

Strand: Economics/Technology

Theme: Occupations

Purpose for Reading: To recognize the jobs people do at the supermarket.

Comprehension Strategies: Making connections to self, visualizing.

Vocabulary

Dictionary Words: bakery, checkout, deli, fruit and vegetables department, meat department, parking lot

Vocabulary Words: box, computer, counter, safety vest, scale, tray

High-Frequency Words: and, at, he, in, is, she, the, this

Before Reading

- Ask the students to close their eyes and think about a time they went to the supermarket. Invite them to say what they see. Model how to do this using a think-aloud if necessary. Have the students say which supermarket workers they can see and invite volunteers to say what these people are doing.

- Have the students talk about the cover photo. *Which department is it? What is happening in the photo?* Ask if there is a department like this at the supermarket they go to.

- Read the title page together and have the students say what part of the supermarket this is.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at all the photos to see if any of them were the same as the pictures they visualized. Read all the labels together.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these pages and say what this man does at the supermarket. Introduce the words *baker* and *bakery* if the students do not know them. Read the label together and talk about the size of an oven that can cook many loaves of bread at the same time.

- Pages 6–7: Discuss this photo with the students. Ask if they visualized the meat department. Did it look like this one? What does their family buy at the meat department? Read the label together.

- Pages 8–9: Talk with the students about this photo. *What do you buy at the deli department? What does the man use the scale for?*

- Pages 10–11: Invite the students to say if they pictured a person like this when they thought about their supermarket. *Which department is it? What is he doing?* Read the label together.

- Pages 12–13: Talk more about the checkout. *What do checkout operators do? What machines can be seen in the photo? What are they used for?* Read the label together.

- Pages 14–15: Have the students discuss this photo. *Where is the man? What is he doing? How did all these carts get in the parking lot?* Read the label and discuss why he needs a safety vest.

Read the Book

- Ask the students to return to the title. Read the title together.

- Turn to pages 2–3. Have the students point to the dictionary words as they read them independently.

- Turn to pages 4–5. Read this page with the students. Remind them to point as they read and check the words they say. Explain that the pattern is not the same on every page.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Have the students recall the information in the book. Prompt with questions, such as *What was the man in the deli doing? What was the man in the bakery doing? What do checkout operators do?*
- Have the students make connections with their own supermarket. Invite them to discuss the things that are the same and the things that are different. Record their answers on a comparison chart.

Same	Different

Vocabulary and Word Recognition

- Have the students find the high-frequency word *he* in the text as many times as possible, reading the word each time. Write sentences containing *he* on the board. Invite volunteers to come and point to the word *he*. Add *he* to a high-frequency word chart or word wall.
- Talk about the compound word *checkout*. Ask the students to identify the two small words in *checkout*. Write the word on a card and cut it in two to show the two separate words. Discuss how the two little words tell the meaning of *checkout*.

Oral Language

- Have the students take turns with a partner to talk about the last time they went to the supermarket. What did they see? What did their family buy? Did they sit in the cart or walk? Was the supermarket busy?

Writing

- Have the students draw a picture of a man in the fruit and vegetables department. Have them write a sentence to go with their picture starting with the word *He*.

Creative Extension Activities

- Write the dictionary and vocabulary words on separate cards. Have the students match the pairs, e.g. box/fruit and vegetables department.
- Count the loaves of bread on the trays on page 5.
- Make apple prints. Put three or four colors of paint onto flat plates. Cut apples in half for the students and have the students stamp the apple in the paint and then onto paper.
- Use the classroom scales to weigh items and then record the weight.
- Draw a family shopping at the supermarket. Write a sentence to go with the picture.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Read the sentences.

Use these words to complete the sentences.

box scale computer

This man is weighing ham.

He uses _____.

This man is putting out fruit.

He has a _____.

This woman is scanning groceries.

She has a _____.

Name: _____

Match the pictures to the sentences.



1. This man is in the fruit and vegetables department.
2. This woman is the checkout operator.
3. This man is in the bakery.
4. This woman is in the meat department.