



About the Book

Text Type: Fiction/Realistic Page Count: 10 Word Count: 101

Book Summary

To the Store is a fictional book about a little girl named Katie who loves to shop. The familiar settings, repeated sentence patterns, and strong picture support ensure students' reading success.

About the Lesson

Targeted Reading Strategy

- Connect to prior knowledge

Objectives

- Connect to prior knowledge to understand the text
- Classify information
- Blend phonemes
- Identify initial and final consonant *st*-blends
- Capitalize sentence beginnings and punctuate sentence endings
- Identify compound words

Materials

Green text indicates resources available on the website

- Book—*To the Store* (copy for each student)
- Chalkboard or dry erase board
- [Classify information, capitalization and punctuation, compound words worksheets](#)
- [Word journal \(optional\)](#)
- [Discussion cards](#)



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](#).

- High-frequency words: *a, for, go, goes, her, she, the, to, with*
- Content words:
 - Story critical: **book** (n.), **coat** (n.), **food** (n.), **pet** (n.), **shoes** (n.), **toy** (n.)
 - Enrichment: *bookstore* (n.), *clothing* (n.), *grandfather* (n.), *grandmother* (n.), *shop* (v.)

Before Reading

Build Background

- Create a large web on the board and write the word *shopping* in the center circle. Ask students to brainstorm different kind of shops to which they like to go. Record these in circles in a ring around the center circle.
- Ask students what kinds of things they can buy at the stores listed on the web. Write these in circles that are connected to the circles with store names.

Book Walk

Introduce the Book

- Show students the front cover of the book and read the title with them. Ask them what they might read about in a book called *To the Store*. (Accept any answers students can justify.) Ask students what the girl in the picture might be doing.
- Show students the back cover and ask what they think the girl has bought. Ask what kind of store she might have been to.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).

Introduce the Reading Strategy: **Connect to prior knowledge**

- Explain to students that good readers make connections between what they already know and new information they read. Remind them that thinking about what they already know about the topic of the book will help them understand what they read.
- Model connecting to prior knowledge using the information on the title page.
Think-aloud: When I look at the title page, I see a girl holding a stuffed bear. There are other stuffed animals behind her. There is also a man standing next to a bicycle. The title of the book is To the Store. This picture reminds me of toy stores I have been in. I think about the many shelves full of different kinds of toys. I expect that some of the stores I will read about in this book will be stores that I am familiar with. I will remember how it feels to go shopping and the things I see in those stores. Thinking about what I know might help me to read new words.
- Have students preview the pictures on the covers and title page in the book. Have them tell about their experiences with the stores they see in the pictures.
- Have students read the remainder of the book. Remind them to think about what they already know about stores and shopping as they read.

Introduce the Vocabulary

- Use the Book Walk to introduce the language patterns in the book and new vocabulary. For example, on page 7, say: *Look at what Katie and her mom are holding. Which word says coat? How do you know?*
- Remind students that they can look at the beginning and ending letters to help them figure out words. For example, point out that the word *coat* starts with the /c/ sound and ends with the /t/ sound. Read the sentence with the word to make sure the word makes sense.
- As vocabulary words are mentioned, have students point to the corresponding word to make the picture/word connection. Encourage students to add new words to their word journals.

Set the Purpose

- Have students read the book to find out at which stores the girl shops. Remind them to think about what they know about stores and shopping as they read.

During Reading

Student Reading

- **Guide the reading:** Give students their copy of the book. Have a volunteer point to the first word on page 3. Read the word together (*Katie*). Point out where to begin reading on each page. Remind students to read words from left to right. Point to each word as you read it aloud while students follow along in their own book.
- Ask students to place a finger on the page number in the bottom corner of the page. Have them read to the end of page 5, using their finger to point to each word as they read. Encourage students who finish before others to reread the text.
- Model using prior knowledge to make connections to the text.
Think-aloud: When I read about the bookstore, I thought about all the kinds of books that are found there. It reminds me of a library, except that people buy and own books from a bookstore.

- Invite students to share how they connected with what they already know as they read.
- Have students read the remainder of the book. Remind them to use what they already know about stores and shopping to help them understand new information as they read.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- **Think-aloud:** *As I read page 7, I thought about times I have shopped for clothes. I thought about the different kinds of clothes to buy from a clothing store, such as pants, shirts, coats, skirts, and even socks. Once I find clothes that I like, I try them on in a dressing room to make sure that they fit. Using what I already know about clothing stores helped me understand this part of the book.*
- Discuss with students how using what they already knew about going shopping helped them understand what they read. Invite students to share how they connected to prior knowledge as they read.
- Discuss additional strategies students used to gain meaning from the book.

