

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 iSOSY 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 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 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.

- 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.
- Practice describing shopping habits by completing the types of stores vocabulary activity [Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet](#)- Student Version
 - Utilize this for your answer key [Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet](#)- Teacher Version
 - If you have internet access, complete this online version to receive immediate feedback [Quia Comprehension Activity: Types of Stores \(With Answers\)](#)
 - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
 - [Quia Comprehension Activity: Types of Stores \(Without Answers\)](#)

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

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| <ul style="list-style-type: none">■ This version will show if students answered questions correctly/incorrectly. | |
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Comprehension activities/A way to check for understanding

- 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. [Paper version of Quia Comprehension Activity: Types of Stores with extra practice sheet.](#)
- Interpersonal Speaking/Writing
 - 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.
- Extension Activity/Connections to other subtopics:
 - Have them state what they are going to make with this item.
 - Include why it is needed.
 - How much of the item is needed.
 - Describe what it looks like.
 - Describe where it is located in the store.
 - Include how much it typically costs.
- Gamify It!
 - Have students compete to see how many descriptors they can use to explain their item(s).

Types of Stores Differentiation:

- Beginner:
 - Review the instructions with the student and work through activities together.
 - Reduce the number of options students choose from for challenging sections.
 - “For this option, choose from these 3 choices”.
- Intermediate/Advanced
 - 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.

Interpersonal Speaking/Writing Differentiation:

- Beginner:
 - Request one item
 - Include a greeting, ask politely and conclude the message with gratitude.
- Intermediate/Advanced
 - Request multiple items.
 - Include a greeting, ask politely, describe what they are going to make with the items needed.

- Students earn one point for every way they can think of to accurately describe their item in the target language of 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?
- Give feedback to students on areas of strength during this unit and ideas for continued practice.
- Share goals for individual practice and give a preview of the next topic that will be addressed.
- 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.

Differentiation:

- Beginner:
 - Choose 1-3 specific tasks for students to continue to practice on their own.
- Intermediate/Advanced
 - Choose as many tasks for students to practice as they are able.

Next steps for individual student practice/Goal for next lesson:

- Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell with [Quizlet: Identify the Groceries](#), [Quizlet: When \(Day and Time Words\)](#) & [Quizlet: Telling Time and At What Time/La hora](#) (English and Spanish)/ [Quizlet: Time](#) (English and digits) and other activities available with these lists on Quizlet.
- Review paper versions of the activities from today and from earlier this week.
- Practice with the online activities from the week to get additional practice and feedback and conclude this topic in the next lesson.

Differentiation:

- Beginner:
 - [Quizlet: Days of the Week Beginner](#)
 - Quizlet Learn
 - Quizlet Test
 - [Quizlet: Telling Time and At What Time/La hora](#) (English and Spanish)
- Intermediate/Advanced
 - [Quizlet: Days of the Week Intermediate/Advanced with Descriptions](#)
 - [Quizlet: Time](#) (English and digits)
 - Quizlet Write
 - Options
"Answer with English"
 - Quizlet Spell
 - Quizlet Gravity
 - Quizlet Match