

Level	14
Word Count	325
Text Type	Information report
High Frequency Word/s Introduced	

We have designed these lesson plans so that, if you wish, you can have the plan in front of you as you teach, rather than a copy of the book. Each page of the book is illustrated in the plans together with some suggestions for teaching. These have been divided into questions and discussion that you may have before the children read the book and after the children have completed the reading. This is not an arbitrary division. Some of you may prefer to explore the meaning and the language in more detail before the children read. Your decisions will depend on the gap between the children's current knowledge and the content, vocabulary, and language of the book they are about to read. Remember that the more information the children have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas that we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of children being able to analyse and use the texts they read. The symbols below guide you to the type of question or discussion.



This symbol relates to comprehension (meaning maker)



This symbol relates to decoding (code breaker)



This symbol relates to critical analysis (text critic or analyser)



This symbol relates to use (text user)

BEFORE READING

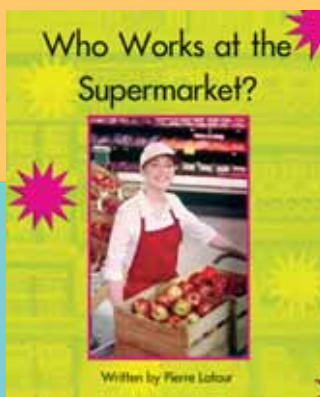
Cover & Title Page



Have the children look at the cover and the contents page. What do they tell you about what is in the book?



Explain to the children how to use the contents page. Tell them to read the introduction. Ask them what they want to find out about and what page they will turn to for the information.



Ask the children to explain how they would use the contents page. Have them demonstrate this by asking them to turn to the section about stackers.



Ask the children to talk about words they found difficult when they were reading. Discuss the strategies they used to read the difficult words.

AFTER READING

Ask the children if they have been to the supermarket. Have them discuss the people who work there. Who have they seen? What do these people do?

Ask the children how many questions are on the page.

Introduction

Have you been to the supermarket?
Have you seen people working there?
Do you know what supermarket workers do?

Many people work in supermarkets.
They all have jobs to do.



Ask the children what the introduction says. What questions does it ask?


Ask the children who this man is. What does he do? Where does he work?

Ask the children to find the word *weigh* on the page. Discuss the meaning of *weigh the meat*.

Butchers

Butchers work in supermarkets.
Do you know what they do?
Butchers cut up meat.
They weigh the meat.
They pack the meat.
They put the meat out for people to buy.

Have you seen a butcher at the supermarket?



Discuss the heading with the children. Ask the children how it is connected to the contents page.

Ask the children if the photo helps them understand *weigh the meat*. Ask them to suggest what could be in the photo to make this easier to understand.

Ask the children if they know what this woman is doing. What is someone who does this called? Can they find the word *dough*? What is dough?

Have the children find the key question.

Bakers

Bakers work in supermarkets. Do you know what they do? Bakers bake bread to sell in the supermarket. Bakers get to the supermarket very early. They have to get to work early to bake the bread.

They make the dough for the bread. They bake the bread in big ovens.

Have you seen a baker at the supermarket?



Ask the children what bakers do. Where do they work? Have the children think carefully about what they have just read. Ask them why bakers have to get to work early. What does dough become?

Ask the children if they have ever seen someone filling the shelves at a supermarket. Do they know what this person's job is called?

Stackers

Stackers work in supermarkets. Do you know what they do? Stackers fill up the supermarket shelves. They fill up the shelves so that people can buy what they want. Some people stack the shelves at night. Some people stack the shelves when people are doing their shopping.

Have you seen people stacking shelves at the supermarket?



Tell the children that they can use this text to learn about what people who work in supermarkets do. Ask what they can learn about stackers that they didn't already know.

Write the word *shelf* on the board. Ask the children to find the plural of *v*. Write *shelves* underneath *shelf* and discuss the difference. Have the children find the word *shelves* on these pages.

BEFORE READING 10/11

Ask the children what is happening in this photo. Who is the checkout operator? How can they tell?

Write *an* on the board and read it with the children. Add the consonant blend *sc* to make *scan*. Read the word together and then add *s*. Discuss the breaking down of words as a strategy to use when reading new words. Talk about the meaning of the word *scan* and look the word up in the dictionary.

