

At the supermarket

PM Level 1

Magenta

Text Type Description

Running Words 32



Preparing for Guided Reading

Prior Knowledge

- Students should be familiar with the concept of shopping for food items at the supermarket.

Orientation to the Text

- A girl goes to the supermarket with her father and buys a range of fruit and vegetables.

Key Language Structures

- The story follows the structure 'Here are the', ending with a word for an item of fruit or vegetables that the girl and her father are buying.
- Regular plurals are used throughout – *apples, carrots, grapes*.

Building the Balanced Reader

Concepts About Print

- Ensure that students are familiar with the skills involved in handling and reading a book – awareness of the front and back of the book, the starting point for reading, page turning and directionality, word-by-word matching.

Vocabulary

Key High-frequency Words

are, Here, the

Content Words

apples, bananas, beans, carrots, grapes, oranges, pears, tomatoes

Decoding

- Look at the word *apples*. Ask, *How many syllables are in 'apples'? How many letters?*
- Ask students to locate the high-frequency words on each page.

Fluency and Phrasing

- Practise reading each page several times. Read the whole book a second time together.

Focusing on the Book – Guided Reading

- Look carefully at the cover illustration and read the title. Ask, *When have you been to the supermarket? What did you do there?*

- Look at pp. 2–3 together. Invite students to point to each word as they read and discuss what to do when they reach the end of the sentence.
- Hide the text on p. 6 and invite students to suggest what it might be. Uncover the words one at a time. Ask, *What do you think the next word will be? How do you know if you are right?*
- Continue to pp. 8–9. Ask, *Do you like grapes? What is your favourite fruit?*
- Read p. 12 together. Invite students to find the full stop. Ask, *What does the full stop do?*
- Read p. 16. Ask, *What two letters make the 'ee' sound in 'bean'?*
- Reread the text together, focusing on stopping at the full stops.

Comprehension

- What vegetables did the girl and her dad buy? (*Literal*)
- What else might the girl and her dad have bought at the supermarket? (*Inferential*)
- What does this story remind you of? Why? (*Inferential*)

Follow-up Activities

- Play the game 'I went shopping' with students. Sit them in a circle and start off with the sentence 'I went shopping and I bought a ...'. Ask students to suggest something you might have bought that starts with the letter 'a'. Support the student next to you to repeat the sentence and add something that starts with the letter 'b'. Continue through the alphabet, helping each other to remember all the items as necessary.
- Set up a class supermarket and allow students some free play time to explore it. In pairs, have students practise requesting and giving each other items in the shop.
- Ask students to cut out pictures of items they might like to buy from the supermarket from catalogues or magazines. Talk about how you might group the items, for example, into categories such as drinks, fruit and household items. Make class collages by arranging the pictures into categories.

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Learning Intentions

- We are learning to use punctuation when we read.
- We are learning to make connections with what we read.

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Success Criteria

- I can stop at full stops.
- I can talk about how the text is like my life.

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Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up