

Day 5: 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 the week using [the weekly overview table](#).
- Background Knowledge/What do students already know?
 - Give students the [Paper Flashcards: Types of Stores \(Without Words\)](#) and see how many they are able to already identify in English after the last lesson on this topic.
- 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.

Lesson Objective:

- Students will be able to discuss their shopping preferences and create plans to grocery shop.

Essential questions:

- Do you want to shop on (day of the week)?
- Do you want to shop at (time of day)?

Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- 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.
- 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.
 - Practice out loud as a group.

Flashcard Identify Differentiation:

- Beginner:
 - 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.
- Intermediate/Advanced:
 - Encourage students to continue practicing until they have all words in the “able to identify” pile.

<ul style="list-style-type: none"> ○ Say the phrases in English and have students repeat. ● Flashcard sentence activity. Place the flashcards without words upside down. Have students draw cards and put them together in a logical sentence. 	<p>Flashcard Sentence Activity Differentiation:</p> <ul style="list-style-type: none"> ● Beginner <ul style="list-style-type: none"> ○ Draw only 1 card to use the word in a sentence or to describe it in English. ● Intermediate/Advanced <ul style="list-style-type: none"> ○ Draw 3-5 cards to connect the words in a sentence.
<p>Comprehension activities/A way to check for understanding</p> <ul style="list-style-type: none"> ● Practice describing shopping habits with this Paper version of Quia Conversation Comprehension: Shopping Preferences- Student Version. <ul style="list-style-type: none"> ○ Use this version as your answer key Paper version of Quia Conversation Comprehension: Shopping Preferences- Teacher Version. ● If you have access to the internet, complete this version for immediate feedback. <ul style="list-style-type: none"> ○ Quia Conversation Comprehension: Shopping Preferences (With Answers) <ul style="list-style-type: none"> ■ This version will show if students answered questions correctly/incorrectly and reveals the correct answers. ○ Quia Conversation Comprehension: Shopping Preferences (With Answers) <ul style="list-style-type: none"> ■ This version will show if students answered questions correctly/incorrectly. ● Presentational Speaking/Writing <ul style="list-style-type: none"> ○ 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! 	<p>Presentational Speaking/Writing Differentiation:</p> <ul style="list-style-type: none"> ● Beginner: <ul style="list-style-type: none"> ○ Have students begin with just one piece of this conversation. <ul style="list-style-type: none"> ■ Example: Have students make an introduction, ask at

<p>Extension Activity/Connections to other subtopics:</p> <ul style="list-style-type: none"> • Have students support their preferences with reasons why they have those opinions. • Switch who begins the conversation. • Change the answers to their questions. • Add in another person to the conversation. • 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. 	<p>what time they will go grocery shopping and conclude the conversation.</p> <ul style="list-style-type: none"> ○ As they demonstrate mastery, add additional pieces to the conversation and then challenge students to change their answers. • Intermediate/Advanced <ul style="list-style-type: none"> ○ Have students include all pieces in this conversation. <ul style="list-style-type: none"> ■ Example: Have them make an introduction, ask on which day, at what time, where and why they will go grocery shopping and conclude the conversation.
<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.

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 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 to continue to grow their skills before they begin their next topic.

Differentiation:

- Beginner:
 - Quizlet Learn
 - Quizlet Test
- Intermediate/Advanced
 - Quizlet Spell
 - Quizlet Gravity
 - Quizlet Match
 - Quizlet Write
 - Options “Answer with English”