SUMMARY
In this fictional story, a young girl and her father go shopping for their family and end up with a new pet.

LESSON VOCABULARY
- laundry
- section
- shelves
- spoiled
- store
- thousands
- traded
- variety

INTRODUCE THE BOOK
INTRODUCE THE TITLE AND AUTHOR
Discuss with students the title and author of The Shopping Trip. Have students look at the cover art. Ask: What are the girl and her father doing? What do you think this story will be about?

BUILD BACKGROUND
Discuss with students their experiences grocery shopping with an adult. Ask students if they have ever created a shopping list. Talk about how shopping with a list might be different from shopping without a list.

PREVIEW/TAKE A PICTURE WALK
As students preview the book, encourage them to look closely at the illustrations and ask what information about the story these illustrations provide. Point out the expressions on the characters’ faces, and ask students how this helps them understand what might be going on in the story.

READ THE BOOK
SET PURPOSE
Have students set a purpose for reading The Shopping Trip. Students’ interest in shopping may guide this purpose. Suggest that students think about how they shop for groceries.

STRATEGY SUPPORT: BACKGROUND KNOWLEDGE
Tell each student to create a KWL chart with the headings, What I Know, What I Would like to Know, and What I Learned. As a class, fill in the first column of the chart with what students already know about shopping and grocery stores. Then have individual students fill in the second column of the chart with topics they would like to know about shopping and grocery stores. Tell students that when they have finished reading, they will complete the third column with what they learned from the selection.

Ask students to note words they don’t understand. Suggest that they work with a partner to look up the word in a dictionary, write the meaning in their notebooks, and reread the part of the story where the word was used to check their understanding.

COMPREHENSION QUESTIONS
PAGE 3 What do we find out about Casey’s new baby sister, Rose? (Rose has been home for one week, she doesn’t want to sleep, and she is keeping everyone else from sleeping too.)

PAGE 4 What did the family do on Saturdays before baby Rose was born? (They used to sleep late, eat pancakes, relax, and do their favorite activities.)

PAGES 9 AND 10 What steps did Casey and her dad take to complete the shopping list at the grocery store? (First they went to the dairy section, next to the diaper aisle, then to the deli counter, and finally to the cash register.)

PAGE 14 What happened in the story that was a mix-up? (Dad thought that goldfish meant a pet goldfish, but Mom wanted goldfish-shaped crackers.)
REVISIT THE BOOK

READER RESPONSE

1. Possible responses: Before shopping: write a list, walk to store; During shopping: dairy section, diaper aisle, deli counter, checkout at the cash register, pet shop; After shopping: return home, kiss baby, unpack groceries, discover no crackers but a real pet goldfish, name pet fish “Cracker”

2. Response will vary but should include prior knowledge that is applied to the story.

3. imperfect by damage or decay

4. Dad bought the goldfish by mistake because he did not understand or clarify what the word goldfish meant on the shopping list.

EXTEND UNDERSTANDING Remind students that setting is the time and the place of a story. Suggest that students go through the story and write down details in the text and art that show where and when the story takes place. Ask: Where does the story take place? When does the story take place?

RESPONSE OPTIONS

WRITING Have students create a shopping list and then write a paragraph describing their shopping adventure. Ask them to detail the steps they would take to complete their shopping trip.

SOCIAL STUDIES CONNECTION

Collect weekly grocery sales flyers from the newspaper and, using the food pyramid, have students create a healthy meal plan for a week that includes grains, vegetables, fruits, dairy products, meats, and beans.

Skill Work

TEACH/REVIEW VOCABULARY

Invite students to make a word web for each vocabulary word. Have them supply at least two words that they associate with each vocabulary word.

TARGET SKILL AND STRATEGY

COMPARE AND CONTRAST Explain to students that to compare and contrast is to look for likeliness and differences between objects, ideas, or pieces of text. Call attention to how the family has changed on page 4. Model comparing and contrasting by asking questions such as “What is different about Casey’s family since Rose was born? What is the same?”

BACKGROUND KNOWLEDGE Tell students that thinking about what they already know about a topic can help them understand what they read. Suggest that if students use prior knowledge, they will be able to make better generalizations about the facts in the text. As students read, have them note at least one instance where they activate prior knowledge to help them understand the text.

ADDITIONAL SKILL INSTRUCTION

CHARACTER Remind students that characters are people or animals in stories. Tell them that sometimes authors do not tell everything about their characters. Students can also learn about characters from characters’ words and actions. Explain that students can use these clues to predict what a character will do next. Have students read the text on page 4. Ask: What do Casey’s thoughts tell you about Casey? (Students should see that Casey thinks that Rose has changed everything.) Then have students read the first paragraph of page 13. Ask: What do Casey’s thoughts and actions tell you about Casey? (Casey kisses Rose because she loves her little sister.)
Compare and Contrast

- When you **compare** two or more things, you think about how they are alike and how they are different.
- When you **contrast** two or more things, you only think about how they are different.

**Directions**  Look back at the selection *The Shopping Trip*. Compare and contrast the family before and after Rose was born.

<table>
<thead>
<tr>
<th>Before Rose was born</th>
<th>After Rose was born</th>
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<tbody>
<tr>
<td>1.</td>
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<td>5. What remained the same before and after the Rose was born?</td>
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Directions Write the word from the box that best completes each sentence.

Check the Words You Know

- laundry
- spoiled
- traded
- section
- store
- variety
- shelves
- thousands

1. You would not want to eat food if it is ______________.
2. We had four loads of ______________ to wash, dry and put away.
3. We needed milk, bread and cheese from the ______________.
4. Long ago, people bartered for goods and often ______________ things.
5. There was a ______________ of fruits and vegetables on the table.
6. We found yogurt, milk and cheese in the dairy ______________ of the grocery ______________.
7. Cereal, soup, and diapers were on the grocer’s ______________.
8. We looked in and were amazed to see ______________ of shoppers at the store for the sale.

Directions Write two sentences, using as many vocabulary words as you can. Make sure the sentences make sense.

9–10. _______________________________________________________________________

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