

Day: 4 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 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.

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.

- When you form a pair, you get to go again and flip over two different cards.
- If the cards do not match, flip them back over.
- The objective is to remember where the cards are placed and collect the most pairs.
- The game ends when there are not more cards remaining face-side down.

Comprehension activities/A way to check for understanding

- Practice comprehension of the vocabulary used in context with this activity.
 - [EdPuzzle Video Comprehension Activity of the Check Out Process](#).
 - This activity permits students to view the exact section of the video needed to interpret to respond to the question.
 - [Quia The Check-Out Process: Video Comprehension Activity \(With Answers\)](#)
 - This version shows if students answered questions correctly/incorrectly and reveals the correct answers.
 - [Quia The Check-Out Process: Video Comprehension Activity \(Without Answers\)](#)
 - This version shows if students answered questions correctly/incorrectly.
- Complete the Sample Conversation Comprehension: The Checkout Process (Student Version).
 - Utilize this version for yourself to have the answer key [Sample Conversation Comprehension: The Check-Out Process \(Teacher Version\)](#).
- If you have internet access, complete this version online for immediate feedback.
 - [Quia Sample Conversation Comprehension: The Check-Out Process \(With Answers\)](#)
 - This version shows if students answered questions correctly/incorrectly and reveals the correct answers.

Differentiation:

- Beginner
 - Recommend the student begin with the EdPuzzle since the questions are separated.
- Intermediate/Advanced
 - Guide the student as needed.

<ul style="list-style-type: none"> ◦ Quia Sample Conversation Comprehension: The Check-Out Process (Without Answers) <p>This version shows if students answered questions correctly/incorrectly.</p>	
<p>Wrap-Up/What have students learned?</p> <ul style="list-style-type: none"> • Can students answer the Essential Question of the day? • Are students able to meet or approach the objective for the day? • Give feedback to student on areas of strength during this unit and ideas for continued practice • Share goals for individual practice and ideas to encompass ideas from all topics in the shopping lesson. • 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 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Choose 1-3 specific tasks for students to continue to practice on their own. • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Choose as many tasks for students to practice as they are able.
<p>Next steps for individual student practice/Goal for next lesson:</p> <ul style="list-style-type: none"> • Practice pronunciation, recognition and/or spelling of the vocabulary with their paper flashcards, electronic flashcards, or Learn/Spell on Quizlet Prices and Quizlet Checkout Process • 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. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Beginner <ul style="list-style-type: none"> ◦ Quizlet Learn ◦ Quizlet Test • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Quizlet Write <ul style="list-style-type: none"> ■ Options “Answer with English” ◦ Quizlet Spell ◦ Quizlet Gravity ◦ Quizlet Match