a party for their friends. Tell them they must decide how many people they are inviting, and what they'll eat. They only have \$60.00 to spend on buying the food and drinks.
3. Divide class up into groups of 3-4 and give them food ads and the handout.
4. When groups are finished, ask students to present their party plans to class. Did the groups stay under the \$60.00 budget? Will it be a good party? Why or why not?

**SPL Level:**

3-6+

**Language**

**Skills:**

R W L S

**CASAS**

1.2.2

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Decide on a grocery budget for one week and plan a shopping list for the family.

### **For learner and child(ren):**

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**Ages 2-5:** Young children use newspaper ads to cut out the foods and drinks they would like at a pretend party.

**Grades 1-4:** Learner does above activity with children.

### **Tips and Options:**

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If you are having a class party, this can be done as a whole class activity, followed by shopping together, then eating! Be sure to find out what types of things students have on hand in their homes to save money.





# ACTIVITY: THE PRICE IS RIGHT

## Competency Area:

Consumer Economics

## Objective:

Students identify different food and merchandise items and guess at approximate prices.

## Newspaper section:

food ads, display ads, Sunday advertising inserts

## Required Class Time:

30-45 minutes

## Target Vocabulary:

Varies according to products students select

## Grammar points:

How much is it/are they/does it cost/do they cost?

## Materials List:

food and merchandise ads from newspapers, scissors, tape, 2 pieces of flip chart paper.

## In-Class Procedure

1. **Before class:** Select 1-2 advertisements of consumer products from the newspaper.
2. **Warm up:** Show students the first item and write three possible prices on the board - the true price and two false prices. Ask students, "How much does the \_\_\_\_\_ cost?" Repeat with the second item.
3. Divide class into pairs or groups of 3-4 and give them newspapers, directing them to food and merchandise ads. Ask groups to select a few foods or consumer products and cut out the pictures and the prices out. (You want a total of 10-15 items from the class as a whole.)
4. Each group makes a list of their items and corresponding actual prices and gives the list to the instructor. When finished, the groups cut the prices apart from the items.
5. Have each group mix up the prices and tape them to one piece of chart paper. Have each group mix up the product pictures and tape them to a second piece of chart paper. Post the two pieces of chart paper on the board.
6. Play "The Price is Right." Call up three different students (you can pull students' names from a box) to play. Point to a product picture on the first piece of chart paper. Have students look at the prices on the second piece of chart paper and guess which price belongs to the product. When they guess correctly, they take the item/picture and the price down from the chart paper and sit down. Call another set of three students up to take the place of the winning student.

**SPL Level:**  
SPL 4-5, 6+

**Language Skills:**  
R W L S

**CASAS**  
7.2.6  
7.2.7

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Using the worksheet, students guess a price for typical grocery items, then look in the newspaper grocery ads to find the actual cost. Student pairs can make their guesses together in class, then use different supermarket ads to find the true prices. Pairs compare their results the next day in class.

### **For learner and child(ren):**

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**Grades 1-4:** When at the grocery store, point out the shelf tags. Each time you choose something from the shelf, ask child(ren) to read the cost of the product, using the shelf tag.

### **Tips and Options:**

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A student, rather than the teacher, may be selected to emcee the game.

You can reward winners with fake money and have them count out how much they've won at the end of the game.

## WHAT'S THE RIGHT PRICE?

Read the list of food items. What do you think each one costs? Write your guess. Then look at this week's supermarket advertisements. Find a price for each item. Write the true price. Write the difference in the true price and your guess.

<b>Product</b>	<b>I think it will cost this much:</b>	<b>The real price this week is:</b>	<b>The difference in price is: (+) or (-)</b>
Gallon of milk	\$ 2.45	\$ 2.39	\$ 0.06 (-)
Dozen eggs			
Bag of chips			
Pound of apples			
Pound of onions			
Pound of cheese			
Loaf of bread			
Pound of beef			
Pound of chicken			
Package of paper towels			
Bottle of shampoo			
Tube of toothpaste			
Package of diapers			

I used grocery ads from this supermarket: \_\_\_\_\_





# ACTIVITY: RADIO ADS

## Competency Area:

Consumer Economics

## Objective:

Students use language from a radio or TV ad and information from newspaper ads to create their own radio ads.

