

MAKING A GROCERY LIST

Student/Class Goal

When going to the grocery store, students want to be able to function independently and make a grocery list of necessary items.

Outcome *(lesson objective)*

Students are decoding a growing number of words specific to grocery shopping.

Time Frame

2-3 hours

Standard *Read with Understanding*

NRS EFL 1

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	1.1	Decoding skills	1.3	Strategy use	1.11
Select text	1.2	Word parts		Text structural elements	1.12
		Context clues		Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	
		Content vocabulary	1.8	Making connections	1.16
		Figurative language			
		Fluency			

Materials

Grocery ads and grocery products
Chart paper and markers

Learner Prior Knowledge

Assess ability to read environmental print using newspaper grocery ads and/or grocery products.

Instructional Activities

Step 1 - Brainstorm a list of commonly used items students shop for at the grocery store.

Step 2 - Using the grocery store list, practice alphabets by providing a combination of word study and recognizing letters/words in context. The grocery store word list can be used to teach consonants in the initial position by calling out a word and asking student to identify the beginning consonant.

Play the **Initial Consonant Word Game**. Provide large sheets of paper on which grids have been drawn. The first student chooses a word from the word list and writes the letters of the word in the squares of the grid. He announces to the group the initial consonant letter and the word. The second student chooses a word from the word list that begins with a letter in the first word. That student announces the word and the initial consonant. He writes it in the grid spaces under the correct letter in the first word. Play continues until all possible words have been used.

Student can build their individual word banks by adding grocery store or common food words on index cards. Additional cards can be written as new words are learned. Students can also alphabetize their word banks. If possible, students can make a "word wall" with their words and use their words to play Concentration or Bingo.

Another option for practice would include using [Word Sorts](#), where students could sort by initial consonant or number of syllables. The teacher and student could also develop sentence frames, such as:

- At the store I will buy _____.
- My family likes to eat _____.

Step 3 - To build on alphabets, the teacher will use a Language Experience Approach (LEA). Draw from list of grocery vocabulary to dictate student-generated sentences such as, "I like tomatoes, but I don't like peppers." or "I need chicken soup."

Using these sentences, look for words with a particular consonant sound at the beginning or end of the word; look for vowel sounds; find words on flyers that match and make word substitutions to create new sentences.

TEACHER NOTE If you are unfamiliar with a Language Experience Approach (LEA), please familiarize yourself with this strategy. LEA is an approach based on the use of students' own spoken words as the reading text. The teacher records what students say and helps them to read the written version of their own speech. The generated text can be used for word study, discussion, grammar

and syntax practice, and prompts for student writing.

LEA is an especially effective approach for beginning adult readers because:

- Writing down students' thoughts demonstrates that we think their ideas, language, and experiences are important.
- Transforming students' spoken language into printing on a page helps the new reader begin to understand the relationship between oral language and written text.
- The reading text produced is familiar and meaningful to the students. This familiarity helps new readers comprehend what they are reading.
- Figuring out the words is easier because the readers know, in general, what words are in the passage. The predictability of what specific word comes next is high because we are using the student's own language.
- Having familiar text enhances comprehension and decreases demands on readers' attention. Thinking can be focused on figuring out the words without losing the meaning of what is being read.

The process is often as follows:

1. During a story or discussion about a topic of interest, the teacher records several sentences as narrated by the students. The student's words are reproduced exactly, without grammar correction, using correct spelling and punctuation. This allows students to see the association between written words and the words they have spoken. Correction of grammar or syntax can occur after this fundamental principle of reading is understood.
2. The teacher reads back what has been dictated, and then the students work together to read and discuss the text.
3. The teacher notes the kinds of difficulties that students are having as they read, and uses this information to plan focused lessons on those points.

Step 4 - As they shop and find more products to add to the grocery list, they can bring in various labels with unknown words. Continue to decode words from labels and then from teacher-made word lists

Assessment/Evidence *(based on outcome)*

Grocery shopping lists

Matching labels and sentences

Teacher observation and anecdotal notes

Teacher Reflection/Lesson Evaluation

Not yet completed.

Next Steps

Technology Integration

Alphabets http://www.nifl.gov/partnershipforreading/documents/research_alphabets.doc

Word Sorts Teaching Strategy http://literacy.kent.edu/eureka/strategies/word_sorts.pdf

Purposeful/Transparent

Being able to write a grocery list and then shop for those items is an imminent goal for struggling readers.

