



## English for Daily Life

### Lesson Plan Design of the Shopping Lesson

**Lesson Objectives:** The goal of the shopping lesson is for students to be able to navigate a shopping experience in the grocery store with increased confidence in their language abilities. With these lessons, students will be able to:

- Identify items in the grocery store & describe shopping habits
- Describe grocery items needed
  - Quantities and sizes
  - Colors
  - Characteristics of groceries
- Compare stores
- Locate the items in the store
- Recognize the value of dollar amount charged
- Complete the checkout process
- Exchange/refund an item at Customer Service

These lessons were designed with the idea that each instructor will approach them in a different way to meet student needs and interests. Flexibility and scaffolding are built into all six sub-topics.

#### Lesson Highlights:

- Topics may be taught individually or simultaneously
- Emphasis on building vocabulary
  - High-frequency words
  - Lots of practice in context
    - Audio recordings to aid in pronunciation
    - Sample conversations
    - Comprehension activities of conversations
    - Additional activities to extend vocabulary learning
  - Flashcards with words and visuals for visual input
    - Identical paper & online flashcards with pronunciation and interactive activities (Quizlet)
    - For beginners and intermediate/advanced
- Scaffolding to address varying student skills levels
  - Beginner
  - Intermediate/Advanced
- Task-Based activities created for speaking, reading and writing
- Best implemented with strong instructor support
- Materials available in print and online
- Audio recordings for aural input and to practice pronunciation
- Online activities accessible by any device
- Comprehension activities with listening and reading (Quia & EdPuzzle)
  - Recognition
  - True/False
  - Multiple Choice
  - Matching
  - Sequencing

- Context clues
- Inference
- Deductive reasoning
- Compare and contrast

Many of the activities to support input and output of language were created within EdPuzzle, Quia and Quizlet. To set up classroom/group accounts of these applications, refer to [this document](#) for instructions. Webinars about the applications and how to use and create these accounts are located on [www.osymigrant.org](http://www.osymigrant.org).

The following lessons and materials were developed to include a focus on:

- Vocabulary practice
  - Pronounce vocabulary with accuracy
  - Allow for student imitation/mimicking of teacher pronunciation
- Input activities
  - Allow students to hear the words used within context
  - Provide visual support for students to support auditory input
- Comprehension activities
  - Gauge understanding and interpretation of information
  - Assess accuracy of student response
- Plan for individual practice
  - Use the results from activities to provide individual feedback
  - Establish a goal for individual practice to be completed by the next lesson
- Goal for next lesson
  - Determine the specific focus for the following lesson based on results from activities
  - Share the plan with the student for what you will focus on next

These lessons were designed to be used interchangeably; with flexibility to connect to other topics based on student needs, proficiency and interests. They may be modified, as needed, to meet the needs of students, teachers and program structure.

The Sample Progression table lays out the subtopics within the shopping lesson.

### **Suggested Progression of the Topics within the Shopping Lesson**

Week 1	Week 2	Week 3	Week 4
Identify Items in the Grocery Store & Describe Shopping Habits	Describe Grocery Items Needed	Areas of the Store & Location of Items	Prices of Groceries & The Checkout Process

The Table of Contents provides an overview of the 4 weeks with links to lessons presented by day of the week. For each week, there is a table presenting an overview of the individual sessions related to that week. One hour of instructional time is estimated per lesson. Therefore, if students are working with the instructor every weekday, for one hour, all 5 lessons would be completed in one calendar week. If the instruction occurs over a longer duration, such as two hours per lesson, two to three days per week, the lesson could also be completed within the same calendar week. However, if meeting times with the student take place in one hour sessions, two to three days per week, the weekly lesson would be completed in approximately two weeks.

Following the weekly overview are five, detailed lesson plans with links embedded directly to the instructional materials and resources included in the lesson. Suggestions are included to differentiate tasks for beginner and intermediate/advanced students, in order to accommodate varying levels of English proficiency. Within the lessons, there are numerous flashcards and opportunities for vocabulary practice, as well as audio recording and video comprehension activities, using Quizlet, EdPuzzle and Quia. Additionally, paper versions of activities are featured throughout the lesson to promote vocabulary development, speaking, reading and writing practice. To meet the varied student needs, it is ideal to expose students to as many as possible and guide them in completing additional activities and practice on their own.

Prior to use of a lesson, it is highly recommended that the instructor become familiar with the available resources in the setting where instruction will take place to determine which materials and components would be used optimally in that environment. For example, if students do not have dependable wifi access, paper versions of the activities can be used as a back-up. Or, a copy of the paper materials can be given to s so they can practice individually instead of, or in conjunction with, the online version.

The Teacher-Led Activities are an excellent starting point when planning instruction and were created to be used with strong teacher input and guidance. Tasks include modifications to simplify tasks for beginning-language learners and increase difficulty for intermediate/advanced students. The teacher-led activities give students the opportunity to: examine, list, state, locate, recall, tabulate, tell, enumerate, infer, compare, contrast, classify, paraphrase, choose, rank, connect, convince, defend, integrate, role-play, combine, organize, estimate, decide, explain and manipulate language for personal use.

The tasks were created with the flexibility to be implemented in a variety of instructional settings: one-on-one, small group, classroom and e-learning. While the tasks themselves are intended for direct instruction from a teacher, the components of the task can be assigned for students to practice in a self-directed instructional setting with the ultimate goal of sharing what students practice to receive feedback from the instructor. Included in the teacher-led activities are speaking and writing tasks for students to practice the target vocabulary within context. The overarching goal of these activities is to give specific purpose for students to combine the elements of the lesson and produce language to complete the assigned tasks.

### **Suggested Progression of the Topics within the Shopping Lesson**

Week 1	Week 2	Week 3	Week 4
Identify Items in the Grocery Store & Describe Shopping Habits	Describe Grocery Items Needed	Areas of the Store & Location of Items	Prices of Groceries & The Checkout Process

## Table of Contents

<a href="#"><u>Week 1: Identify Items in the Grocery Store &amp; Describe Shopping Habits</u></a>	<a href="#"><u>Day 1</u></a>	<a href="#"><u>Day 2</u></a>	<a href="#"><u>Day 3</u></a>	<a href="#"><u>Day 4</u></a>	<a href="#"><u>Day 5</u></a>
<a href="#"><u>Week 2: Describe Grocery items Needed</u></a>	<a href="#"><u>Day 1</u></a>	<a href="#"><u>Day 2</u></a>	<a href="#"><u>Day 3</u></a>	<a href="#"><u>Day 4</u></a>	<a href="#"><u>Day 5</u></a>
<a href="#"><u>Week 3: Areas of the Store &amp; Location of Items</u></a>	<a href="#"><u>Day 1</u></a>	<a href="#"><u>Day 2</u></a>	<a href="#"><u>Day 3</u></a>	<a href="#"><u>Day 4</u></a>	<a href="#"><u>Day 5</u></a>
<a href="#"><u>Week 4: Prices of Groceries &amp; The Checkout Process</u></a>	<a href="#"><u>Day 1</u></a>	<a href="#"><u>Day 2</u></a>	<a href="#"><u>Day 3</u></a>	<a href="#"><u>Day 4</u></a>	<a href="#"><u>Day 5</u></a>

**GOSOSY English for Daily Life Lesson Plan Design**  
**Shopping: Identify the Items in the Grocery Store & Describe Shopping Habits**

**Weekly Overview**

<u><a href="#">Day 1</a></u>	<u><a href="#">Day 2</a></u>	<u><a href="#">Day 3</a></u>	<u><a href="#">Day 4</a></u>	<u><a href="#">Day 5</a></u>
Objective: •Students will be able to list the grocery items needed	Objective: •Students will be able to say what they are going to make with the grocery items needed	Objective: •Students will be able to describe when they prefer and want to go grocery shopping with days of the week and time of day	Objective: •Students will be able to state which stores they prefer and support their ideas	Objective: •Students will be able to discuss their shopping preferences and create plans to grocery shop
Essential Question: •What do you need to buy?	Essential Question: •What are you going to make with the groceries you need?	Essential Questions: •When do you want to go grocery shopping? •When do you prefer to go grocery shopping? •At what time do you prefer to shop? •At what time do you want to shop?	Essential Question(s): •Where do you like to shop?	Essential Question(s): •Do you want to shop on (day of the week)? •Do you want to shop at (time of day)?
Gather prior knowledge of grocery vocabulary	Review grocery vocabulary	Review grocery vocabulary	Review days of the week, times and grocery vocabulary	Review days of the week, times and grocery vocabulary
New Vocabulary Practice •Pronunciation practice of grocery items •Flashcards with words frequency sort	New Vocabulary Practice •Flashcards without words frequency sort	New Vocabulary Practice •Days and Time practice sheet/online •Concentration and matching games with days and times	New Vocabulary Practice •Types of Stores practice sheet/online	New Vocabulary Practice •Flashcard identify activity •Flashcard sentence activity
Comprehension activities •Create a shopping list	Comprehension activities •Describe items in the grocery store	Comprehension activities •Days of the Week activity •Telling Time activity	Comprehension activities •Interpersonal Speaking/Writing: Compose a text message	Comprehension activities •Shopping preferences •Presentational Speaking/Writing: Prepare a dialogue
•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice and give preview of next topic that will be addressed

## Day: 1 Identify the Grocery Items & Describe Shopping Habits

### Prior to the lesson:

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

### Introduction:

- Share the objectives for the week using [the weekly overview table](#).
- Background Knowledge/What do students already know?
  - Use the grocery [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 [Identify the Grocery Items & Describe Shopping Habits](#) lesson on the GOSOSY 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 list the grocery items needed.

### Essential Question:

- What do you need to buy?

### Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Ideas for questions to begin discussion:
  - Which groceries can students not live without?
  - Which are their favorite foods to get from the grocery store?
  - Which are their least favorite foods to get from the grocery store?
  - Which groceries are their families most excited to get from the grocery store?
- 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

### Flashcard Differentiation:

- Beginner:
  - [Flashcards- Beginner Level](#)
  - Have students say the words out loud.
- Intermediate/Advanced:
  - [Flashcards- Intermediate/Advanced Level](#)
  - Have students say the words aloud and write the words they know directly onto the blank flashcards.
  - Give feedback on spelling to help them work towards higher accuracy.

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.

- 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 Frequency Sort
  - Have students sort their flashcards into different piles based on how often their family buys those items
    - Ideas for categories:
      - Every shopping trip
      - Often
      - Sometimes
      - Special Occasions
      - Never

**Extension Activity/Connections to other subtopics:**

- Have students practice with the prices written on the flashcards, if they have some previous knowledge of numbers or have already had experience with the Prices & Checkout Process lessons.
- Have students practice describing the items on the flashcards, if they have some previous knowledge of adjectives or have already had experience with the Describe the Grocery Items Needed lessons

**Flashcard Frequency 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.

**Extension Differentiation with Prices:**

- Beginner
  - Practice with the single-digit numbers on the beginner flashcards.
- Intermediate/Advanced
  - Practice with the numbers that include dollars and cents.

**Extension Differentiation with Descriptions:**

- Beginner
  - Practice with the Quizlet activity, [Learn](#)
  - Click on “Options” and change “Answer With” to English.
- Intermediate/Advanced

<ul style="list-style-type: none"> <li>● 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 <a href="#">blank flash cards</a>.</li> <li>● If you have internet access, practice grocery item <a href="#">Quizlet vocabulary activities</a> to show how they can use the activities on their own. <ul style="list-style-type: none"> <li>○ Demonstrate that they can click on the speaker icon to have the word repeated: <ul style="list-style-type: none"> <li>■ Flash cards</li> <li>■ Spell</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Practice with the Quizlet activity, <a href="#">Spell</a></li> <li>○ Click on “Options” and change “Answer With” to English</li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Have students create a shopping list in English. <ul style="list-style-type: none"> <li>○ Ask students to write down the names of their favorite meals to eat at home with their families and break those meals down into the different items they need to purchase from the grocery store.</li> </ul> </li> </ul>	<p>Shopping List Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Ask students to pick items to make the main dish.</li> <li>○ Ask them to pick a set amount of items that they would need to prepare it. (Write down 3-5 items you would need.)</li> <li>○ Have students make a verbal list where they say the items and you write them down so they can see how they are spelled. (Say 3-5 items you would need to make your favorite meal at home with your family.)</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have students group the items they need by areas of the store in which the items are found and write their items in those categories</li> </ul> </li> </ul>



<p><b>Extension Activity/Connections to other subtopics:</b></p> <ul style="list-style-type: none"><li>● Have students write the quantities they need next to the items.</li><li>● Have students write descriptions of the items desired.</li></ul>	<ul style="list-style-type: none"><li>■ Bakery: a loaf of bread, a dozen hamburger buns, a round cake</li><li>■ Produce department: a bunch of bananas, two heads of lettuce</li><li>■ Deli: a half pound of sliced cheese, a quarter pound of fruit salad</li><li>■ Meat counter: two pounds of ground beef, a pound of shrimp</li><li>■ Frozen Section: a gallon of ice cream</li></ul> <p>Extension Differentiation:</p> <ul style="list-style-type: none"><li>● Beginner<ul style="list-style-type: none"><li>○ Help students with spelling. If the student says “one”, help support writing out the word desired.</li></ul></li><li>● Intermediate/Advanced<ul style="list-style-type: none"><li>○ Have students write out a quantity and a description of their desired items.<ul style="list-style-type: none"><li>■ Example:<ul style="list-style-type: none"><li>● Two bunches of green bananas</li><li>● One loaf of wheat bread</li></ul></li></ul></li></ul></li></ul>

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

<p><b>Day: 2 Identify the Grocery Items &amp; Describe Shopping Habits</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>• Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Identify the Grocery items &amp; Describe Shopping Habits lessons <ul style="list-style-type: none"> <li>◦ Teacher Version <ul style="list-style-type: none"> <li>■ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities: Identifying Items in the Grocery Store and Describing Shopping Habits</a></li> </ul> </li> <li>◦ Student Version <ul style="list-style-type: none"> <li>■ <a href="#">The Lesson Identifying Items in the Grocery Store and Describing Shopping Habits</a></li> </ul> </li> </ul> </li> <li>• Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li>◦ <a href="#">Identify the Grocery Items &amp; Describe Shopping Habits</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Share the objectives for the today’s lesson using <a href="#">the weekly overview table</a></li> <li>• Background Knowledge/What do students already know? <ul style="list-style-type: none"> <li>◦ Use the grocery <a href="#">flashcards without words</a> and see how many more words students can</li> </ul> </li> </ul>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to say what they are going to make with the grocery items needed.</li> </ul> <p><b>Essential Question:</b></p>