## Newspaper section:

Merchandise and food advertisements.

## Required Class Time:

45 min-1 hour

## Target Vocabulary:

great deal, don't miss it, sale, new and improved, prices slashed, going fast, store-wide clearance, won't be undersold, better than ever, this week only, limited time offer, etc.

## Grammar points:

None

## Materials List:

Newspaper grocery ads, pre-recorded advertisements from the radio or TV. (Some ESL listening textbooks may have radio/TV ads - Listen For It!, TOEIC tapes.) Cassette recorder and/or VCR. Blank cassette tapes.

## In-Class Procedure:

1. **Warm up:** Talk about the purposes of advertising. Elicit advertising language from students.
2. Play the recorded radio ad and ask students to identify commercial language, tone of voice, etc. Play the ad multiple times, as necessary, for students to comprehend.
3. Have students practice repeating ad for intonation and stress.
4. Write the target vocabulary phrases on the board and discuss them with students.
5. Put students in small groups or pairs and give them newspaper ads. Ask them to choose a company to make an ad for the weekly specials or sales items.
6. Ask groups to write their ads together and practice. Groups should try to write a part for each student to speak.
7. Groups present their ads to the class. Record student presentations.
8. Play back ads and discuss.

**SPL Level:**  
SPL 4-5, 6+

**Language Skills:**  
R W L S

**CASAS**  
7.2.6  
7.2.7

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

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Using the worksheet, students listen to TV or radio ads and identify any persuasive language they hear.

### **For learner and child(ren):**

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**Grades 1-4:** Learner can involve children in writing and recording a radio ad. Learners can bring the tape to class to share. (If students do not have a tape recorder, they can leave a message on an answering machine to be put on speaker phone during class.)

Additionally, adults can lead a conversation with their children about advertising and how it affects the child.

### **Tips and Options:**

---

As a follow-up activity, you can discuss the differences in advertising in the USA and in the students' native countries.

# WHAT A GREAT DEAL!

Listen to an advertisement on the TV or radio. Write the name of the product and the store that is selling the product. Check the special advertising language that you hear in the ad.

## FIRST AD:

1. Name of product: \_\_\_\_\_
2. Store selling the product: \_\_\_\_\_
3. Advertising language: (check all that you hear )

<input type="checkbox"/> great deal (or) best deal yet	<input type="checkbox"/> don't miss it
<input type="checkbox"/> limited time offer	<input type="checkbox"/> on sale now
<input type="checkbox"/> new and improved	<input type="checkbox"/> prices slashed
<input type="checkbox"/> going fast	<input type="checkbox"/> this week only
<input type="checkbox"/> store-wide clearance	<input type="checkbox"/> won't be undersold
<input type="checkbox"/> Other: (please write) _____	

## SECOND AD:

1. Name of product: \_\_\_\_\_
2. Store selling the product: \_\_\_\_\_
3. Advertising language: (check all that you hear )

<input type="checkbox"/> great deal (or) best deal yet	<input type="checkbox"/> don't miss it
<input type="checkbox"/> limited time offer	<input type="checkbox"/> on sale now
<input type="checkbox"/> new and improved	<input type="checkbox"/> prices slashed
<input type="checkbox"/> going fast	<input type="checkbox"/> this week only
<input type="checkbox"/> store-wide clearance	<input type="checkbox"/> won't be undersold
<input type="checkbox"/> Other: (please write) _____	





# ACTIVITY: SHOPPING SPREE

## Competency Area:

Consumer Economics

## Objective:

Students use a budget to shop for clothing from department store advertisements and write a check for the total.

## Newspaper section:

Display ads and advertisement inserts

## Required Class Time:

60 minutes

## Target Vocabulary:

want, need, clothing articles (e.g. pants, slacks, blouse, shirt, etc.) sales tax, percentage, decimal, multiply, addition, merchandise, budget, cheap, expensive, compare

## Grammar points:

None

## Materials List:

Advertising inserts and display ads for department stores - enough for pairs of students to have a wide selection. Scissors. Worksheet of blank checks.

