

## Shopping

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<p><b>Comprehension strategies</b></p> <ul style="list-style-type: none"> <li>Comprehension strategies are taught throughout the Teaching Notes to enable pupils to understand what they are reading in books that they can read independently. In these Teaching Notes the following strategies are taught: <i>Prediction, Questioning, Clarifying, Summarising</i></li> </ul>	<p><b>Decodable words</b></p> <p>a, got</p>
	<p><b>Tricky words</b></p> <p>Ball, Chip, comic, crisps, forgot, he, market, she, shop, shopping, some, sugar, supermarket, the, to, wanted, went</p>
	<p><b>C</b> = Language comprehension</p> <p><b>W</b> = Word recognition</p>

### Group or guided reading

#### Introducing the book

- C** (*Clarifying*) Look at the illustration and ask the children: *What is Chip reading?*
- W** Read the labels on the flour, sugar and egg containers.
- C** (*Prediction*) Talk about why the story might be called 'Shopping' and not 'Cooking'. Together, look at the picture on page 1, and talk about the children's predictions about the story.

#### Strategy check

Remind the children to read from left to right.

#### Independent reading

- Ask the children to read the story aloud. Listen to individual children, praising, encouraging, and prompting as necessary.
- W** If the children have trouble reading 'forgot' on page 8, ask them to sound out the first letter, then read the second syllable 'got', and put them together.

**Assessment** Check that the children:

- read with confidence familiar/high frequency words
- recognise words in the illustrations
- are aware of the story structure: how it begins, what happens, how it ends.

#### Returning to the text

- C** (*Clarifying*) Ask the children what Chip went shopping for.
- W** Ask them to point to the sugar when they see it in the pictures.
- C** (*Questioning, Clarifying*) Ask: *Why doesn't Chip get the sugar in each shop?*
- C** (*Summarising*) Ask: *What were all the things that Chip bought instead of the sugar?*

**Assessment** Could the children find the word 'sugar' in the pictures on pages 2 to 7?

## Group and independent reading activities

**Objective** Extend their vocabulary exploring the meanings and sounds of new words. Retell narratives in the correct sequence, drawing on the language of stories.

**C (Summarising)** Play 'Chip went shopping and bought...' In turn, children name what Chip bought in each shop. The first child should say 'crisps', the second 'crisps and a comic', and so on. The children can look in the book before their turn comes. Other items could be added to extend the game.

**Assessment** Do the children remember the correct sequence, or do they need to refer to the book?

**Objective** Know that print carries meaning and, in English, is read from left to right. Read simple words by sounding out and blending the phonemes all through the word from left to right. Read some high frequency words.

**W** Write the beginning of two sentences on the board or on word cards: 'He got a...' and 'He got some...'

- List other words on word cards: 'sugar', 'crisps', 'comic', 'ball'. Read them out together.
- Children use the word cards to write sentences and then read them out. Help them to sound out difficult words, such as 'sugar'.

**Assessment** Can the children:

- recognise the need to use different words when the sentence ends with 'some' or 'a'?
- read out their sentences correctly?

**Objective** Read a range of familiar and common words and simple sentences independently. Read texts compatible with their phonic knowledge and skills.

**C (Questioning, Clarifying)** Write the kinds of shops that Chip went to on the board. Ask the children to look in the story to find what Chip got in each shop.

**W** Write a sentence on the board with missing words: 'Chip got...in the ...'. Children copy down the sentence and fill in the missing words.

**Assessment** Are the children able to fill in the spaces by finding the answers in the book?

## Speaking, listening and drama activities

**Objective** Use talk to organise, sequence and clarify thinking, ideas, feelings and events. Extend their vocabulary, exploring the meaning and sounds of new words.

**You will need** ingredients and equipment for making biscuits.

- Talk about what Chip was making with Dad, and why he needed sugar. Ask: *Where could he have bought the sugar? Why did he forget it in each shop?*
- Prepare ingredients for children to make biscuits, one batch with sugar and one without. Discuss what the two batches might taste like, using some less familiar words such as 'dough', 'crumbly', 'crunchy', 'salty'. Ask the children to describe the biscuit mixtures before and after they have baked them.

**Assessment** Can the children use appropriate vocabulary to describe their biscuits?

## Writing activities

**Objective** Attempt writing for various purposes, using features of different forms such as lists, stories and instructions. Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

**You will need** some simple recipe books displayed for the children to read.

- Discuss the illustration on page 1. Ask the children: *What does Chip need to make some biscuits?*
- Ask: *What do you think the book Dad is holding is about? What are these sorts of instructions called? (recipes)*

- Model how to write a recipe based on the ingredients in the story.
- Ask the children to suggest other recipes, e.g. beans on toast, pizza. Together, make a list of ingredients.
- Children choose a food, draw the ingredients, and label them in their best writing.

**Assessment** Do the children ask for help in spelling their ingredients correctly?

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