

Shopping

Before reading

- Look at the title and ask the children: *Do you often go shopping?*
- Read the labels on the flour, sugar and egg containers.
- Talk about why the story might be called "Shopping" and not "Cooking".
- Together, look at the picture on page 64-① , and talk about the children's predictions about the story.

During reading

- Ask the children to read the story aloud. Listen to individual children, praising, encouraging, and prompting as necessary.
- Ask the children what Chip went shopping for.
- Ask them to point to the sugar when they see it in the pictures.
- Ask: *Why doesn't Chip get the sugar in each shop?*

Observing

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.

Group and independent reading activities

Text level work

Objective To use knowledge of familiar texts to re-enact or retell to others, recounting the main points in sequence. --

- 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.

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

Sentence level work

Objective To expect written text to make sense and to check for sense if it does not.

- 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.
- Children use the word cards to make sentences.

Observing Are the children able to choose the right words to end the sentences? Can the children recognise the need to use different words when the sentence ends with "some" or "a"?

Word level work

Objective To read on sight the words from texts of appropriate difficulty.

- 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.
- Write a sentence on the board with missing words: "Chip got ... in the ..."
- Children copy down the sentence and fill in the missing words.

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

Speaking and listening activities

Objectives Focus on the main point; include relevant detail; remember specific points that interest them.

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 will taste like. Ask the children to describe the biscuit mixtures before and after they have baked them.

◀▶ **Cross-curricular link**

Knowledge and understanding of the world: investigate objects and materials by using all of their senses as appropriate

Writing

Objectives To understand that writing can be used for a range of purposes ; to write labels or captions for pictures and drawings ;to use writing to communicate in a variety of ways, incorporating it into play and everyday classroom life .

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

- Discuss the illustration on page 64-①. 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.