

Day 4: 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 they 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 in the store are located.

Essential questions:

- Which one do you need?
- Is this the right one?

Vocabulary practice/Input activities

- Use the paper flashcards and create a dialogue with the student asking the store clerk to help with an item. Describe where it is located in relation to the other items using the prepositional phrases. The instructor should be the clerk and the student(s) should be the customers. Create a dialogue together using the target vocabulary for the essential question of the day.

Differentiation:

- Beginner:
 - Ask for one item by pointing to it and requesting it with only 1 phrase.
 - Example: I want the one **next to** the ____
- Intermediate/Advanced:

- Print the [Describe Activity](#).
- Task for the student: You are in the grocery store and are explaining which item you need. Create statements using prepositions/location words to describe which item you would like. See if the other person/instructor can point to the correct item(s) that you are describing.

Connections to other subtopics:

- With the Describe Activity above, the student can include other terms to describe the items too, like colors, the type of container and quantities by which it is sold.

- Ask for one item by describing it in multiple ways in relation to other items.
 - Example: I want the one **next to** the___ and **below** the___.

Describe Activity Differentiation:

- Beginner:
 - Have the student describe only one item.
 - I need the item that is to the left of ___.
- Intermediate/Advanced
 - Have the student describe 5 items that they need.

Comprehension activities/A way to check for understanding

- Complete this [Sample Conversation Comprehension Activity: Location Words](#) - Student Version
 - Utilize this version for yourself to have the answer key [Paper Version of Sample Conversation Comprehension Activity: Location Words](#) - Teacher Version
- If you have internet access, you can practice with these for electronic feedback
 - [Quia Location Words: Sample Conversation Comprehension Activity \(With Answers\)](#)
 - This version will show if students answered questions correctly/incorrectly and reveals the correct answers.

<ul style="list-style-type: none"> ○ Quia Location Words: Sample Conversation Comprehension Activity (Without Answers) <ul style="list-style-type: none"> ■ This version will show if students answered questions correctly/incorrectly. ● Use the same Describe Activity (Part D). This time, compose a dialogue in which the student needs to ask for items in the store. Use prepositions/location words to describe which item you would like. <p>Extensions/Connections to other subtopics:</p> <ul style="list-style-type: none"> ● In the Describe Activity, include other terms to describe the items too, like colors, the type of container and quantities by which it is sold. See if the other person can point to the correct item(s) that you are describing. 	<p>Describe Activity Differentiation:</p> <ul style="list-style-type: none"> ● Beginner: <ul style="list-style-type: none"> ○ Have the student write a dialogue requesting one item. ● Intermediate/Advanced <ul style="list-style-type: none"> ○ Have the student write a dialogue requesting 5 items. <p>Extension Activity Differentiation:</p> <ul style="list-style-type: none"> ● Beginner <ul style="list-style-type: none"> ○ Have the student include one description. ● Intermediate/Advanced <ul style="list-style-type: none"> ○ Have the student include as many descriptions as they are able.
<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? ● Which portions of the conversation were most difficult for the students <ul style="list-style-type: none"> ○ When creating the conversation together? ○ When creating the conversation with less input from the instructor? 	<p>Differentiation:</p> <ul style="list-style-type: none"> ● Beginner: <ul style="list-style-type: none"> ○ Have students work on 1-3 pieces of the conversations that were difficult. ● Intermediate/Advanced <ul style="list-style-type: none"> ○ Have students work on all pieces that were difficult.
<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 to prepare for putting everything together tomorrow. ● Practice with the online activities from today and earlier this 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 Spell ○ Quizlet Gravity ○ Quizlet Match