<p>identify after the day 1 lesson without seeing the words.</p> <ul style="list-style-type: none"> <li>● Share the Lesson Objective &amp; Essential Question for the day. <ul style="list-style-type: none"> <li>○ Visit the <a href="#">Identify the Grocery Items &amp; Describe Shopping Habits</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>○ If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● What are you going to make with the groceries you need?</li> </ul>
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"> <li>● Practice the vocabulary with visual support within the context.</li> <li>● Review the key vocabulary for today's lesson: <ul style="list-style-type: none"> <li>○ Practice out loud as a group.</li> <li>○ Say the phrases in English and have students repeat.</li> </ul> </li> <li>● If you have internet access: <ul style="list-style-type: none"> <li>○ Practice with pronunciation on GOSOSY website with <a href="#">Lesson &amp; Key Vocabulary of Identify grocery items &amp; Describe Shopping Habits</a>.</li> <li>○ Practice with Quizlet activities to review the vocabulary.</li> </ul> </li> <li>● Flashcard Frequency Sort <ul style="list-style-type: none"> <li>○ Similar to the lesson for Day 1, have students sort their flashcards into different piles based on how often their family buys those items, but for today's lesson, use the flashcards without words to further challenge students to recall the terms. <ul style="list-style-type: none"> <li>■ Ideas for categories: <ul style="list-style-type: none"> <li>● Every shopping trip</li> <li>● Often</li> <li>● Sometimes</li> <li>● Special Occasions</li> <li>● Never</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>Flashcard Frequency Sort Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Use less flashcards for the activity.</li> <li>○ Continue to use flashcards with words, if the student needs more support.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Use all flashcards.</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p>	<p>Describe the Items in the Grocery Store Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner:</li> </ul>

<ul style="list-style-type: none"> <li>• Complete the <a href="#">Paper version of Quia Comprehension Activity: Describe Items in the Grocery Store with additional practice worksheet</a>- Student Version. <ul style="list-style-type: none"> <li>○ Utilize this version for yourself to have the answer key <a href="#">Paper version of Quia Comprehension Activity: Describe Items in the Grocery Store with additional practice worksheet</a>- Teacher Version.</li> </ul> </li> <li>• If you have internet access, complete this online version of the activity above to receive immediate feedback. <ul style="list-style-type: none"> <li>○ <a href="#">Quia Comprehension Activity: Describe Items in the Grocery Store (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Quia Comprehension Activity: Describe Items in the Grocery Store (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Review the instructions with the student and work through activities together.</li> <li>○ Reduce the number of options students choose from for challenging sections. <ul style="list-style-type: none"> <li>■ “For this option, choose from these 3 choices”.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Allow students to complete the activity alone and only help guide instructions or give input when they request assistance or once they complete it to give feedback.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to students on areas of strength for today’s lesson and ideas for continued practice.</li> <li>• Share goals for individual practice and give a preview of the next topic that will be addressed.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics to be studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>○ Choose 5-7 specific vocabulary terms for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many vocabulary terms for students to practice on their own as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, and/or activities <a href="#">Quizlet: Identify the Groceries</a>.</li> <li>• Review paper versions of the activities from today and from earlier this week.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul>
--	---

## Day: 3 Identify the Grocery Items & Describe Shopping Habits

### Prior to the lesson:

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

### Introduction:

- Share the objectives for today's lesson using [the weekly overview table](#).
- Background Knowledge of day 1-2 topics/What do students already know?
  - Use the grocery [flashcards without words](#) to see how many words they can identify without seeing the words.

### Extension/Connections to Other Topics:

- Challenge students to include prices and descriptions of the words while they share the terms they are able to recall.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Identify the Grocery Items & Describe Shopping Habits](#) lesson on the GOSOSY 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.
- Background Knowledge of today's topic/What do they already know?
  - Give students the [Paper Flashcards: Telling Time \(Without Words\)](#). See how many words

### Lesson Objective:

- Students will be able to describe when they prefer and want to go grocery shopping with days of the week and time of day.

### Essential Questions:

- When do you want to go grocery shopping?
- When do you prefer to go grocery shopping?
- At what time do you prefer to shop?
- At what time do you want to shop?

<p>students are able to identify before beginning instruction.</p>	
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"><li>● Practice the vocabulary with visual support within the context.</li><li>● Give students the telling time <a href="#">flashcards with words</a> to give students input with a visual (by level, in column to the right).<ul style="list-style-type: none"><li>○ 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.</li></ul></li><li>● Introduce the key vocabulary:<ul style="list-style-type: none"><li>○ Practice out loud as a group.</li><li>○ Say the phrases in English and have students repeat.</li><li>○ Give students feedback with pronunciation.</li><li>○ Repeat the term and give feedback until the student closely mimics your pronunciation.</li><li>○ 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.</li></ul></li><li>● Practice days and times by completing the <a href="#">Vocabulary Practice Sheet with Days and Time - Student Version</a>.<ul style="list-style-type: none"><li>○ Utilize this version for yourself to have the answer key <a href="#">Vocabulary Practice Sheet with Days and Time - Teacher Version</a></li></ul></li><li>● If you have internet access, complete these activities online to receive immediate feedback.<ul style="list-style-type: none"><li>○ <a href="#">Day &amp; Time Words Practice Activity Beginner Level (With Answers)</a><ul style="list-style-type: none"><li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li></ul></li></ul></li></ul>	<p>Days and Time Practice Sheet Differentiation:</p> <ul style="list-style-type: none"><li>● Beginner:<ul style="list-style-type: none"><li>○ Review the instructions with the student and work through activities together.</li><li>○ Reduce the number of options students choose from for challenging sections.<ul style="list-style-type: none"><li>■ “For this option, choose from these 3 choices”.</li></ul></li></ul></li><li>● Intermediate/Advanced<ul style="list-style-type: none"><li>○ Allow the student to complete the activity alone and only help</li></ul></li></ul>

<ul style="list-style-type: none"> <li>○ <a href="#">Day &amp; Time Words Practice Activity Beginner Level (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> <li>○ <a href="#">Day &amp; Time Words Practice Activity Intermediate/Advanced Level (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Day &amp; Time Words Practice Activity Intermediate/Advanced Level (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> <li>● If you have internet access, play online games alongside the students to help students practice the vocabulary. <ul style="list-style-type: none"> <li>○ <a href="#">Quia: Days of the Week Vocabulary Games with Matching, Concentration, Etc.</a></li> <li>○ <a href="#">Quia: Telling Time Matching Activity</a></li> <li>○ <a href="#">Quia: Telling Time Vocabulary Games with Matching, Concentration, Etc.</a></li> </ul> </li> </ul>	<p>guide instructions or give input when they request assistance or once they complete it to give feedback.</p>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● If you do not have internet access, use this activity from above. Use a blank version and have students complete the activity by themselves. After students complete it, go through the answers with them and identify which pieces to continue to practice. <a href="#">Vocabulary Practice Sheet with Days and Time - Student Version.</a> <ul style="list-style-type: none"> <li>○ Utilize this version for yourself to have the answer key <a href="#">Vocabulary Practice Sheet with Days and Time - Teacher Version</a></li> </ul> </li> <li>● If you have internet access, complete these activities online to receive immediate feedback. <ul style="list-style-type: none"> <li>○ <a href="#">Day &amp; Time Words Practice Activity Beginner Level (With Answers)</a></li> </ul> </li> </ul>	<p>Days and Time Practice Sheet Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Review the instructions with the student and work through activities together.</li> <li>○ Reduce the amount of options students choose from for challenging sections. <ul style="list-style-type: none"> <li>■ “For this option, choose from these 3 choices”.</li> </ul> </li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Allow the student to complete the activity alone and only help guide instructions or give input when they request assistance or once they complete it to give feedback.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● If you have internet access, complete these activities to practice the days of the week. <ul style="list-style-type: none"> <li>○ <a href="#">Quia: Days of the Week Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Quia: Days of the Week Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> <li>● If you have internet access, complete these activities to practice telling time. <ul style="list-style-type: none"> <li>○ <a href="#">Quia: Telling Time Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Quia: Telling Time Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<p>Differentiation for Telling Time:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Work through this alongside the students as it is a more challenging activity</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Work alongside the students to help provide feedback and explain answers in more detail, if needed.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Questions of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Give feedback to students on areas of strength during this unit and ideas for continued practice.</li> <li>● Share goals for individual practice and give a preview of the next topic that will be addressed.</li> <li>● Revisit elements where students need more practice and include them again in different subtopics to be studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards,</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ <a href="#">Quizlet: Days of the Week Beginner</a></li> </ul> </li> </ul>



<p>electronic flashcards, or Learn/Spell with <a href="#">Quizlet: Identify the Groceries</a>, <a href="#">Quizlet: When (Day and Time Words)</a> &amp; <a href="#">Quizlet: Telling Time and At What Time/La hora</a> (English and Spanish)/ <a href="#">Quizlet: Time</a> (English and digits) and other activities available with these lists on Quizlet.</p> <ul style="list-style-type: none"> <li>● Review paper versions of the activities from today and from earlier this week.</li> <li>● Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>■ Quizlet Learn</li> <li>■ Quizlet Test</li> <li>○ <a href="#">Quizlet: Telling Time and At What Time/La hora</a> (English and Spanish)</li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ <a href="#">Quizlet: Days of the Week Intermediate/Advanced with Descriptions</a></li> <li>○ <a href="#">Quizlet: Time</a> (English and digits) <ul style="list-style-type: none"> <li>■ Quizlet Write <ul style="list-style-type: none"> <li>● Options "Answer with English"</li> </ul> </li> <li>■ Quizlet Spell</li> <li>■ Quizlet Gravity</li> </ul> </li> <li>○ Quizlet Match</li> </ul> </li> </ul>
---	--

## Day: 4 Identify the Grocery Items & Describe Shopping Habits

### Prior to the lesson:

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

### Introduction:

- Share the objectives for today's lesson using [the weekly overview table](#).
- Background Knowledge/What do students already know?
  - See how many day and time vocabulary terms students remember by viewing a blank version of this document and having students verbally or complete it by writing.  
[Vocabulary Practice Sheet with Days and Time - Student Version](#).
    - Utilize this version for yourself to have the answer key [Vocabulary Practice](#)

### Lesson Objective:

- Students will be able to state which stores they prefer and support their ideas.

### Essential question:

- Where do you like to shop?

[Sheet with Days and Time - Teacher Version](#)

- Use the grocery [flashcards without words](#) from days 1-2 again to see how many grocery items they can identify without seeing the words.

**Extension/Connections to Other Topics:**

- Challenge students to include prices and descriptions of the words while they share the terms they are able to recall.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Identify the Grocery Items & Describe Shopping Habits](#) lesson on the GOSOSY 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.
- Background Knowledge/What do they already know about today's topic?
  - Give students the [Paper Flashcards: Types of Stores \(Without Words\)](#) and see how many they are able to already identify in English.

**Vocabulary practice/Input activities**

- Practice the vocabulary with visual support within the context.
- Give students the [Paper Flashcards: Types of Stores](#).
- Introduce the key vocabulary for today's lesson:
  - Practice out loud as a group.
  - Say the phrases in English and have students repeat.
- If you have internet access, utilize the Quizlet Flashcards and activities to practice the vocabulary for the types of stores.

**Types of Stores Flashcards Differentiation:**

- Beginner:
  - Have students focus on learning the words that are most needed for them.
- Intermediate/Advanced:
  - Have students focus on learning all of the words.

**Quizlet Flashcards Differentiation:**

- Beginner
  - [Quizlet: Types of Stores \(Beginner: English and Spanish\)](#)
- Intermediate/Advanced

<ul style="list-style-type: none"> <li>Practice describing shopping habits by completing the types of stores vocabulary activity <a href="#">Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet</a>- Student Version             <ul style="list-style-type: none"> <li>Utilize this for your answer key <a href="#">Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet</a>- Teacher Version</li> <li>If you have internet access, complete this online version to receive immediate feedback <a href="#">Quia Comprehension Activity: Types of Stores (With Answers)</a> <ul style="list-style-type: none"> <li>This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li><a href="#">Quia Comprehension Activity: Types of Stores (Without Answers)</a> <ul style="list-style-type: none"> <li>This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><a href="#">Quizlet: Types of Stores (Intermediate/Advanced: English and Descriptions)</a></li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>The input activity from above is also a comprehension activity. Print a blank copy, have students complete it on their own, give feedback and identify what to continue to practice. <a href="#">Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet</a>.</li> </ul>	<p>Types of Stores Differentiation:</p> <ul style="list-style-type: none"> <li>Beginner:             <ul style="list-style-type: none"> <li>Review the instructions with the student and work through activities together.</li> <li>Reduce the number of options students choose from for challenging sections.                 <ul style="list-style-type: none"> <li>"For this option, choose from these 3 choices".</li> </ul> </li> </ul> </li> <li>Intermediate/Advanced             <ul style="list-style-type: none"> <li>Allow the student to complete the activity alone and only help guide instructions or give input when they request assistance or once they complete it to give feedback.</li> </ul> </li> </ul> <p>Interpersonal Speaking/Writing Differentiation:</p>

<ul style="list-style-type: none"> <li>● Interpersonal Speaking/Writing <ul style="list-style-type: none"> <li>○ Have one student write a text message on paper (or modify this by having students speak instead) to request an item they would like a person in their family who is shopping to buy while they are at the grocery store. The person shopping needs to write a message (or speak) to respond to what their family member requests.</li> </ul> </li> <li>● Extension Activity/Connections to other subtopics: <ul style="list-style-type: none"> <li>○ Have them state what they are going to make with this item.</li> <li>○ Include why it is needed.</li> <li>○ How much of the item is needed.</li> <li>○ Describe what it looks like.</li> <li>○ Describe where it is located in the store.</li> <li>○ Include how much it typically costs.</li> </ul> </li> <li>● Gamify It! <ul style="list-style-type: none"> <li>○ Have students compete to see how many descriptors they can use to explain their item(s).</li> <li>○ Students earn one point for every way they can think of to accurately describe their item in the target language of English.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Request one item</li> <li>○ Include a greeting, ask politely and conclude the message with gratitude.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Request multiple items.</li> <li>○ Include a greeting, ask politely, describe what they are going to make with the items needed.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Give feedback to students on areas of strength during this unit and ideas for continued practice.</li> <li>● Share goals for individual practice and give a preview of the next topic that will be addressed.</li> <li>● Revisit elements where students need more practice and include them again in different subtopics to be studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills.</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>

<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with <a href="#">Quizlet: Identify the Groceries</a>, <a href="#">Quizlet: When (Day and Time Words)</a> &amp; <a href="#">Quizlet: Telling Time and At What Time/La hora</a> (English and Spanish)/ <a href="#">Quizlet: Time</a> (English and digits) and other activities available with these lists on Quizlet.</li> <li>Review paper versions of the activities from today and from earlier this week.</li> <li>Practice with the online activities from the week to get additional practice and feedback and conclude this topic in the next lesson.</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>Beginner: <ul style="list-style-type: none"> <li><a href="#">Quizlet: Days of the Week Beginner</a> <ul style="list-style-type: none"> <li>Quizlet Learn</li> <li>Quizlet Test</li> </ul> </li> <li><a href="#">Quizlet: Telling Time and At What Time/La hora</a> (English and Spanish)</li> </ul> </li> <li>Intermediate/Advanced <ul style="list-style-type: none"> <li><a href="#">Quizlet: Days of the Week Intermediate/Advanced with Descriptions</a></li> <li><a href="#">Quizlet: Time</a> (English and digits) <ul style="list-style-type: none"> <li>Quizlet Write <ul style="list-style-type: none"> <li>Options "Answer with English"</li> </ul> </li> <li>Quizlet Spell</li> <li>Quizlet Gravity</li> </ul> </li> <li>Quizlet Match</li> </ul> </li> </ul>
--	--

