

Shopping for Groceries – Grade Two

Ohio Standards Connection

Phonemic Awareness, Word Recognition and Fluency Standard

Benchmark A

Use letter-sound correspondence knowledge and structural analysis to decode words.

Indicators:

3. Blend phonemes (sounds) of letters and syllables to read unknown words with one or more syllables.
4. Use knowledge of common word families (e.g., -ite or -ate) to sound out unfamiliar words.

Benchmark B

Demonstrate fluent oral reading, using sight words and decoding skills, varying intonation and time as appropriate for text.

Indicator 8

Demonstrate a growing stock of sight words.

Reading Applications: Informational, Technical and Persuasive Text

Benchmark D

Use visual aids as sources to gain additional information from text.

Indicator 5

Identify information in diagrams, charts, graphs, and maps.

Lesson Summary:

Students engage with environmental print, technology, and visual aids to complete word recognition activities and to develop vocabulary necessary for daily living. This lesson stresses the real-life application of reading skills taught in the classroom.

Estimated Duration: Six to eight hours

Commentary:

This lesson received positive responses from both field reviewers and field testers. One reviewer appreciated the real world connections this lesson provides. Another commented on the practicality of several of the activities including the cloze activity and the unique use of the Venn diagram. Teachers found the interdisciplinary nature of the lesson a bonus.

Pre-Assessment:

Instructional Tip:

The attached pre-assessment is a sample. Select words that are most common to students.

- Conduct pre-assessment one or two days prior to implementing lesson, as a whole group.
- Enlarge *Pre-Assessment Grocery Word Recognition*, Attachment A for whole group to see.
- Distribute *Pre-Assessment Grocery Word Recognition*, Attachment A to each student.
- Point to each square in order on the transparency, starting with the top row and working down across each row.
- Instruct students to read aloud word in each square.
- Read the word to students once all have answered.
- Instruct students to self-correct by drawing a 😊 under each word if it was read correctly.
- Collect student sheets.

Scoring Guidelines:

Record incorrect responses on *Grocery Word Recognition Record Sheet*, Attachment B.

Target words least recognized during instruction.



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Post-Assessment:

Instructional Tip:

Attachment C is a sample. Include words decided on for pre-assessment.

- Prepare *Post-Assessment Grocery Word Recognition*, Attachment C, include words from students' individual grocery lists.
- Conduct individual post-assessments.
- Instruct students to read aloud word in each square.
- Record correct and incorrect responses on *Grocery Word Recognition Record Sheet*, Attachment C.

Scoring Guidelines:

Compare pre- and post-assessments.

Identify words students do not recognize

Instructional Tip:

Add words commonly missed to a word wall or to individual student wordlists.

Instructional Procedures:

Day One – Creating a Grocery List

1. Read aloud a literature book having grocery store focus, selection can be fiction or nonfiction
2. Tell students to pretend they are shopping for family groceries.
3. Ask students to orally compare and contrast their grocery shopping experiences to the experiences identified in book.
4. Distribute Attachment D, *My Grocery List*.
5. Direct students to write a personal grocery list of 10 items, allowing students to use traditional or invented spelling.
6. Distribute grade appropriate dictionaries.
7. Conduct a mini-lesson on how to use a dictionary.
 - a. Students should be accustomed to using dictionaries; this should be a review.
 - b. Focus on searching alphabetically by second or third letter of the word if necessary.
 - c. Remind students how to use guide-words.
8. Assign students task of proofreading grocery lists for correct spelling.
9. Divide class into pairs.
10. Instruct students to read grocery lists with a partner.
11. Collect grocery lists for use in Part Three.

Instructional Tips:

- Review grocery lists. Select additional words for class to learn.
- Identify words to include on individual students' post-assessments.
- Collect multiple copies of advertisements from local grocery stores for Part Two.
- Collect advertisements from grocery stores that reflect the culture of students in class.



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Day Two – Grocery Store Vocabulary Word Recognition

12. Initiate a class discussion reviewing personal experiences with grocery shopping.
13. Discuss importance of being able to read words/pictures when shopping for groceries.
14. Write vocabulary from pre-assessment and words from student grocery lists on display paper or using presentation equipment.
15. Review vocabulary with students.
16. Use word attack strategies to assist students with word recognition:
 - a. Use picture clues
 - b. Sound out the word
 - c. Look for chunks in the word
 - d. Connect to a word you know
 - e. Reread the sentence
 - f. Keep reading
 - g. Use prior knowledge
17. Play a favorite word recognition game using pre-assessment and common words.

