

Shopping with Grandma

PM Level 10

Blue

Text Type Narrative

Running Words 162



Preparing for Guided Reading

Prior Knowledge

- Talk about fresh-food markets, and the fact that when people go to these markets, they buy their food from individual stalls. Compare this with the experience of shopping at a supermarket.

Orientation to the Text

- In this story, Anya and her Grandma go to a market to buy food for a Sunday dinner. They buy all sorts of foods, but realise that their purchases have made their bags too heavy to carry. Anya has the idea to buy a bag with wheels to help them take their shopping home.

Key Language Structures

- Use of the ending -s to make words plural: *eggs, apples, bananas, wheels, bags*.
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

from, laugh, let's, lots, new, now, that, work

Content Words

Saturday, Anya, Grandma, market, Sunday, stall, shopping, heavy, wheels

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Ensure that students use the photographs to predict meaning.
- Read the title together and discuss the cover photograph. Ask, *What kind of market do you think Anya and her Grandma are visiting?*
- Ask students to describe the building that houses the market stalls. Have them infer from the photo whether it is a warm or cold place.

- Talk about the different market stalls visited by Anya and Grandma. Ask, *What sorts of foods does Grandma buy? Do you think Grandma likes healthy foods?*
- Talk about Anya's and Grandma's problems with the bags. Discuss ideas for possible solutions to their problem.
- Discuss Anya's idea to help with transporting the groceries, and predict what Grandma will do next.
- Ask, *Why does Anya suddenly look worried after Grandma buys the large bag? How do you think she is feeling after doing so much shopping?*
- Revisit forms of the verb *have*: *have, has, had*.
- Recognise food names: *fish, eggs, apples, bananas*.
- Recognise blends: *Gr – Grandma; sh – shopping*. Use the **PM Library Alphabet Blends** books to find other words.

Comprehension

- Why do you think Grandma and Anya walked to the market? (*Inferential*)
- Why did Anya laugh at Grandma on p. 14? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: choosing the correct word to complete each sentence; rewriting words in plural form; writing the items that were in/not in Grandma's bag; unscrambling letters to make words, and writing them into sentences from the story.
- Talk with students about their experiences of markets, including farmers' markets and craft markets. Have them imagine that they are going to run their own stall in a market. Ask them to decide what types of foods or other items they would like to sell, and draw a picture of themselves working at their stall.
- Have students study the photographs in the book carefully and make a list of all the items that are for sale at the market. Ask students to rank their top five favourites from the items on their lists.

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Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

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