

Shopping List Sort

Overview: This functional activity provides meaningful and relevant reading instruction as related to ASOL goals.

Procedure: Students are given a mixed list of shopping vocabulary words on flash cards. They are asked to read the words and then sort into two categories: food items and non-food items.

ASOL Covered in this Activity:

3E-RW 3a: The student will sort words into familiar categories.

Extension Ideas:

- Students may sort the words into more specific categories. Examples: cosmetics, paper products, etc.
- Students may write their own list rather than just sorting the flash cards.
- If the resources are available, students may use the list while shopping on a community based field trip.

6E-RW 1c: The student will seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials.

Extension Ideas:

- While completing the activity, the student may come in contact with an unfamiliar word. The teacher should direct the student to use a familiar reference material for clarification of the word. This will address the above ASOL and allow the student to sort the unfamiliar word into an appropriate category.

7E-RW 1d: The student will seek clarification and meaning support when unfamiliar words are encountered while reading by using word reference materials.

Extension Ideas:

- While completing the activity, the student may come in contact with an unfamiliar word. The teacher should direct the student to use a familiar reference material for clarification of the word. This will address the above ASOL and allow the student to sort the unfamiliar word into an appropriate category.

HSE-RW 2a: The student will consult reference materials (dictionaries, online vocabulary supports) to clarify meaning of unfamiliar words encountered when reading.

Extension Ideas:

- While completing the activity, the student may come in contact with an unfamiliar word. The teacher should direct the student to use a familiar reference material for clarification of the word. This will address the above ASOL and allow the student to sort the unfamiliar word into an appropriate category.
- Teachers should focus on instructing the use of multiple reference materials to include online vocabulary supports at the high school level.

Materials Needed:

1. Flash cards with one shopping list word printed on each card (examples: eggs, napkins, butter, sugar, plates).
2. Sorting mat: This is simply a large piece of construction paper that is folded in half. The top of each side is labeled with a different category (in this case “food” and “non-food”).
3. Paper, or other expressive means, to write shopping list (only if completing the extension activity).

Instructional Setting:

Classroom and possibly community grocery store

Community Connections and/or Peer Interaction:

An individual student could check a peer's completed activity for accuracy.

This activity can be connected the community if the final shopping list was used on a community based field trip.

Functional Activity/Routine:

This activity helps to build meaningful vocabulary and provides reading instruction within the context of familiar routines. Throughout the learning process, and vocabulary that a student students will have the opportunity to generalize skills during community based instruction, or when accompanying a parent shopping at home. The sorting activity can also be generalized to finding different aisles or sections of a store.

Strategies to Collect Evidence:

Student work products, accompanied by a detailed anecdotal record of the process by which the student completed the work might be considered as one form of evidence.

Specific Options for Differentiating this Activity:

- Allow students a variety of forms of expression to complete the activity, ranging from word cards, touch screens, computer software, keyboards etc. Students may also benefit from a variety of sorting tools.
- Some students may benefit from pictures being paired with the word presented on the flashcard.