All Lesson Six Handouts
Note: PDFs are linked throughout the lesson

Extension activities are embedded throughout the lesson and highlighted in yellow.

Lesson Six: Food/Clothing/Household Objects

Overview: This lesson focuses on the practical language (food, clothing, household objects, numbers) that students will need to be able to hold meaningful conversations with others when they are out in the community with their families.

Preparing the Learner Tasks:

Sort and Label: Food, Clothing and Household Objects:

In groups of four, students will explore a series of picture cards and decide how they might be categorized. Teacher models this structure with a small group of student volunteers. Place all of the cards in the middle of the table. Group members take turns selecting a card from the stack, naming it and describing it to the group. Students with greater language abilities support newer students in this task. When all cards have been shown, ask students to discuss how to categorize the cards. Students consider different groups that can be formed with the cards shown. Provide "Food, Clothing, Household" handout for students to refer to as they complete this task.

Formulaic Expressions:
I think we should have _____ categories.
The categories should be called _____, _____, and _____.

I think this card belongs in the _____category because _____.

I agree/disagree with _____ because _____.

Student Writing Task: Ask student pairs to write a short statement describing the categories that they chose and why they chose to categorize in that manner. Teacher models with a student volunteer.

Formulaic Expressions:
We chose to group our pictures into _____ *categories. The categories are* _____, _____, *and* _____. *We placed* _____ *under the* _____ *category because* _____
_____.

Advanced students can prepare for the Expressing Personal Information task to come by writing a several sentence response to the following prompt: *Describe your day yesterday, both at home, as well as at school.*

Before releasing students to write, model using some of the past tense verbs to describe your day yesterday. For example:
I woke up at 6:00. I took a shower. I ate _____ for breakfast. I went to school at 8:00. I was at school until 2:00. I arrived home at 3:30 and ate a snack. Etc…
Have students read their responses to one another and listen for the correct usage of past tense verbs.

Teacher asks for student volunteers to share their writing with the class.

Expert Base Group Photo Jigsaw:

Step 1: Setting up the Expert Groups: Teacher numbers off the students from 1-5 and asks all of the number ones to move to one table, all of the number twos to move to the next table and so on.

Step 2: Each group is given copies of one of the "Jigsaw Photo" pictures. Tell students that they will:

1) Name the items in the photo in a round robin format.
2) Think of additional vocabulary words that are missing from their photo…for example, if the photo is of fruits, what fruits are not in the photo?
3) Complete the "Photo Jigsaw Organizer" for their table's photo.

Step 3: Students now return to their base groups. In the base groups, each student will share the information that was discussed in his/her expert group. Explain that when it's a student's turn to share, he/she is now the expert or the teacher, and it is his/her job to make sure that everyone at the table hears and understands the presented vocabulary. Students complete their organizers as each person shares.

Expressing Personal Information: Modeling and Practice:

Project and pass out copies of "Personal Information Expressions." Explain to students that they will be asking and answering eleven questions, and learning how to say some common verbs in the present and past tense for this activity. Ask students to listen actively as you model and repeat each question/answer several times. Draw a chart on the board that highlights the present/past tense verbs in the questions and answers. Explicitly teach the verbs and model using them in sentences several times.

Present and Past Tense Verbs

Present Tense	Past Tense
am/is/are	was/were
do/does	did
eat	ate
buy	bought
go	went
wear	wore
have/has	had

When ready, students can volunteer to respond to the questions. After the whole-class interaction, students can interview one another.

Interview Questions:

1. What is your favorite food?
2. What do you like to eat for breakfast/lunch/dinner?
3. Where do or your family members usually go to buy your food?
4. Where did you or your family members go last week to buy your food?
5. What foods did you or your family members buy at the store this week?
6. What did you eat for breakfast?
7. What are you wearing today?
8. What did you wear yesterday?
9. What rooms are in your house?
10. What rooms were in your house in your native country?
11. What furniture and objects do you have in your bedroom?

Formulaic expressions:

My favorite food is _____.
I like to eat _____ for breakfast, lunch, dinner.
I/We/They go to _____ to buy food.
Last week, I/we/they went to _____ to buy food.
I/We/They bought _____.
I ate _____ for breakfast.
Today I am wearing _____.
Yesterday I wore _____.
My house has _____ rooms. They are a _____, a _____, and a _____.

