

Sam Goes Shopping

Grade Level: 5

Subject(s)

Primary: Reading

Integrated Activity: Reading, Mathematics

Reporting Category:

Demonstrate comprehension of fictional texts and use word analysis strategies

Lesson Summary and Connections:

Students will identify the character, setting, and events of a story. Students will answer questions related to the story being read.

Lesson Components Links

<u>VESOL(s) Complexity Continuum</u>	<u>Functional Skills</u>	<u>Assistive Technology</u>	<u>Materials</u>
<u>Vocabulary</u>	<u>Common Misconceptions</u>	<u>Student-Friendly Outcome(s)</u>	<u>Introductory Activity</u>
<u>Plan for Instruction</u>	<u>Differentiation</u>	<u>Reflection</u>	<u>Formative Assessment</u>
<u>Word Wall Cards</u>	<u>Supplemental Materials</u>	<u>Practice Items</u>	<u>Integrated Activity</u>

VESOL(s):

R-5.5: The student will identify a character, setting, or event in a story that is read to the student or that the student reads.

Complexity Continuum:

The story including a character, setting, or event could range from a sentence with six or fewer words to two sentences with five to seven words or a short paragraph.

Functional Skill(s):

- Identify people, place, and events
- Identify the difference between characters and settings
- Sit and listen to someone reading a story aloud
- Answer questions about what they have heard

Assistive Technology/AAC (Augmentative and Alternative Communication):

- Communication device or board
- Digital versions of sorting cards

Materials:

- [Word Wall Cards](#)

VAAP Integrated Lesson Template

- [Sam Goes Shopping](#) (Book)
- [Character and Setting](#) (Mat)
- [Character and Setting](#) (Cards)
- [Sam Goes Shopping Character, Setting, Event](#) (Cards)

Vocabulary:

Link any vocabulary words with an associated word wall card to the cards in the addendum.

Prior Knowledge What words will students need to know prior to starting the lesson?

- [who](#)
- [what](#)
- [when](#)
- [where](#)
- [why](#)
- [how](#)

Current Vocabulary What words will students learn during the lesson?

- [events](#)
- [character](#)
- [setting](#)

Common Misconceptions:

- Students may think that only people can be characters.
- Students may not be able to identify the setting when it is not explicitly stated in the story.
- Students may struggle to identify a character or an event when there is more than one character or more than one event in a story or passage.

Student-Friendly Outcome(s):

- I can identify the characters in the story.
- I can identify the setting of the story.
- I can identify the events of the story.
- I can answer questions about the story.

Introductory Activity:

- Display the prior knowledge Word Wall Cards ([who](#), [what](#), [when](#), [where](#), [why](#), and [how](#)) and refer to them as you start the introductory activity and throughout the lesson.
- Select a simple book your students are familiar with and have them tell you details they remember from the book. Make sure to push the discussion toward characters, events, and settings by asking questions such as “Who was the story about?”, “Where do you think the story took place?”, “Tell me something funny/sad/exciting/ that happened during the story.”
- Next, explain to students they will be reading (or have read to them) a book about shopping. Have students brainstorm what happens when they go shopping. Write their ideas on chart paper or the board. If students do not bring up relevant ideas (e.g., you shop at a store, you take a list with you, etc.), ask questions to elicit these ideas.

Plan for Instruction:

Part 1:

- Hand each student a copy of the book [Sam Goes Shopping](#) and display a copy at the front of the room.
- Read the story through, from beginning to end, one time without pausing. Encourage students to read along in their books.
- Once you finish reading the book, ask students to talk to a partner or adult about what they think the story was about. Allow students to share their ideas if they would like. This first read will lay the foundation for the lesson.
- Explain to students that it is helpful to a read story or passages more than one time and use strategies to help them understand and remember details. Tell them we will re-read the story after we finish the lesson on events characters, and settings.

Part 2:

VAAP Integrated Lesson Template

- Display the [Word Wall Cards](#) for the words [Character](#), [Setting](#) and [Events](#) and have students discuss what they know about each word. Use sticky notes or write their ideas on the card or board.
- Review the definition of character, setting, and events using the following videos.
 - [Character and Setting Song](#) (Video)
 - After the students watch the video, have them compare what was said in the video to what they said for the word wall cards. Add new ideas on sticky notes or board near the Word Wall Cards.
 - [Sequencing \(What Comes Next\)](#) (Video)
 - The purpose of this video is to have students think about events in a story and the order they should happen. Continue to reinforce the word events and character while discussing each one.
 - Throughout the video, stop when the three pictures are fully displayed. Ask students, “What do you think is happening in the story? Are the pictures of the events in the right order?” Have them predict the order the pictures should be in before turning the video back on.
 - Event 1 – planting flowers
 - Event 2 – kicking a soccer ball and breaking a vase
 - Event 3 – going to bed
 - Event 4 – running a race
 - Event 5 – playing hide and seek
- Once you feel students have a basic understanding of Setting and Character, have students complete the Character and Setting Sort. ([Mat](#), [Cards](#))
 - Pre-cut the sorting cards and hand each student, or if possible, pair of students a set of cards and a mat. (There are 8 cards in the sort, decide if you need to limit the number of cards or possibly add to the number according to the level of your students.)
 - Have students sort the cards using the mat as a guide. Ask questions such as: “Why did you say that picture showed a setting?” “Could you explain why that one is a character?” etc.
 - Once students are done sorting, have a class discussion. Encourage students to explain their reasoning.
- Next revisit the story [Sam Goes Shopping](#).
 - Say to students, “We will read the story again now that we have practiced our vocabulary words ‘events,’ ‘character,’ and ‘setting.’ As we read, try to decide what events are happening in the story, who are the characters, and what is the setting. I will ask you other questions during the story as well.”
 - As you read each page, stop and ask questions about what was read. Discuss what is happening within story. (There are suggested questions on the bottom of each page. You may use these questions or create your own.)
- Once you have finished reading the story and asking questions, hand out a set of [Sam Goes Shopping Character, Setting, Event](#) cards to each student or pair of students. Have students sort the cards according to character, setting, and event. Once the students have sorted, play a game of “Who can Find.” The teacher or a selected student will call out one of the vocabulary words (character, setting or event) and the class will hold up a picture that they feel represents that word. The teacher will select a student to explain why they think the picture is correct. (Use this game as the formative assessment for part 2 of the lesson.)

Differentiation:

- All card sets can be created in a digital platform for students who might struggle with dexterity.
- For students who are visually impaired, projecting the story may be beneficial.
- Alter number of cards according to ability.
- Have students create their own story using the images from the [Character and Setting Sort](#).

Reflection:

Have students tell a story using this picture. In their story they need to make up the characters, setting, and events.



Formative Assessment:

Along with observing student learning during the card sorts, story reading, and game, use these questions to assess student understanding.

1. Where is Sam going?

- a. shopping
- b. movies
- c. sleep

2. What does Sam use to help his shop?

- a. glove
- b. list
- c. mitten

3. What does Sam find first?

- a. Ice
- b. milk
- c. donuts

4. Who is grocery shopping?

- a. Tom
- b. Jane
- c. Sam

5. Where is Sam grocery shopping?

- a. store
- b. bed
- c. school

Integrated Activity:

Sam's Shopping List

Read the story to the students. Model good reading strategies (sounding out words, using other words to figure out a word, pause and ask yourself questions about what you read...). If available, have a set of coins for each student.

Sam is at the grocery store. He has \$1.00 to buy a snack. There are different snacks to choose from. There is ice cream for 50¢ and cookies for 15¢. Sam sees juice for 25¢. What will Sam buy for snack?

Reading:

After reading the story, have students answer the following questions.

1. Who is at the grocery store?
a. Store b. Sam c. Mom

2. Where is Sam?
a. home b. movies c. grocery store

3. What is Sam buying at the grocery store?
a. snacks b. coins c. sounds

4. What snack cost 50¢?
a. pizza b. cookies c. ice cream

Math:

Using the set of coins, answer the following questions.

1. Show me \$1.00 using a variety of coins.
2. What combination of 2 snacks can Sam buy? Show me using your coins.
3. How much will it cost Sam to buy cookies and ice cream? Does he have enough money?