Teach the Comprehension Skill: **Classify information**

- **Discussion:** Ask students which shops they like best. Ask them what things they would buy. Invite students to share whether or not they were surprised that Katie bought a puppy.
- **Introduce and model:** Tell students that the book is about different kinds of shops. Write the word *Shops* on the board and tell students that all the places that Katie went to belong to a group called *shops*. Have students name the shops from the book and write them on the board.
- Explain that sorting information into groups helps readers think about and remember what they read. Point to the words *clothing store*. Ask students to name the item that Katie was shopping for at the clothing store. Write the word *coat* under the words *clothing store*.
- Write the following words on the board: *animal book, apples, turtle, sneakers, teddy bear*. Ask students to identify under which store each word belongs. Write the words under the appropriate store type on the board.
- **Check for understanding:** Have students suggest additional items for each store heading. Write the word for each item under the appropriate heading.
- **Independent practice:** Introduce, explain, and have students complete the **classify information worksheet**. If time allows, discuss their responses.



Extend the discussion: Instruct students to use the last page of the book to draw a picture of themselves shopping in their favorite store. Ask students to share their pictures with the group and explain why they chose that store.

Build Skills

Phonological Awareness: **Blend phonemes**

- Say the word *shop* by segmenting it into its individual phonemes: /sh/ /o/ /p/. Tell students that you can tell what the word is by blending the sounds together to say the whole word: *shop*.
- Say the following words by segmenting them into their individual sounds: *food, store, book, coat, new, best, buys*. Have students blend the sounds together to say each word.

Phonics: Initial and final consonant st-blends

- Write the word *store* on the board and read it with students. Underline the *st* letter combination and explain that these letters together stand for the blended sound /st/. Ask students to repeat the sound.
- Have students find the word *store* on page 3 and put their finger on the letters that stand for the /st/ sound.
- Write the following words on the board: *stop, step, still, staff*. Have students come to the board and circle the initial consonant *st*-blend in each word. Have them blend the sounds together in each word with you as you run your finger under the letters.
- Say the word *best* and ask students what sounds they hear at the end of the word. Have students turn to page 10 to find the word *best* and put their finger on the letters that stand for the /st/ sound.
- Write the following words on the board: *cast, cost, dust, nest*. Have students come to the board and circle the final consonant *st*-blend in each word. Have them blend the sounds together in each word with you as you run your finger under the letters.

Grammar and Mechanics: Capitalization and punctuation

- Write the following sentence on the board: *Katie likes to shop*. Review or explain that sentences always begin with a capital letter. Ask students to identify the capital letter at the beginning of the sentence.
- Review or explain that there are different kinds of sentences and that a sentence like this one tells the reader something. Explain that every sentence has a signal at the end so readers know when to stop reading. Circle the period at the end of the sentence.
- **Check for understanding:** Write the following sentences on the board: *Katie likes to shop for shoes; the food store sells food; a pet store sells pets; katie buys a puppy*. Have volunteers come to the board and make corrections to the sentences.
- **Independent practice:** Introduce, explain, and have students complete the [capitalization-and-punctuation worksheet](#). If time allows, discuss their responses.

Word Work: Compound words

- Write the word *bookstore* on the board. Ask students whether they can find two smaller words in *bookstore* that make up the big word. Circle each word with a different colored chalk. Tell students that words that are made up of two or more other words joined together are called *compound words*.
- Have students turn to page 6 to find the word *grandfather*. Explain that this is also a compound word. Have students identify the two smaller words that are joined together to make up the word *grandfather*.
- Repeat with the word *grandmother* on page 8.
- **Independent practice:** Introduce, explain, and have students complete the [compound words worksheet](#). If time allows, discuss their responses.

Build Fluency
Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Write the sentence *I like to shop at the _____*. Brainstorm a list of stores in which students like to shop. Ask the students to choose one, complete the sentence on a separate piece of paper, and illustrate a picture about their sentence. Display the papers on a bulletin board titled *To the Store*.

Math Connection

Play a math game using simple, whole number prices. Give each small group of students various coins that add up to \$1.00. Write a price on the board that is equal to or under \$1.00. Have students use their coins to make the amount. Discuss each group's combination of coins used to make the amount. Repeat the process with different prices.

Skill Review

Discussion cards covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write or dictate a response.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make connections between their shopping experiences and the text
- correctly classify the items in specific stores
- orally blend phonemes to say words
- recognize words in the text with the initial and final consonant *st*-blends; read words with the /st/ sound
- capitalize and punctuate sentences correctly
- identify and create compound words

Comprehension Checks

- **Book Quiz**
- **Retelling Rubric**