<b>Day: 5 Identify the Grocery Items &amp; Describe Shopping Habits</b>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Identify the Grocery Items &amp; Describe Shopping Habits lessons <ul style="list-style-type: none"> <li>Teacher Version <ul style="list-style-type: none"> <li><a href="#">The Lesson &amp; Teacher-Led Task-Based Activities: Identifying Items in the Grocery Store and Describing Shopping Habits</a></li> </ul> </li> <li>Student Version <ul style="list-style-type: none"> <li><a href="#">The Lesson Identifying Items in the Grocery Store and Describing Shopping Habits</a></li> </ul> </li> </ul> </li> <li>Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li><a href="#">Identify the Grocery Items &amp; Describe Shopping Habits</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Share the objectives for the week using <a href="#">the weekly overview table</a>.</li> <li>Background Knowledge/What do students already know? <ul style="list-style-type: none"> <li>Give students the <a href="#">Paper Flashcards: Types of Stores (Without Words)</a> and see how many they are able to already identify in English after the last lesson on this topic.</li> </ul> </li> </ul>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>Students will be able to discuss their shopping preferences and create plans to grocery shop.</li> </ul> <p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>Do you want to shop on (day of the week)?</li> <li>Do you want to shop at (time of day)?</li> </ul>

<ul style="list-style-type: none"> <li>● Share the Lesson Objective &amp; Essential Question for the day. <ul style="list-style-type: none"> <li>○ Visit the <a href="#">Identify the Grocery Items &amp; Describe Shopping Habits</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>○ If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"> <li>● Practice the vocabulary with visual support within the context.</li> <li>● Utilizing all of the sets of flashcards from this week, without words, have students try to identify every word they know. As they identify the words they know, separate the terms into piles of words they were able to identify and words they were not. Practice the words they were not able to identify and then repeat this activity until they have as many words as they are able in the “able to identify” pile.</li> <li>● Review the key vocabulary from this week’s lessons by working to pronounce any terms that students struggled to put in the “able to identify” pile. <ul style="list-style-type: none"> <li>○ Practice out loud as a group.</li> <li>○ Say the phrases in English and have students repeat.</li> </ul> </li> <li>● Flashcard sentence activity. Place the flashcards without words upside down. Have students draw cards and put them together in a logical sentence.</li> </ul>	<p>Flashcard Identify Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Repeat the words as long as students feel that they are building confidence. End the activity and move onto the next activity if students are feeling discouraged.</li> </ul> </li> <li>● Intermediate/Advanced: <ul style="list-style-type: none"> <li>○ Encourage students to continue practicing until they have all words in the “able to identify” pile.</li> </ul> </li> </ul> <p>Flashcard Sentence Activity Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Draw only 1 card to use the word in a sentence or to describe it in English.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Draw 3-5 cards to connect the words in a sentence.</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Practice describing shopping habits with this <a href="#">Paper version of Quia Conversation Comprehension: Shopping Preferences- Student Version</a>. <ul style="list-style-type: none"> <li>○ Use this version as your answer key <a href="#">Paper version of Quia Conversation Comprehension: Shopping Preferences- Teacher Version</a>.</li> </ul> </li> </ul>	

- If you have access to the internet, complete this version for immediate feedback.
  - [Quia Conversation Comprehension: Shopping Preferences \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Quia Conversation Comprehension: Shopping Preferences \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly.
  
- Presentational Speaking/Writing
  - Compose a dialogue in which the participants negotiate when and where they are going to go grocery shopping. In order to end the conversation, they need to agree on the when and where. Then, with a partner, present it!

Presentational Speaking/Writing  
Differentiation:

- Beginner:
  - Have students begin with just one piece of this conversation.
    - Example: Have students make an introduction, ask at what time they will go grocery shopping and conclude the conversation.
  - As they demonstrate mastery, add additional pieces to the conversation and then challenge students to change their answers.
- Intermediate/Advanced
  - Have students include all pieces in this conversation.
    - Example: Have them make an introduction, ask on which day, at what time, where and

<p><b>Extension Activity/Connections to other subtopics:</b></p> <ul style="list-style-type: none"> <li>• Have students support their preferences with reasons why they have those opinions.</li> <li>• Switch who begins the conversation.</li> <li>• Change the answers to their questions.</li> <li>• Add in another person to the conversation.</li> <li>• Gamify it!- Every time an answer is given, follow it with another question until neither person can think of another logical question to extend the conversation. Each person receives one point per follow-up question they can think of. The person with the most points by the end of the conversation wins.</li> </ul>	<p>why they will go grocery shopping and conclude the conversation.</p>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to students on areas of strength during this unit and ideas for continued practice.</li> <li>• Share goals for individual practice and give a preview of the next topic that will be addressed.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics to be studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on Quizlet.</li> <li>• Review paper versions of the activities from today and from earlier this week.</li> <li>• Practice with the online activities from the week to get additional practice and feedback and to continue to grow their skills before they begin their next topic.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> <li>◦ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Quizlet Spell</li> <li>◦ Quizlet Gravity</li> <li>◦ Quizlet Match</li> <li>◦ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> </ul> </li> </ul>



## GOSOSY English for Daily Life Lesson Plan Design

### Shopping: Describe Grocery Items Needed

#### Weekly Overview

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Objective: •Students will be able to describe groceries they need using taste and texture adjectives.	Objective: •Students will be able to describe groceries they need using taste and texture adjectives.	Objective: •Students will be able to state the quantity and size of what they need in a grocery store.	Objective: •Students will be able to describe the grocery item needed by stating its quantity, size and color.	Objective: •Students will be able to describe the grocery items needed using taste and texture adjectives, quantities and colors.
Essential Question: •What are you looking for?/What do you need?	Essential Question: •What are you looking for?/What do you need?	Essential Questions: •How much would you like?/How many would you like? •What/which size do you need?/What/which size are you looking for?	Essential Questions: •What color is it?/What color are they? •What are you looking for?	Essential Question): •Where can I find (item)? /Where are the (item(s))?
Gather prior knowledge of taste and texture adjectives.	Review the taste and texture adjectives vocabulary.	Review taste and texture adjectives vocabulary.	Review taste and texture adjectives and quantities vocabulary. •Flashcard Quantity Lineup	Review taste and texture adjectives, quantities and colors vocabulary.
New Vocabulary Practice •Introduce taste and texture adjectives. •Flashcard Preference Sort with Words •Associations	New Vocabulary Practice •Flashcard Family Preference Sort without Words •Gamify it!	New Vocabulary Practice •Introduce quantities vocabulary •Flashcard quantity sort •Extension to Identify the Groceries •Gamify it!	New Vocabulary Practice •Introduce colors vocabulary •Flashcard Color Connections •Gamify it! •Extension to Identify the Groceries	New Vocabulary Practice •Practice using all words together. •Favorite Grocery Association •Gamify It! •Flashcard Formation •Gamify It!
Comprehension activities •Characteristics of Groceries Vocabulary practice sheet Part A •Gamify it!	Comprehension activities •Characteristics of Groceries Vocabulary practice sheet Part B •Characteristics of Groceries Quia	Comprehension activities •Quantities in a Grocery Store Comprehension Activity	Comprehension activities •Quia Color Comprehension Activities •Video shopping conversation comprehension	Comprehension activities •Sample conversation comprehension
•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice and give preview of next topic that will be addressed

## 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 GOSOSY 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 GOSOSY 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

### 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.

vocabulary that increase difficulty the second time you go through the pronunciation.

- 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

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

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

<p><b>Day: 2 Describe Grocery Items Needed</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>• Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Describe Grocery Items Needed lessons. <ul style="list-style-type: none"> <li>○ Teacher Version <ul style="list-style-type: none"> <li>■ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities for Describing Items Needed</a></li> </ul> </li> </ul> </li> <li>• Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li>○ <a href="#">Describing Items in the Grocery Store</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Share the objectives for the week using the <a href="#">weekly overview table</a>.</li> <li>• Background Knowledge/What do students already know?</li> </ul>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe groceries they need using taste and texture adjectives.</li> </ul>

<ul style="list-style-type: none"> <li>○ Give students the <a href="#">flashcards without words</a> again and see how many words students can now identify without seeing the words.</li> <li>● Share the Lesson Objective &amp; Essential Question for the day. <ul style="list-style-type: none"> <li>○ Visit the <a href="#">Describing Items in the Grocery Store</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>○ If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What are you looking for?/What do you need?</li> </ul>
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"> <li>● Review the key vocabulary for today's lesson: <ul style="list-style-type: none"> <li>○ Practice out loud as a group.</li> <li>○ Say the phrases in English and have students repeat.</li> <li>○ Give students feedback with pronunciation.</li> <li>○ Repeat the term and give feedback until the student closely mimics your pronunciation.</li> </ul> </li> <li>● If you have internet access: <ul style="list-style-type: none"> <li>○ Practice with pronunciation on GOSOSY website with <a href="#">Lesson &amp; Key Vocabulary of Identify grocery items &amp; Describe Shopping Habits</a>.</li> <li>○ Practice with Quizlet activities to review the vocabulary.</li> </ul> </li> <li>● Flashcard Preference Sort <ul style="list-style-type: none"> <li>○ 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: <ul style="list-style-type: none"> <li>■ I like foods that are spicy and sweet.</li> <li>■ My sister likes sour foods, candy and drinks.</li> <li>■ My brother prefers salty foods.</li> </ul> </li> </ul> </li> </ul> <p><b>Extension Activity/Connections to other subtopics:</b></p> <ul style="list-style-type: none"> <li>● Go through the flashcards and see how many terms they can associate with other words they know that are related <ul style="list-style-type: none"> <li>○ Examples:Sour</li> </ul> </li> </ul>	<p>Flashcard Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ <a href="#">Paper Flashcards: Adjectives (Beginner)</a></li> <li>○ Have students say the words out loud.</li> </ul> </li> <li>● Intermediate/Advanced: <ul style="list-style-type: none"> <li>○ <a href="#">Paper Flashcards: Adjectives (Intermediate/Advanced)</a></li> <li>○ Have students say the words aloud and write the words they know directly onto the <a href="#">flashcards without words</a>.</li> <li>○ Give feedback on spelling to help them work towards higher accuracy.</li> </ul> </li> </ul> <p>Flashcard Preference Sort:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Me- spicy, salty</li> <li>○ Sister- sour</li> <li>○ Brother- sweet</li> </ul> </li> </ul> <p>Extension Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Have students try to think of at least one word</li> </ul> </li> <li>● Intermediate/Advanced</li> </ul>

- 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.

- 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.
  - Demonstrate that they can click on the speaker icon to have the word repeated:
    - Flash cards
    - Spell

- Have students try to think of as many as they can

Differentiation with Quizlet:

- Beginner
  - Practice with the Quia activity, Learn
  - Click on “Options” and change “Answer With” to English.
- Intermediate/Advanced
  - Practice with the Quia activity, Spell
  - Click on “Options” and change “Answer With” to English

**Comprehension activities/A way to check for understanding**

<ul style="list-style-type: none"> <li>• See how many words the students can connect from image to word by having them complete Part B of the <a href="#">Characteristics of Groceries Vocabulary practice sheet- Student Version</a>. Remind students to cross off answers once they are used.             <ul style="list-style-type: none"> <li>◦ Utilize this version for yourself to have the answer key <a href="#">Characteristics of Groceries Vocabulary practice sheet- Teacher Version</a>.</li> <li>◦ Give feedback to the student upon completion.</li> </ul> </li> <li>• If you have access to the internet, complete this version for immediate feedback.             <ul style="list-style-type: none"> <li>◦ <a href="#">Quia Comprehension Activity: Characteristics of Groceries (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>◦ <a href="#">Quia Comprehension Activity: Characteristics of Groceries (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<p>Characteristics of Groceries Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner:             <ul style="list-style-type: none"> <li>◦ Eliminate choices to minimize the amount of words from which they are choosing.</li> <li>◦ Provide guidance as needed.</li> <li>◦ Help the student pronounce the words as they write them in the boxes.</li> </ul> </li> <li>• Intermediate/Advanced             <ul style="list-style-type: none"> <li>◦ Permit student to complete on own</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Ask students to share the new words they learned by pointing to the flashcards without words to see how many they can correctly identify.</li> <li>• Set a goal for how many words they will work on their own to learn for the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner:             <ul style="list-style-type: none"> <li>◦ Choose no more than 7 words to learn.</li> <li>◦ Remind students it is ideal to practice the words with visuals multiple times a day in small groupings instead of all at once.</li> </ul> </li> <li>• Intermediate/Advanced             <ul style="list-style-type: none"> <li>◦ Choose 7-15 words.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with <a href="#">Quizlet</a></li> <li>• Review paper versions of the activities from today and yesterday</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner:             <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> <li>◦ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced             <ul style="list-style-type: none"> <li>◦ Quizlet Write</li> </ul> </li> </ul>



<ul style="list-style-type: none"> <li>● Practice with the online activities from today to get additional practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>■ Options “Answer with English” <ul style="list-style-type: none"> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul> </li> </ul>
---	--

## Day: 3 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 GOSOSY 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](#) of the quantities vocabulary and see how many words students can now identify without seeing the words.
- Share the Lesson Objective & Essential Questions for the day.
  - Visit the [Describing Items in the Grocery Store](#) lesson on the GOSOSY 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 state the quantity and size of what they need in a grocery store.

### Essential Questions:

- How much would you like?/How many would you like?
- What/which size do you need?/What/which size are you looking for?

### Vocabulary practice/Input activities

- Practice the key vocabulary for today's lesson:
  - Distribute the paper flashcards on quantities.
  - 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:

### Flashcard Differentiation:

- Beginner:
  - [Paper Flashcards: Quantities \(Beginner\)](#)
  - Have students say the words out loud.
- Intermediate/Advanced:
  - [Paper Flashcards: Quantities \(Intermediate/Advanced\)](#)

- Practice with pronunciation on GOSOSY website with [Lesson & Key Vocabulary of Identify grocery items & Describe Shopping Habits](#).
- Practice with [Quizlet: Adjectives](#) and [Quizlet: Quantities](#) activities to learn the new vocabulary.

- Flashcard Quantity Sort

- Have students take the [Paper Flashcards: Quantities \(Beginner\)](#)/[Paper Flashcards: Quantities \(Intermediate/Advanced\)](#) and draw one card out from them at a time. With the card they draw, have them brainstorm individually or as a group grocery items that are available in that size, “a bunch of grapes, a bunch of carrots, a bunch of cilantro”.

