



NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher's Pages Pre-reading Discussion Post-reading Discussion	Activate students' background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share Ideas**

Ask the students to think about their favourite place to buy clothes. Print the following questions on the board:

Where do you shop for clothes?

What are the prices like?

What else can you buy there?

What do you like best about that store?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their ideas with one another using the questions as prompts. After students share their ideas, ask if anyone would like to share their ideas with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read about Sami. Explain to the students they are going to preview the book in order to get an idea of what the book is about. Read the title out loud to the students. Give the students time to look at the front cover. Ask, "What do you learn about Sami from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|--|---|
| (a) ____ Sami volunteers at a store. | (c) ____ Sami helps somebody learn a new skill. |
| (b) ____ Sami helps people in the store. | (d) ____ Sami helps at the till. |

Direct the students to the photo on the front cover of the book. Say, "This is Sami." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Sami doing?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Content

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. Have the students mark the statements probably (P), maybe (M), or probably not (PN). Have the students compare and give reasons for their responses.

- | | |
|---------------------------------------|--|
| (a) ____ Sami breaks a toy. | (c) ____ Sami sorts clothes. |
| (b) ____ Sami learns to make clothes. | (d) ____ Sami learns to work the till. |

AFTER READING THE STORY

1. Remember Details

Have students move into pairs. Have them work together to remember as many details as possible from *Thrift Store*. Have the students as a group share the details they remember. As students agree on details, print the details on the board. (*Note: The details can be left on the board as support for students as they work through the student activities on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Why do you think Sami is afraid to work the till?
- (b) How does Sami learn to work the till?
- (c) Why do you think Sami smiles?
- (d) What are people skills?

Why does Sami need people skills?

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- | | |
|--|--|
| (a) _____ Sami is afraid to work the till
because Eva works the till. | (c) _____ Sami smiles because
he likes Eva. |
| (b) _____ Eva is a good teacher. | (d) _____ Sami likes to work
with people. |

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Would you like to volunteer in a thrift shop? What would be your favourite jobs to do in a thrift shop? Your least favourite jobs? Explain why.
- (b) Some places of worship, like churches, have thrift stores. Where else might you find thrift stores in your community? How would you go about getting a volunteer job in a thrift store?
- (c) Describe the last time you taught somebody how to do something. What did you teach them? How did you teach them? How did they feel? How did you feel?

1. Letter Names

Look at the sentences on pages 8, 14, and 18.

Find words that begin with the letter **t**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **t** make?

Read the words with your teacher.

Think of three more words that begin with the sound /t/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: **till**
 will

These words belong to the **ill** word family.

(b) Read these sentences. Circle the words in the **ill** word family.

1. Sami works the **till**.
2. Take the **pill** with water.
3. I live on a **hill**.

(c) Print words that belong to the **ill** word family.

_____ *till* _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Sami unpacks boxes.

2. He puts prices on toys.

3. He sorts dishes.

4. He makes change.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Sami _____ at a thrift store.
- (b) Sami helps to unpack _____ .
- (c) He sorts clothes for _____ .
- (d) Sami helps _____ find things.
- (e) He adds up some _____ .
- (f) Sami _____ to work the till.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) the / Eva / store / runs _____
- (b) Sami / dishes / sort _____
- (c) till / wants / work / Sami / the / to _____
- (d) unpack / does / he / What _____?
- (e) Why / he / smile / does _____?
- (f) is / Sami / not / afraid _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) Sami sorts clothes.

Sami sorts _____ .

Sami sorts _____ .

Sami sorts _____ .

Sami sorts _____ .

(b) I am tired of sorting.

I am tired of _____ .

I am tired of _____ .

I am tired of _____ .

I am tired of _____ .

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH**Step 1:** Start a Discussion

Possible prompt: Ask the students to think about what skills they would like to develop through volunteering.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I want to learn to use a computer.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text**(a) Sight Words**

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *Thrift Shop* was **t** /t/. Have students find and copy the words that start with the letter **t**. Repeat the process for the word family **ill**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

Example:

I want to learn to use a computer.

I want to learn to use a *calculator*.

I want to learn to use a *Facebook account*.

I want to learn to use a *drill*.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Possible answers: Sami is afraid of making a mistake. He is nervous about learning to use the till in front of people. (b) Possible answers: Eva helps Sami work the till. Eva makes Sami feel confident, so Sami is ready to try. He learns by doing. (c) Possible answers: Sami learns to work the till. He is not afraid to work the till anymore. He feels good about himself. (d) People skills are skills that help you get along with people. Sami needs people skills because he needs to talk to people in the store and help them.

Option B: (a) False. Possible explanations: Sami might be afraid of making a mistake. He might be nervous learning to work the till in front of people. He might not know how to make change. (b) True. Eva shows Sami how to work the till. Eva makes Sami feel confident, so Sami is ready to try. He learns by doing. (c) False. Sami smiles because he learns to work the till. He is not afraid to work the till anymore. He feels good about himself. (d) True. Sami is tired of sorting clothes, so he goes out to the store and helps people.

Worksheets

1. **Letter Names:** toys, tired, till
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. till 2. pill 3. hill (c) Possible answers*: till, will, pill, hill, bill, dill, fill, gill, Jill, kill, mill, sill, drill, frill, grill, spill, still, thrill
4. **Matching:** (a) He puts prices on toys. (b) Sami unpacks boxes. (c) He makes change. (d) He sorts dishes.
5. **Predict Words*:** (a) volunteers, works (b) boxes (c) women, men, children (d) people, shoppers, customers (e) prices, change, money (f) wants, learns, tries
6. **Scrambled Sentences:** (a) Eva runs the store. (b) Sami sorts dishes. (c) Sami wants to work the till. (d) What does he unpack? (e) Why does he smile? (f) Sami is not afraid.

7. **Sentence Frames:** Students will have different answers.

**Other answers are good if they make sense.*