## In-Class Procedure

1. **Warm up:** Ask students how they decide where to shop for clothes. Ask them how newspaper ads can help them with their decisions. Define the meaning of "shopping spree".
2. Put students in pairs or groups of 3. Give each group a pile of advertising inserts and display ads for department stores and sheet of blank checks.
3. Tell the groups they have a \$150 budget to shop with. They must choose someone to buy clothes for (self, a child, a spouse, etc) and select clothes from the display ads.
4. They may shop at several different stores. The groups should clip out pictures of what they would like to buy.
5. Students write checks for the total of purchases.
6. When finished, have each group share their results with the class. Ask if students were able to stay within budget.

**SPL Level:**

4-6+

**Language**

**Skills:**

R W L S

**CASAS**

1.2.1

1.2.2

6.4.1

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

Send home newspapers and more checks. Ask the student to do some more shopping and write checks for their purchases.

### **For learner and child(ren):**

**Ages 2-5:** Young children can practice their fine motor skills to cut out pictures of clothing and other items they like from the advertisements.

**Grades 1-4:** Using advertising inserts, children can point to items they like and practice reading the prices aloud to the adult student. Older students may want go on their own shopping spree.

### **Tips and Options:**

Discuss the purpose of sales tax and how sales tax is calculated for the students' locality. Ask students to total the cost of their "purchases" and figure the sales tax according to local tax. (example 6% = .06 to multiply by merchandise total.) Then add tax amount to total merchandise and write a check for the total.

My Name \_\_\_\_\_ 00 \_\_ \_\_  
My Address \_\_\_\_\_ Date \_\_\_\_\_

Pay to the  
Order Of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars

The Bank  
3456 Line Street  
Any Town, CO 80987

Memo \_\_\_\_\_  
LI 000 8000 876 7\*\*609 1142

My Name \_\_\_\_\_ 00 \_\_ \_\_  
My Address \_\_\_\_\_ Date \_\_\_\_\_

Pay to the  
Order Of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars

The Bank  
3456 Line Street  
Any Town, CO 80987

Memo \_\_\_\_\_  
LI 000 8000 876 7\*\*609 1142

My Name \_\_\_\_\_ 00 \_\_ \_\_  
My Address \_\_\_\_\_ Date \_\_\_\_\_

Pay to the  
Order Of \_\_\_\_\_ \$ \_\_\_\_\_  
\_\_\_\_\_ Dollars

The Bank  
3456 Line Street  
Any Town, CO 80987

Memo \_\_\_\_\_  
LI 000 8000 876 7\*\*609 1142



# ACTIVITY: SMART SHOPPERS

## Competency Area:

Consumer Economics

## Objective:

Students practice vocabulary for grocery items and abbreviations of measurement.

## Newspaper section:

Grocery ads

## Required Class Time:

30-45 minutes

## Target Vocabulary:

pound (lb.), ounce (oz.), dozen (doz.), bone in, ripe, assorted varieties, bag, box, bottle, carton, container, package, value, save, savings, buy one - get one free, preferred customer, bonus buy, daily, weekly, bi-monthly, monthly

## Grammar points:

None

## Materials List:

Grocery ads, scissors, glue sticks, construction paper, supermarket realia - box, carton, bottle, container, bag/package,

## In-Class Procedure

1. **Warm up:** - Write on the board these column headings: daily, weekly, bi-monthly and monthly. Ask students how often they shop for groceries. Have students go to the board and write their names under the appropriate heading.
2. Discuss the target vocabulary words and abbreviations, using available realia.
3. Give students the grocery store ads from the newspaper. Discuss with students what items are in the advertisement and what they might buy from the advertisement. Ask students how the ads could help them become smart shoppers.
4. On the board, model one row of the worksheet, eliciting the information for each box from the students.
5. Put students in pairs or groups of 3. Have each group choose one supermarket advertisement flier from the newspaper. Inform groups that they have \$100 to spend for grocery shopping for their family for one week. Hand out worksheets and have groups complete them.
6. Students scan the supermarket flier and cut out items they would like buy. Groups add the prices and find the total spent. Add the amount of savings (if indicated on the ads).
7. Students groups compare with other groups what each one bought and the savings they had.

