



# Level 1 Book c

## At the Supermarket



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Level	1
Word Count	32
Text Type	Literary recount
High Frequency Word/s Introduced	we, get

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyze and use the texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to comprehension (meaning maker)*



*This symbol relates to decoding (code breaker)*



*This symbol relates to analysis (text analyzer)*



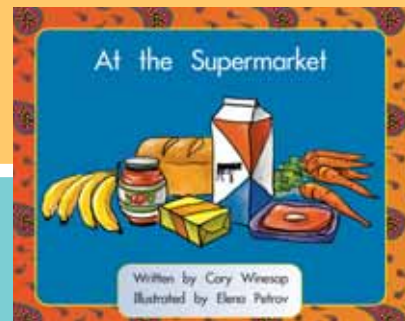
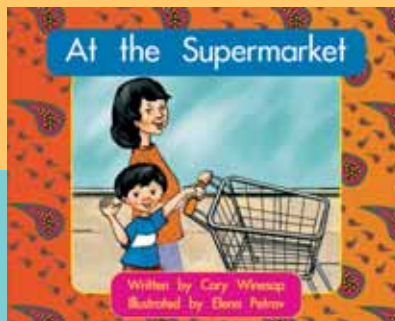
*This symbol relates to use (text user)*

BEFORE READING

## Cover & Title Page



Read the title from the cover. Ask the children to share what they already know about the supermarket. Ask them to predict what this book might be about. Have them turn to the title page and use the information there to make further predictions.



Ask the children to respond to the book. Have them retell the events in order. What did the people buy first, second, last? What was the very last thing they did before leaving the supermarket?



Check reading strategies with the children. Ask if they managed to match one spoken word with one written word as they were reading.

AFTER READING

## BEFORE READING

2/3

Discuss with the children the predictions they made from the title page. Was this one of the items that they mentioned? Ask the children to suggest what other items they would find near the milk. Ask them if they think this is the next item the people will buy.



## AFTER READING

Extend the children's understanding about the use of refrigeration for keeping things fresh. Ask them to share what foods they know that need to be kept cool to stay fresh.

Have the children point to the words *we* and *get*. Write *the* on the board. Ask the children to read *the*. Ask them to find *the* in their books.

## BEFORE READING

4/5

Discuss the children's predictions. Did anyone predict that the people would buy butter next?

Explain to the children that the book is written as though the people in the picture were telling the reader what they did at the supermarket. Ask the children what they think the words say.



## AFTER READING

Continue the discussion on things that need to be kept cool to stay fresh. Have children add items pictured on this page if they had not already mentioned them.

Discuss the picture with the children. Ask them to identify the different types of meat.

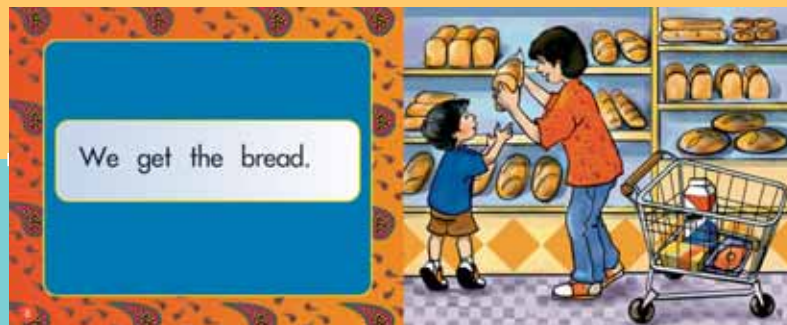
Refer to the text again if the students did not predict the correct pattern on the previous page. Prompt them with the initial word *we* if necessary.



Ask the children how they could use the information they have about keeping food fresh.

Have the children identify the words *the*, *get* and *we*.

Have the children identify what the people are buying now. Ask them if they know the name for this part of the supermarket.



Ask the children to suggest ways of keeping bread fresh. Ask them if bread needs to be kept cool like milk, butter and meat to keep it fresh.

Have the children identify the words *the*, *get* and *we*.

BEFORE READING 10/11

Point to the word *jam*. Ask the students to tell you more than one way that they knew the word was *jam*. Prompt for the use of the picture, the initial letter cue, and also for the rhyme with *am*.



Have the children suggest all the different flavours of jam. Invite them to share their favourite jam flavour.

AFTER READING

BEFORE READING 12/13

Ask the children to look at the picture to see what the people are buying now. Ask them to name all the other fruit that they can see. Ask them what they think the people will buy next.



Discuss with the children how they keep fruit fresh at home. Make comparisons with foods that need storing in a cool place and foods that need airtight containers.

AFTER READING

During the Day

The Pesky Fly

At the Supermarket

Where Is Sam?

The Rescue

Hair

Who Is Asleep?

The Kangaroo School

Ask the children to confirm their predictions. Did they guess that the vegetables would be near the fruit? Have them name all the vegetables in the picture and say which ones the people are buying.



We get the carrots.

Ask the children to make some comparisons between how to keep fruit and vegetables fresh. Which fruits and which vegetables need to be kept cool?

Have the children identify the words *the*, *get* and *we*.

Ask the children what is happening in this picture. Talk about paying the bill at the supermarket. Be sure that you use the word *bill* in your discussion as it may be an unfamiliar concept to some children.

Have the children return to the beginning of the book. Read the title again together. Remind them to point to each word as they read it.



We get the bill!

Ask the children to use the text to suggest what meals the people are going to make given the items they have bought.

Ask the children what other alternatives the people have. Where else could they go to buy what they need? What other items could they buy at a supermarket?

**1 c At the Supermarket**      **Name** \_\_\_\_\_

Read the sentences.

Draw a line from the text to the correct picture.

We get the bread.



We get the milk.



We get the bill.



We get the jam.



**1 c At the Supermarket**    **Name** \_\_\_\_\_

1. Write the correct word in the sentences.

the    get    We

We    \_ \_ \_    the bread.

\_ \_    get the milk.

We get    \_ \_ \_    carrots.

2. Draw one of the pictures.