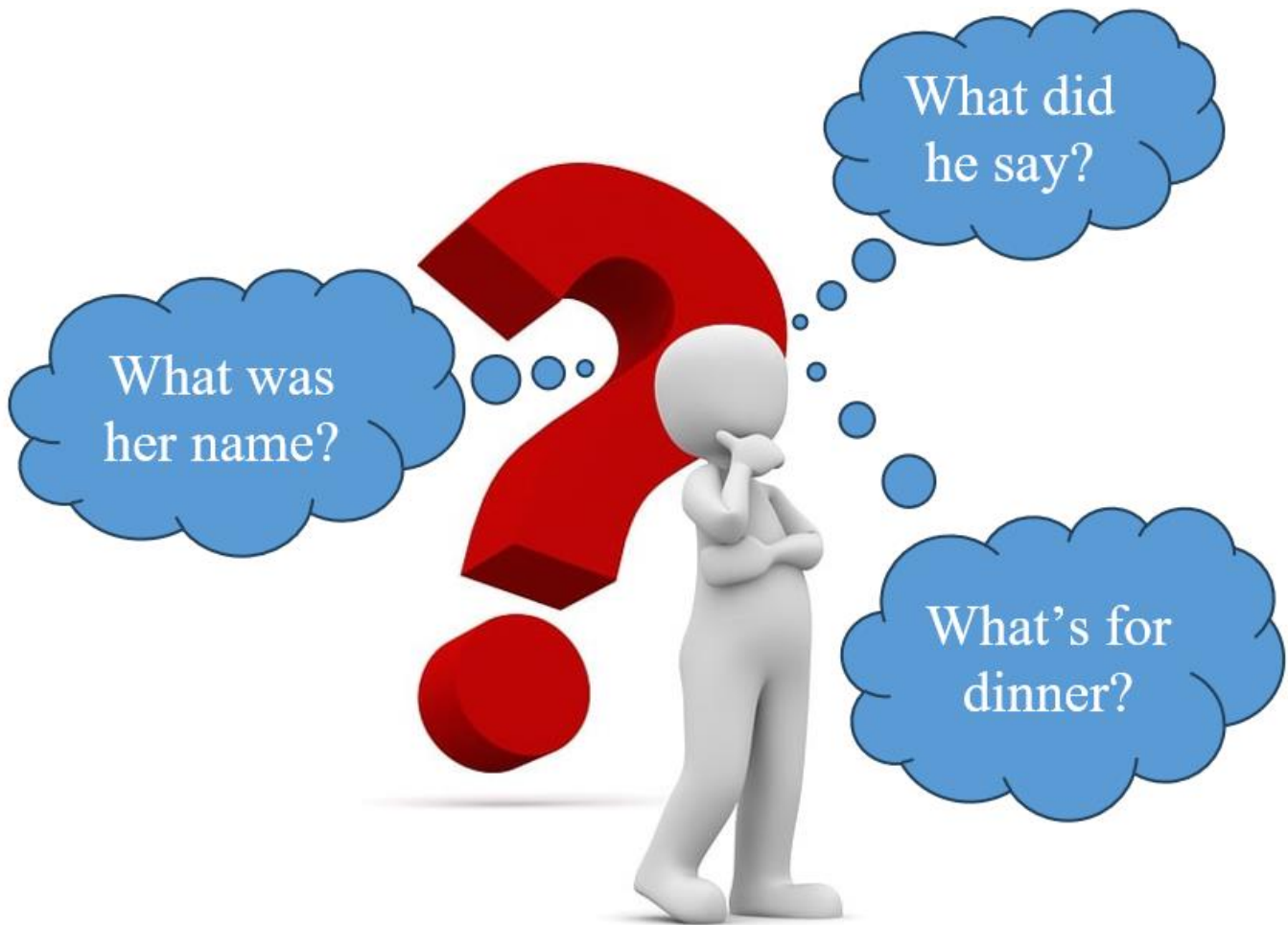
Who

a person or people in a story



What

asking for information



When

time



day, week,
month, or year

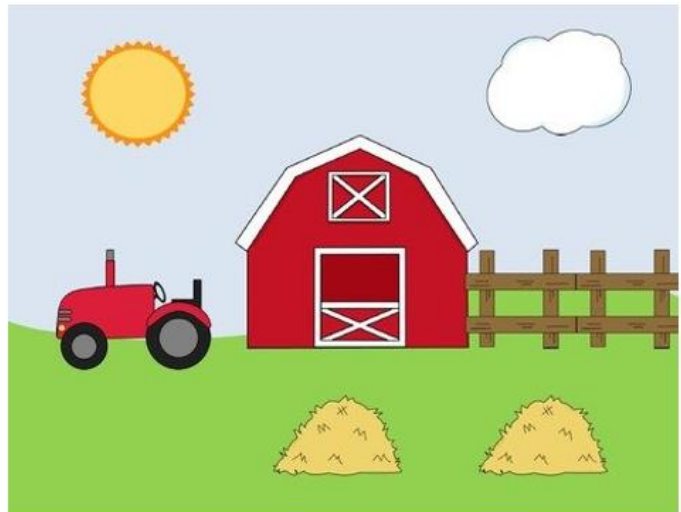


morning,
afternoon,
evening, or
night



Where

location of an event



Why

for what reason



How

in what way



Event

something that happens



running in a race



playing at the playground



going to
outer space

Character

a person, animal, or being



Setting

place and time



in the mountains
during winter



in the city at night

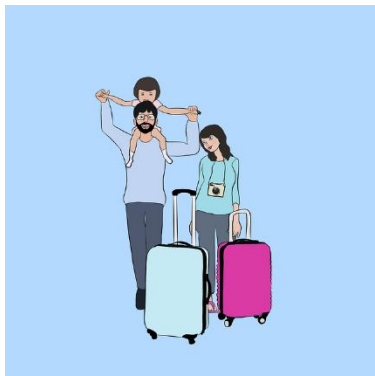
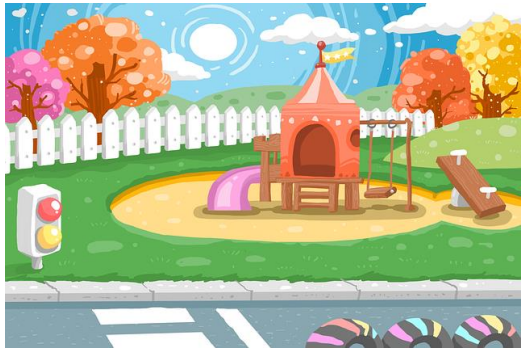


At school in 2016

Character and Setting Sort Mat

<u>Character</u>	<u>Setting</u>

Character and Setting Sorting Cards



Sam Goes Shopping Event, Character, Setting Cards

Create enough sets of cards for each student to have a set.



Sam the Bear is going shopping at the store. What will he buy?

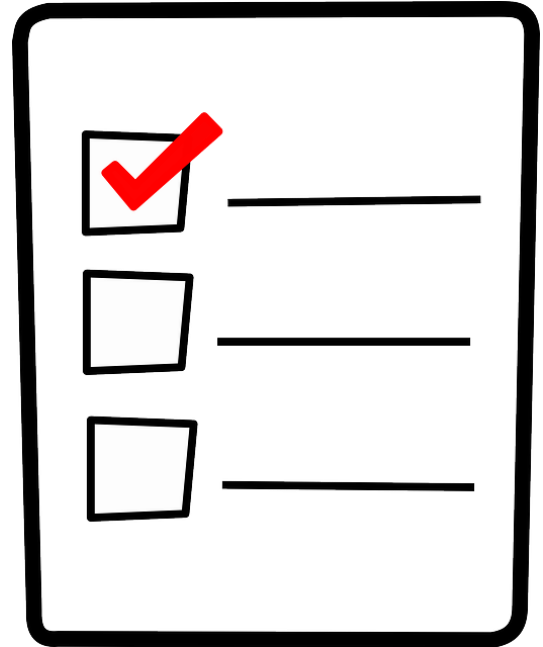
Sam Goes Shopping



