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Mild Interventions: Strategies for Instruction  
Professor Gust  
October 10, 2005

### **Word Identification Lesson Plan**

#### **Standards:**

English/Language Arts

K.1.3 Understand that printed materials provide information.

#### **Objectives:**

1. When given a grocery list, the student will match the word on the list with the grocery item 4 out of 5 times.
2. When shown a grocery item, the student can identify the name of the item, two out of three times.

#### **Advanced Preparation by Teachers:**

**Materials:** Grocery Items, Labels, Grocery Lists, Lamination Sheets, Dry Erase Markers, Bags

**Things Prepared:** Set up the grocery store before the lesson including placing labels under each item on the shelf.

#### **Procedures:**

Introduction: How many of you have ever been to a grocery store? What can you buy at a grocery store? Do your parents ever make a list of what they want to buy?

**(Bloom's Knowledge Questions)** Well today we are going to a pretend grocery store right here in our classroom. Each of you is going to get a list of items you need to find when its your turn to go shopping. We are going to practice matching the words on our grocery lists with the words that are in the grocery store so we make sure we buy the correct things.

#### **Step by Step Plan:**

Step 1: Divide the class in half.

Step 2: Give one group grocery lists and have the other group be the checkout people.

Step 3: Have the students one or two at a time go through the grocery store and put the items that are on their list in their bag **(Gardener's Bodily Kinesthetic, Visual)**.

Step 4: When they have the five items they believe are on their list have their checkout person check the items to see if they are correct.

#### **Blooms Questions:**

**Can you explain to me which items you have in your bag? (Comprehension)**

**How would you use the actual package to know what item you have?**

**(Application)**

Step 5: Have them switch roles and repeat the exercise.

**Closure:** You all have done a great job of getting the items you needed on your list. Now we are going to go over to circle time and hear a story about a little girl who went to the grocery store with her Dad.

\*This lesson is one that the entire class could not participate in at the same time. This would be a great lesson to do in a group of centers. It would also allow for the teacher to work closer with those students having trouble matching the words. Other possible centers that could be used in a grocery store theme could be pretend play with a cash register, a drawing station where the students could draw themselves at a grocery store or items they may buy, or tracing words of grocery items.

**Adaptations/Enrichment:** For MiMH or LD kids you could shorten the list, give them lists with less complex words (I.e. milk instead of macaroni and cheese), or even put pictures beside the words on their lists. For ESL kids you could orally read them their lists so they can match the written word with the spoken word. For a gifted student you could add more words to the list or you could remove the labels off of the actual products so they would have to find the word on the box or jar instead of it being printed.

**Assessment:** See what items the students has in their bag after they have gone shopping and match it to their lists to see if they were successful.