Checkout Operators

Checkout operators work at supermarkets. Do you know what they do? People take their shopping to the checkout. The checkout operator scans the shopping. People give the checkout operator the money for the shopping. Some checkout operators pack the shopping.

Have you seen checkout operators scanning the shopping?



Ask the children where people in a supermarket take their shopping. What does the checkout operator do with the shopping?

Discuss with the children whether the photo supports the text. Ask if they can see the scanner in the photo.

AFTER READING

BEFORE READING 12/13

Tell the children that this person is called a packer. Have the children look carefully at the photo. Ask them what they think the packer does.

Ask the children which question is the key question. What is the main fact?

Packers

Packers work in some supermarkets. Do you know what they do? Packers put the shopping into bags for people. They put the bags in the shopping cart. Have you seen a packer at the supermarket?



Have the children think carefully about what they have just read, then answer the following question. What two things do packers do with bags?

Write *er* on the board. Ask the children to find the two words with *er*. Write them on the board. Have the children add to the list with more words. On completion, read the list together.

AFTER READING

Listen to Me

Brian Fixit

This Little Boy

A Hot Day at the Farm

Ringo the Dingo

People and Gorillas

Bessie Bunyip

Who Works at the Supermarket?

Encourage a discussion about what the children know about managers. What is a manager? What does a manager do?

Managers

Some people who work in supermarkets are managers. Do you know what they do? Managers run the supermarket. They buy the things that the supermarket sells. They hire the people who work in the supermarket. They make the supermarket a good place to shop.

Have you seen a manager at the supermarket?

Ask the children what a supermarket manager does. Who hires the people who work in a supermarket?

Write the word *hire* on the board. Ask the children to find the word. Ask the children to think of words that rhyme with *hire*. Write them underneath *hire*. Read the list together. Discuss the meaning of *hire*. Confirm the meaning from the dictionary.

Ask the children what they can use to find specific information in a book. How do they use it?

Have the children read the book independently. Ask them what strategies they can use if they do not know a word. Make suggestions where necessary.

Index	
bread	6
dough	6
meat	4, 5
people	2, 4, 8-10, 12, 14
shopping cart	12
shelves	8, 9

Ask the children to give you a demonstration of how they would use this page. Ask them to turn to the page about meat.

14h Who Works at

Name _____

1. Find these words.

scan butcher manager hire
checkout baker weigh

z	m	a	n	a	g	e	r
b	t	b	m	g	m	p	y
u	a	a	l	s	c	a	n
t	c	k	u	h	n	s	v
c	h	e	c	k	o	u	t
h	i	r	d	i	q	j	w
e	r	k	w	e	i	g	h
r	e	v	f	k	r	t	y

2. Complete these words.

hire

__ire

__ire

3. Add the suffix **er** to root words, e.g., pack-packer.

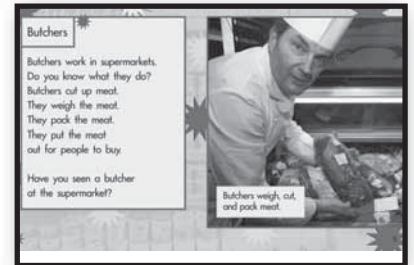
14h Who Works at

Name _____

Complete the following

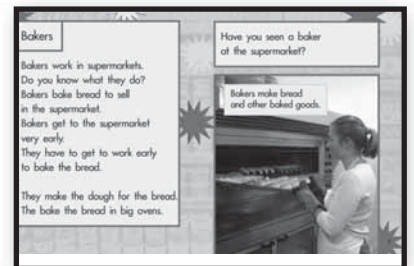
1. This person is a _____ .

He cuts up _____ .



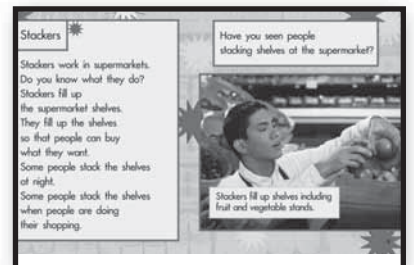
2. This person is a _____ .

She makes _____ .



3. This person is _____ .

He fills _____ .



4. This person is a _____ .

He puts people's shopping into _____ .



5. This person is a _____ .

He runs the _____ .

