

Shopping List

Overview:

Does your class participate in cooking activities? Why not include your students in the shopping experience? This writing activity will get students motivated and involved.

Procedure:

- 1) Explain to students that we will spend time cooking in class and you would like their input on some easy items to make.
- 2) Begin a brainstorming session.
 - a) Use a think aloud strategy to model a few examples of potential recipes.
("Hmm, what are some easy recipes that we could make in class? I think peanut butter and jelly sandwiches would be easy and yummy.")
 - b) Write your ideas as you think aloud.
- 3) Continue the brainstorming session by asking students for their ideas and add all of the ideas to the list.
- 4) Once the list is completed, review by reading all of the ideas to the class. Choose a couple of food items that you can make in class.
- 5) Talk about the ingredients to make these items and ask, "Where are we going to buy these items?" *(Reinforce that you buy all of these items at the grocery store.)*
- 6) Explain that making a shopping list ensures that we don't forget any items.
- 7) Point out the importance of bullets or numbering a list. Make a written list of ingredients with student input.

5E--WP 1a: The student will select a topic and use drawing, dictating, or writing to compose a message with one fact about the topic.

Extension Idea: Ask a student to select one of the food items and compose a message or draw a picture of the ingredients in the food.

5E--WP 2b: The student will write information related to personal experiences and answer simple questions about those experiences.

Extension Idea: Have each student choose a food item they have eaten or experienced and answer one question about the experience.

5E--WP 6b: The student will sort information into two provided categories and write information learned about them.

Extension Idea: Give students two appropriate categories to sort your food items or ingredients. Ask the students to sort the items appropriately. (Examples: healthy food vs. junk food, vegetables vs. fruits)

5E--WE 4a: The student will spell words phonetically, drawing on knowledge of letter-sound relationships, and/or common spelling patterns.

Extension Idea: Ask students to select one of the food items and compose a message about the item.

8E--WP 1b: The student will write about an event or personal experience by introducing the event or experience, at least one character, and two or more events in sequence.

Extension Idea: Invite students to write about an experience they have had while helping prepare a meal or shopping for ingredients.

8E--WP 5c: The student will produce writing that is appropriate for the task, purpose, or audience.

Extension Idea: Once the student understands the concept of lists, help him/her select a different type of list (Christmas list, supply list, to-do list, guest list) and make one.

HSE--WP 6a: The student will use technology, including the internet, to produce, publish and update an individual writing project.

Extension Idea: Give students the opportunity to create their own list using Word or Power Point (Christmas list, supply list, to-do list, guest list, etc.). Publish the lists into a book of lists. You might also assign a common topic such as "Top 10 favorite singers" and ask each student to create their own list.

Materials Needed:

- Writing surface such as chart paper, whiteboard, interactive whiteboard, etc.
- Samples of different types of lists.

Instructional Setting:

Classroom

Community Connections and/or Peer Interaction:

- If possible, take a trip to a local grocery store to buy the items on your grocery list.

Functional Activity/Routine:

- Creating lists and shopping are functional activities.

Strategies to Collect Evidence:

- Any lists or other extension assignments from this activity can be submitted as student product.
- Anecdotal evidence can be used to document individual student performance during the group activities and extension activities.

Specific Options for Differentiating this Activity:

- Allow students to use their preferred "pencil" to complete this activity. This may include a writing utensil, keyboard, alternative pencil, or dictating to a scribe.
- A student in any of the developmental stages of writing can complete this activity.
 - *If your student is a scribbler, be sure to reinforce his/her product as authentic writing, and if necessary, help assign meaning.
- When students are brainstorming ideas for food items, some may require a field of choices.