#### Extension Activity/Connections to other subtopics:

- Have students use the Identify the Groceries flashcards. Draw an Identify the Groceries flashcard and place it next to a quantity flashcard that would be a logical size for that product to be purchased or available to be used.
- 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 quantity flashcard and try to think of as many grocery items as they can that are available in that size.
  - 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.

- 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.

#### 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.

#### Gamify it! Differentiation:

- Beginner
  - Work in teams or as a group to see how many words the entire group can think of together.
- Intermediate/Advanced
  - Play individually or in small teams.

<ul style="list-style-type: none"> <li>○ The round ends when a team, following the other team sharing ideas, cannot think of any other words to associate.</li> <li>○ The team that last thought of a word to associate earns ALL of the points for the associated words shared during that round.</li> <li>● If you have internet access, practice the describe the items needed <a href="#">Quizlet vocabulary activities</a> to show how they can use the activities on their own. <ul style="list-style-type: none"> <li>○ Demonstrate that they can click on the speaker icon to have the word repeated: <ul style="list-style-type: none"> <li>■ Flash cards</li> <li>■ Spell</li> </ul> </li> </ul> </li> </ul>	<p>Differentiation with Quizlet:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Practice with the Quia activity, Learn</li> <li>○ Click on “Options” and change “Answer With” to English.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Practice with the Quia activity, Spell</li> <li>○ Click on “Options” and change “Answer With” to English</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● If you have access to the internet, complete this version for immediate feedback. <ul style="list-style-type: none"> <li>○ <a href="#">Quantities in a Grocery Store Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Quantities in a Grocery Store Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<p>Quantities in a Grocery Store Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Aid the student as they go through the activity.</li> <li>○ Help students narrow down options, as needed and talk them through the questions and answers.</li> <li>○ Provide them feedback and determine which words they need to practice.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Aid the student as needed.</li> <li>○ Provide them feedback and determine which words they need to practice.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Questions of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Ask students to share the new words they learned by pointing to the flashcards without words to see how many they can correctly identify.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Choose no more than 7 words to learn.</li> <li>○ Remind students it is ideal to practice the words with visuals multiple times a day in small</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>Set a goal for how many words they will work on their own to learn for the next lesson.</li> </ul>	<p>groupings instead of all at once.</p> <ul style="list-style-type: none"> <li>Intermediate/Advanced <ul style="list-style-type: none"> <li>Choose 7-15 words.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with <a href="#">Quizlet: Adjectives</a> and <a href="#">Quizlet: Quantities</a></li> <li>Review paper versions of the activities from today and the past two lessons on this theme.</li> <li>Practice with the online activities from today to get additional practice and feedback.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>Beginner: <ul style="list-style-type: none"> <li>Quizlet Learn</li> <li>Quizlet Test</li> </ul> </li> <li>Intermediate/Advanced <ul style="list-style-type: none"> <li>Quizlet Write <ul style="list-style-type: none"> <li>Options “Answer with English”</li> </ul> </li> <li>Quizlet Spell</li> <li>Quizlet Gravity</li> <li>Quizlet Match</li> </ul> </li> </ul>

<p><b>Day: 4 Describe Grocery Items Needed</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Describe Grocery Items Needed lessons. <ul style="list-style-type: none"> <li>Teacher Version <ul style="list-style-type: none"> <li><a href="#">The Lesson &amp; Teacher-Led Task-Based Activities for Describing Items Needed</a></li> </ul> </li> </ul> </li> <li>Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li><a href="#">Describing Items in the Grocery Store</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Share the objectives for the week using <a href="#">the weekly overview table</a>.</li> <li>Background Knowledge/What do students already know? <ul style="list-style-type: none"> <li>Have students take out their <a href="#">flashcards without words of the quantities</a> and <a href="#">flashcards without words of the taste and texture adjectives</a> vocabulary and see how many words students can now identify from both sets without seeing the words.</li> </ul> </li> <li>Flashcard Quantity Lineup <ul style="list-style-type: none"> <li>Have students take the <a href="#">flashcards without words of the quantities</a> and put them in size order from left to right. On the left side, put the smallest quantity and on the right, the biggest. As students put the flashcards down in size order, have them say the words to</li> </ul> </li> </ul>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe the grocery item needed by stating its quantity, size and color.</li> </ul> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>(Previous lesson) How much would you like?/How many would you like?</li> <li>What/which size do you need?/What/which size are you looking for?</li> <li>(New) What color is it?/What color are they?</li> </ul>

<p>practice the pronunciation aloud. “A teaspoon is less than a tablespoon. A tablespoon is more than a teaspoon.”</p> <ul style="list-style-type: none"> <li>• Make color copies and distribute these color <a href="#">flashcards</a> without words. See how many of these words students already know before beginning the lesson.</li> <li>• Share the Lesson Objective &amp; Essential Questions for the day. <ul style="list-style-type: none"> <li>◦ Visit the <a href="#">Describing Items in the Grocery Store</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>◦ If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"> <li>• Practice the new key vocabulary for today’s lesson: <ul style="list-style-type: none"> <li>◦ Distribute the color flashcards with words.</li> <li>◦ Practice out loud as a group.</li> <li>◦ Say the phrases in English and have students repeat.</li> <li>◦ Give students feedback with pronunciation.</li> <li>◦ Repeat the term and give feedback until the student closely mimics your pronunciation.</li> </ul> </li> <li>• If you have internet access: <ul style="list-style-type: none"> <li>◦ Practice with pronunciation on GOSOSY website with <a href="#">Lesson &amp; Key Vocabulary of Identify grocery items &amp; Describe Shopping Habits</a>.</li> <li>◦ Practice with the vocabulary terms online <a href="#">Quizlet: Adjectives</a>, <a href="#">Quizlet: Quantities</a> and <a href="#">Quizlet: Colors</a>.</li> </ul> </li> <li>• Flashcard Color Connections</li> </ul>	<p>Flashcard Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ <a href="#">Paper Flashcards: Colors (Beginner)</a></li> <li>◦ Have students say the words out loud.</li> </ul> </li> <li>• Intermediate/Advanced: <ul style="list-style-type: none"> <li>◦ <a href="#">Paper Flashcards: Colors (Intermediate/Advanced)</a></li> <li>◦ Have students say the words aloud and write the words they know directly onto the <a href="#">flashcards without words</a>.</li> <li>◦ Give feedback on spelling to help them work towards higher accuracy.</li> </ul> </li> </ul> <p>Differentiation with Quizlet:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Practice with the Quia activity, Learn</li> <li>◦ Click on “Options” and change “Answer With” to English.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Practice with the Quia activity, Spell</li> <li>◦ Click on “Options” and change “Answer With” to English</li> </ul> </li> </ul> <p>Flashcard Color Connections Differentiation:</p>

- Place the flashcards upside down. Individually or as a group, draw a color flashcard. Think of a grocery item that is that color. “Yellow- lemon, banana...”
- Continue until all the cards have been drawn.

### **Gamify it!**

- Turn it into a competition. Divide into teams or compete individually.
- Place the flashcards upside down.
- Draw a color flashcard.
- Have teams go back and forth trying to list off as many grocery items that they can think of that are that color. They earn one point for each item they share. Teams can alternate sharing or can share as many ideas as they can to earn their points, then the other team can share and earn points.
- Each team that can think of a grocery item for the color that is drawn earns one point for each item.

### **Extension Activity/Connections to other subtopics:**

- Have students use their Identify the Grocery Item flashcards with or without words. Place the color flashcards and spread out across the surface of a table. Have students place their Identify the Grocery Items flashcards by the color associated. Share sentences while doing so as a group or individually.

- Beginner
  - Play in a group.
- Intermediate/Advanced
  - Play individually.
  - Share higher-level answers like “bright yellow”

### **Gamify it! Differentiation:**

- Beginner
  - Play in teams.
- Intermediate/Advanced
  - Play individually.
  - Share higher-level answers like “bright yellow”

### **Extension Differentiation:**

- Beginner
  - [Flashcards- Beginner Level](#)
  - As students place down their grocery flashcards by the color flashcards, practice forming simple sentences as a group, “Apples are red and green.” Place the apples between the red and green color flashcards already on the table.
- Intermediate/Advanced
  - [Flashcards- Intermediate/Advanced Level](#)
  - As students place down their flashcards by the color flashcards, practice forming higher-level sentences individually or as a group, “Some apples are red, while some types of apples can be green. Some may even be yellow. I prefer red apples.”

**Comprehension activities/A way to check for understanding**

<ul style="list-style-type: none"> <li>Have students complete this <a href="#">Quia Vocabulary Comprehension Activity: Colors</a>.</li> </ul> <p><b>Gamify it!</b></p> <ul style="list-style-type: none"> <li>Have students complete the same activity. Time them and have them see if they can beat each other's times.</li> </ul> <ul style="list-style-type: none"> <li>If you have access to the internet, complete this version for immediate feedback.             <ul style="list-style-type: none"> <li><a href="#">Quia video comprehension activity: Shopping Conversation with Quantities (With Answers)</a> <ul style="list-style-type: none"> <li>This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li><a href="#">Quia video comprehension activity: Shopping Conversation with Quantities (Without Answers)</a> <ul style="list-style-type: none"> <li>This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> </ul>	<p>Characteristics of Groceries Differentiation:</p> <ul style="list-style-type: none"> <li>Beginner:             <ul style="list-style-type: none"> <li>Have students practice with the flashcards first, before completing the faster-paced activities of memory, concentration or wordsearch.</li> </ul> </li> <li>Intermediate/Advanced             <ul style="list-style-type: none"> <li>Have students complete memory, concentration and/or word search.</li> <li>To increase the difficulty, time the students and see if they can beat their time.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>Can students answer the Essential Questions of the day?</li> <li>Are students able to meet or approach the objective for the day?</li> <li>Ask students to share the new words they learned by pointing to the flashcards without words to see how many they can correctly identify.</li> <li>Set a goal for how many words they will work on their own to learn for the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>Beginner             <ul style="list-style-type: none"> <li>Choose no more than 7 words to learn.</li> <li>Remind students it is ideal to practice the words with visuals multiple times a day in small groupings instead of all at once.</li> </ul> </li> <li>Intermediate/Advanced             <ul style="list-style-type: none"> <li>Have students work on learning any words from taste and texture adjectives, quantities and colors that they have yet to master.</li> </ul> </li> </ul>



<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with <a href="#">Quizlet: Adjectives</a>, <a href="#">Quizlet: Quantities</a> and <a href="#">Quizlet: Colors</a>.</li> <li>Review paper versions of the activities from today and from earlier this week.</li> <li>Practice with the online activities from the week to get additional practice and feedback before concluding this topic during the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>Beginner: <ul style="list-style-type: none"> <li>Quizlet Learn</li> <li>Quizlet Test</li> </ul> </li> <li>Intermediate/Advanced <ul style="list-style-type: none"> <li>Quizlet Write <ul style="list-style-type: none"> <li>Options “Answer with English”</li> </ul> </li> <li>Quizlet Spell</li> <li>Quizlet Gravity</li> <li>Quizlet Match</li> </ul> </li> </ul>
--	--

<p><b>Day: 5 Describe Grocery Items Needed</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Describe Grocery Items Needed lessons. <ul style="list-style-type: none"> <li>Teacher Version <ul style="list-style-type: none"> <li><a href="#">The Lesson &amp; Teacher-Led Task-Based Activities for Describing Items Needed</a></li> </ul> </li> </ul> </li> <li>Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li><a href="#">Describing Items in the Grocery Store</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>Share the objectives for the week using <a href="#">the weekly overview table</a>.</li> <li>Background Knowledge/What do students already know? <ul style="list-style-type: none"> <li>Have students take out their <a href="#">flashcards without words of the quantities</a>, <a href="#">flashcards without words of the taste and texture adjectives</a> and <a href="#">flashcards without words of colors</a> vocabulary and see how many words students can now identify from all three sets without seeing the words.</li> </ul> </li> <li>Share the Lesson Objective &amp; Essential Questions for the day. <ul style="list-style-type: none"> <li>Visit the <a href="#">Describing Items in the Grocery Store</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	<p><b>Lesson Objective:</b></p> <ul style="list-style-type: none"> <li>Students will be able to describe the grocery items needed using taste and texture adjectives, quantities and colors.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>Where can I find (item)?/Where are the (item(s))?</li> </ul>
<p><b>Vocabulary practice/Input activities</b></p>	<p>Favorite Grocery Association Differentiation</p>



- Favorite grocery association. Have students write a list of their favorite grocery items they regularly buy. Help them brainstorm words to describe these items. Include the size of the item, the type of package it is usually sold in, the color of the packaging, how many come in a package typically or the quantity in which they are sold and even the area of the store they are sold in, if they have practice or already know that vocabulary.
- Gamify it!
  - If working with more than one student, or you want to participate with only one student, have them write the list of descriptors without the item they are describing next to it and you do so as well. Trade lists with someone else in the group. Have them see if they can write down the name of the item the person was describing correctly next to each description.
- Flashcard Formation
  - Place the flashcards upside down all together. Have students draw cards from the pile and try and combine them into sentences.

#### Gamify it!

- Have students complete the same activity as above. Play in teams or individually.
- Place all flashcards without words upside down in a pile.
- Have teams/individuals draw 5 cards to keep in their hands.

- Beginner
  - Help them brainstorm their top 3 favorite items
- Intermediate/Advanced
  - Have students brainstorm without you their top 5-10 items.

#### Flashcard Formation Differentiation:

- Beginner
  - Have students choose 2-3 cards to form a sentence.
  - Complete this activity as a group.
- Intermediate/Advanced
  - Have students choose 5 words to form a sentence.
  - Complete this activity individually.

