

Child's Growth and Learning

Domain: Language and Literacy

Key Element: Print Awareness and Concepts

ACTIVITY	OBJECTIVES	MATERIALS
Student makes shopping list with pictures and assists teacher in writing the printed word for each item on picture list.	Student will show an awareness of print as a form of meaningful communication. Student will understand that each spoken word can be written down and read.	Colored grocery store ad flyers. Construction paper, scissors, glue, pencil, pen or marker. Primary lined paper and pencil for future expansion activities.

Lesson Plan

In a language center, teacher will provide an array of grocery store ad flyers, construction paper, scissors, and glue sticks. Student will cut pictures of grocery list items and glue on the construction paper. Teacher will assist the child in identifying each item by name and then print the word next to or under each picture item.

Guidance/Facilitation/Teacher Behaviors

Teacher will introduce the center to the whole group by questioning how many students go with parents to the grocery store. Teacher will introduce the concept of making a list to remember what items are needed during the shopping outing. Teacher will explain the process of the activity. For the student who has difficulty cutting a random picture, teacher can facilitate the fine motor experience by drawing a square or circle with thick black marker around the student's chosen visual item.

Procedure/Process/Expected Child Behaviors

Student will access the language center to review the flyers and select grocery list items. Student will use scissors to cut out the visual and use a glue stick to attach the picture to the construction paper. Student will access teacher to review picture list while the teacher scribes the printed word under or beside each list item.

Extensions

Primary lined paper and pencil could be provided for student to transfer the visual list by copying printed words from visual grocery list to the lined paper in a vertical column. Lined paper may be cut in half to make a "list" format for the student.

Evaluation

Student will "read" list by pointing to words. Student will identify some letters as teacher models beginning sound of printed word. Student list will be displayed at eye-level where all students can review their list as well as the list of classmates.