



Teacher Edition

AlphaWorld

We Go Shopping

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

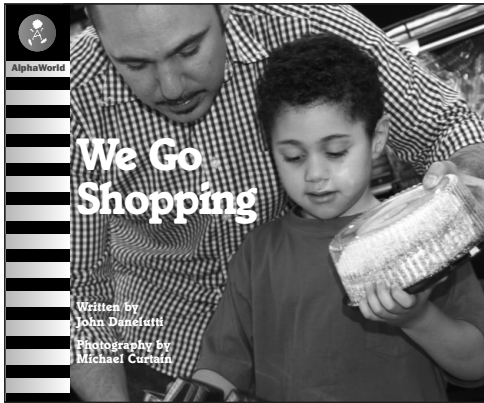
Setting the context

Ask: *If you were going to give someone a birthday party which things would you need to buy? Where would you get them?*

List children's suggestions.

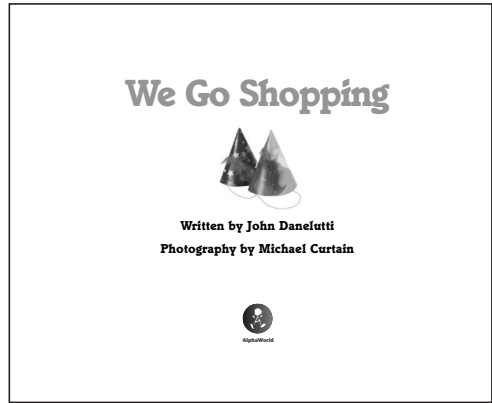
Introducing the book

This book is called 'We Go Shopping'. It is about a boy who goes shopping with his father to buy things for his mother's surprise birthday party.



Front cover

Point out the title and the need for a return sweep when reading.
Where do I start reading? Where do I go next? What happens when I get to the end of the line?
Read the title together.



Title page

What is the first word in the title?
What is the next word?
Read the title together.

We got some balloons
at the supermarket.



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Talkthrough

Where are the boy and his dad?

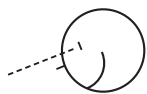
What are they buying?

What could the boy say to tell us what he is doing?

Model the correct form of the text.

Where will you start reading?

What will you do at the end of the line?



Observe and support

Does the child correctly use the return sweep when reading? Encourage the child to use a finger to guide them as they read.

Can you put your finger on the first word of the first line?

Now show me the first word in the second line.

We got some candles
at the supermarket.

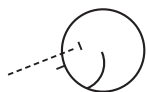


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Talkthrough

*What are the boy and his dad buying now?
What helped you to work that out?
Point out the picture under the text.*



Observe and support

Does the child recognise the sight words: we, got, some,
at, the?

Have you seen that word before? What could it be?

Does that sound right?

How will you remember it next time?

We got some hats
at the supermarket.

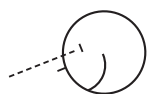


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Talkthrough

Now they are buying hats. Would you expect to see the word 'hats' on the page? What would you expect to see at the start of 'hats'? What do you think they will buy on the next page?



Observe and support

Does the child search the page to use a range of cues when reading?

You said, "We got some hats at the supermarket."

What did you look at to work out 'hats'?

What things helped you?

We got some streamers
at the supermarket.

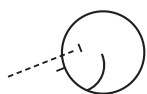


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Talkthrough

*What are they buying now? Were you right?
What did you look at on the page to work it out?
What will they buy next?*



Observe and support

Does the child check their reading with a range of information on the page?

You said, "streamers". What could you look at to check that you were right? What could you think about?

We got some cakes
at the supermarket.

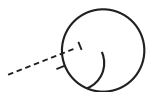


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Talkthrough

*These are the last things they need.
Why do they need cakes?*



Observe and support

Does the child monitor their own reading?
If a child stops when they make a mistake this is evidence of self monitoring.

Why did you stop?

What did you notice?

What else could you try?



Talkthrough

Now they are at the party. What do you think the sign says? What did you think about as you worked that out?




Comprehension check


Where did the boy and his dad go shopping?


Why did they buy candles?

Why might the boy have wanted to give his mum a party?

Responding to text

 Children can read the text as readers theatre. In groups of three, they can take it in turns to read out the text as the other two children act out the story. The children can take it in turns to act each role.

 Have children play the supermarket game. To play, they write a sentence describing what they got at the supermarket, e.g. “We got some chocolate at the supermarket.” Children take turns to read their sentences aloud. After each turn the next person must say all of the things that have been bought so far in the correct order. For example, “We got some chocolate, milk, potatoes and apples at the supermarket.” They then add their own item to the list by reading out their sentence.

 Play word chains using the rimes of ‘at’ and ‘got’.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Emergent Reading Levels 1–5*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Does the child:

- manage the return sweep when reading?
- recognise the sight words: we, got, some, at, the?

- search pictures for information to support reading?
- notice when they make an error?

We Go Shopping

Topic: Families

Curriculum link: Society and Environment; Personal Development

Text type: Recount

Reading level: 2

Word count: 35

High-frequency words: we, got, some, at, the

Vocabulary: balloons, supermarket, candles, hats, streamers, cakes

Possible literacy focus

Developing concepts about print.

Managing the return sweep.

Developing knowledge about reading strategies.

Summary

This book is about a father and son who go shopping together at the supermarket. It recounts their shopping experience as they choose a range of things for a surprise birthday party for the boy's mother.



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