

Day 1: 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 iSOSY 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](#) and see how many words students can identify without seeing the words.
- Share the Lesson Objective & Essential Question for the day.
 - Visit the [Prices of Groceries](#) lesson on the iSOSY site, with key vocabulary modeled to answer the essential questions.
 - Distribute the [The Lesson & 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.

Lesson Objectives:

- Students will be able to recognize and state the prices of items they would like to purchase.

Essential Question:

- How much does it cost?/How much do they cost?

Vocabulary practice/Input activities

- Practice the vocabulary with visual support within the context.
- Ideas to begin discussion:
 - When do we use numbers in language?
 - Do you have a lucky number?
- Give students [flashcards with words](#) to give students input with a visual (by level, in column to the right).
 - If working in a group with varied levels, practice pronunciation first, all together, with the beginner level terms one time and then emphasize the additional pieces of the vocabulary that increase difficulty the second time you go through the pronunciation.
- Introduce the key vocabulary:
 - Practice out loud as a group.

Flashcard Differentiation:

- Beginner:
 - Have students say the words out loud.
- Intermediate/Advanced:
 - Have students say the words aloud and write the words they know directly onto the [flashcards without words](#).
 - Give feedback on spelling to help them work towards higher accuracy.

- Say the phrases in English and have students repeat.
- Give students feedback with pronunciation.
- Repeat the term and give feedback until the student closely mimics your pronunciation.
- Get them comfortable with speaking another language aloud. Help everyone feel comfortable and safe to practice the target language of English. Explain that it is okay to laugh at yourself, feel shy, embarrassed. Those are all natural feelings when speaking another language.

- Flashcard Value Rank

- Place flashcards in a pile facedown. Have students draw cards and put them in order with the card with least value at the top and the greatest value at the bottom. Have students say the amounts aloud while they place them in order. "Seventy-five cents is less than fifteen dollars. Fifteen dollars is less than fifty dollars."

Extension Activity/Connections to other subtopics:

- Have students practice with the Identify the Groceries flashcards. Draw these flashcards and complete the same Flashcard Value Rank activity. Have students say the items and their prices aloud, "The bunch of bananas costs eighty-nine cents which is less than the bread that costs two dollars."
- Complete this [Paper Version of Prices Activity Sheet- Student Version](#).
 - Use this version as your answer key [Paper Version of Prices Activity Sheet- Teacher Version](#).
- If you have internet access, complete this version of the activity for immediate feedback.
 - [Quia Version of Prices Activity Sheet \(With Answers\)](#)
 - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.
 - [Quia Version of Prices Activity Sheet \(Without Answers\)](#)
 - This version will show if students answered questions correctly/incorrectly.

Flashcard Value Rank Differentiation:

- Beginner
 - Draw 3-5 flashcards.
 - Use flashcards with words
- Intermediate/Advanced
 - Draw 5-10 flashcards.
 - Use flashcards without words.

Differentiation with Extension Activity:

- Beginner
 - [Flashcards to print: Groceries- Beginner Level](#)
 - Have students come up with another word they can associate with the vocabulary term.
 - Example: yellow bananas
- Intermediate/Advanced
 - [Flashcards to print: Groceries- Intermediate/Advanced Level](#)
 - Have students come up with as many other words as they can associate with the vocabulary term.
 - Example: a ripe, yellow bunch of bananas

Differentiation with Quizlet:

<ul style="list-style-type: none"> • If you have internet access, practice the prices Quizlet vocabulary activities to show how they can use the activities on their own. <ul style="list-style-type: none"> ◦ Demonstrate that they can click on the speaker icon to have the word repeated: <ul style="list-style-type: none"> ■ Flash cards ■ Spell 	<ul style="list-style-type: none"> • Beginner <ul style="list-style-type: none"> ◦ Practice with the Quia activity, Learn ◦ Click on “Options” and change “Answer With” to English. • Intermediate/Advanced <ul style="list-style-type: none"> ◦ Practice with the Quia activity, Spell ◦ Click on “Options” and change “Answer With” to English
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<p>Comprehension activities/A way to check for understanding</p> <ul style="list-style-type: none"> • Complete the Quia Comprehension Activity: U.S. Currency (With Answers). <ul style="list-style-type: none"> ◦ This version will show if students answered questions correctly/incorrectly and reveals the correct answers. • Quia Comprehension Activity: U.S. Currency (Without Answers) <ul style="list-style-type: none"> ◦ This version will show if students answered questions correctly/incorrectly. • If the student does not have internet access, print a copy of the activity above. 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Help to reduce the amount of options for the student to choose from. ◦ Help with the activity as needed. • Intermediate/Advanced <ul style="list-style-type: none"> ◦
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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 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.
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<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 	<p>Differentiation:</p> <ul style="list-style-type: none"> • Beginner: <ul style="list-style-type: none"> ◦ Quizlet Learn ◦ Quizlet Test • Intermediate/Advanced
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- 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.

- Quizlet Spell
- Quizlet Gravity
- Quizlet Match