

At the Shops



Before Reading

Text Type

Point out and discuss the:

- title
- illustrations
- visual communicators.

Ask, "What type of book is this?" (Information Report)

Visual Literacy

Discuss how the text supports the illustrations. Note that the body of the text acts as the caption for each illustration.

Discuss the items pictured in each shop.

Background Knowledge

Ask questions to make sure the students understand the meaning of shopping. For example: What is a shop? Name the shops you know. Which shops do your family go to often? What is your favourite shop? Describe some of the shops in your local area.

Phonological Awareness

Make sure students know these phonological patterns:

- **-ay** (p.5): bay, clay, day, hay, lay, may, pay, play, say, stay, way
- **-op** (p.4): cop, crop, drop, flop, hop, mop, pop, stop, top
- **-oy** (p.9): boy, coy, enjoy, joy, royal

Say three words in one pattern to the students (e.g. bay, clay, day). Ask them to identify the part of the words that sounds the same. Repeat for the other patterns. To further develop this understanding, use letter tiles to build words.

Model the process of stretching out the sounds in a word (e.g. h - o - p). Have the students choose the letter tiles that make up the word and then say each sound in the word. Repeat for other words.

Have the students use letter tiles to make the word 'pay'. Then give them another consonant (e.g. 'h') and ask them to take away the 'p' and put in the 'h' to make a new word (i.e. 'hay'). Repeat for other words.

This book forms the factual reading record for Level 6

Vocabulary:

butcher, buy, clothes, cotton, factory, fishmonger, food, greengrocer, market, sell, shops, toy

High Frequency Words

are, come, for, made, some, that, then, you

Make a set of cards with one word on each card. (Use the words above and other known words.)

Have the students turn over each card, saying the word.

Use four sets of the cards described above. Shuffle and divide the cards evenly between a pair of students to play Snap. The players start with the cards face down in a pile. They take turns to turn over one card and place it on a central pile. If two cards match, the first player to say "Snap" collects the pile of cards. The player who collects all the cards wins.

Motivation / Purpose

The purpose of this text is to show why we have shops. This text links with the *Social Studies* theme *Economies*.

The *Fast Forward* books in the *Economies* theme are: *At the Shops* (Level 6); *Money Travels* (Level 8); *The History of Money* (Level 9); *Bartering* (Level 11); *Gold* (Level 12); *Banks and Banking* (Level 14); *Getting Down to Business* (Level 15); *Helping Out* (Level 17); *Taxation* (Level 18); *The Great Depression* (Level 20); *International Trade* (Level 21).

During Reading

Vocabulary in Context

Discuss the meaning of each vocabulary word. Help the students to decode unknown words by identifying and using an appropriate strategy. For example:

- **food** (p.5): Use known units of sound (i.e. f - oo - d)
- **greengrocer, fishmonger** (p.7): Compound words - use the known parts of words (fish, green) as clues
- **market** (p.9): Use syllabification: (mar / ket).

Checking for Meaning

Literal:

Why do people go to shops? (p.4)

What can you buy at a shop? (p.5)

What does a butcher sell? (p.7)

What do we call people who work in a fruit shop? (p.7)

Inferential:

What do people give the shopkeeper when they buy items from that shop?

How would the cotton get from the farm to the factory?

Make sure students understand the difference between literal and inferential information.

Response:

What is your favourite shop? Why?

If you could choose any type of shop to work in, what would it be? Why?

Grammatical Patterns

Make sure the students understand the following components of an information report:

- Table of contents
- Opening general statement defines the topic: *People need shops because they cannot make or grow all the things they need.* (p.4)
- Use of general nouns: *shops* (p.6), *meat* (p.6), *farms* (p.8), *sea* (p.8)
- Use of action verbs to describe behaviours: *make* (p.4), *grow* (p.4), *sell* (p.5), *work* (p.7), *come* (p.9)
- Use of timeless present tense: *People need shops because they cannot make or grow all the things they need.* (p.4)
- Use of technical terms: *greengrocer* (p.7), *butcher* (p.7), *fishmonger* (p.7), *factory* (p.12)
- Use of paragraphs with topic sentences to organise information: *Some of the food sold in shops comes from farms. Some of the food sold in shops comes from the sea.* (p.8)
- Glossary and index

Fluency / Punctuation Patterns

Some sentences are simple, i.e. they contain only one idea: *Some shops sell clothes.* (p.5) *A lot of shops sell food.* (p.6) *This is a toy shop.* (p.14)

Some sentences are compound, i.e. they contain more than one idea: *Then people come to the shops and buy food.* (p.9) *Then people come to the shop and buy the clothes.* (p.13) Demonstrate how to read these

sentences, using / to indicate phrasing; e.g. Then people come to the shops / and buy food. Then people come to the shop / and buy the clothes.

Some sentences are complex; i.e. they contain a simple sentence and a dependent clause: *When the toys are made, they go to the shop.* (p.15)

These punctuation patterns occur in the text:

- Capital letters to begin sentences and full stops to end sentences: *Some shops sell food. Some shops sell clothes.* (p.5)
- Commas to separate items in a list: *Some shops sell clothes for boys, girls, women and men!* (p.11)

Critical Literacy

What is this text about? Why do you think this text was written? Who wrote it? What does the author want us to know?

Linking Visual and Written

Make sure students refer to the pictures immediately after each section of text, as the main text also acts as the captions for the pictures.

After Reading

What have we learnt about shops?

Why is this information useful?

How has this text helped us to understand more about shopping?

Which photographs were more useful in this text? How did we use them? Which photographs were less useful?

Activities

Students will:

- make sentences about facts in the text
- choose correct word meanings
- make words with common phonemic patterns
- write three sentences about shops.

Comprehension (meaning) Vocabulary (structure) Phonics (visual) Writing (structure)

