

Day 1: Describe Grocery Items Needed

Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Describe Grocery Items Needed lessons.
 - Teacher Version
 - [The Lesson & Teacher-Led Task-Based Activities for Describing Items Needed](#)
- Access key vocabulary and practice activities directly on the iSOSY site.
 - [Describing Items in the Grocery Store](#)

Introduction:

- Share the objectives for the week using the [weekly overview table](#).
- Background Knowledge/What do students already know?
 - Use the [flashcards without words](#) and see how many words students can identify without seeing the words.
- Share the Lesson Objective & Essential Question for the day.
 - Visit the [Describing Items in the Grocery Store](#) lesson on the iSOSY site, with key vocabulary modeled to answer the essential questions.
 - If internet access is not an option, practice with a print off of the Lesson & Key Vocabulary on the site.

Lesson Objective:

- Students will be able to describe groceries they need using taste and texture adjectives.

Essential Question:

- What are you looking for?/What do you need?

Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Ideas to begin discussion:
 - Do you prefer salty or sweet foods?
 - Do you prefer spicy or bland foods?
 - Do you prefer sauces that are light or heavy?
 - Light- vinaigrette
 - Heavy- alfredo
 - What food is the most tasty?
 - What food is the most bland?
- Give students flashcards with words to give students input with a visual (by level, in column to the right).
 - If working in a group with varied levels, practice pronunciation first, all together, with the beginner level terms one time and then emphasize the additional pieces of the vocabulary that increase difficulty the second time you go through the pronunciation.

Flashcard Differentiation:

- Beginner:
 - [Paper Flashcards: Adjectives \(Beginner\)](#)
 - Have students say the words out loud.
- Intermediate/Advanced:
 - [Paper Flashcards: Adjectives \(Intermediate/Advanced\)](#)
 - Have students say the words aloud and write the words they know directly onto the [flashcards without words](#).
 - Give feedback on spelling to help them work towards higher accuracy.

- 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.
 - Get them comfortable with speaking another language outloud. Help everyone feel comfortable and safe to practice the target language of English. Explain that it is okay to laugh at yourself, feel shy, embarrassed. Those are all natural feelings when speaking another language.
- Flashcard Preference Sort
 - Have students sort their flashcards into different piles based on the following categories:
 - Preferences
 - I like it
 - No preference
 - I dislike it
 - Positive/Negative:
 - A positive quality
 - Ripe
 - A negative quality
 - Negative
- Personal Vocabulary- Check to see if there are any other terms they would like to include that would help their individual shopping experiences and write them on the [blank flash cards](#).

Extension Activity/Connections to other subtopics:

- Have students practice describing the items on the flashcards, if they have some previous knowledge of colors or have already had experience with the Identify the Grocery lessons

Flashcard Sort Differentiation:

- Beginner
 - Use fewer flashcards for the activity.
 - Use flashcards with words
- Intermediate/Advanced
 - Use all flashcards
 - Use flashcards without words to increase difficulty.

Differentiation with Extension Activity:

- Beginner
 - Have students come up with another word they can associate with the vocabulary term.
 - Example: tasty chocolate
- Intermediate/Advanced
 - Have students come up with as many other words as they

<ul style="list-style-type: none"> • If you have internet access, practice the describe the items needed Quizlet vocabulary activities to show how they can use the activities on their own. <ul style="list-style-type: none"> ◦ Demonstrate that they can click on the speaker icon to have the word repeated: <ul style="list-style-type: none"> ■ Flash cards ■ Spell 	<p>can associate with the vocabulary term.</p> <ul style="list-style-type: none"> ■ Example: tasty dark chocolate cake <p>Differentiation with Quizlet:</p> <ul style="list-style-type: none"> • Beginner <ul style="list-style-type: none"> ◦ Practice with the Quia activity, Learn ◦ Click on “Options” and change “Answer With” to English. • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Practice with the Quia activity, Spell ◦ Click on “Options” and change “Answer With” to English
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<p>Comprehension activities/A way to check for understanding</p> <ul style="list-style-type: none"> • See how many words the students can connect from image to word by having them complete Part A of the Characteristics of Groceries Vocabulary practice sheet- Student Version. <ul style="list-style-type: none"> ◦ Utilize this version for yourself to have the answer key Characteristics of Groceries Vocabulary practice sheet- Teacher Version. ◦ Give feedback to the student upon completion. <p>Extension Activity/Connections to other subtopics:</p> <ul style="list-style-type: none"> • Have students add other words next to the items to form a sentence. “The sour lemon is yellow.” “I like sour candy.” <p>Gamify It!</p> <ul style="list-style-type: none"> • Turn this activity into a competition. The students earn one point for each adjective they think of that is logically associated with the word. 	<p>Characteristics of Groceries Differentiation:</p> <ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Eliminate choices to minimize the amount of words from which they are choosing. ◦ Provide guidance as needed. ◦ Help the student pronounce the words while connecting the lines. “This picture represents • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Permit student to complete all 3 groupings on own <p>Extension Differentiation:</p> <ul style="list-style-type: none"> • Beginner <ul style="list-style-type: none"> ◦ Have students think of just one word to associate with the vocabulary term. • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Have students try to come up with a complete sentence.
<p>Wrap-Up/What have students learned?</p>	<p>Differentiation:</p>

<ul style="list-style-type: none"> • Can students answer the Essential Question of the day? • Are students able to meet or approach the objective for the day? • Ask students to share the new words they learned by pointing to the flashcards without words to see how many they can correctly identify. • Set a goal for how many words they will work on their own to learn for the next lesson. 	<ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Choose no more than 7 words to learn. ◦ Remind students it is ideal to practice the words with visuals multiple times a day in small groupings instead of all at once. • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Choose 7-15 words.
<p>Next steps for individual student practice/Goal for next lesson:</p> <ul style="list-style-type: none"> • Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with Quizlet • Review paper versions of the activities from today and from earlier this week • Practice with the online activities from today to get additional practice and feedback. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Quizlet Learn ◦ Quizlet Test • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Quizlet Write <ul style="list-style-type: none"> ■ Options “Answer with English” ◦ Quizlet Spell ◦ Quizlet Gravity ◦ Quizlet Match