#### Differentiation with Gamify it!

- Beginner
  - Play in teams or as a group
  - Have students choose only 1 card for their turn.
- Intermediate/Advanced
  - Play in teams or individually.
  - Do not put a limit on the amount of cards they can

<ul style="list-style-type: none"> <li>• Draw 2 cards from the pile to create a sentence. They earn one point for every card they can logically use in a sentence.</li> <li>• Teams/individuals get an extra point from each card in their hand they can include in their sentence.</li> <li>• At the conclusion of their turn, have them draw extra cards from the draw pile to keep 5 cards in their hands.</li> <li>• Play until all cards in the pile and their hands have been played.</li> <li>• The team with the most points wins!</li> <li>• If you have internet access: <ul style="list-style-type: none"> <li>◦ Practice with pronunciation on GOSOSY website with <a href="#">Lesson &amp; Key Vocabulary of Identify grocery items &amp; Describe Shopping Habits</a>.</li> <li>◦ Practice with the vocabulary terms online <a href="#">Quizlet: Adjectives</a>, <a href="#">Quizlet: Quantities</a> and <a href="#">Quizlet: Colors</a>.</li> </ul> </li> </ul>	<p>logically combine in a sentence.</p> <p>Differentiation with Quizlet:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Practice with the Quia activity, Learn</li> <li>◦ Click on “Options” and change “Answer With” to English.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Practice with the Quia activity, Spell</li> <li>◦ Click on “Options” and change “Answer With” to English</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>• Have students complete this <a href="#">Paper Version of Sample Conversation Comprehension: Describing Grocery Items- Student Version</a> <ul style="list-style-type: none"> <li>◦ Use this as your answer key, <a href="#">Paper Version of Sample Conversation Comprehension: Describing Grocery Items- Teacher Version</a></li> </ul> </li> <li>• If you have access to the internet, complete this version for immediate feedback. <ul style="list-style-type: none"> <li>◦ <a href="#">Describing Grocery Items: Sample Conversation Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions</li> </ul> </li> </ul> </li> </ul>	<p>Sample Conversation Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Go through the activity with the student. Eliminate answer choices, as needed.</li> <li>◦ Use the written script to aid in comprehension. <ul style="list-style-type: none"> <li>■ Underline key words.</li> <li>■ Find the answer in the written script and write the number of the question where the answer is found for reference.</li> </ul> </li> </ul> </li> </ul>

<p>correctly/incorrectly and reveals the correct answers.</p> <ul style="list-style-type: none"> <li>○ <a href="#">Describing Grocery Items: Sample Conversation Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Give feedback and guidance before, during and after the activity.</li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Aid the student, as needed.</li> <li>○ Use the written script, when necessary.</li> <li>○ Give students feedback and guidance, at the conclusion of the activity and before and during, as needed.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Questions of the week?</li> <li>● Are students able to meet or approach the objectives for the week?</li> <li>● Ask students to share the new words they learned by pointing to the flashcards without words to see how many they can correctly identify.</li> <li>● Set a goal for how many words they will work on their own to learn for the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Choose no more than 7 words to learn.</li> <li>○ Remind students it is ideal to practice the words with visuals multiple times a day in small groupings instead of all at once.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have students work on learning any words from taste and texture adjectives, quantities and colors that they have yet to master.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with <a href="#">Quizlet: Adjectives</a>, <a href="#">Quizlet: Quantities</a> and <a href="#">Quizlet: Colors</a>.</li> <li>● Review paper versions of the activities from the lessons this week on this theme.</li> <li>● Practice with the online activities from today to get additional practice and feedback and to prepare for the next topic.</li> <li>● Preview the topic you will work on during the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul> </li> </ul>

[Click Here to go to the Table of Contents](#)

# GOSOSY English for Daily Life Lesson Plan Design

## Shopping: Areas of the Store & Location of Items

### Weekly Overview

<u>Day 1</u>	<u>Day 2</u>	<u>Day 3</u>	<u>Day 4</u>	<u>Day 5</u>
Objective: •Identify the areas of the grocery store and state which area of the store you need to find	Objective: •Describe the type of stores and the departments they have	Objective: •Describe location of items in the store with prepositions	Objective: •Ask and understand descriptions of where items in the store are located	Objective: •Ask and understand descriptions of where items and areas of the store are located
Essential Question: •What are you looking for?	Essential Question: •What is the store like? •What kind of store is it?	Essential Question: •Where can I find the (grocery item)?	Essential Question: •Which one do you need? •Is this the right one?	Essential Question): •Where is the (item/area of the store)?
Gather prior knowledge of areas of the store vocabulary	Review areas of the store vocabulary	Review areas of the store, types and descriptions of stores vocabulary	Review areas of the store, types and descriptions of stores and location vocabulary	Review areas of the store, types and descriptions of stores and location vocabulary
New Vocabulary Practice •Pronunciation practice of areas of store vocabulary •Areas of the Store Practice Sheet	New Vocabulary Practice •Pronunciation of types of stores and descriptions of stores •Areas of the grocery store activity •Gamify It!: Store Layout	New Vocabulary Practice •Introduce location vocabulary •Prepositions memory practice •Location of groceries activity sheet: Parts A, B & C •Flashcard manipulation	New Vocabulary Practice •Flashcard dialogue •Location of groceries activity sheet: Parts D & E	New Vocabulary Practice •Store Layout Compare/Contrast Activities
Comprehension activities •Parts of the Store: Comprehension Activity •Healthy Shopping Video Comprehension	Comprehension activities •Speaking tasks •Shopping the Perimeter video comprehension activity	Comprehension activities •Areas of the Grocery Store Sample Conversation Activity	Comprehension activities •Sample Conversation Comprehension Activity: Location Words	Comprehension activities •Describe and Draw activity
•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice and give preview of next topic that will be addressed

### Day: 1 Areas of the Store & Location of Items

**Prior to the lesson:**

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Areas of the Store & Location of Items lessons.
  - [The Lesson & Teacher-Led Task-Based Activities: Areas of the Store](#)
  - [The Lesson & Teacher-Led Task-Based Activities: Location of Items](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Areas of the Store](#)
  - [Location of Items](#)

**Introduction:**

- Share the objectives for the week using [the weekly overview table](#).
- Ideas for questions to begin discussion:
  - Which area of the grocery store is their favorite?
  - Which area of the grocery store is the favorite of their family members?
  - In which area of the store do they shop most?
  - In which area of the store do they shop least?
- Background Knowledge/What do they already know?
  - Use the [areas of the Store flashcards without words](#) and see how many words they can identify without seeing the words.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Areas of the Store](#) lesson on the GOSOSY 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 Objectives:**

- Students will be able to identify the areas of the grocery store
- State which area of the store you need to find

**Essential question:**

- What are you looking for?

**Vocabulary practice/Input activities**

- Practice the vocabulary with visual support within the context.
- Give students [flashcards with words](#) to give students input with a visual.
- Introduce the key vocabulary:
  - Practice out loud as a group.
  - Say the phrases in English and have students repeat.
  - Give students feedback with pronunciation.

**Differentiation:**

- Beginner:
  - Have students say the words out loud.
- Intermediate/Advanced:
  - Have students say the words aloud and write the words they know directly onto the blank flashcards.
  - Give feedback on spelling to help them work towards higher accuracy.

- 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.
- 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 flashcards](#).
- If you have internet access, practice [Quizlet vocabulary activities](#) to show how they can use the activities on their own.
  - Demonstrate that they can click on the speaker icon to have the word repeated:
    - Flashcards
    - Spell
- Access [pronunciation and key vocabulary on this topic on the GOSOSY site](#).
- With the student, complete the [Paper Version of Vocabulary Comprehension Activity: The areas of the grocery store- Student Version](#).
  - Utilize this version for yourself to have the answer key [Paper Version of Vocabulary Comprehension Activity: The areas of the grocery store- Teacher Version](#).
- If you have internet access, students can practice the same activity as above and receive electronic feedback.
  - [Parts of the Store: Vocabulary Activity \(Without Answers\)](#).
    - This version will show if students answered questions correctly/incorrectly.
  - [Parts of the Store: Vocabulary Activity \(With Answers\)](#).
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.

#### Quizlet Vocabulary Differentiation

- Beginner
  - Practice with the Quia activity, [Learn](#).
  - Click on “Options” and change “Answer With” to English.
- Intermediate/Advanced
  - Practice with the Quia activity, [Spell](#).
  - Click on “Options” and change “Answer With” to English.

**Comprehension activities/A way to check for understanding**

- With the student, complete this video comprehension activity.
  - [Paper Version of Video Comprehension Activity: Healthy Shopping](#) - Student Version
  - [Paper Version of Video Comprehension Activity: Healthy Shopping](#) - Teacher Version
- If you have internet access, students can practice the same activity as above and receive electronic feedback.
  - [Edpuzzle Video Comprehension Activity: Healthy Shopping](#)
    - Questions are asked at specific points within the video.
  - [Quia Video Comprehension Activity: Healthy Shopping \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Quia Video Comprehension Activity: Healthy Shopping \(Without Answers\)](#)
    - This version will show if students answered questions correction/incorrectly.

**Extensions/Connections to other subtopics:**

- Have students list the items that can be found in the different areas in the store in English.

**Wrap-Up/What have students learned?**

- 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.

**Differentiation:**

- Beginner:
  - Review the instructions with the student and work through activities together.
- Intermediate/Advanced
  - Allow the student to complete the activity alone and only help when they request assistance or session time is ending.

**Extensions/Connections Differentiation:**

- Beginner:
  - List 1 item per area.
- Intermediate/Advanced
  - List 3-5 items per area.

**Wrap-Up Differentiation:**

- Beginner:
  - 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
  - Choose 7-15 words.

<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on Quizlet.</li> <li>• Have students review the activities from today's lessons.</li> <li>• If students have internet access, have them practice electronically with the EdPuzzle and Quiz activities again from today's lesson.</li> </ul>	<p>Quizlet Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Quizlet Spell</li> </ul> </li> </ul>
--	--

<p><b>Day: 2 Areas of the Store &amp; Location of Items</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>• Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Areas of the Store &amp; Location of Items lessons. <ul style="list-style-type: none"> <li>◦ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities: Areas of the Store</a></li> <li>◦ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities: Location of Items</a></li> </ul> </li> <li>• Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li>◦ <a href="#">Areas of the Store</a></li> <li>◦ <a href="#">Location of Items</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Share the plan for the day's lesson using <a href="#">the weekly overview table</a>.</li> <li>• Background Knowledge/What do students already know? <ul style="list-style-type: none"> <li>◦ Review of prior lesson: See what students recall from last lesson. <ul style="list-style-type: none"> <li>■ Show the flashcards without words and see how many words students can identify.</li> </ul> </li> </ul> </li> <li>• Share the Lesson Objective &amp; Essential Question for the day. <ul style="list-style-type: none"> <li>◦ Visit the <a href="#">Areas of the Store</a> lesson on the GOSOSY site, with key vocabulary modeled to answer the essential question.</li> <li>◦ If internet access is not an option, practice with a print off of the Lesson &amp; Key Vocabulary on the site.</li> </ul> </li> </ul>	<p><b>Lesson Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will be able to describe the type of stores and the departments they have.</li> </ul> <p><b>Essential questions:</b></p> <ul style="list-style-type: none"> <li>• What is the store like?</li> <li>• What kind of store is it?</li> </ul>
<p><b>Vocabulary practice/Input activities</b></p>	<p>Areas of the Grocery Store Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner:</li> </ul>



- Practice the new vocabulary with the [Paper Version of Vocabulary Activity: Areas of the Grocery Store](#) - Student Version.
  - Utilize this answer key for the [Paper Version of Vocabulary Activity: Areas of the Grocery Store](#) - Teacher Version.
- If you have internet access, practice with this version of the activity.
  - [Quia Vocabulary Activity: Areas of the grocery store \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Quia Vocabulary Activity: Areas of the grocery store \(Without Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly.

#### **Connections to other subtopics:**

- Practice listing items found in each section of one of these stores with the [Store layout activity](#).
  - Choose one store.
  - List the items found in each section of that store.

#### **Extension:**

- List and describe the items found in each section of the store.

- Have students first answer questions that they know.
- Then, go back and address the parts where they are less confident.
- Give hints and help students feel confident about what they know.
- Intermediate/Advanced:
  - Have students complete as much as they are able on their own.
  - Allow them to ask for guidance.
  - Give hints and help them make connections to build confidence and give them strategies to experience success.

#### **Store Layout Activity Differentiation:**

- Beginner
  - Have students list one item in each area of the store that they are able.
- Intermediate/Advanced
  - Have students list as many items as they are able in each area of the store.

#### **Extension Differentiation:**

- Beginner
  - Have students describe the item listed with as many adjectives as they can.
- Intermediate/Advanced
  - Have students list the adjectives they can use to describe an item in that area of the store and have other students guess which item they are describing. If working one-on-one, the instructor guesses.

#### **Gamify Differentiation:**

- Beginner

**Gamify It!** Choose one of [these store layouts](#). Write a number on each section of the store to prepare the layout as a game board.

- Objective: to make it to the exit first with the most points
- Items needed:
  - One die
  - Store layout (numbered from entrance- #1 and exit #- finish (last number)
  - Pawns (game pieces, small colorful objects to move around the layout)
  - Piece of paper
  - Writing utensil
- How to Play:
  - Start with all game pieces/pawns at the entrance.
  - Roll the die.
  - Move that many numbers through the layout towards the exit.
- On your turn:
  - Move the number you rolled through the store.
    - Example:
      - You start at the entrance- #1.
      - You roll 2
      - Move forward through two more areas of the store.
      - After moving to the area, say as many items as you can think are sold in that area, in English. You earn as many points as items you can think of.
      - Record the points earned each turn.

- Have students say one item in each area in which they land and do not keep track of points. The first person to make it to the exit wins.

- Intermediate/Advanced

- Have students write the words they think of and then say them out loud to earn points.

<ul style="list-style-type: none"> <li>• The person who exits the store with the most points wins.</li> </ul>	
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>• Speaking Task A: You and your family have time to go to two stores today. Discuss where you will go shopping and why. Share your opinions and support them with reasons.</li> <li>• Speaking Task B: Your family needs to go grocery shopping. Divide up the items with other family members. Take the flashcards of the items you need and tell each person with whom you are shopping from which area they need to get the items.</li> <li>• Speaking Task C: With your peers, discuss if you were only able to shop in two areas of the grocery store, which two would you choose and why?</li> <li>• Complete the <a href="#">Paper Version of Video Comprehension Activity: Shopping the Perimeter- Student Version</a>. <ul style="list-style-type: none"> <li>◦ Utilize this version for yourself to have the answer key <a href="#">Paper Version of Video Comprehension Activity: Shopping the Perimeter- Teacher Version</a>.</li> </ul> </li> <li>• Here is an option to complete these activities online and receive electronic feedback.</li> </ul>	<p>Differentiation for Speaking Task A:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Choose one store where you would like to go shopping and why.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ You have the whole day to go shopping and unlimited resources. Discuss where you will go shopping and why.</li> </ul> </li> </ul> <p>Speaking Task B Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Tell one other person one department to which they need to go.</li> </ul> </li> </ul> <p>Speaking Task C Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Ask students to say which is their favorite area of the grocery store.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Ask students to choose only one and describe the reasons why they could not live without it.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ <a href="#">Edpuzzle Video Comprehension Activity: Shopping the Perimeter</a> <ul style="list-style-type: none"> <li>■ Questions are asked at specific points within the video.</li> </ul> </li> <li>○ <a href="#">Quia Video Comprehension Activity: Shopping the Perimeter (Without Answers)</a> <ul style="list-style-type: none"> <li>■ Questions are listed below the entire video.</li> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> <li>○ <a href="#">Quia Video Comprehension Activity: Shopping the Perimeter (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> </ul>	
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Recap what words students used successfully and which words to continue to practice with more intentionally to develop mastery for the next lesson.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Focus on 5-10 words to practice for mastery.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many words as needed to practice for mastery.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with the paper flashcards, electronic flashcards, or Learn/Spell on Quizlet.</li> <li>● Review practice sheets for the next lesson.</li> <li>● Complete the video/audio comprehension activities listed above for additional practice.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Flashcards</li> <li>○ Quizlet Learn</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Test</li> <li>○ Quizlet Write <ul style="list-style-type: none"> <li>■ Options: Answer in English</li> </ul> </li> </ul> </li> </ul>

## Day: 3 Areas of the Store & Location of Items

### Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Areas of the Store & Location of Items lessons.
  - [The Lesson & Teacher-Led Task-Based Activities: Areas of the Store](#)
  - [The Lesson & Teacher-Led Task-Based Activities: Location of Items](#)

- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Areas of the Store](#)
  - [Location of Items](#)

### Introduction:

- Share the plan for the day's lesson using [the weekly overview table](#).
- Background Knowledge/What do they already know?
  - Review of prior lesson: See what students recall from last lesson.
    - Show the flashcards [without words of areas of the store](#) and see how many words students can identify.
    - Show the [flashcards without words](#) of location words and see how many words students can identify.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Areas of the Store](#) lesson on the GOSOSY 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 Objectives:

- Students will be able to describe location of items in the store with prepositions.