Contextual

By using grocery list words as teaching materials, students have real-life words that can be used immediately to their benefit.

Building Expertise

Students will continue to build their knowledge base by adding new words to their grocery list word bank and extend their word lists into other topics of interest.

Alphabetics: Phonemic Awareness & Phonics

What is *phonemic awareness* (PA)?

- ◆ *Phonemic awareness* is the ability to distinguish and manipulate the individual *sounds*—phonemes—in spoken language. Although the English alphabet contains only 26 letters, the letters can be used to form 41 phonemes.
- ◆ Phonemic awareness is a subcategory of phonological awareness, which refers to the ability to identify and manipulate the *larger* parts of spoken language, such as words, syllables, and rhymes.

What is *phonics*?

- ◆ *Phonics* refers to the relationship between the *letters* of written language and the *sounds* of spoken language. It is different from phonemic awareness because it involves the letters themselves and how these relate to the sounds of the language.

Why should PA and phonics be taught?

- ◆ Adult non-readers have virtually no phonemic awareness, and adult beginning readers have difficulty applying letter-sound knowledge to figure out new words while reading (Kruidenier, 2002).
- ◆ Research has shown PA and knowledge of letters to be the two best indicators of how well children will read by the end of 1st grade (NRP, 2000).
- ◆ Research has found that instruction in phonics leads to improved word-reading and, to a lesser degree, improved reading comprehension for adults, for at-risk kindergartners and first-graders at all SES levels, and for disabled readers in Grades 2-6 (Kruidenier, 2002; NRP, 2000). The NRP (2000) found that the effect of phonics instruction on text comprehension for the older readers was significantly less than that for younger readers, indicating that other factors (fluency, vocabulary, and comprehension strategies) may need to be assessed and taught as well.
- ◆ Research has found that abilities in PA and phonics in adults and children do improve with instruction (Kruidenier, 2002; NRP, 2000).

Evidence-Based Instructional Practices: ADULTS (Kruidenier, 2002)

- ◆ Assess beginning readers' phonemic awareness, phonics abilities, and sight word knowledge. Since adult beginning readers are generally better at recognizing familiar sight words than children who are learning to read, avoid using sight words adults may know for phonics assessments.
- ◆ Provide adult beginning readers with a significant amount of alphabetic instruction, in conjunction with other aspects of reading.
- ◆ Continue to assess PA in beginning readers, even if their overall reading scores are going up. Research suggests that adults with a learning disability in reading may not develop phonemic awareness as they learn to read; thus, attending to PA development may help teachers identify those students who need more in-depth work with PA or who need instruction that bypasses PA.

Evidence-Based Instructional Practices: CHILDREN (NRP, 2000)

- ◆ Explicitly and systematically teach children to manipulate phonemes with letters.
- ◆ Focus instruction on 1-2 types of phoneme manipulation, instead of on multiple types. Segmenting and blending seem to be the most important manipulations to teach.
- ◆ Teach phonemic awareness in small groups. (Research shows no difference in the effectiveness of phonics instruction provided to individuals, small groups, or whole classes.)
- ◆ Monitor PA learning carefully. Students who do not respond to PA instruction may have a reading disability.
- ◆ Use some form of systematic phonics instruction. Teach a carefully selected and useful set of letter-sound relationships, organized into a logical instructional sequence. (It does not seem to matter whether or not the approach asks readers to turn letters into sounds, use analogies, or notice spelling patterns.)
- ◆ Encourage readers to apply their phonics knowledge while reading connected text and writing.
- ◆ Provide instruction in the other essential elements (phonemic awareness, fluency, vocabulary, text comprehension).
- ◆ Begin phonics instruction in kindergarten or 1st grade and continue for about 2 years.
- ◆ Consider motivational issues.

Sources

Kruidenier, John (2002). *Research-Based Principles for Adult Basic Education Reading Instruction*. Washington, DC: National Institute for Literacy, Partnership for Reading.

National Reading Panel (2000). *Teaching Children to Read: an Evidence-Based Assessment of the Scientific Research Literature on Reading and its Implications for Reading Instruction (Report of the Subgroups)*. Washington, D.C.: National Institute for Child Health and Human Development.