

### Strand: Economics/Technology

### Theme: Commerce

**Purpose for Reading:** To develop understandings that new clothes cost money and introduce the concept of working to a budget.

**Comprehension Strategies:** Making connections to self, extracting information, classifying and categorizing, recognizing chronological and sequential order.

#### Vocabulary

*Dictionary Words:* jeans, skirt, sweater, T-shirt

*Vocabulary Words:* birthday card, expensive, list, on sale, price

*High-Frequency Words:* all, an, be, but, could, from, get, have, if, made, new, not, of, our, saw, too, very, was, were, what, will, would

#### Before Reading

- Invite students to talk about the clothes they like to wear. Make a list of students' responses on the board. Ask students to think of other clothes that are not on the board. Add these to the list. *Where do we get clothes from?*
- Read the title and invite students to talk about what is happening in the cover photo. *Where is this girl? What is she looking at? What other sorts of clothes does this shop sell? When we go shopping for clothes, can we buy everything we want? Why or why not?*
- Read the title page together. *What is the girl looking at now? What could she be reading on that tag? Why might she look at the price?*
- Tell students that this book follows this girl as she shops for new clothes. She will have an certain amount of money to spend on her new clothes.

#### Introduce the Picture Dictionary

- Have students turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Use questions such as, *What is the girl doing here? Why is she trying on the sweater? What will she find out from trying the sweater on?*

#### Take a Photo Walk

- Pages 4–5: Invite students to look at the photo and talk about what the girl is doing. Read the caption. *What does the girl need to think about as she looks at the clothes?* Guide students to understand that she needs to consider how much each thing costs if she is to buy all the items she wants.
- Pages 6–7: Ask students to explain what is happening in this photo. Read the caption. *What do the words too expensive mean?*
- Pages 8–9: Have students talk about what the girl is doing in this photo. Read the caption. *What do the words on sale and a very good price mean?*
- Pages 10–11: Ask students to describe what is happening in the photo. *What is Grandma doing?* Read the caption.
- Pages 12–13: Invite students to talk about what is happening in the photo. Read the caption. *Are they still in the shop? Where are they? Why do you think Grandma is writing a list of the clothes? How might the list help the girl to decide?*
- Pages 14–15: Ask students what the list shows. *Does the girl have enough money for the things she wants? What is the most expensive item on her list?*

*What is the least expensive? Will she get any change?*

## Read the Book

- Have students turn to the cover and read the title independently.
- Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Have students return to the book and discuss the shopping trip. Using sequential language, prompt the students with questions such as, *What was the first item the girl found that she wanted to buy? What was the second? What was great about the second item she found? What was the next item she found that was on sale? What was the last item she found on sale?*
- This shop is a clothing shop for girls. Discuss the other types of shops people visit. List specialty shops in one column and variety shops in another. Ask students if they can work out how the lists have been categorized. *How else could these shops be sorted?*
- Using the list on the board, have students suggest other shops the girl could have found clothes in.

### Vocabulary and Word Recognition

- Have students find the word *wanted* on page 3. Have them search through the book, locating the word and saying it aloud as they point to it. Discuss the *-ed* ending. Write the word *want* on the board and ask students what is added to make *wanted*.

Have students write the word *want* five times, saying it each time they write it.

- Discuss the adding of *-ed* to words. Revisit the word *want* to make *wanted*. Write more examples on the board. Use words such as *jump*, *walk*, and *look*. Invite students to the board to write the new words *jumped*, *walked*, and *looked*. Have students find the word *liked* in the book. Tell students that when a word ends in an *-e*, we only need to add the *-d*. Write the word *like* on the board and invite a student to add the *-d* to make *liked*. Repeat with other examples, such as *bake*, *hike*, and *hope*.

### Oral Language

- Have students work in pairs to retell, in order, what the girl found in the shop.

### Writing

- Have students write about their favourite place to go shopping. Have them write why it is their favourite place and what things they can buy at this place.

### Creative Extension Activities

- Have students draw their favourite shop and label things in the shop that they would like to buy.
- Have students draw a picture of something they would like to buy at the shops. Have students turn the picture over and draw jigsaw lines to make six pieces. Have them cut along the lines to make a jigsaw and give the jigsaw to a friend to solve.

