



# The Shopping List



**Word Count:** 129    **Text Type:** Literary Recount

**High-Frequency Word Focus:** got, his, right, want, yes

**Content Words:** bake, butter, cake, dad, eggs, flour, fruit, ice-cream, milk, mum, shopping list, sons, sugar

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
punctuation; dialogue; CVC patterns

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** create short text to record ideas

## LITERATURE

**Literature and context:** understand authors can tell stories and share experiences similar or different to their own

**Responding and examining:** share thoughts and feelings about events and characters

**Creating literature:** retell text through illustration

## LANGUAGE

**Text structure and organisation:** understand how digital texts work; understand punctuation is a feature of written texts – quotation marks

**Expressing and developing ideas:** know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; use onset and rime to spell words

**Sound and letter knowledge:** recognise sounds and rhyme in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Discuss what students enjoy cooking at home. Discuss shopping for ingredients, and brainstorm a list of shops students might visit, such as a bakery, butcher, fruit and vegetable shop, or supermarket.

**Encouraging prediction:** Using the interactive digital book, or the printed version, read the title to students and have them discuss where the man and boys on the cover might be. Turn to and read the title page. Ask students to look at the illustrations as you move through the book, identifying the characters and setting. Have them use the illustrations to predict what the story might be about.

**Outlining focuses:** Explain to students that as well as reading about the shopping list, they will talk about punctuation, the words characters say, and letter patterns in words.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each ingredient as it is checked off the list.

**Guiding:** Invite students to read from their books, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues.



Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask them why the family needs to go shopping. Have students close their books and make a list of the cake ingredients from memory. Ask students to read page 16 and recall whether ice-cream is an ingredient for the cake and was on the shopping list. Ask why Dad decides to buy it. Remind students of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Literature

**Literature and context:** Ask students if the author has written about something that they have done before.

**Responding and examining:** Ask students if they think it is a good idea for Dad and the boys to have a list. If so, why? Ask how they felt when Dad decided to buy ice-cream.

## ■ Language

**Text structure and organisation:** If you are using the digital book, invite students to take turns to operate it for the following activities. Have students identify the quotation marks that signal speech on page 4. Point out the new sentence for each piece of dialogue. Model using different voices for the dialogue spoken by Bruce and Dad, then have students take turns to do the same.

**Sound and letter knowledge:** Have students turn to page 12. Draw attention to the words *dad* and *got*. Discuss the letters that make up the words and the consonant-vowel-consonant (CVC) pattern in each. Have students spell each word using onset and rime. Ask them to use this skill to suggest words that rhyme with *dad* and *got*. These words can be written on flashcards and used in a variety of games.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *The Shopping List* worksheets. Encourage them to work independently, but assist as required.
- Have students complete the self-recording in the interactive digital book. They can practise reading the book through, then record and save their reading.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students for their favourite dishes. Make a list of ingredients for each. Have students illustrate their lists with a picture of the dish, then combine their work into a class book of shopping lists.
- Have students choose two words from the shopping list on the title page. Tell them to write each word in a sentence and draw an illustration to match.
- Have students write about what they thought of Dad getting the ice-cream.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.



