

Going Shopping

Written by Sarah Prince

Illustrated by Marjory Gardner

Level 5

This book explores the items available for sale at different shops. The text is supported by colour illustrations and there is some repetition. There are four lines of text placed consistently on the page. The text features alliteration and uses the sentence structure: *I'm going shopping at the ... What will I buy –? No ...!*

Getting ready for reading

Give each child a label identifying a shop from the text: bakery, pet shop, florist, hardware store, toy shop, supermarket. Ask children to think of six things that could be bought at the shop on their label.

Talking through the book

You could say: *This is a book about different shops and the things you would buy there.* Walk through the book asking: *If I'm going shopping at the bakery will I buy beans, buttons, babies or books?* Have children respond with 'No,' and then the thing that would be bought at each shop: *No. Bread!* Point out the labels within the illustrations that match the objects in the text.

Reading the book

Children read the book individually while the teacher observes each child's reading behaviours and prompts children to use cues to read unfamiliar words. The teacher may select an additional teaching focus based on these observations.

Returning to the text

Select the most appropriate teaching focus for the learning needs of the group. Choose one or more of the following.

BEING A MEANING MAKER

Discuss:

What can be bought at the hardware shop?

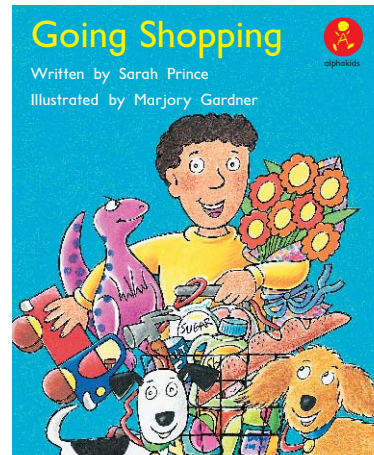
Is the person asking 'What will I buy' confused? Why do you think this?

Can you buy tigers at the toy shop? Why does the text say no?

BEING A CODE BREAKER

Vocabulary

- High-frequency words: *I'm, going, at, the, what, will, I, no*
- Word lists for alliteration: *books, buttons, babies, beans, boots, bats ...*



Check this

Teachers can observe children's emergent reading behaviours to observe whether the reading is fluent. Some prompts to promote this are:
*Remember to read it like a question.
Put your words together to make it sound like talking.*

Sounds and letters

- Hearing sounds:
/b/ – bakery, beans, buttons, babies, books, buy, bread;
/p/ – pet, pencils, parrots, pigs, puppies, plums;
/f/ – forks, figs;
/h/ – hardware, hippos, horses, houses, hats, hammers;
/s/ – supermarket, sausages, soap;
/t/ – toyshop, tents, tigers, toys;
- Hearing consonant clusters and digraphs:
/fl/ – florist, flags, flowers;
/tr/ – trees, trains;
/sh/ – shampoo, shopping;

Writing conventions

- Punctuation: upper case letters, full stops, question marks, dashes, exclamation marks

BEING A TEXT USER

Discuss:

What would this book help you to find out about different kinds of shops?

BEING A TEXT CRITIC

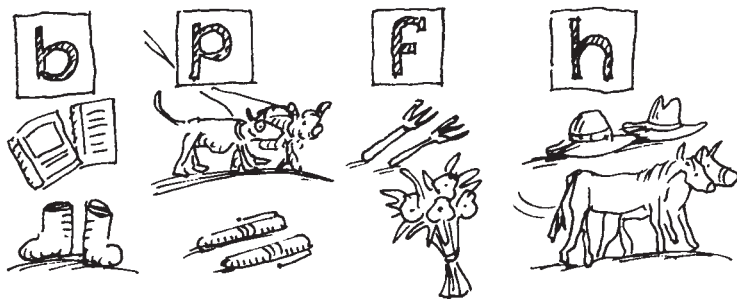
Discuss:

What was the author trying to do when she chose the items for each shop?

Literacy learning centres – follow-up activities

ABC ALPHABET CENTRE

Children look through magazines to find pictures of things beginning with the same sound as items from the text. They cut out the pictures and paste them onto charts with the target letter marked on them – /b/: books /p/: pets /f/: forks, /h/: hats, /t/: toys, /s/: soap



INTERACTIVE LITERACY CENTRE

In pairs, children make their own shop collage. They then perform an 'I'm going shopping' role-play modelled on the text: *I'm going shopping at the fish and chip shop. What will I buy there? Chocolate? Children? No. Chips!*

BOOK-BROWSING CENTRE

Using the alphabet books and picture dictionaries children look for other things that could be bought at the different shops mentioned in the text. Children can record these on charts headed 'butcher', 'baker', 'supermarket' and so on.