

Working at the Supermarket

Synopsis: This informational text introduces young readers to the different kinds of jobs people perform at the supermarket.

Introduction: Explore Informational Text

Explain to students that they will be reading a social studies informational book. Remind them that an informational book has facts about a subject. Hold up the book and read aloud the title, *Working at the Supermarket*. Ask for a show of hands from those students who have shopped at a supermarket with an adult. Then ask, *Who are some of the people who help you at the supermarket?*

Vocabulary

Tier One: at, he, in, she, the, this

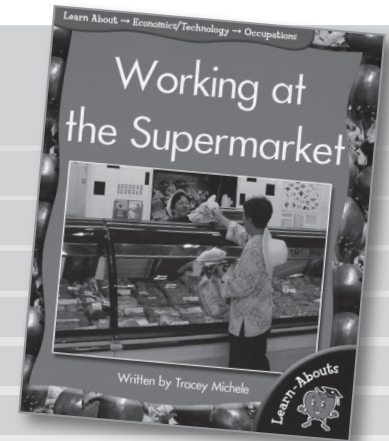
Tier Two: bakery, checkout, deli, department, fruit, groceries, meat, parking lot, scanning, selling, shopping carts, vegetables, weighing

Word Work

K.5.C Identify and sort pictures of objects into conceptual categories. (e.g., colors, shapes, textures).

Introduce vocabulary in context as it appears within the book before or during reading. Ask students to turn to the Picture Dictionary on pages 2–3 to introduce the vocabulary before reading. Have students point to each word as you read the word and discuss what is in the picture. Then have students suggest what kinds of foods they would find in the deli department, the bakery department, and the fruits and vegetables department.

Write the words *selling*, *weighing*, and *scanning*. Read them in context in the book and discuss their meanings. Then have students suggest different things they could weigh, scan, or sell. Encourage them to act out weighing, scanning, and selling as they complete the sentence frame: *I am weighing/scanning/selling the _____.*



Author: Tracey Michele

Genre: Informational Text

Guided Reading Level: C

TEKS: K.3.A, K.3.B, K.5.C, K.15, K.110.11.B, K.110.11.D

English Language Support

Offer realia, gestures, or photos to support the introduction of new vocabulary. Explain to students that groceries is a word for food we buy at a supermarket, a store that sells food. Make three columns and label them: *Bakery Department*, *Deli Department*, *Fruits and Vegetables Department*. Explain that a department is an area of a store that sells a certain kind of groceries, such as baked goods like breads and cookies in the bakery department. Provide photos of different kinds of food for the different departments. Then have students suggest or find other foods that could be sold in each department.

Understanding the Text

Literal: *What are three jobs people do at the grocery store? Use the book to help you answer the question. (Possible answers: work in the bakery, sell meat, weigh deli meat, put fruits and vegetables out)*

Interpretive: *Why does the man in the deli need to weigh the ham? (Customers ask for a certain amount, such as a pound, so the meat needs to be weighed. Also, price is based on how much the meat weighs.)*

Applied: *Think about your local supermarket. What kinds of jobs do you see people doing? What types of food do you buy there? Besides food, what else can you buy there?*

Phonics and Word Recognition

K.3.A *Identify the common sounds that letters represent.*

Turn to page 8. Point to and read aloud the word *ham*. Guide students to identify the *short-a* sound in *ham*. Underline the phoneme *-am* in *ham*. Ask students to think of other words that end with *-am* and rhyme with *ham*. Provide clues or initial consonants if students need help thinking of rhyming words. (*jam, Sam, Pam, slam, clam*)

Text Features

K.110.11.D *Make inferences based on the cover, title, illustrations, and plot.*

Read aloud the text on page 4 and then point out the photograph on page 5. Explain that the text tells the reader what the man is doing in the bakery. The photograph shows what he is doing. The photograph and text each give different kinds of information about the same topic. Ask, *Does the oven in the photo look like your oven at home? The text explains that the man is putting the bread in the oven, but without the photo, most readers wouldn't know what the oven looks like.*

Point out the label *tray*. Explain that the line from the word *tray* to the picture is meant to show the reader where the tray is so that the reader can identify it and tell what it looks like. Walk through the book to make more connections between text, photographs, and labels.

Reading Informational Text

K.3.B *Use knowledge of letter sound relationships to decode regular words in text and independent of content.*

K.110.11.B *Ask and respond to questions about text.*

Explain that sometimes students will come across new words in an informational text. The author does not always tell the reader directly what a word means. When this happens, readers can try to understand new words by reading the text, looking at the pictures, and finding clues to the word's meaning.

Have students turn to page 4 and read the text aloud with students. Point out that the author doesn't tell the reader directly what the word *bakery* means, but she gives clues. Say to students, *The author says the man is putting bread in the oven. What clues does this give about what a bakery is and what is sold there?* Guide students to understand that the text tells readers that bread is baked and sold in a bakery. Have them look for clues in the photograph to confirm. Repeat this procedure for *deli* on page 8 and *checkout* on page 12.

Writing

K.15 *Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to dictate or write information for lists, captions, or invitations.*

Have students write one sentence that explains what happens in one of the departments in the supermarket. They should use information from the book but write the sentence in their own words. Have them illustrate their sentence. Encourage them to label their illustration with one word that describes something in the picture.