

Date

Subtheme

Start Time: Choose a start time.

End Time: Choose an end time.

Curriculum Area:

*Conceptual Knowledge-
Numeracy*

Conceptual Knowledge-
Numeracy

Materials:

- boardmaker activity
- play money
- books, magazines, newspapers that students can keep if they want
- cash register
- iPad for turn taking
- worksheet
- dobbers

Objective(s):

Students will expand upon ability to rote count.

Students will demonstrate the ability to subtract numbers or groups of objects.

Students will identify the value of United States dollar bills.

Introduction:

- Teacher will connect lesson to theme _____.
- Teacher tells students that they will be taking turns purchasing items from the book store.
- Teacher hands out worksheet for students to complete throughout the lesson and \$5 to each student (depending on IEP goals teacher can give different amounts to different students).
- Teacher uses iPad with student pictures on it to determine the order in which students will take a turn.
- Students who are not making a purchase will use a dobber or pencil to circle/write the choices that their peers choose.

Body:

- Students come up one at a time and determine whether or not they want to purchase a book, a magazine or a newspaper.
- Once they make a choice, they will be presented with the price of the object.
- They will give their money to the teacher who will put their money into a cash register. Teacher will direct students to use the number line for support.
 - How much does your _____ cost?
 - Is this a one dollar bill, a five dollar bill or a ten dollar bill?
 - How much is that worth?
 - How much change will you get?

Closing:

- Once all students have had a turn, teacher will direct students to look back at their papers and answer questions.
 - What costs more the book or the magazine?
 - What was the most popular item?
- Teacher will set the timer for 5 minutes so that students may enjoy reading their purchase.

Accommodations:

Objects
Picture supports
Visual directions
Adapted text
Leveled prompting
Communication system
Differentiated material

Multiple Intelligences:

<input checked="" type="checkbox"/> Linguistic	<input checked="" type="checkbox"/> Bodily Kinesthetic	<input checked="" type="checkbox"/> Logical-Mathematical
<input checked="" type="checkbox"/> Visual-Spatial	<input type="checkbox"/> Musical	<input checked="" type="checkbox"/> Interpersonal
<input checked="" type="checkbox"/> Intrapersonal	<input type="checkbox"/> Naturalist	

Common Core Standards (<http://www.corestandards.org/read-the-standards/>) :
CCSS.MATH.CONTENT.4.NBT.B.4

LCCE Competencies (Link to LCCE Competencies):

Link lesson appropriately to LCCE competencies. Click on the link above to view competencies.

The Bookstore

A Reading A-Z Level aa Leveled Book

Word Count: 16

Connections

Writing and Art

What is something else you can see at a bookstore?
Draw a picture and label it.

Social Studies

How is a bookstore different from a library?
How is it the same?
Discuss your ideas with a partner.

LEVELED BOOK • aa

The Bookstore



Written by Sarah Ghusson • Illustrated by Beatriz Castro

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Focus Question

What can you see in a bookstore?

Words to Know

bookstore room
chair snacks
helpers story

The Bookstore
Level aa Leveled Book
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Correlation

LEVEL aa	
Fountas & Pinnell	A
Reading Recovery	1
DRA	A-1



The door.



The room.



The books.



The helpers.



The chair.



The story.



The snacks.



The bookstore.



What do you want to buy from the book store?

book

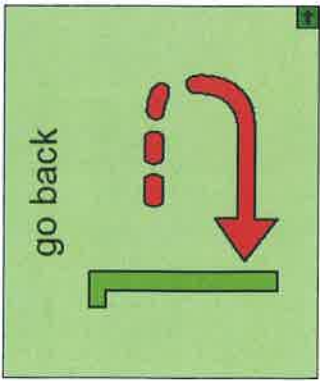


newspaper



magazine





\$1.00

