

At the Market by Nadine Golden (Newbridge Educational Publishing: New York, NY. 2003 ISBN: 1-4007-3442-8)

Literature Annotation

Through large pictures and primary descriptions, *At the Market*, takes children to a wide variety of markets where goods can be purchased. It illustrates to young readers that not all markets are grocery stores and includes a Farmers' Market, Flower Market, Flea Market, Craft Fair and the Mall. Text features include numerous illustrations, a map and a glossary.

Grade Level: K-2

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

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

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

College and Career Ready Standards for Reading Informational Text

RI2 Determine central ideas or themes of a text; summarize the key supporting details and ideas.

RI4 Interpret words and phrases as they are used in a text.

College and Career Ready Standards for Mathematics

2.MD.8 Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

Objectives: Students will be able to...

- identify a variety of market types
- use market-related vocabulary appropriately
- solve problems using quarters, dimes and nickels

Vocabulary

market: an place where people buy and sell goods (NOTE TO TEACHER: A market may be a physical place such as a store, or it may occur via a telephone or Internet transaction.

goods: things that people make or grow that satisfy economic wants

producer: a person who grows or makes things for people to buy

consumers: people who buy and use goods and services to satisfy economic wants

production: the process of making a product, either a good or a service

vendor: a person who sells things

Materials

- Book: *At the Market* by Nadine Golden
- Assortment of goods (EX: book, pen, toy, candy, apple, etc.)
- Resource 1: *Vocabulary Flash Cards* (Copied onto card stock)
- Resource 2: *Market Vocabulary*
- Resource 3: *To Market, To Market*
- Resource 4: *I'm a Market Consumer*
- Resource 4b: *Coin Cut-Outs*

Motivation

1. Introduce the book to students and discuss the title, author, and illustrations. Explain that this is an informational text and contains photographs, or pictures of real people and places.
2. Display a variety of “goods.” Explain that “goods” are things that people make or grow. Allow children time to look around the classroom and identify other goods that they see. (EX: flag, desk, chair, plant, etc.)
3. Ask students: *Where can you go if you want to get some of these goods for yourself or your family?* (Sample responses include: the store, market, etc.)
4. Introduce the term “market” and explain that there are many different types of markets. Ask students if they can identify any kinds of markets. (NOTE: In addition to the markets discussed in the text, online sites and catalogs are also market examples.)

Development

1. SAY: *Today we are going to read a book about different types of markets. As I read the story, try to remember the different kinds of markets that the story mentions.* Read the story aloud and, if possible, project each page on a document camera.
2. ASK: *What kinds of markets did the story mention?* List student responses on the board. Responses include: Farmers’ Market, Supermarket, Flower Market, Flea Market, Craft Fair and the Mall.
3. Go back to each market listed on the board and ask students to explain each type of market. As they finish discussing each type, ask them if they have ever gone to that type of market. Have them share their experiences.
4. Distribute copies of Resource 1 and distribute the flash cards to ten students. Have the students come to the front of the room and match the term with the correct definition. Have the class check for accuracy.
5. Distribute copies of Resource 2 and allow time for students to complete in their seats. Check for accuracy when finished.

Conclusion

Ask students to complete the following: *To market, to market, to buy a fat ____.* (pig). Project Resource 3 on a document camera covering up all but the first stanza. Ask students: *At which kind of market might you buy “a fat pig”?* (Farmers) Next reveal the next stanza, having students recite it aloud. For each stanza revealed, ask:

- a. Used Toy = Flea Market
- b. Knit Hat = Mall or Craft Fair
- c. Daffodils = Flower Market
- d. Shoes = Mall

Mathematics Extension

Have students work alone or in groups to complete Resource 4: *I’m a Market Consumer.* Use Resource 4b or plastic classroom coins to complete Resource 4.

MARKET

GOODS

VENDOR

CONSUMER

PRODUCER

**Place where people
buy and sell goods**

**Things that people
make or grow that
satisfy economic
wants**

**A person who sells
things**

**A person who buys
and uses goods**

**A person who
makes or grows
goods**

NAME: _____

Market Vocabulary

DIRECTIONS: Draw a line to match the picture with the correct vocabulary word.



GOODS



VENDOR



CONSUMER



PRODUCER

On the back, draw your own picture of a **MARKET**.

To Market, To Market



To market, to market
To buy a fat pig.
Home again, home again jiggety jig!



To market, to market
To buy a used toy.
Home again, home again oh what a joy!



To market, to market
To buy a knit hat.
Home again, home again I would like that!



To market, to market
To buy daffodils.
Home again, home again oh what a thrill!



To market, to market
To buy brand new shoes.
Home again, home again I just can't lose!

I'm a Market Consumer

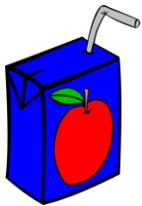
DIRECTIONS: Place coins in each box that equal the cost of each item.



25¢



50¢



75¢



\$1.00

Coin Cut-Outs