Day Three – Shopping for Groceries

18. Distribute individual grocery lists created Day One.
19. Distribute grocery store advertisements, one per student.
20. Distribute 9x12 inch sheet of blank paper, scissors and glue to each student.
21. Tell students to pretend to go grocery shopping.
22. Direct students to search for items in the advertisement from the grocery list made Day One.
23. Instruct students to fold the 9x12 paper in half.
24. Direct students to cut out and paste pictures of grocery items on left side of paper.
25. Direct students to write the name of each item parallel to its picture on the right.
26. Circulate and ask students to read grocery words on their poster.
27. Discuss shopping experience as a class. Suggested questions:
 - a. Why do you need to be able to read words found in a grocery ad?
 - b. Did you see any words that you could not read?
 - c. What clues did you use to read challenging words?

Instructional Tip:

Consider using the computer for work on Day Four. Use drawing programs, clip art and word processing software.

Part Four – Recognizing Challenging Words

28. Distribute grocery advertisements from Part Three.
29. Instruct students to find five challenging words in the advertisements
30. Have students write those words on a sheet of paper.
31. Review clip art and writing program on the computer.
32. Tell students to create a poster using these words and items.
33. Send students to computer to create a poster using selected words.
34. Instruct students to type word and include a visual, using a clip art or drawing program for each item.
35. Instruct students to print computer work.
36. Send poster home for students to use as practice reading.

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Instructional Tip:

- Students may need additional support at the computer (i.e. aide, parent volunteers, older student).
- If computers are not available, have students draw and label items.
- Prepare sentences using the cloze procedure and key vocabulary from post-assessment.

Part Five – Vocabulary Review Using Written Cloze Activity

- 37 Review vocabulary, including challenging words, using teacher-made cloze sentences.
- 38 Ask students to create one sentence using cloze procedure with one of the challenge words.
- 39 Call on individual students to share sentences.

Instructional Tip:

- The cloze procedure involves the student in a "fill-in-the-blanks" activity. The student will use context clues to determine the missing word. This activity will help the student with word meaning. Example: I like to eat _____ for breakfast. (Cereal)

Day Six – Word Recognition Post Assessment

- 40 Conduct individual post-assessments.

Instructional Tip:

- Day Seven and Day Eight are optional enrichment components to this lesson. These activities reinforce and expand grocery word recognition.

Day Seven – Bar Graphs as a Visual Aid

- 41 Project an example of a bar graph showing survey results (locate graph in a newspaper or on Internet).
- 42 Review purpose of surveys.
- 43 Review how to read and interpret a bar graph.
- 44 Generate a list of students' ten favorite grocery items.
- 45 Conduct a reading review of those items.
- 46 Have students vote for favorite item.
- 47 Construct a class bar graph of top five items large enough for all to see.
- 48 Read and interpret bar graph
- 49 As a class write a story based on data from the bar graph.
- 50 Generate a discussion related purpose of bar graph:
 - a. a visual aid
 - b. gives the reader additional information from a text (story).

Instructional Tips:

- Locate an actual bar graph depicting survey results in a newspaper or on the Internet.
- Search for an appropriate grocery-shopping website for Day Eight.
- Print front page of shopping websites if equipment is not readily available to class.



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Day Eight – Grocery Shopping Vocabulary and Internet Shopping

- 51 Discuss how technology has impacted grocery shopping.
- 52 Project a shopping site using technology
- 53 Shop for the top five grocery items from Day Five at site.
- 54 Write down item and price on enlarged copy of *Which Costs More?*, Attachment E.
- 55 Locate items in local grocery advertisement.
- 56 Circle the highest price.
- 57 Compare/Contrast shopping on the Internet and shopping at the grocery store. Suggested discussion questions:
 - a. How did shopping on the Internet compare to shopping using a grocery advertisement?
 - b. Which was easier to read?
 - c. Which made it easier to locate your favorite grocery items?
 - d. Which had cheaper prices?

Differentiated Instructional Support:

Instruction is differentiated according to learner needs, to help all learners either meet the intent of the specified indicator(s) or, if the indicator is already met, to advance beyond the specified indicator(s).

- Include picture clues for students having difficulty with reading words.
- Use calculators if needed.
- Assign partners for students having difficulty reading the vocabulary.
- Guide students who have no difficulty acquiring the related vocabulary to choose more difficult words.

Extensions:

- Create an advertisement or poster for favorite food.
- Use advertisements from ethnic grocery stores to determine foods people from other cultures might put on a grocery list.
- Put foods into categories (i.e., compound words, long e words, etc.).
- Using a computerized program, create a word search using common words from the class

Home Connections:

- Students work with family members to write a weekly grocery list.
- Students and families visit the local grocery store and draw a map of the store layout.
- Create a family grocery budget.

Interdisciplinary Connections:

Content Area: Math

Standard: Data Analysis & Probability Standard

Benchmark: A. Pose questions and gather data about everyday situations and familiar objects.