Who is going shopping? Is Sam a character, setting or event?

Sam gets his shopping cart and look at his list.

He looks at his list. Sam needs milk, chips, and cookies.



What does Sam get to help him shop? What does Sam look at?

What things are on Sam's list? How many things are on Sam's list?

First, Sam gets the milk from the dairy section.



Second, he looks for the chips.



What event happens first? In what section of the store does Sam find the milk? Is the section a character or setting?

What event happens second?

Looking at his list,
Sam sees that he
only needs one
more thing, some
cookies.



Sam gets
everything on his
shopping list. He is
ready to pay.



What is the last thing Sam needs to get
from his list?

After finding all the items on his list,
what will Sam need to do?

What do you think Sam will do next?

Practice Items:

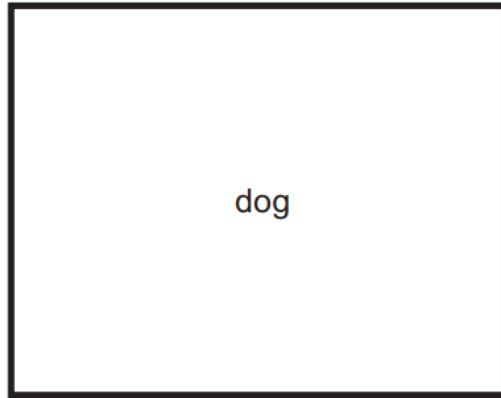
Item 7

The dog runs fast.

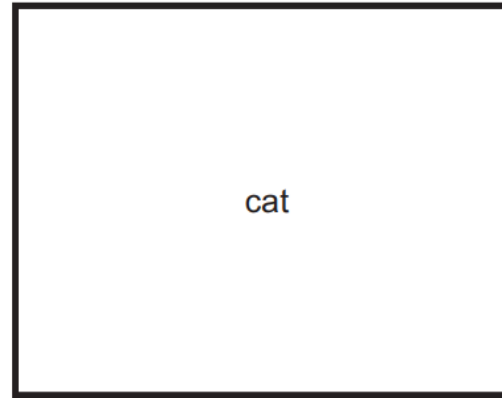
What runs fast?



A



B



C