

## Day 5: Describe Grocery Items Needed

### Prior to the lesson:

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

### Introduction:

- Share the objectives for the week using [the weekly overview table](#).
- Background Knowledge/What do students already know?
  - Have students take out their [flashcards without words of the quantities](#), [flashcards without words of the taste and texture adjectives](#) and [flashcards without words of colors](#) vocabulary and see how many words students can now identify from all three sets without seeing the words.
- Share the Lesson Objective & Essential Questions for the day.
  - Visit the [Describing Items in the Grocery Store](#) lesson on the iSOSY site, with key vocabulary modeled to answer the essential question.
  - If internet access is not an option, practice with a print off of the Lesson & Key Vocabulary on the site.

### Lesson Objective:

- Students will be able to describe the grocery items needed using taste and texture adjectives, quantities and colors.

### Essential Question:

- Where can I find (item)?/Where are the (item(s))?

### Vocabulary practice/Input activities

- 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!

### Favorite Grocery Association Differentiation

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

- 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.
- Draw 2 cards from the pile to create a sentence. They earn one point for every card they can logically use in a sentence.
- Teams/individuals get an extra point from each card in their hand they can include in their sentence.
- At the conclusion of their turn, have them draw extra cards from the draw pile to keep 5 cards in their hands.
- Play until all cards in the pile and their hands have been played.
- The team with the most points wins!
- If you have internet access:
  - Practice with pronunciation on iSOSY website with [Lesson & Key Vocabulary of Identify grocery items & Describe Shopping Habits](#).

#### 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 logically combine in a sentence.

- Practice with the vocabulary terms online [Quizlet: Adjectives](#), [Quizlet: Quantities](#) and [Quizlet: Colors](#).

#### 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

- Have students complete this [Paper Version of Sample Conversation Comprehension: Describing Grocery Items- Student Version](#)
  - Use this as your answer key, [Paper Version of Sample Conversation Comprehension: Describing Grocery Items- Teacher Version](#)
- If you have access to the internet, complete this version for immediate feedback.
  - [Describing Grocery Items: Sample Conversation Comprehension Activity \(With Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
  - [Describing Grocery Items: Sample Conversation Comprehension Activity \(Without Answers\)](#)
    - This version will show if students answered questions correctly/incorrectly.

#### Sample Conversation Differentiation:

- Beginner
  - Go through the activity with the student. Eliminate answer choices, as needed.
  - Use the written script to aid in comprehension.
    - Underline key words.
    - Find the answer in the written script and write the number of the question where the answer is found for reference.
  - Give feedback and guidance before, during and after the activity.
- Intermediate/Advanced
  - Aid the student, as needed.
  - Use the written script, when necessary.
  - Give students feedback and guidance, at the conclusion of the activity and before and during, as needed.

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

- Can students answer the Essential Questions of the week?
- Are students able to meet or approach the objectives for the week?

#### 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

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