I have a _____, a _____, and a _____ in my house.

My house in _____ had _____ rooms. They were a _____, a _____, and a _____.

I had a _____, a _____, and a _____ in my house.
In my bedroom, there is a _____, a _____, and a _____.

I have a _____, a _____, and a _____ in my bedroom.

Advanced students should write an informative paragraph that describes the home that they are currently living in, or their home in their native country. Provide students with the following guiding questions:
What city do/did you live in?
Do/Did you live in an urban or rural area?
How many rooms does/did the home have? What do/did the rooms look like?
What furnishings are/were in the rooms?
Does/Did the home have a yard? If so, what does/did it look like?
What is/was your favorite part of the house? Why?
Have students share their paragraphs with one another.

Active Listening and Dyad Share:

Rock'N Jenny's Menu

1) Menu activity and Role-Play: Project and pass out the handout, "Rock'N Jenny's Menu." Also give students the "Restaurant Role-Play Expressions" handout. Read through the menu aloud with the students. Use repeated patterns to talk about the menu, the food selection, and the prices of the food. Students will listen actively and demonstrate understanding of your presentation by focusing on you, using

non-verbal communication (shaking their head), and by attempting to respond to your yes/no and short answer questions.

- What does the soup cost at Rock'N Jenny's?
- Can you order pasta at Rock'N Jenny's?

You should produce and students should respond to at least 20 questions. In this manner, students will have the opportunity to hear the food and money vocabulary, as well as structured questions and responses, many times.

2) Dyad share: Pass out the "Sunnyside Kitchen Menu." Students work with a partner to ask each other and answer questions about one of the two menus. After five minutes, tell students that they will now ask and answer questions about the second menu. Teacher circulates to make sure that students are using vocabulary, phrases, and questions that were demonstrated earlier correctly. Have students use the patterns below, and other similar patterns in their dyad shares:
What does the _____ cost?
How much is the _____?
What can you order for breakfast?
I can order _____.
What can you order for lunch?
I can order _____.
What is a _____?
What kind of food does the restaurant serve?
The restaurant serves _____.
What drinks does the restaurant serve?
The restaurant serves _____.

3) Restaurant Role-Play: Teacher and a student volunteer model role-playing a scene between a waiter/waitress and a customer. Use the "Restaurant Role-Play Expressions" handout to guide the role-play.

Student pairs then create and practice their own role-plays. Advanced students are responsible for writing the script for these role-plays as well as facilitating this task for the other students. After students have been given sufficient time to practice, have them present the role-plays to their classmates.

Reading an Infographic

Back to School Shopping Trends Infographic

Provide students a copy of the "Back to School Shopping Trends" infographic and the "Reading an Infographic" guiding questions. Model for students how to read the infographic to answer the questions using complete sentences. Explicitly teach students the different forms of the verb do (do, don't, does, and doesn't) and when each form should be used. Students will then independently read the infographic to answer the rest of the questions.

Students will then take turns sharing their answers to the questions with their partner.

Formulaic Expressions:
_____percentage of people shop at retail stores.
_____percentage of people shop at thrift stores.
_____percentage of people wear their clothes from the previous year.
I bought my clothing at _____.
I bought _____, _____ and _____.
I do/don't shop at retail stores.
I do/don't shop at thrift stores.
I do/don't wear clothes that I was given by a family member.

Students will then share their partner's answers to these questions, using the formulaic expressions.

My partner bought his/her clothing at _____.
My partner bought _____, _____, and _____.
He/she does/doesn't shop at retail stores.
He/she does/doesn't shop at thrift stores.
He/she does/doesn't wear clothes that were given to him/her by a family member.

Interacting with the Text Tasks

Preview Two Texts

Rock'N Jenny's Text
Sunnyside Kitchen Text

Give students the two texts, "24 and Counting at Rock'N Jenny's" and "Escondido Cafe Ranked Among Nation's Top 100." Use the "Questions to Guide My Text Preview" handout and the Reading Strategies Bookmark to guide the preview.

Once students have completed their "Questions to Guide My Text Preview" handout, provide them with the following sentence frame and ask them to independently fill in the frame using what they know about both texts.

The two texts are about _____. I know this because _____.