Content Area: Social Studies

Standard: Social Studies Skills and Methods

Benchmark: Obtain information from oral, visual, print and electronic sources.

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Materials and Resources:

For the teacher: chart paper, markers, overhead calculator, enlarged copy of Attachment A, copies of grocery store advertisements, copies of advertisements from ethnic grocery stores, internet grocery shopping websites, graphing computer program (optional), sample of a graph

For the student: copies of Attachment A, Attachment D, 9x12 inch paper, scissors, glue, advertisement from local grocery store, dictionary, calculators

Vocabulary:

- bar graph
- Cloze procedure
- sight words
- word attack strategies
- word wall
- word recognition

Technology Connections:

- This lesson incorporates the use of websites popular for Internet shopping.
- Using the Internet the teacher guides students through an experience that allows them to engage in comparison-shopping.
- Use a program to graph most popular grocery items

Research Connections:

Barrantine, S. J. "Engaging with Reading through Interactive Read-Alouds." *The Reading Teacher*, 50. 36-43, 1996.

A read-aloud session is a method framework often used by teachers to develop independent readers. It involves:

1. Choosing a book with both your students and yourself in mind
2. Practice reading of the book
3. Creating a comfortable atmosphere for reading aloud
4. Reading the selection with feeling and expression
5. Discuss the meanings of unfamiliar words.

Support children's responses to what has been read

Clarke, L. K. "Invented versus traditional spelling in first graders' writings: Effects on learning to spell and read." *Research in the Teaching of English*, 22 (2000): 281-309.

Children who are encouraged to spell words as best they can when they write typically score as well or better on standardized tests of spelling by the end of first grade than children allowed using only correct spellings in first drafts. Meanwhile, the children encouraged to spell by writing the sounds they hear in words seem to develop word recognition and phonics skills sooner. They also use a greater variety of words in their writing.



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Daniels, Harvey and Marilyn Bizar. *Methods that Matter: Six Structures for Best Practice Classrooms*. Me: Stenhouse Publishers, 2000.

Authentic experiences helps students develop real-world knowledge and skills and apply their learning in ways that prepare them for careers and lives beyond school.

Fischer, U. “Learning Words from Context and Dictionaries: An Experimental Comparison.” *Applied Linguistics*, 15 (1994): 551-574.

Targeted vocabulary words should be drawn from authentic experiences in reading and listening, where students encounter words in the context of language.

Harste, J., Woodward, V., & Burke, C. *Language Stories and Literacy Lessons*. Portsmouth, NH: Heinemann, 1984.

Children move from recognizing environmental print to reading decontextualized words in books. Young children begin reading by recognizing logos on fast-food restaurants, department stores, grocery stores, and commonly used household items within familiar contexts.

Jongsma, E. *Cloze Instruction Research: A Second Look*. Newark, DE: International Reading Association, 1980.

Written cloze activities present a reader with writing that contains at least one missing word. The reader’s task is to use the information in the text, along with background knowledge to determine the missing word – or provide closure to the sentence. The use of written close activities probably is the most common technique used to develop context knowledge.

General Tips:

- Review all attachments.
- Collect copies of grocery store advertisements enough for one per student.
- Locate appropriate internet grocery shopping websites.
- Prepare sentences for cloze procedure activity.

Attachments:

Attachment A, *Pre-Assessment Grocery Word Recognition*

Attachment B, *Grocery Word Recognition Record Sheet*

Attachment C, *Post-Assessment Grocery Word Recognition*

Attachment D, *My Grocery List*

Attachment E, *Which Costs More?*



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Attachment A

Pre-Assessment: Grocery Word Recognition Chart

Name _____ Date _____

Directions: Read aloud the word in each square.
Put a ☺ under each word that you say correctly.

pizza	ice cream	toilet paper	green beans	corn
bananas	apples	cheese	milk	hamburger



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Attachment B Grocery Word Recognition Record Sheet

Directions: List words missed for each student during pre and post-assessments.

*Make additional copies of record sheet

Student's Name	Pre-Assessment (list words missed) Date:	Post-Assessment (list words missed) Date:
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		



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Attachment C Grocery Word Recognition Chart -Post-Assessment

Name _____ Date _____

Directions: Read aloud the word in each of the squares.
Put a ☺ under each word that you read correctly.

hamburger	apples	toilet paper		milk
bananas	corn	cheese		
pizza				green beans
ice cream				



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Attachment D My Grocery List

Name _____ Date _____

Directions: Write a grocery list with 10 items.

My Grocery List	
1.	_____
2.	_____
3.	_____
4.	_____
5.	_____
6.	_____
7.	_____
8.	_____
9.	_____
10.	_____



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Attachment E Which Costs More?

Item (write the name)	Store Price	Internet Price
1		
2		
3		
4		
5		