**SPL Level:**

3-5

**Language**

**Skills:**

R W L S

**CASAS**

1.1.6

1.1.7

## TAKE HOME ACTIVITIES:

### **For adult learner:**

Students make a shopping list for their actual grocery purchases and tally their actual per-item and total savings.

### **For learner and child(ren):**

**Ages 2-5:** Young children can practice fine motor skills by cutting out pictures of foods they like from the grocery ads or coupons.

**Grades 1-4:** Clip coupons from the newspaper. Use coin patterns worksheet or a handful of real coins to match the amount of the coupon to the coins.

### **Tips and Options:**

Advanced students may want to calculate the tax (flat rate) on the groceries they "purchased" during the in-class activity.

# SMART SHOPPERS

Name \_\_\_\_\_

Name of Store	Name of Item to Buy	Packaging and/or Measurement	How Much to Buy	Price	Savings
<i>Example:</i>					

**Total Cost:    Total Savings:**

\_\_\_\_\_









# ACTIVITY: WHAT'S THE BEST DEAL AT THE SUPERMARKET THIS WEEK?

## Competency Area:

Consumer Economics

## Objective:

Students compare grocery ads and find which store has the best prices for same items.

## Newspaper section:

Grocery Ads

## Required Class Time:

45-60 minutes

## Target Vocabulary:

compare, national brand, store brand, generic, buy one-get one free, value, save, equal or lesser value, ounce (oz.), pound (lb.), consumer, cheap, expensive, a good deal, storage, convenience, preparation

## Grammar points:

Comparative adjectives

## Materials List:

Grocery ads for 2-3 different grocery stores, worksheet

## In-Class Procedure

1. **Warm up:** Talk with students about where they shop for food and how they decide what to buy. Discuss "national brand", "store brand", and "generic" items. Discuss factors to consider when buying food (See questions at the bottom of the worksheet). Ask if students use grocery store advertisements.
2. Put students into pairs or groups of three.
3. Pass out a newspaper and a worksheet to each group. Have students find supermarket ads from 2-3 different stores. If in groups of 3, each student can have a different grocery ad.
4. Discuss words that advertisers use to sell items. Explain to students that advertisers use words to sway consumers to buy items from them. Elicit words from the students they feel are words used to get them to buy items. Write words on board.
5. Have students search the advertisements for identical or similar items to buy. For example, students might find ads for the same brand of yogurt, or for yogurt of different brands.
6. Demonstrate how to complete the worksheet. Have groups fill in the worksheet with the names of the grocery stores and the items, quantities and costs they have found.
7. When groups are finished, ask each group to report back on one item they researched. Put their results on the board in a chart similar to the worksheet.

**SPL Level:**  
4-6+

**Language Skills:**  
R W L S

**CASAS**  
1.2.2

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

---

Send home a grocery advertisement with student. Make a list of favorite foods from grocery ads. Have student list prices of each item. Then determine the unit price of each.

### **For learner and child(ren):**

---

**Ages 2-5:** Have young children make their own "grocery list" of favorite foods by cutting pictures from newspaper advertisements. They can also use the cut pictures to play a sorting game.

#### **Grades 1-4:**

Select a grocery advertisement from newspaper.

1. Find the lowest price in the ad.
2. Find the highest price item.
3. Find two items with a difference in price of less than five cents.

### **Tips and Options:**

---

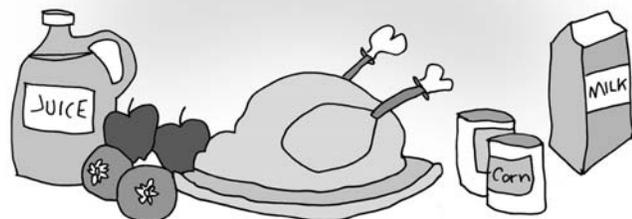
# COMPARISON SHOPPING

Find the same or similar items for sale in newspaper advertisements for three different grocery stores. Write the items, quantity, brand names, and prices in the boxes below. Then decide which item you would buy. Be prepared to explain why you would buy that item at the particular store.

