

## Day Literacy Play Center

**Student Teacher:** Alicia Nelson

**Date:** October 5, 2010

**Grade Level:**

**Subject:** Language Arts

**Supervisor:** Susan Seidenstricker

### Emergent Spellers

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#### PRELIMINARY PLANNING

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#### **PA Standards:**

**1.1.K.B:** Employ word recognition techniques:

- Use association strategies to identify letters.

**1.2.K.C:** Identify important information within an informational text, with teacher guidance and support.

**1.2.K.D:** Make predictions, draw conclusions and explain whether or not predictions are confirmed, with adult assistance.

**1.4.K.A:** Write, dictate or illustrate to convey ideas for a specific purpose.

**1.4.K.B:** Write, dictate, or illustrate to communicate information

#### **Pre-Assessment:**

-Teacher will ask student to come up with places in their lives where they have seen reading and writing used.

#### Objectives:

- To develop an understanding of how a grocery store operates through practice and simulation.

- To develop oral communication skills through role playing various roles such as: store manager, shopper, bagger, cashier, meat manager, ect.

- To develop concepts about print by reading food containers, matching coupons to actual grocery items, and reading books in a center.

- To develop phonemic awareness of the “b” sound in bag, the “f” sound in food, and the “L” sound in list.

- To develop reading skills by reading environment print and food item labels and logos.

- To develop writing skills by developing a shopping list and a name tag.

- To develop cooperative learning skills by interacting with other children at the Grocery Store.

#### **Individual Modifications:**

N/A

#### **Materials:**

- Center sign with the name of a Grocery Store
- Newspapers ads for grocery stores
- Coupons
- Note pads for grocery lists
- Name tags for cashier and store manager
- Signs for open, closed, and exit

- Display sign for various parts of the store: such as frozen, deli, dairy
- Blank labels to price grocery items
- Shopper club discount card
- Price signs and daily specials
- Word cards for “b” bag, “f” food, “L” list
- Pens
- Pencils
- Markers

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## LEARNING SEQUENCE

**Description**

**Time: 10 minutes**

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### INTO

#### **Introduction/Motivation/ Focus Attention**

- The teacher will gather children together at the front of the class room and show them a grocery bag filler with various items.
- The teacher will tell the children that bag begins with “b”, then say the sound out loud and write the word on a card next to the picture of a bag. One student will then add the word to the word wall.
- The teacher will then pull the items out of the bag and tell the students the names of each item.
- The teacher will then ask the student to look around the classroom at the sign and place some of the products they just saw under the category they think it belong to.

**Description:**

**Time: 20 minutes**

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### THROUGH

#### **Learning Activities (Input, Modeling, Checking for Understanding, Guided Practice, Independent Practice)**

- The teacher will generate a conversation with the students such as: Where have you gone grocery shopping with your Mom and Dad? How did you Mom or Dad know what to buy? If no one says they followed a list, the teacher will introduce the idea.
- The student will create a shopping list with their group based on the items seen around the classroom.
- The students will then walk around the classroom and check off the item they need to buy and then proceed to the check out register.
- I will teach the student that the word “List” begins with an “L”
- I will first play the role of cashier and the student will do what they believe people do when they go to the grocery store.
- One group will shop for items on the list, another will use the coupons to match up the items they will buy and the third group will read in a center.
- In order for each student to understand the importance of reading and writing in the classroom, the students will rotate about every five minutes

**Description:**

**Time: 5 times**

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### BEYOND

**Closure: (Review, Check for Understandings, Summarize, Future Forecast, Transition)**

- The students and teacher will discuss why reading and writing is important in the grocery store, and then discuss the importance of each role the students played.