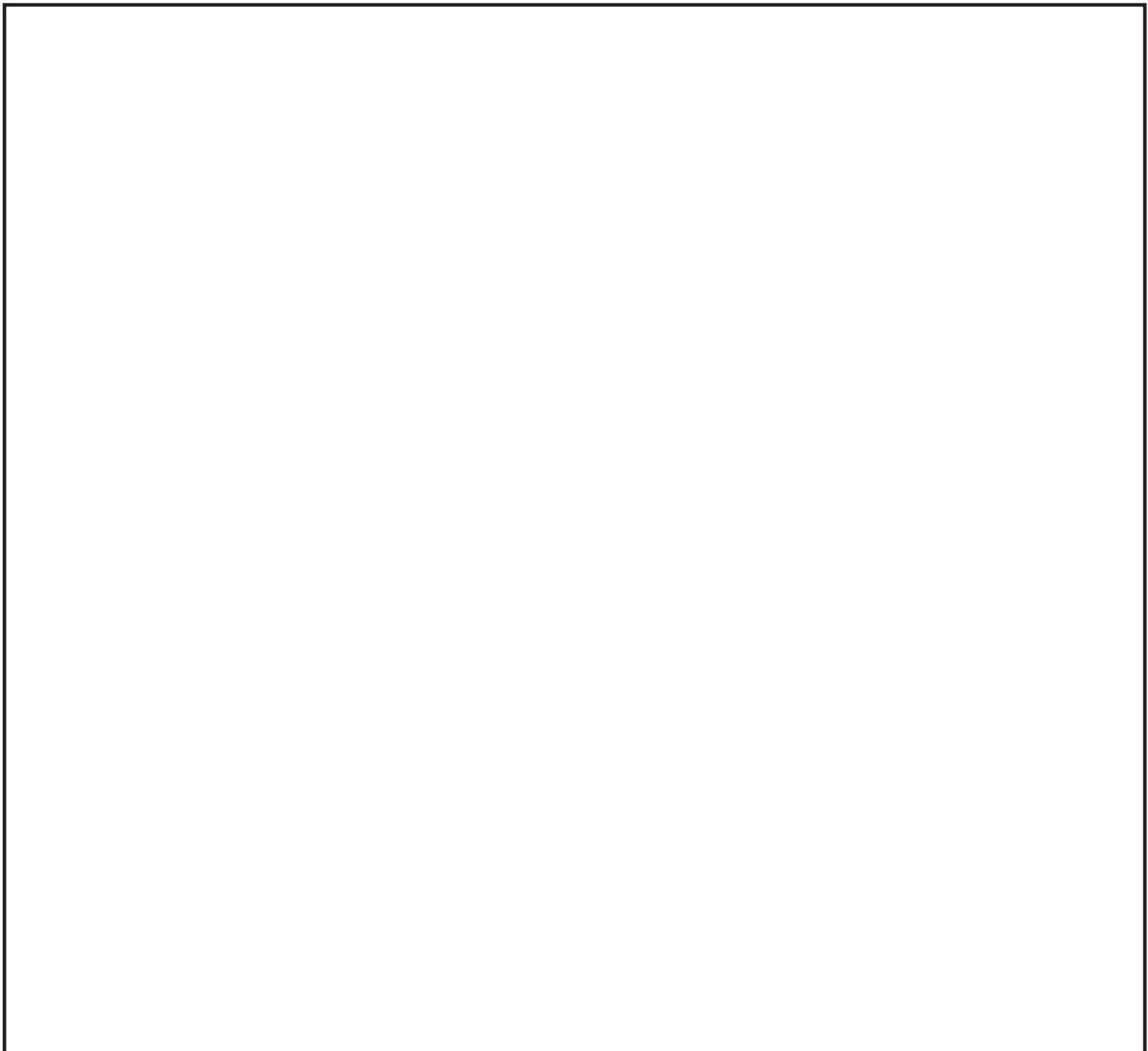
### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

Draw a map of a shopping mall you know.

Draw arrows from the entrance to show the way to your favourite shop.



Name: \_\_\_\_\_

Think about four things you could do at the shops.  
Write a sentence for each thing.

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