

Guided Reading with

## THE SUPERMARKET

Guided Reading Level: E

DRA Level: 6

Intervention: 7

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Page number: 8, Word Count: 92

**Genre:** Realistic Fiction

### Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend letter sounds to read phonetically regular words, relying on a wider variety of spelling patterns
- use high frequency words as markers
- use background and vocabulary knowledge to read unknown words
- recognize previously solved words when encountered again later in the text
- try both short and long vowel sounds when attempting unknown words

### Supportive Text Features:

- illustrations support some text details
- text depicts a series of simple, related ideas
- text includes some repetitive phrasing
- familiar content close to many children's experiences

### High-frequency Words:

*the, of, we, can, there, all, these, a, for, me*

### Phonics

- consonant blends: pr, fr
- long vs. short vowel sounds: a, e, o

### National Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

### ELL/ESL

*El supermercado* See back page

**Overview:** A boy and his dad go to the supermarket to buy food to make a delicious meal.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What's a supermarket? What are some different sections of the store? What's an example something you'd find in each section?
- What food does your family like to eat for dinner? What ingredients do you need to make it?

### 2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title. Read: *The Supermarket*.
- Ask children to predict what will happen in the book.
- Show the back cover and read the copy. Ask children to predict what the boy and his dad will buy.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what section of the supermarket each picture shows. Explain vocabulary that may be unfamiliar if you think it's necessary.

### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"
- Encourage children to look at the pictures and the beginning sound of the word, blend all the sounds in a word, or break a longer word into parts to read



it.

#### 4. Be aware of the following text features:

- The book contains familiar words: the, of, we, can, there, all, these, a, for, me.
- The book contains content-specific vocabulary words including: produce, section, dairy, products, bakery, delicious
- Each page names a section of the grocery store and says what the boy and his dad can buy there. The last page is different.
- There is one compound word: supermarket.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out what the boy and his dad buy at the supermarket to have for dinner.**

**2. Have children read quietly, but out loud.** Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

**3. Look for these reading behaviors during the first reading:**

- Do they identify more words by sight?
- Do they rely on the print and not just the pictures when reading?
- Do they read with increased confidence?
- Are they self-correcting to get meaning from the story?
- Have they begun to cross-check by using language patterns and letter sounds?
- Do they reread to check accuracy and meaning?
- Are they using chunks of words rather than individual letters when sounding out?
- Do they expect to get meaning from the text?
- Do they make connections between the story and previous experiences?
- Are they asking questions about the story?

**4. As children read, suggest a reading strategy if they are struggling:** “Try rereading the sentence. Try looking at the picture to make sense of the

print.” Encourage children to take a guess based on the subject of the book or to use the beginning sounds or known parts of the word. Encourage children to take a guess or read past the unknown word and return to it.

**5. Possible teaching points to address based on your observations:**

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making “I wonder...” statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process.
- Model how to revisit the text to find specific examples or ideas in the story.

## After the First Reading

**1. Have children confirm their predictions and talk about what the boy and his dad bought at the supermarket.**

**2. Ask questions like:**

- Who is telling the story? How do you know?
- In which section did they shop first? What did they buy?
- In which section did they shop next? What did they buy?
- What did they make for dinner? What did they have for dessert?
- Why do you think grocery stores are organized the way they are? How is it



helpful to have different sections of the store?

- In the produce section, there are plastic bags in the picture. What are they for?
- Why are the dairy and meat sections behind glass and in refrigerators?
- Why are their tongs in the bakery section? What are they for?
- Do you think the boy went to the supermarket alone? Who do you think likely accompanied him?
- What are other things someone might buy at the supermarket?
- Do you think the boy has a healthy, nutritious meal for dinner? Why or why not?

## Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

## Cross-Curricular Activities

**Language:** List the grocery store sections from the book on a chart. Sort picture and/or word cards to show what the family bought in each section. Add additional ideas for items that could be found in each section. Talk about the letters and word parts of some of the words.

Write short and long vowel words from the book on cards. Have children try to read them and/or match them to picture cards. Discuss trying both a short and long vowel sound to read an unknown word. Add additional examples.

Turn the book into a short performance by having pairs act it out as they pretend to grocery shop. Talk about reading fluently even when the text includes challenging vocabulary.

Ask children to think about one of their favorite meals. What ingredients would they need to prepare it? Where would they find each item in the supermarket? Have them create books about

going to the supermarket to buy them. Provide blank pages with the sentence frame, "We can buy \_\_\_\_\_ in the \_\_\_\_\_ section."

Set up a pretend supermarket in your classroom. Have children help make signs for the different sections. Have students write shopping lists and pretend to go shopping.

**Mathematics:** Write supermarket-related story problems using language from the book, such as "At the supermarket, we bought 3 oranges and 3 apples. How many pieces of fruit did we buy?"

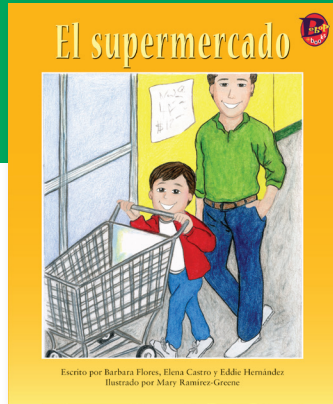
Use the context of a supermarket to learn about money. Ask children to find the correct coins to "pay" for certain items or combinations of items.

**Science:** Learn about recommendations for eating foods from different food groups as part of a healthy diet. Make connections to the meal prepared in the book.

**Social Studies:** Have children create a map of a supermarket using pictures cut from grocery ads. Refer to the supermarket sections from the book. Look at maps of other locations separated into sections (e.g., a zoo, garden, or other type of store) and note similarities and differences.

Have children look at photos or online videos or read other books aloud about markets around the world. Compile information gathered on a class chart.

**Art:** Have children create collages on paper plates showing their favorite foods to eat for dinner. Have them label each item.



## Guided Reading with **EL SUPERMERCADO**

*Guided Reading Level: E*  
*DRA Level: 6*  
*Intervention Level: 7*

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their Englishspeaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples.

**Noun Support:** The following categories from the supermarket are listed in the story- tipos de frutas, tipos de verduras, productos lácteos, tipos de carne, tipos de pan, tipos de postre

The following foods that are part of the supermarket categories are provided in the story- naranjas, ejotes, leche, pollo, bolillo, pastel

Print the illustrations from the story without the text. Then, write the names of the supermarket categories and corresponding foods on individual word cards. Have students match the different supermarket categories to the corresponding illustration.

Afterwards, have students match the food word cards to the correct illustration and supermarket category. Then, take away the illustrations and scramble the word cards. Have students match the appropriate food with the relevant supermarket category.

For students engaging with both English and Spanish texts, have students note there is an exclamatory statement on the last page. In Spanish, the question marks and exclamation points come before the sentence in an upside-down orientation and after the sentence in the opposite orientation.

The book language used may differ from children’s oral language. Comparing any differences will help children read and understand the story. Also help children understand that we often speak differently than we write, and that both ways of using language are important.

If children have difficult with concepts or words in the story, see the article “Guided Reading with Emergent Readers” for suggestions.

**Guided Reading** Guided reading levels were assigned by literacy experts and certified Reading Recovery® teachers using the guidelines identified in Guided Reading and Matching Books to Readers by Irene C. Fountas and Gay Su Pinnell.

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**DRA (Developmental Reading Assessment)** and **EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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