

Day 2: 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?
 - Give students the [flashcards without words](#) again and see how many words students can now 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 question.
 - 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 Questions:

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

Vocabulary practice/Input activities

- Review the key vocabulary for today's lesson:
 - 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.
- If you have internet access:
 - Practice with pronunciation on iSOSY website with [Lesson & Key Vocabulary of Identify grocery items & Describe Shopping Habits](#).
 - Practice with Quizlet activities to review the vocabulary.
- Flashcard Preference Sort

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.

Flashcard Preference Sort:

- Beginner

- Have students sort the blank flashcards into different piles and try to recall the vocabulary terms based on the types of foods you like and other members of your family or friends like:

- I like foods that are spicy and sweet.
- My sister likes sour foods, candy and drinks.
- My brother prefers salty foods.

Extension Activity/Connections to other subtopics:

- Go through the flashcards and see how many terms they can associate with other words they know that are related
 - Examples: Sour
 - lemon
 - candy
 - apple
 - lime
 - Patch Kids
- Gamify it!
 - Divide students into teams, or if there is an uneven number, each student may compete independently.
 - Put the pile of flashcards without words face down
 - Have individuals/teams choose a flashcard and try to think of as many words as they can to describe it.
 - Each idea they come up with is 1 point.
 - Once that team cannot think of any more words, give the other team the opportunity to think of more words. Their amount of words also get added to the total.
 - Go back and forth thinking of words to associate with the term selected from the flashcard pile until neither team can think of more. The number of points continues to grow.
 - The round ends when a team, following the other team sharing ideas, cannot think of any other words to associate.
 - The team that last thought of a word to associate earns ALL of the points for the associated words shared during that round.

- Me- spicy, salty
- Sister- sour
- Brother- sweet

Extension Differentiation:

- Beginner
 - Have students try to think of at least one word
- Intermediate/Advanced
 - Have students try to think of as many as they can

<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>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
<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 B of the Characteristics of Groceries Vocabulary practice sheet- Student Version.Remind students to cross off answers once they are used. <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. ● If you have access to the internet, complete this version for immediate feedback. <ul style="list-style-type: none"> ○ Quia Comprehension Activity: Characteristics of Groceries (With Answers) <ul style="list-style-type: none"> ■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers. ○ Quia Comprehension Activity: Characteristics of Groceries (Without Answers) <ul style="list-style-type: none"> ■ This version will show if students answered questions correctly/incorrectly. 	<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 as they write them in the boxes. ● Intermediate/Advanced <ul style="list-style-type: none"> ○ Permit student to complete on own
<p>Wrap-Up/What have students learned?</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? 	<p>Differentiation:</p> <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

<ul style="list-style-type: none"> ● 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. 	<p>groupings instead of all at once.</p> <ul style="list-style-type: none"> ● 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 yesterday ● 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