### Essential question:

- Where can I find the (grocery item)?

### Vocabulary practice/Input activities

- Give students the location [flashcards with words](#) to practice the words with a visual.
- 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.
- Practice describing location with prepositions.
  - Print these [Google Slides to learn prepositions](#).

### Google Slides of Prepositions Differentiation:

- Beginner
  - Help with strategies to learn new words in their native language.
- Intermediate/Advanced

<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>■ These slides can be printed for students to come up with ways to remember and practice the words.</li> </ul> </li> <li>• Complete parts A, B, &amp; C of the           <ul style="list-style-type: none"> <li>○ <a href="#">Prepositions Activity Sheet</a> - Student Version.</li> <li>○ Utilize this version for an answer key <a href="#">Prepositions Activity Sheet</a> - Teacher Version.</li> </ul> </li> <li>• Activity #1 with the flashcards with words. Cut them out. Place one picture next to another picture and use prepositions to describe them.           <ul style="list-style-type: none"> <li>○ The apples are next to the juice.</li> <li>○ The apples are below the juice.</li> </ul> </li> <li>• Activity #2 with the flashcards with words. The student holds the flash cards. The instructor describes where the items are located in relation to one another. The student moves the flashcards so that they accurately represent what you are describing.</li> </ul> <p><b>Extension/Connections to Other Subtopics:</b> Write out where items are located in relation to each other and have students read them and manipulate the flash cards to match your written descriptions.</p>	<ul style="list-style-type: none"> <li>○ Help with strategies to learn new words in English.</li> </ul> <p>Activity #1 Flash card Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner           <ul style="list-style-type: none"> <li>○ Work with only two items at a time.</li> </ul> </li> <li>• Intermediate/Advanced           <ul style="list-style-type: none"> <li>○ Work with 3-9 items at a time.</li> </ul> </li> </ul> <p>Activity #2 Flash card Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner           <ul style="list-style-type: none"> <li>○ Work with very few flashcards.</li> </ul> </li> <li>• Intermediate/Advanced           <ul style="list-style-type: none"> <li>○ Work with more flashcards or the entire deck.</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>• Have students interpret a conversation with the location of items with the <a href="#">Paper Version of Quia Activity: Areas of the Grocery Store Sample Conversation Comprehension</a> - Student Version.           <ul style="list-style-type: none"> <li>○ Use this as your answer key for the <a href="#">Paper Version of Quia Activity: Areas of the Grocery Store Sample Conversation Comprehension</a> - Teacher Version.</li> </ul> </li> <li>• If the internet is available, this activity can be completed online <a href="#">Quia Areas of the Grocery Store: Sample Conversation Comprehension (With Answers)</a>.</li> </ul>	<p>For all students:</p> <ul style="list-style-type: none"> <li>• Have students find the answers in the script of the dialogue as an added resource.           <ul style="list-style-type: none"> <li>○ Example: Read question #1, find the area where #1 is addressed in the dialogue, underline it and write #1 by it so they know which area to refer to find their answer.</li> </ul> </li> </ul> <p>Differentiation for Sample Conversation Comprehension:</p> <ul style="list-style-type: none"> <li>• Beginner</li> </ul>

<ul style="list-style-type: none"> <li>○ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> <li>● <a href="#">Quia Areas of the Grocery Store: Sample Conversation Comprehension (Without Answers)</a> <ul style="list-style-type: none"> <li>○ This version will show if students answered questions correction/incorrectly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Have students underline new vocabulary.</li> <li>○ Eliminate a false answer if they are apprehensive of answer choices.</li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have students circle words they would like to practice more in the dialogue.</li> <li>○ For wrong answers, have students discuss how they interpreted something to help guide them through more accurate interpretation. <ul style="list-style-type: none"> <li>■ Example: <ul style="list-style-type: none"> <li>● Instructor: Let's look at #__</li> <li>● Student: I thought that this meant...</li> <li>● Instructor: I understand why you thought that. This word actually means___. Which answer would you choose now?</li> </ul> </li> </ul> </li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● If you have internet access, practice with the <a href="#">Quizlet: Location Words</a>.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Flashcards</li> <li>○ Quizlet Learn</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Test</li> <li>○ Quizlet Write <ul style="list-style-type: none"> <li>■ Options: Answer in English</li> </ul> </li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with the paper flashcards, electronic flashcards on <a href="#">Quizlet: Location Words</a>.</li> <li>● Review practice sheets from today's lesson.</li> <li>● Complete online activities listed above again for additional practice.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Spell</li> </ul> </li> </ul>

## Day: 4 Areas of the Store & Location of Items

### Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Areas of the Store & Location of Items lessons.
  - [The Lesson & Teacher-Led Task-Based Activities: Areas of the Store](#)
  - [The Lesson & Teacher-Led Task-Based Activities: Location of Items](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Areas of the Store](#)
  - [Location of Items](#)

### Introduction:

- Share the plan for the day's lesson using [the weekly overview table](#).
- Background Knowledge/What do they already know?
  - Review of prior lesson: See what students recall from last lesson.
    - Show the flashcards without words and see how many words students can identify.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Areas of the Store](#) lesson on the GOSOSY 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 Objectives:

- Students will be able to ask and understand descriptions of where items in the store are located.

### Essential questions:

- Which one do you need?
- Is this the right one?

### Vocabulary practice/Input activities

- Use the paper flashcards and create a dialogue with the student asking the store clerk to help with an item. Describe where it is located in relation to the other items using the prepositional phrases. The instructor should be the clerk and the student(s) should be the customers. Create a dialogue together using the target vocabulary for the essential question of the day.

### Differentiation:

- Beginner:
  - Ask for one item by pointing to it and requesting it with only 1 phrase.
    - Example: I want the one **next to the**\_\_\_\_
- Intermediate/Advanced:
  - Ask for one item by describing it in multiple ways in relation to other items.



- Print the [Describe Activity](#).
- Task for the student: You are in the grocery store and are explaining which item you need. Create statements using prepositions/location words to describe which item you would like. See if the other person/instructor can point to the correct item(s) that you are describing.

#### Connections to other subtopics:

- With the Describe Activity above, the student can include other terms to describe the items too, like colors, the type of container and quantities by which it is sold.

- Example: I want the one **next to** the\_\_\_\_ and **below** the\_\_\_\_.

#### Describe Activity Differentiation:

- Beginner:
  - Have the student describe only one item.
    - I need the item that is to the left of \_\_\_\_.
- Intermediate/Advanced
  - Have the student describe 5 items that they need.

#### Comprehension activities/A way to check for understanding

- Complete this [Sample Conversation Comprehension Activity: Location Words](#) - Student Version
  - Utilize this version for yourself to have the answer key [Paper Version of Sample Conversation Comprehension Activity: Location Words](#) - Teacher Version
- If you have internet access, you can practice with these for electronic feedback
  - [Quia Location Words: Sample Conversation Comprehension Activity \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.

<ul style="list-style-type: none"> <li>○ <a href="#">Quia Location Words: Sample Conversation Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> <li>● Use the same <a href="#">Describe Activity</a> (Part D). This time, compose a dialogue in which the student needs to ask for items in the store. Use prepositions/location words to describe which item you would like.</li> </ul> <p><b>Extensions/Connections to other subtopics:</b></p> <ul style="list-style-type: none"> <li>● In the <a href="#">Describe Activity</a>, include other terms to describe the items too, like colors, the type of container and quantities by which it is sold. See if the other person can point to the correct item(s) that you are describing.</li> </ul>	<p>Describe Activity Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Have the student write a dialogue requesting one item.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have the student write a dialogue requesting 5 items.</li> </ul> </li> </ul> <p>Extension Activity Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Have the student include one description.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have the student include as many descriptions as they are able.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Which portions of the conversation were most difficult for the students <ul style="list-style-type: none"> <li>○ When creating the conversation together?</li> <li>○ When creating the conversation with less input from the instructor?</li> </ul> </li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Have students work on 1-3 pieces of the conversations that were difficult.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have students work on all pieces that were difficult.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with the paper flashcards, electronic flashcards, or Learn/Spell on Quizlet <a href="#">Location Words</a> &amp; <a href="#">Areas of the Store</a></li> <li>● Review paper versions of the activities from today and from earlier this week to prepare for putting everything together tomorrow.</li> <li>● Practice with the online activities from today and earlier this week to get additional practice and feedback.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul> </li> </ul>

## Day: 5 Areas of the Store & Location of Items

### Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Areas of the Store & Location of Items lessons.
  - [The Lesson & Teacher-Led Task-Based Activities: Areas of the Store](#)
  - [The Lesson & Teacher-Led Task-Based Activities: Location of Items](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Areas of the Store](#)
  - [Location of Items](#)

### Introduction:

- Share the plan for the day's lesson using [the weekly overview table](#).
- Background Knowledge/What do students already know?
  - Review of prior lesson: See what students recall from last lesson.
    - Show the flashcards without words and see how many words students can identify.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Areas of the Store](#) lesson on the GOSOSY 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 Objectives:

- Students will be able to ask and understand descriptions of where items and areas of the store are located.

### Essential Question:

- Where is the (item/area of the store)?

### Vocabulary practice/Input activities

- Store Layout Option #1- Store Layout Compare/Contrast
  - Have students compare similarities and differences between [these store pictures](#).
    - Ask students to describe what the stores have in common and how they are different.
- Store Layout Option #2: Venn Diagram Store Layout Compare/Contrast

### Store Layout Option #1 Differentiation:

- Beginner
  - Ask students to describe 2-3 differences.
- Intermediate/Advanced
  - Have students find as many similarities and differences as possible.

### Store Layout Option #2 Differentiation:

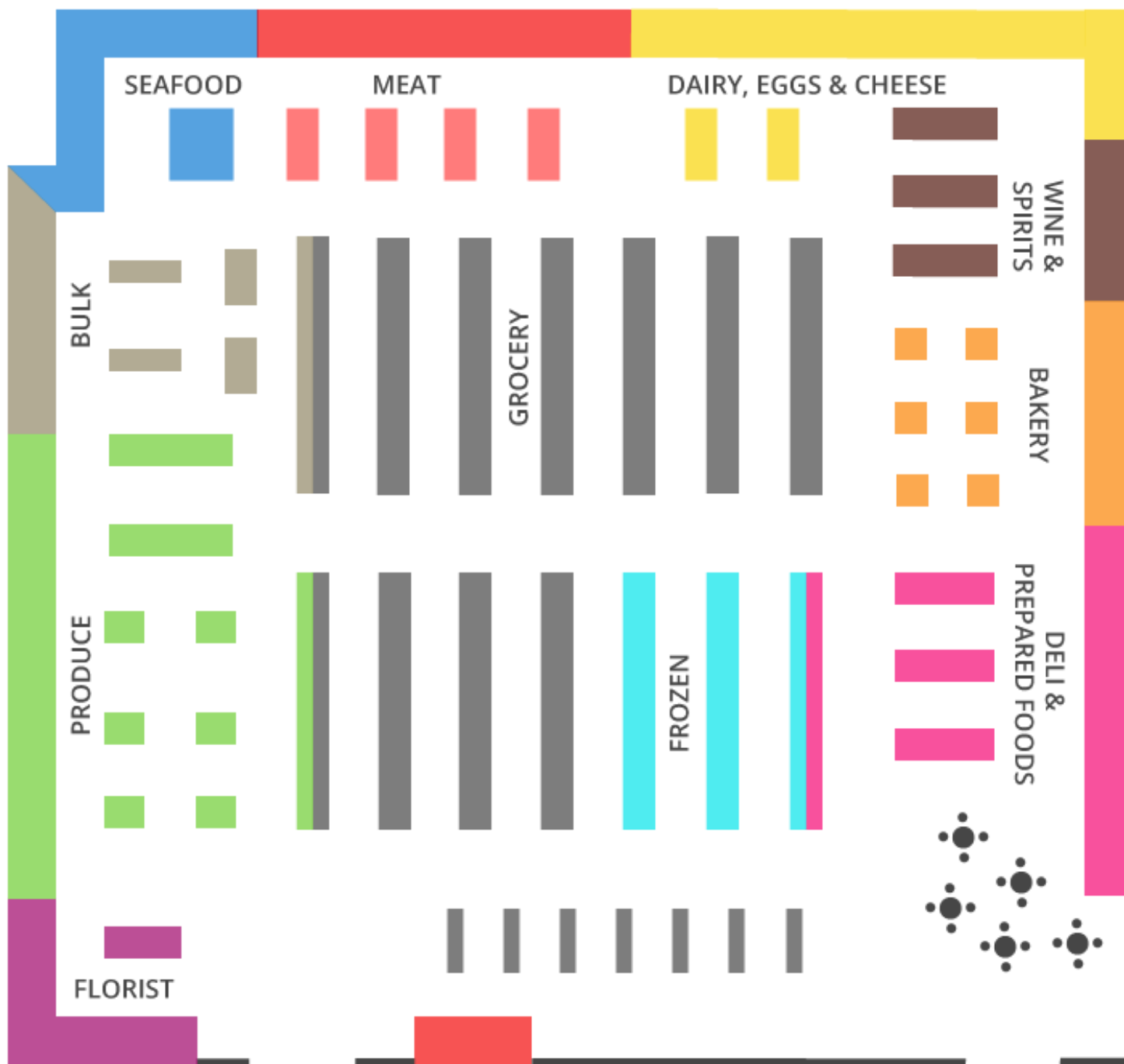
- Beginner

<ul style="list-style-type: none"> <li>○ Have students complete a <a href="#">Venn diagram</a> comparing the 3 pictures where they write similarities and differences.</li> </ul> <p><b>Extensions/Connections to other subtopics:</b></p> <ul style="list-style-type: none"> <li>● Have students compare different stores where they shop: Target, Aldi, Walmart, etc.</li> </ul>	<ul style="list-style-type: none"> <li>○ Ask students to find at least one thing they can put in each section of the <a href="#">Venn Diagram</a>.</li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Ask students to find at least 10 or more similarities and differences.</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Print out the <a href="#">Describe and Draw Activity</a> (Part E). This activity can be completed with a teacher and one student, or multiple, with partners or in small groups.</li> </ul>	<p><b>Describe and Draw Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ The instructor describes the items around the desired item. The student points to the desired item that the instructor is describing in the picture.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ For a teacher with one student, the instructor will select one of the pictures to describe to the student(s) (Version A or B) and the student(s) will draw what the teacher is describing on the blank sheet. The instructor will repeat as often as needed and can confirm as the students proceed if their interpretation is accurate as they explain, or give instructions, allowing students to self-correct as they hear further clues and give feedback at the end. The instructor will show the actual picture they were describing to the student(s) so they can determine which information they interpreted correctly. For the information that was misinterpreted, the instructor should repeat those clues so the student has the opportunity to increase comprehension. A suggestion is to review the</li> </ul> </li> </ul>