Have students share out their preview statements in a round robin format with their table group.
Ask students to generate a list of questions about the two restaurants. Teach the question words: who/what/where/when/why and provide

the Spanish translations if necessary. Model creating a simple question that is relevant to the text using each of the above question words. Then, give student pairs the opportunity to work together to generate a second question using each of the question words. Tell students that they will be looking for the answers to their questions as they read the two texts.

Advanced students work with a partner to generate questions they think the texts might answer. Remind students to use their question to words to formulate their answers. Chart these either on chart paper or on the board for students to refer back to. Possible answers might be "What types of food might be served here?" or "What does the restaurant look like?" Students share their questions with one another. Guide students to come up with questions that they will find answers to within the texts, as they will need this information to finish the lesson.

Chart the questions generated by the students.

Read Two Texts

Read the first text about Rock'N Jenny's aloud to the class. Model highlighting information that answers the following questions within the text:

-Who owns Rock'N Jenny's?
-Where is Rock'N Jenny's?
-What is on the menu at Rock'N Jenny's?
-When did Rock'N Jenny's open?
-Why is Rock'N Jenny's a special place?

Students then read the second text about the Sunnyside Kitchen with a partner. Have partners work together to find and highlight the answers to the following questions:

-Who owns Sunnyside Kitchen?
-Where is Sunnyside Kitchen?
-What is on the menu at Sunnyside Kitchen?

-When did Sunnyside Kitchen open?
-Why is Sunnyside Kitchen a special place?

Have students practice asking and answering the questions with one another. Share the answers to the questions whole group. Ask students to point out where they found their answers to the questions.

Advanced students will read the two texts to find the answers to the questions charted as a class. Model for students how to do this with one of the questions they came up with. Then give students time to independently identify evidence from the text that supports each of their charted statements. Students will add their evidence to the "Restaurant Review Triple Entry Journal" handout.

Instruct students to talk with their partner about their answers on their "Restaurant Review Triple Entry Journal" handout. Students should take turns to share their answers to the questions the class generated. You can model this for students if necessary. When students have shared their answers, students will complete a quickwrite with their partner where they describe one similarity across their answers and one difference. Students can use the following frame:

My partner and I both discovered that _____. I also wrote _____, however, my partner wrote _____.

Pairs should then share their quickwrites with their tablemates. You can also do some work around the use of the word "however" to transition to a contrasting statement. To do this, ask students what they think the word "however" indicates in their sentence and why.

Extending Understanding Tasks

Student Writing

Provide students with the following prompt:
How are Rock N' Jenny's and The Sunnyside Kitchen similar and different?

Ask students what they think they need to include to answer the prompt. Chart student answers on the board or chart paper. Pass out the "Restaurant Compare/Contrast" Handout to students. Have table groups work together to generate ideas about how the two restaurants are the same and different. Remind students to refer to this handout when the write their compare/contrast paragraphs.

Work with students to create a sentence frame to begin their paragraph. Ask students to use the prompt to create their opening sentence. Write this on the board for students to use. An example is "Rock N' Jenny's and The Sunnyside Kitchen are similar in several ways." Before students begin writing, ask them how they may organize their sentences. Students should see that they will need two paragraphs; one for similarities and one for differences. Explain the "Similarities and Differences Paragraphs" rubric to the students so that they know what the expectations are for the finished product.

Show students the structure of a paragraph by using The "Compare/Contrast Mentor Text." Point out the topic sentence, the three supporting details and the conclusion sentence. Tell students that they may use this mentor text to help them write their paragraphs.

In pairs, students write a response to the prompt. Remind them to use the answers to the questions about the stories that they wrote, the "Restaurant Compare/Contrast" Handout, and the "Similarities and Differences Paragraphs" rubric to write their answer.

Give advanced students time to independently write their response to the prompt. Remind them to use their "Restaurant Review Triple Entry

Journal" handout and the "Similarities and Differences Paragraphs" rubric to write their answer.

Similarities and Differences Paragraph Rubric

Food Critic Reviews:

Tell students that they will now be creating an oral presentation with a partner in which they will "review," for a pretend audience, one of the two restaurants. Give student pairs time to complete the "Restaurant Review" handout and time to practice their review. More advanced students can use the "Restaurant Review" handout as a mentor text, but create their own reviews. Make sure to review the "Restaurant Review Rubric" with students so that they know what the expectations are for the finished product.