Name \_\_\_\_\_

# 7b – The Shopping List

1. Write *a, e, i, o, or u* in the spaces to make words.

d \_\_\_ d

h \_\_\_ s

b \_\_\_ t

t \_\_\_ p

f \_\_\_ t

f \_\_\_ r

m \_\_\_ d

c \_\_\_ t

v \_\_\_ n

2. Write words that rhyme with these words.

can \_\_\_\_\_

hat \_\_\_\_\_

tap \_\_\_\_\_

dad \_\_\_\_\_

lot \_\_\_\_\_

bun \_\_\_\_\_

men \_\_\_\_\_

pin \_\_\_\_\_

kit \_\_\_\_\_

cut \_\_\_\_\_

day \_\_\_\_\_

rug \_\_\_\_\_

bag \_\_\_\_\_

dip \_\_\_\_\_

low \_\_\_\_\_



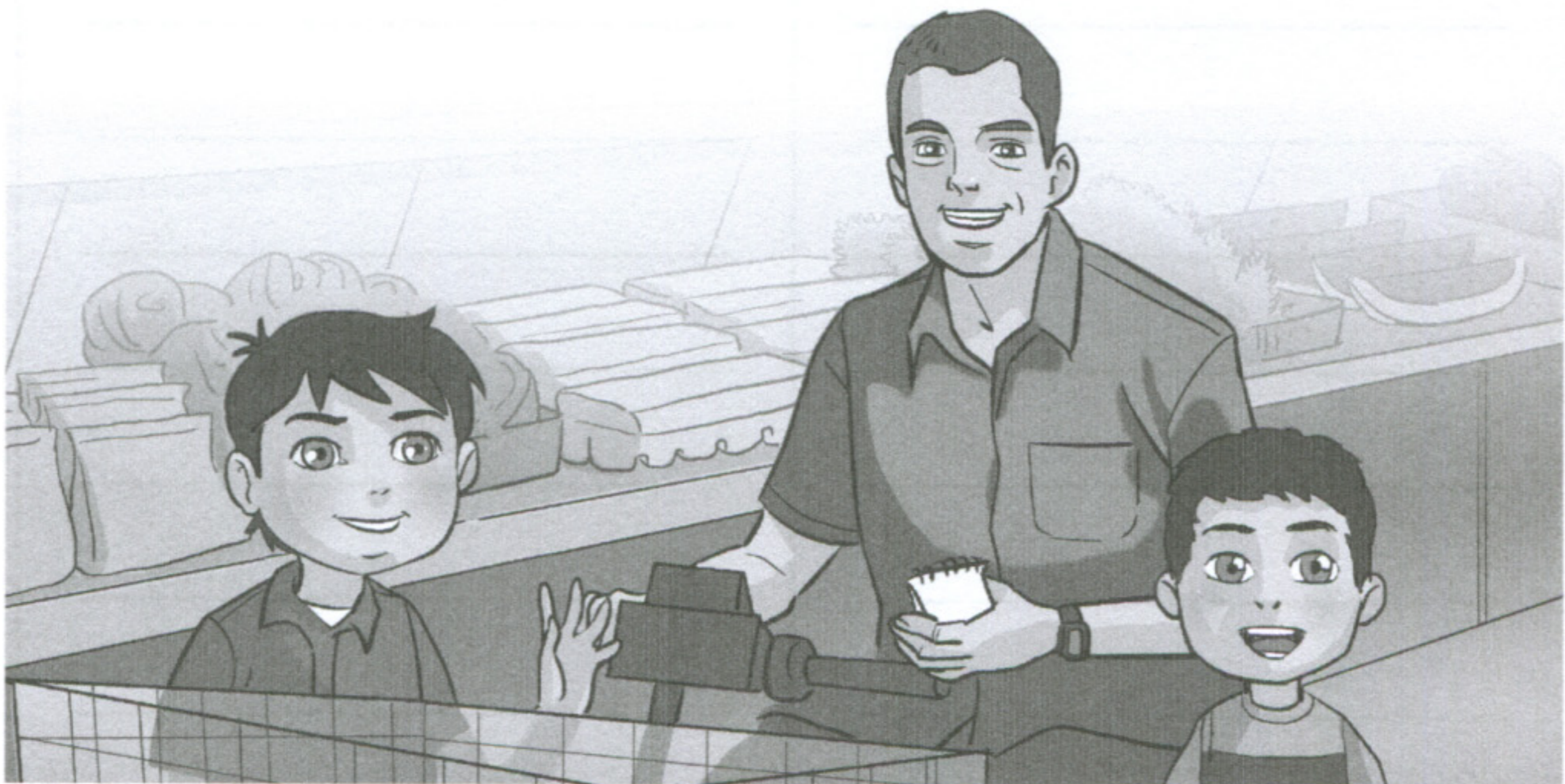


Name \_\_\_\_\_

# 7b – The Shopping List

Answer Yes or No to these questions.

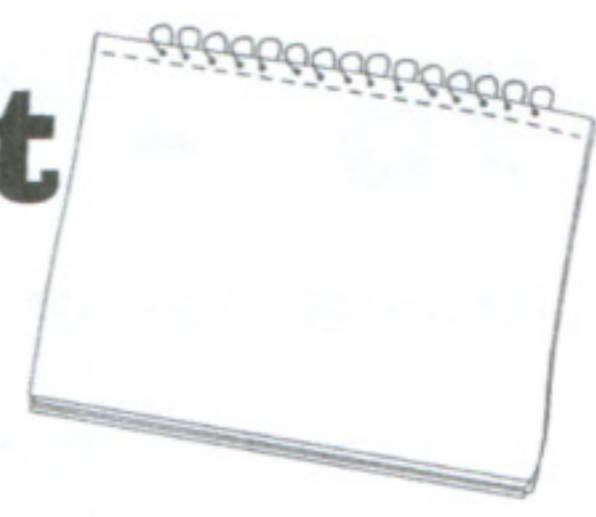
	Yes	No
Were they going to bake a cake?		
Did they go shopping?		
Did they buy a cake?		
Did they buy butter and milk?		
Did they buy flour and sugar?		
Did they buy vegetables?		
Did Dad buy ice-cream for his sons?		





Name \_\_\_\_\_

# 7b – The Shopping List



Read the headings in the four boxes.  
List foods found in that section of the supermarket.

<p style="text-align: center;">Dairy</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Fruit and Vegetables</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p style="text-align: center;">Meat</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p style="text-align: center;">Bread</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>