

Where Do You Live? by M.C. Hall (Red Brick Learning, ©2003 ISBN 0-7368-1797-2)

Literature Annotation: City and country locations are introduced in comparative text and large photographs that help children develop understanding of both environments. Homes in the city and country are presented along with markets, kinds of transportation, activities, and scenes associated with each setting.

Grade Level: Pre-K

Duration: Two days (two 20 minute lessons)

Economic Concepts: goods, workers, market, buyers, sellers

Maryland Voluntary State Curriculum (VSC):

Economics Standard: Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

4.A.1 Recognize that people must make choices because of unlimited economic wants

4.A.1.a Identify that goods are things that people make or grow

4.A.2.a Recognize that workers do jobs in the home and school

4.B.1 Identify types of local markets

4.B.1.a Identify markets as places where buyers and sellers meet

Objectives: Students will be able to...

- describe goods that are sold in a variety of markets
- identify workers that can be found in markets
- identify a variety of markets

Economic Vocabulary:

Goods: physically tangible objects that can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books and furniture

Market: place where buyers and sellers can exchange resources, goods, and services

Buyers: an individual or group of people who purchase resources, goods and/or services

Sellers: an individual or group who exchange resources, goods or services for monetary or non-monetary gain

Additional Vocabulary: city, country, apartment, shop, subway, tractor

Teacher Materials:

- Book *Where Do You Live?* by M.C. Hall
- Copies of pictures from Teacher Resource (See pages 4 – 8.)

For each student

- Picture from lesson pages 4-8

Teacher Background: Markets are represented in a number of forms. The shops and

stores we visit in a variety of settings are markets, as are garage sales, auctions, online vendors, and stalls along country roads in the summer.

Lesson Development:

Review/Motivation:

DAY ONE

1. Explain to students that some people live in the city and that some live in the country.
2. In the city, people often live in apartments. Show page 2 of *Where Do You Live?* and point out a possible apartment house.
3. Others live in the country on roads where there are often only a few houses.

Discussion Activities:

DAY ONE

1. Read page 2: Ask students to predict what workers they might meet in the city.
2. Read page 3: Ask students to predict what workers they might meet in the country.
3. Read pages 4 and 5:
 - Ask students what workers they might meet on the city streets.
 - Define “market” and ask students which page shows a location where you might find a market. (Page 4)
 - Ask students to predict what markets they might visit in the city.
4. Read pages 6 and 7:
 - Ask students to tell about the market on page 7 in terms of what is sold and the kinds of workers are found there.
 - Ask them to tell about the workers they see in the supermarket where their family shops.
 - Define “goods” and ask them what goods they see in the picture on page 7.
 - If you could not buy all of the goods shown on page 7, what one good might you choose to buy? Explain your answer.
 - Why might you not be able to buy everything that you want? (Not enough money.)
5. Read pages 8 and 9:
 - Explain that in a city people can travel by cars, taxis, buses, and subways.
 - Explain that a subway is a train that carries people from place to place in a city and that parts of the subway run underground.
 - Ask students to tell how they would like to travel in the city (by car, bus, taxi, or subway) and which markets they would like to visit. Have them explain their answers.
6. Read page 10: Ask students to identify the types of workers they might meet on the road shown on the picture. (If they do not include “mail carrier”, ask them to identify the mailbox that is prominent in the picture and lead them to the idea of a postal worker.)
7. Read page 11: Ask students what workers might be found on a farm and who might care for the big animals.
8. Read pages 12 and 13:
 - Have students discuss the market pictured on page 13. (Help them identify it as a “Farmers’ Market.”)
 - Have them study the picture and identify the goods that farmers grow to sell in the market.
 - Talk about other goods they might find at a Farmers’ Market.
 - Ask students if they have ever visited other types of markets such as a Flea Market or a Garage Sale. Talk about the differences between a Farmer’s Market

and a Flea Market in terms of goods sold in each. Repeat for Garage Sale. Read the remaining pages of the text.

DAY TWO

1. Duplicate the cards from pages 4 – 8 of this lesson.
2. Review the concepts of shop or store as a market and workers that may be found in markets.
3. Present the pictures discussing each of the shops or markets. (Florist, jeweler, pharmacy, and bakery may be new words for most children.)
4. Discuss what goods can be purchased in each market.

Conclusion/Closure:

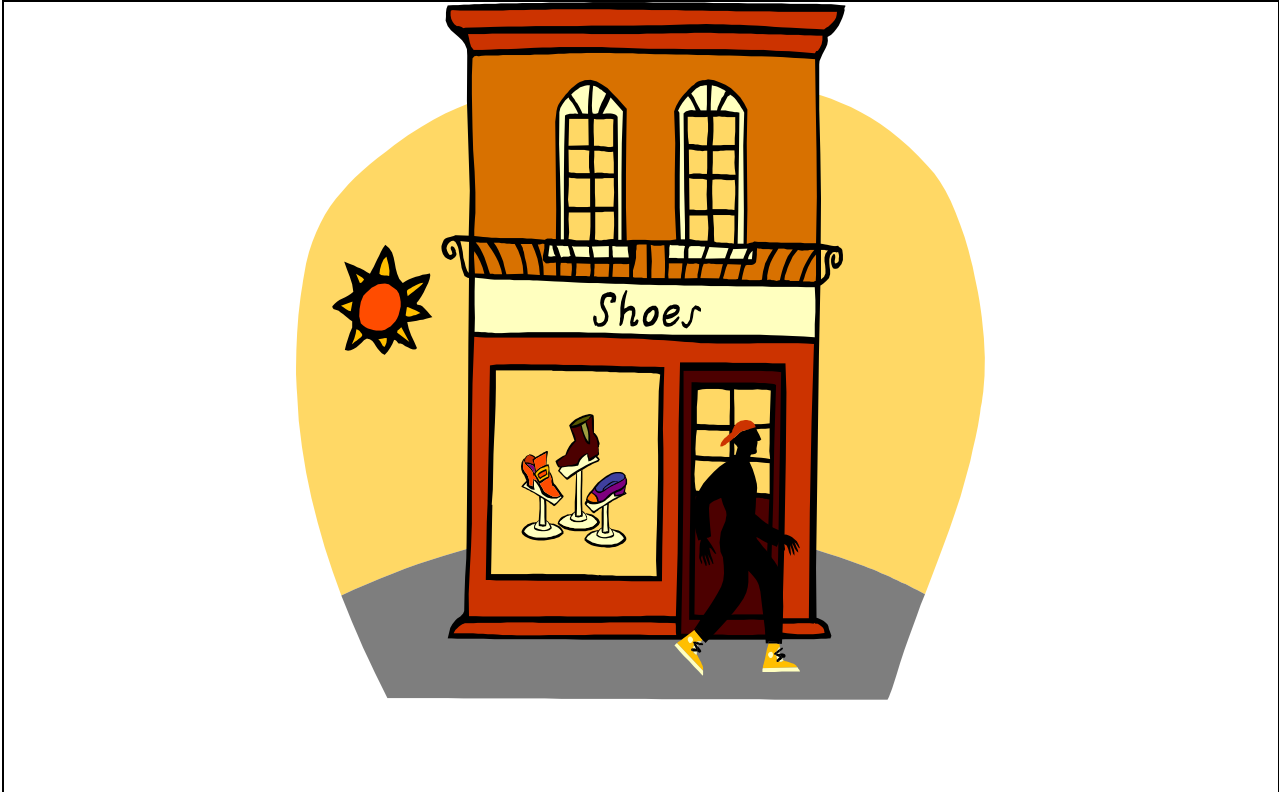
Explain to the children that copies of the pictures will be at the art center during the day. Ask them to:

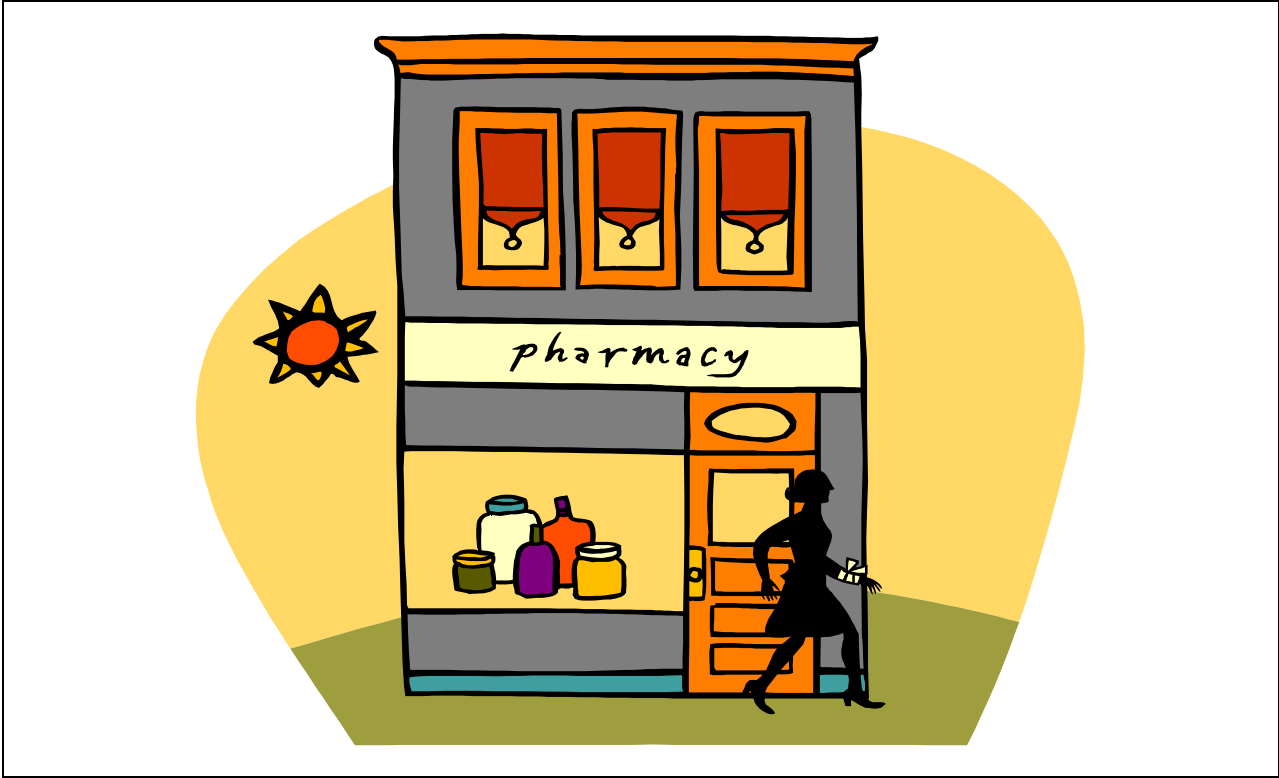
- select a picture,
- paste it to a piece of drawing paper,
- draw a good that they might buy at that market.

Extension:

Group the drawings by type of market and display the drawings completed at the art center. Use pictures of goods that are sold in each shop and have students match them to the pictures of the shops.

Invite parents who work at different markets to visit the class.











Farmers' Market



Supermarket