

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 iSOSY 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 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 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
 - Ask students to find at least one thing they can put in each section of the [Venn Diagram](#).

- Have students complete a [Venn diagram](#) comparing the 3 pictures where they write similarities and differences.

Extensions/Connections to other subtopics:

- Have students compare different stores where they shop: Target, Aldi, Walmart, etc.

- Intermediate/Advanced
 - Ask students to find at least 10 or more similarities and differences.

Comprehension activities/A way to check for understanding

- Print out the [Describe and Draw Activity](#) (Part E). This activity can be completed with a teacher and one student, or multiple, with partners or in small groups.

Describe and Draw Differentiation:

- Beginner:
 - The instructor describes the items around the desired item. The student points to the desired item that the instructor is describing in the picture.
- Intermediate/Advanced
 - 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 vocabulary terms with which they

	<p>need more practice and then repeat with the same version of the activity or proceed with Version B.</p>
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<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 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. 	<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 the paper flashcards, electronic flashcards, or Learn/Spell on Quizlet Location Words & Areas of the Store. • 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 before beginning the next topic. 	<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 Spell ◦ Quizlet Gravity ◦ Quizlet Match