	#1 Store Name:	#2 Store Name:	#3 Store Name:	
Item #1				Circle the item that you would buy. Why?
Item #2				Circle the item that you would buy. Why?
Item #3				Circle the item that you would buy. Why?
Item #4				Circle the item that you would buy. Why?
Item #5				Circle the item that you would buy. Why?

Put an X in front of the THREE factors that are most important to you when you buy food.

- |   |   |
|---|---|
| <input type="checkbox"/> price                          | <input type="checkbox"/> freshness        |
| <input type="checkbox"/> quality                        | <input type="checkbox"/> easy preparation |
| <input type="checkbox"/> location of the store          |   |
| <input type="checkbox"/> storage space in my home       |   |
| <input type="checkbox"/> other (please describe): _____ |   |
| _____   |   |





# ACTIVITY: WHO'S TARGETING YOU?

## Competency Area:

Consumer Economics

## Objective:

Students understand methods advertisers use to target them as potential consumers.

## Newspaper section:

All, especially the advertisements (but excluding the classified ads).

## Required Class Time:

60 minutes

## Target Vocabulary:

target, advertising, advertisers, consumer, brand name, products, body language, emotions

## Grammar points:

None

## Materials List:

Newspapers, scissors.

## In-Class Procedure

1. **Before Class:** Preview the newspaper to confirm the presence of ads featuring human models.
2. **Warm up** - Elicit from students the brand names of products they know and recognize. (Ford, McDonald's, Tide, Pepsi, Coke, etc.) Write these responses on the board. Discuss if students like or dislike these products based on the advertisements they have seen either in the newspaper, on television, or on the radio.
3. Review the meaning of the vocabulary words and have students orally recite them.
4. Tell students that each year advertisers spend millions of dollars to target them to buy their products. Discuss different demographic groups that advertisers target (teenagers, women, young adult men, parents, senior citizens, etc.) Discuss that advertisers also play on our emotions to imply that we as the consumer will be happier, more successful, or more physically attractive if we use their product. These are the "hidden messages" of the advertisement.
5. Pass out newspapers. Ask students to find an advertisement that features a human model. Students ideally can find an ad they feel targets them based on the demographic characteristics of the model. If not, students can work with any ad.
6. Pass out worksheets and have students answer questions based on the advertisement.

SPL Level:

4-6

Language

Skills:

R W L S

CASAS

1.2.1

## TAKE-HOME ACTIVITIES:

### **For adult learner:**

---

The activity described in "Tips and Options" below can be used in class or as a take-home activity.

### **For learner and child(ren):**

---

**Grades 1-4** Adult student and child look through the paper together and find advertisements that are directed at the child and their age group. Have the adult and child discuss their reaction to the advertisement. Cut these advertisements out and paste on a sheet of paper. Return to the classroom and have students share the results in a pair with a classmate.

### **Tips and Options:**

---

Have each student write and illustrate an advertisement for a product of her/his choice. Before writing the ad, have the student identify the product, the demographic characteristics of the targeted consumer, a description of the human model to be used in the ad, and the "hidden message" of the ad. Students can use the attached worksheet.

## WHO'S TARGETING YOU ?

Find a newspaper advertisement that uses a human model. Cut out the ad.

1. What consumer product is being advertised?

---

2. What is the "hidden message"? (That is, what other than the consumer product is the advertiser trying to sell?)

---

---

3. Do you think this advertisement targets you? Why or why not?

---

---

4. If the ad does not target you, describe who you think is the target.

---

5. If the ad targets you, how does this make you feel?

---

6. Describe the body language of the model/s in the ad. What does their body language say to you?

---

---

7. Would you want to buy this product? Why or why not?

---



## SELL IT!

Imagine that you have just been hired by an advertising company.

1. Choose a product to sell: \_\_\_\_\_
2. Describe the "target consumer" for this ad: \_\_\_\_\_  
\_\_\_\_\_
3. Describe the human model you will use in your ad: \_\_\_\_\_  
\_\_\_\_\_
4. Describe the "hidden message" of your ad: \_\_\_\_\_  
\_\_\_\_\_

Draw your ad in the box below. Include the words of the advertisement and a simple picture of the product and model.