	<p>vocabulary terms with which they need more practice and then repeat with the same version of the activity or proceed with Version B.</p>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to students on areas of strength during this unit and ideas for continued practice.</li> <li>• Share goals for individual practice and give a preview of the next topic that will be addressed.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics to be studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with the paper flashcards, electronic flashcards, or Learn/Spell on Quizlet <a href="#">Location Words</a> &amp; <a href="#">Areas of the Store</a>.</li> <li>• Review paper versions of the activities from today and from earlier this week.</li> <li>• Practice with the online activities from the week to get additional practice and feedback before beginning the next topic.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> <li>◦ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Quizlet Spell</li> <li>◦ Quizlet Gravity</li> <li>◦ Quizlet Match</li> </ul> </li> </ul>

[Click Here to go to the Table of Contents](#)

## **Store Layout A**

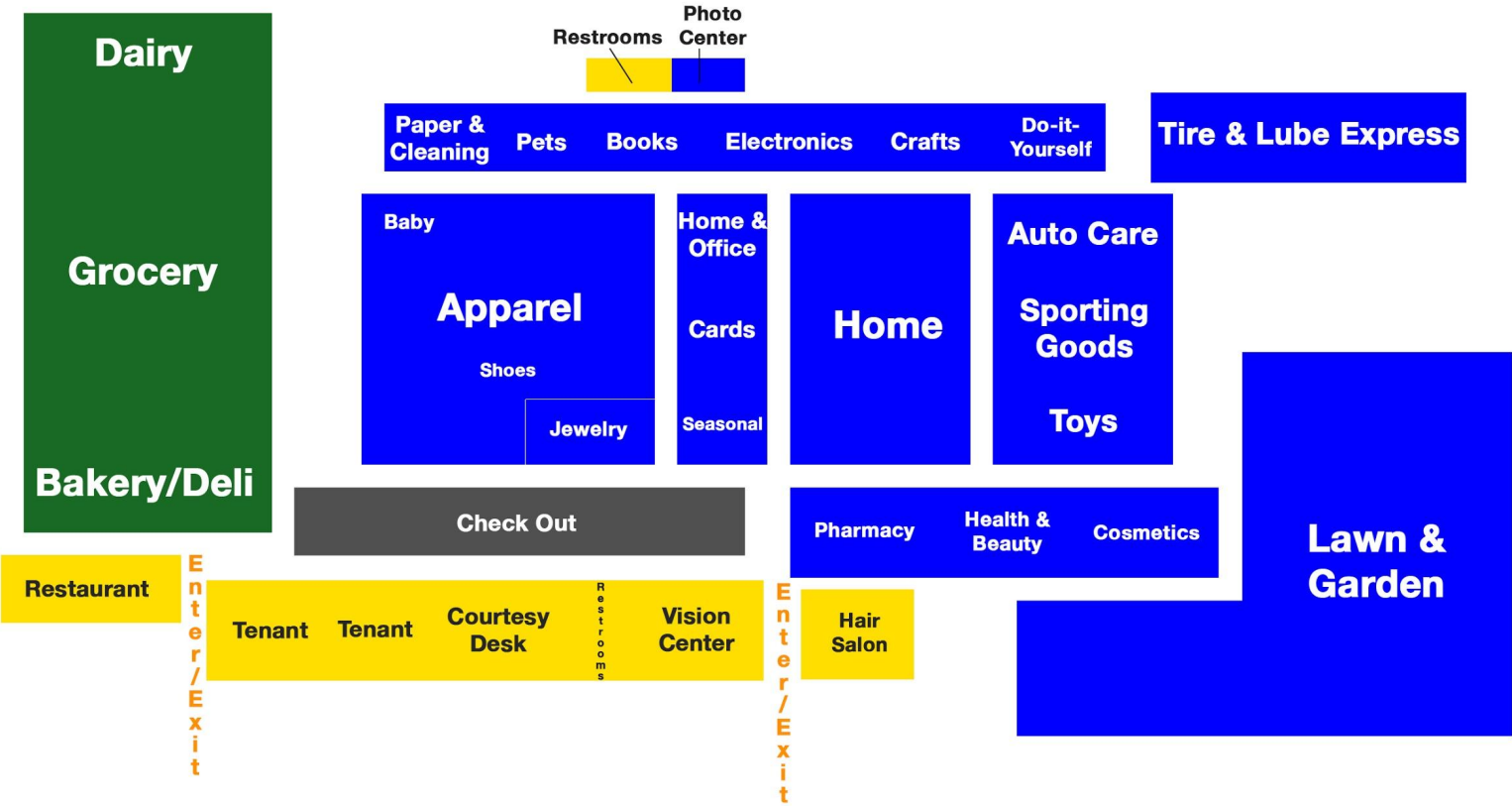


Store Layout B



**Store Layout C**





GOSOSY English for Daily Life Lesson Plan Design  
Shopping: Prices of Groceries & The Checkout Process

Weekly Overview

<u><a href="#">Day 1</a></u>	<u><a href="#">Day 2</a></u>	<u><a href="#">Day 3</a></u>	<u><a href="#">Day 4</a></u>	<u><a href="#">Day 5</a></u>
Objective: •Students will be able to recognize and state the prices of items they would like to purchase.	Objective: •Students will be able to state the prices of items they would like to purchase.	Objective: •Students will be able to state their preferences during the checkout process.	Objective: •Students will be able to interpret and respond to questions in an exchange.	Objective: •Students will be able to respond to questions during the checkout and exchange processes.
Essential Question: •How much does it cost?/How much do they cost?	Essential Question: •What is the total?	Essential Questions: •How would you like to pay? •Did you find everything you were looking for?	Essential Question: •What is the reason for the return?/Why would you like to exchange the item?	Essential Question): •What is the difference in the exchange?
Gather prior knowledge of price vocabulary.	Review price vocabulary.	Review price vocabulary. Gather prior knowledge of the Checkout Process vocabulary.	Review price and checkout process vocabulary.	Review price and checkout process vocabulary
New Vocabulary Practice •Flashcard Value Rank •Extension to Identify the Groceries •Prices Activity Sheet	New Vocabulary Practice •Grocery bill activity •Gamify it!	New Vocabulary Practice •	New Vocabulary Practice •	New Vocabulary Practice •
Comprehension activities •U.S. Currency Activity	Comprehension activities •Prices Activity Sheet	Comprehension activities •	Comprehension activities •	Comprehension activities •
•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice for next lesson	•Wrap-up Give feedback Share goal for individual practice and give preview of next topic that will be addressed

[Click Here to go to the Table of Contents](#)

## **Day: 1    Prices of Groceries & The Checkout Process**

**Prior to the lesson:**

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Prices of Groceries & The Checkout Process lessons
  - [The Lesson & Teacher-Led Task-Based Activities for Prices of Groceries](#)
  - [The Lesson & Teacher-Led Task-Based Activities for the Checkout Process](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Prices of Groceries](#)
  - [The Checkout Process](#)

### Introduction:

- Share the objectives for the week using the [weekly overview table](#).
- Background Knowledge/What do they 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 [Prices of Groceries](#) lesson on the GOSOSY site, with key vocabulary modeled to answer the essential questions.
  - Distribute the [The Lesson & Teacher-Led Task-Based Activities for the Checkout Process](#) sheet to utilize key vocabulary to answer the various potential questions in a conversation during checkout.

### Lesson Objectives:

- Students will be able to recognize and state the prices of items they would like to purchase.

### Essential Question:

- How much does it cost?/How much do they cost?

### Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Ideas to begin discussion:
  - When do we use numbers in language?
  - Do you have a lucky number?
- 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.
- Introduce the key vocabulary:
  - Practice out loud as a group.
  - Say the phrases in English and have students repeat.
  - Give students feedback with pronunciation.

### Flashcard Differentiation:

- Beginner:
  - Have students say the words out loud.
- 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.

- 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 Value Rank
  - Place flashcards in a pile facedown. Have students draw cards and put them in order with the card with least value at the top and the greatest value at the bottom. Have students say the amounts aloud while they place them in order. "Seventy-five cents is less than fifteen dollars. Fifteen dollars is less than fifty dollars."

#### **Extension Activity/Connections to other subtopics:**

- Have students practice with the Identify the Groceries flashcards. Draw these flashcards and complete the same Flashcard Value Rank activity. Have students say the items and their prices aloud, "The bunch of bananas costs eighty-nine cents which is less than the bread that costs two dollars."
- Complete this [Paper Version of Prices Activity Sheet- Student Version](#).
  - Use this version as your answer key [Paper Version of Prices Activity Sheet- Teacher Version](#).
- If you have internet access, complete this version of the activity for immediate feedback.
  - [Quia Version of Prices Activity Sheet \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Quia Version of Prices Activity Sheet \(Without Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly.
- If you have internet access, practice the prices [Quizlet vocabulary activities](#) to show how they can use the activities on their own.

#### **Flashcard Value Rank Differentiation:**

- Beginner
  - Draw 3-5 flashcards.
  - Use flashcards with words
- Intermediate/Advanced
  - Draw 5-10 flashcards.
  - Use flashcards without words.

#### **Differentiation with Extension Activity:**

- Beginner
  - [Flashcards to print: Groceries- Beginner Level](#)
  - Have students come up with another word they can associate with the vocabulary term.
    - Example: yellow bananas
- Intermediate/Advanced
  - [Flashcards to print: Groceries- Intermediate/Advanced Level](#)
  - Have students come up with as many other words as they can associate with the vocabulary term.
    - Example: a ripe, yellow bunch of bananas

#### **Differentiation with Quizlet:**

- Beginner

<ul style="list-style-type: none"> <li>○ Demonstrate that they can click on the speaker icon to have the word repeated:             <ul style="list-style-type: none"> <li>■ Flash cards</li> <li>■ Spell</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Practice with the Quia activity, Learn</li> <li>○ Click on “Options” and change “Answer With” to English.</li> <li>● Intermediate/Advanced             <ul style="list-style-type: none"> <li>○ Practice with the Quia activity, Spell</li> <li>○ Click on “Options” and change “Answer With” to English</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Complete the <a href="#">Quia Comprehension Activity: U.S. Currency (With Answers)</a>.             <ul style="list-style-type: none"> <li>○ This version will show if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>● <a href="#">Quia Comprehension Activity: U.S. Currency (Without Answers)</a> <ul style="list-style-type: none"> <li>○ This version will show if students answered questions correctly/incorrectly.</li> </ul> </li> <li>● If the student does not have internet access, print a copy of the activity above.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner:             <ul style="list-style-type: none"> <li>○ Help to reduce the amount of options for the student to choose from.</li> <li>○ Help with the activity as needed.</li> </ul> </li> <li>● Intermediate/Advanced             <ul style="list-style-type: none"> <li>○</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Give feedback to student on areas of strength during this unit and ideas for continued practice</li> <li>● Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson.</li> <li>● Revisit elements where students need more practice and include them again in different subtopics studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner:             <ul style="list-style-type: none"> <li>○ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>● Intermediate/Advanced             <ul style="list-style-type: none"> <li>○ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on <a href="#">Quizlet</a></li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner:             <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>● Intermediate/Advanced             <ul style="list-style-type: none"> <li>○ Quizlet Spell</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Review paper versions of the activities from today and from earlier this week</li> <li>• Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<ul style="list-style-type: none"> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul>
---	--

## Day: 2 Prices of Groceries & The Checkout Process

### Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Prices of Groceries & The Checkout Process lessons
  - [The Lesson & Teacher-Led Task-Based Activities for Prices of Groceries](#)
  - [The Lesson & Teacher-Led Task-Based Activities for the Checkout Process](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Prices of Groceries](#)
  - [The Checkout Process](#)

### Introduction:

- Share the objectives for the week using the [weekly overview table](#).
- Background Knowledge/What do they already know?
  - Use the [flashcards without words](#) and see how many words students can identify after their previous lesson without seeing the words.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Prices of Groceries](#) lesson on the GOSOSY 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 Objectives:

- Students will be able to recognize and state the prices of items they would like to purchase.

### Essential Question:

- What is the total?

### Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Grocery bill. Have students calculate how much their groceries will cost. Have students calculate the total cost by drawing food flashcards and calculating the prices they will need to pay. You can work on the addition of dollars and cents, adding tax into the calculation.

### Extension

- Have students calculate the tax based on the local sales tax

### Grocery Bill Differentiation:

- Beginner
  - Draw 3-5 cards of the basic-level food flashcards.
- Intermediate/Advanced
  - Draw 5-10 cards of the intermediate/advanced flashcards.

<p><b>Gamify it!</b></p> <ul style="list-style-type: none"> <li>● Draw a Card <ul style="list-style-type: none"> <li>○ Turn the cards upside down. Have student(s) draw a card and then they have to practice having a conversation about the purchase of an item by using that term or making that the goal of the conversation.</li> </ul> </li> </ul>	<p><b>Gamify It! Differentiation</b></p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Have student(s) draw only one card</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Have student(s) draw multiple cards and their conversation has to include all of those points</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Use the vocabulary input activity from the previous lesson as a comprehension activity. See how much of the students are now able to complete on their own. <a href="#">Paper Version of Prices Activity Sheet- Student Version</a>. Help when needed and provide positive and constructive feedback so students are aware of their strengths and weaknesses so they have the opportunity to increase their accuracy as they progress through the activity. <ul style="list-style-type: none"> <li>○ Utilize this version for yourself to have the answer key <a href="#">Paper Version of Prices Activity Sheet- Teacher Version</a>.</li> </ul> </li> </ul>	<p><b>Prices Activity Sheet Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Reduce options when needed and give added guidance, when necessary.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Allow students the opportunity to complete it independently and only help as needed.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>● Can students answer the Essential Question of the day?</li> <li>● Are students able to meet or approach the objective for the day?</li> <li>● Give feedback to student on areas of strength during this unit and ideas for continued practice</li> <li>● Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson.</li> <li>● Revisit elements where students need more practice and include them again in different subtopics studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>● Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on <a href="#">Quizlet</a></li> <li>● Review paper versions of the activities from today and from earlier this week</li> <li>● Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Beginner: <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul> </li> </ul>

## Day: 3 Prices of Groceries & The Checkout Process

### Prior to the lesson:

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Prices of Groceries & The Checkout Process lessons
  - [The Lesson & Teacher-Led Task-Based Activities for Prices of Groceries](#)
  - [The Lesson & Teacher-Led Task-Based Activities for the Checkout Process](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Prices of Groceries](#)
  - [The Checkout Process](#)

### Introduction:

- Share the objectives for the week using the [weekly overview table](#).
- Background Knowledge/What do they already know?
  - Use the [flashcards without words on prices](#) and see how many words students can identify without seeing the words after the past two lessons.
  - Give students the [flashcards without words on the Checkout Process](#). See how many words students are able to identify before the lesson begins.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Prices of Groceries](#) & the [Checkout Process](#) lessons on the GOSOSY 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 of both lessons.

### Lesson Objectives:

- Students will be able to state their preferences during the checkout process.

### Essential Question:

- How would you like to pay?
- Did you find everything you were looking for?

### Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Practice the prices vocabulary in the context of grocery shopping with this activity. The student will hear and see the prices in the [EdPuzzle Video Comprehension Activity of Prices with Ellen Show](#).
  - This activity permits students to view the exact section of the video needed to interpret to respond to the question.
- [Quia Video Comprehension Activity of Prices with Ellen Show \(With Answers\)](#).

### Quia Differentiation:

- Beginner
  - Watch the video with the student and help them go through the activity to practice the questions and vocabulary in context.
- Intermediate/Advanced
  - Watch the video with the student and allow them to work more independently.



- This version shows if students answered questions correctly/incorrectly and reveals the correct answers.
- [Quia Video Comprehension Activity of Prices with Ellen Show \(Without Answers\)](#).
  - This version shows if students answered questions correctly/incorrectly.
- Give students the 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.
- 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 or feel shy/embarrassed. Those are all natural feelings when speaking another language.
- Complete this [Paper version of Vocabulary Practice Sheet of the Check-Out Process - Student Version](#)
  - Utilize this version as your answer key [Paper version of Vocabulary Practice Sheet of the Check-Out Process - Teacher Version](#).
- If internet access is available, complete this version for immediate feedback
  - [Quia Vocabulary Practice of the Check-Out Process \(With Answers\)](#)
    - This version shows if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Quia Vocabulary Practice of the Check-Out Process \(Without Answers\)](#)
    - This version shows if students answered questions correctly/incorrectly.

#### Flashcard Differentiation:

- Beginner
  - Practice with similar amounts of flashcards at a time.
- Intermediate/Advanced
  - Practice with all of the flashcards.

#### Vocabulary Practice Sheet Differentiation:

- Beginner
  - Practice the sections in smaller chunks with fewer answers. Provide feedback as the student progresses through the activity.
- Intermediate/Advanced
  - Allow the students to complete the activities more independently. Provide feedback as needed.

<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>• Complete this activity to practice the vocabulary in context <a href="#">EdPuzzle Video Comprehension Activity: Grocery Shopping</a>. <ul style="list-style-type: none"> <li>◦ This activity permits students to view the exact section of the video needed to interpret and respond to the question.</li> </ul> </li> <li>• <a href="#">Quia Grocery Shopping: Video Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>◦ This version shows if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>• <a href="#">Quia Grocery Shopping: Video Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>◦ This version shows if students answered questions correctly/incorrectly.</li> </ul> </li> </ul>	<p>Grocery Shopping Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Aid the students as much as needed through the activity. Provide feedback as the students progress to build confidence and increase accuracy.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Give students autonomy as needed. Provide feedback as the students progress to build confidence and increase accuracy.</li> </ul> </li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to student on areas of strength during this unit and ideas for continued practice</li> <li>• Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition, and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on <a href="#">Quizlet Prices</a>, and <a href="#">Quizlet Checkout Process</a>.</li> <li>• Review paper versions of the activities from today and from earlier this week.</li> <li>• Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> <li>◦ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> <li>◦ Quizlet Spell</li> <li>◦ Quizlet Gravity</li> <li>◦ Quizlet Match</li> </ul> </li> </ul>

**Prior to the lesson:**

- Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Prices of Groceries & The Checkout Process lessons
  - [The Lesson & Teacher-Led Task-Based Activities for Prices of Groceries](#)
  - [The Lesson & Teacher-Led Task-Based Activities for the Checkout Process](#)
- Access key vocabulary and practice activities directly on the GOSOSY site.
  - [Prices of Groceries](#)
  - [The Checkout Process](#)

**Introduction:**

- Share the objectives for the week using the [weekly overview table](#).
- Background Knowledge/What do they already know?
  - Use the [flashcards without words on the Checkout Process](#) to see how many words students are able to identify after the previous lesson.
- Share the Lesson Objective & Essential Question for the day.
  - Visit the [Prices of Groceries](#) & the [Checkout Process](#) lessons on the GOSOSY site, with key vocabulary modeled to answer the essential question.

**Lesson Objectives:**

- Students will be able to interpret and respond to questions in an exchange.

**Essential Question:**

- What is the reason for the return?/ Why would you like to

**Vocabulary practice/Input activities**

- Practice the vocabulary with visual support within the context.
- Distribute the [The Lesson and Teacher-Led Task-Based Activities for the Checkout Process](#) sheet to utilize key vocabulary to answer the various potential questions in a conversation during checkout.
  - If you have internet access, practice with the [Checkout Process](#) lesson on the GOSOSY site.
- Lead students through the essential questions on the document/site and incorporate them into a conversation. Take turns initiating the conversation.
- Memory
  - Print two sets of the Checkout Process flashcards.
    - Place all of the cards face-side down.
    - Flip over two cards.
    - Each time you or a student flips over a card, say the word aloud.
    - If cards have the same image on the front side, that makes a pair.
    - When you form a pair, you get to go again and flip over two different cards.

**Differentiation:**

- Beginner
  - Lead the conversation, to allow students more opportunity to interpret and to focus on the appropriate response.
- Intermediate/Advanced
  - Allow the student to lead the conversation as they become more comfortable.

**Memory Differentiation:**

- Beginner
  - Use flashcards with words.
- Intermediate/Advanced
  - Use the flashcards without words to challenge the students.

<ul style="list-style-type: none"> <li>■ If the cards do not match, flip them back over.</li> <li>■ The objective is to remember where the cards are placed and collect the most pairs.</li> <li>■ The game ends when there are not more cards remaining face-side down.</li> </ul>	
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Practice comprehension of the vocabulary used in context with this activity. <ul style="list-style-type: none"> <li>○ <a href="#">EdPuzzle Video Comprehension Activity of the Check Out Process</a>. <ul style="list-style-type: none"> <li>■ This activity permits students to view the exact section of the video needed to interpret to respond to the question.</li> </ul> </li> <li>○ <a href="#">Quia The Check-Out Process: Video Comprehension Activity (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version shows if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> <li>○ <a href="#">Quia The Check-Out Process: Video Comprehension Activity (Without Answers)</a> <ul style="list-style-type: none"> <li>■ This version shows if students answered questions correctly/incorrectly.</li> </ul> </li> </ul> </li> <li>● Complete the Sample Conversation Comprehension: The Checkout Process (Student Version). <ul style="list-style-type: none"> <li>○ Utilize this version for yourself to have the answer key <a href="#">Sample Conversation Comprehension: The Check-Out Process (Teacher Version)</a>.</li> </ul> </li> <li>● If you have internet access, complete this version online for immediate feedback. <ul style="list-style-type: none"> <li>○ <a href="#">Quia Sample Conversation Comprehension: The Check-Out Process (With Answers)</a> <ul style="list-style-type: none"> <li>■ This version shows if students answered questions correctly/incorrectly and reveals the correct answers.</li> </ul> </li> </ul> </li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Recommend the student begin with the EdPuzzle since the questions are separated.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Guide the student as needed.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>◦ <a href="#">Quia Sample Conversation Comprehension: The Check-Out Process (Without Answers)</a></li> </ul> <p>This version shows if students answered questions correctly/incorrectly.</p>	
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to student on areas of strength during this unit and ideas for continued practice</li> <li>• Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>◦ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on <a href="#">Quizlet Prices</a> and <a href="#">Quizlet Checkout Process</a></li> <li>• Review paper versions of the activities from today and from earlier this week</li> <li>• Practice with the online activities from the week to get additional practice and feedback.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>◦ Quizlet Learn</li> <li>◦ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>◦ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> <li>◦ Quizlet Spell</li> <li>◦ Quizlet Gravity</li> <li>◦ Quizlet Match</li> </ul> </li> </ul>

<p><b>Day: 5    Prices of Groceries &amp; The Checkout Process</b></p>	
<p><b>Prior to the lesson:</b></p> <ul style="list-style-type: none"> <li>• Review this Teacher-Led Activities document to see the various activities and lists of vocabulary that correspond with the Prices of Groceries &amp; The Checkout Process lessons <ul style="list-style-type: none"> <li>◦ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities for Prices of Groceries</a></li> <li>◦ <a href="#">The Lesson &amp; Teacher-Led Task-Based Activities for the Checkout Process</a></li> </ul> </li> <li>• Access key vocabulary and practice activities directly on the GOSOSY site. <ul style="list-style-type: none"> <li>◦ <a href="#">Prices of Groceries</a></li> <li>◦ <a href="#">The Checkout Process</a></li> </ul> </li> </ul>	
<p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Share the objectives for the week using the <a href="#">weekly overview table</a>.</li> </ul>	<p><b>Lesson Objectives:</b></p>

<ul style="list-style-type: none"> <li>● Background knowledge/What do they already know? <ul style="list-style-type: none"> <li>○ Use the <a href="#">flashcards without words on the Checkout Process</a> to see how many words students are able to identify after the previous lesson.</li> </ul> </li> <li>● Share the Lesson Objective and Essential Question for the day. <ul style="list-style-type: none"> <li>○ Visit the <a href="#">Prices of Groceries</a> and the <a href="#">Checkout Process</a> lessons on the GOSOSY site with key vocabulary modeled to answer the essential question.</li> <li>○ If you do not have internet access, print a copy of the Lesson and Key Vocabulary from the site.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Students will be able to respond to questions during the checkout and exchange processes.</li> </ul> <p><b>Essential Question:</b></p> <ul style="list-style-type: none"> <li>● What is the difference in the exchange?</li> </ul>
<p><b>Vocabulary practice/Input activities</b></p> <ul style="list-style-type: none"> <li>● Practice the vocabulary with visual support within the context.</li> <li>● As practiced in the previous lesson, use <a href="#">the Lesson and Teacher-Led Task-Based Activities for the Checkout Process</a> sheet to utilize key vocabulary to answer the various potential questions in a conversation during checkout. <ul style="list-style-type: none"> <li>○ If you have internet access, practice with the <a href="#">Checkout Process</a> lesson on the GOSOSY site.</li> </ul> </li> <li>● Lead students through more of the essential questions on the document/site and incorporate them into an even more advanced conversation than the previous lesson. Take turns initiating the conversation. Allow the students to lead the conversation. Remove your participation in the conversation when able.</li> </ul>	<p>Essential Questions Conversation Differentiation:</p> <ul style="list-style-type: none"> <li>● Beginner <ul style="list-style-type: none"> <li>○ Begin as the conversation leader and slowly remove yourself from the conversation. Provide support and feedback, as needed.</li> </ul> </li> <li>● Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Allow the students to engage in conversation with minimal support from the instructor.</li> </ul> </li> </ul>
<p><b>Comprehension activities/A way to check for understanding</b></p> <ul style="list-style-type: none"> <li>● Complete this activity to practice the vocabulary used in the context of a conversation <a href="#">Paper Version of Sample Conversation Comprehension Activity: Customer Service- Student Version</a>. <ul style="list-style-type: none"> <li>○ Utilize this version as your answer key <a href="#">Paper Version of Sample Conversation Comprehension Activity: Customer Service- Teacher Version</a>.</li> </ul> </li> <li>● If you have internet access, complete this version for immediate feedback. <ul style="list-style-type: none"> <li>○ <a href="#">Quia Sample Conversation Comprehension Activity: Customer Service (With Answers)</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Sample Conversation Differentiation: <ul style="list-style-type: none"> <li>○ ● Beginner <ul style="list-style-type: none"> <li>○ Go through the activity with the student. Eliminate answer choices as needed.</li> <li>○ Use the written script to aid in comprehension.</li> </ul> </li> <li>○ ■ Underline key words.</li> <li>○ ■ Find the answer in the written script and write the number of the question where the answer is found for reference.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• This version shows if students answered questions correctly/incorrectly and reveals the correct answers.</li> <li>○ <a href="#">Quia Sample Conversation Comprehension Activity: Customer Service (Without Answers)</a></li> <li>• This version shows if students answered questions correctly/incorrectly.</li> </ul>	<ul style="list-style-type: none"> <li>○ ○ Give feedback and guidance before, during, and after the activity.</li> <li>○ • Intermediate/Advanced</li> <li>○ ○ Aid the student as needed.</li> <li>○ ○ Use the written script when necessary.</li> <li>○ ○ Give students feedback and guidance before, during, and at the conclusion of the activity as needed.</li> </ul>
<p><b>Wrap-Up/What have students learned?</b></p> <ul style="list-style-type: none"> <li>• Can students answer the Essential Question of the day?</li> <li>• Are students able to meet or approach the objective for the day?</li> <li>• Give feedback to student on areas of strength during this unit and ideas for continued practice</li> <li>• Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson.</li> <li>• Revisit elements where students need more practice and include them again in different subtopics studied in the future to help students increase English proficiency with their weaker skills and fortify their stronger skills</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner: <ul style="list-style-type: none"> <li>○ Choose 1-3 specific tasks for students to continue to practice on their own.</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Choose as many tasks for students to practice as they are able.</li> </ul> </li> </ul>
<p><b>Next steps for individual student practice/Goal for next lesson:</b></p> <ul style="list-style-type: none"> <li>• Practice pronunciation, recognition, and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on <a href="#">Quizlet Prices</a>, and <a href="#">Quizlet Checkout Process</a>.</li> <li>• Review paper versions of the activities from today and from earlier this week.</li> <li>• Practice with the online activities from the week to get additional practice and feedback to master the vocabulary from these lessons and to continue to put them into practice in daily life.</li> </ul>	<p>Differentiation:</p> <ul style="list-style-type: none"> <li>• Beginner <ul style="list-style-type: none"> <li>○ Quizlet Learn</li> <li>○ Quizlet Test</li> </ul> </li> <li>• Intermediate/Advanced <ul style="list-style-type: none"> <li>○ Quizlet Write <ul style="list-style-type: none"> <li>■ Options “Answer with English”</li> </ul> </li> <li>○ Quizlet Spell</li> <li>○ Quizlet Gravity</li> <li>○ Quizlet Match</li> </ul> </li> </ul>

[Click Here to go to the Table of Contents](#)