

### Strand: Economics/Technology

### Theme: Income

**Purpose for Reading:** To develop understandings of how goods are sold at markets and of what different markets look like.

**Comprehension Strategies:** Making connections to the world, synthesizing, evaluating, comparing and contrasting.

#### Vocabulary

*Dictionary Words:* buyers and sellers, flea market, floating market, stalls

*Vocabulary Words:* Ecuador, food market, Thailand

*High-Frequency Words:* all, big, but, day, do, from, get, has, have, little, new, not, of, people, some, that, there, they, very, what, where, will, with

#### Before Reading

- Ask students what happens when we need to buy things at a shop. *How do we know how much things cost? How do we pay for things? Who takes the money? Where do we get the money to buy things?* Ask students if they have been to a market. Have students share their experiences of markets and talk about how markets are different from shops.
- Read the title and discuss the meanings of the words *bargaining* and *market*. Have students infer what is happening in the photo. *What are the men doing? Which one of the men is buying? What sorts of things are for sale? Where could this market be?*
- Tell students that shopping at markets can be very different from the way shopping is done at shopping malls. Tell them that this book will show them some different kinds of markets. *In some markets, people bargain or agree upon a price for an*

*item. How is this different from going to the mall? If you were looking for a new shirt at the shops and you found one that cost \$15, could you tell the shop keeper that you would only pay \$10 for it? Why? What do you think might happen?* Tell students that you can do this at markets, and that you and the seller will discuss the price until you agree on a price that you both accept.

- Read the title page together. Have students describe what is happening in this photo. *Is this a market or a shop? What makes you think it is a market?*

#### Introduce the Picture Dictionary

- Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe the markets in each photo. Use questions such as, *What is being sold at this market? What is a flea market? What is a floating market?*

#### Take a Photo Walk

- Pages 4–5: Ask students to look at the photo and read the caption. *Who are the buyers? Who are the sellers? What are they selling? Does this look like it is in your country?*
- Pages 6–7: Ask students to look at the photo and read the caption. *What is being sold at this market? Who are the buyers? Who are the sellers? Do we have fish markets?*
- Pages 8–9: Read the caption and have students discuss what sorts of things are for sale at flea markets. *Who might want to buy old things? Do we have flea markets?*

- Pages 10–11. Have students discuss what is different about this market. Read the caption. Discuss what stalls are. *What do the stalls provide? Do we have any markets with stalls?*
- Pages 12–13: Invite students to read the caption and discuss what a floating market is. *Why might these people have a floating market? What sorts of places might have floating markets?*
- Pages 14–15: Ask students what the word web on page 15 shows. Read the title and discuss the information from the word web.

## Read the Book

- Ask students to read the title independently.
- Turn to pages 2–3: Read the dictionary words and the sentences on page 3.
- Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point only if you need help to check.*
- Ask students to continue reading the book independently. Provide support as needed.

## After Reading

### Comprehension

- Have students discuss the different things that are sold at markets. Record students' responses on the board using a table with the headings: *Food, Clothing, Old Things, New Things, Other.*
- Have students discuss the advantages and disadvantages of selling this way for both buyers and sellers.
- Have students return to the book to locate important information about markets. Make a word web with the word *Markets* in the centre, and record the information students suggest.

### Vocabulary and Word Recognition

- Have students find the word *other* on page 6. Write the word on the board and ask students to think of sentences containing the word *other*. Write them on the board. Ask students to write the word *other*, checking it for accuracy. Have them write it five times, saying it as they write it.
- Ask students if they know any words that rhyme with *other*. Invite students to come out to the board to write the words *mother, brother, and another*.

### Oral Language

- Have students work in pairs, taking turns to explain to each other how markets are different from shops.

### Writing

- Have students write two sentences to explain what *bargaining* means.

### Creative Extension Activities

- Set up a shop in the classroom and have students take the roles of buyers and sellers. Have students bargain for goods.
- Have students use magazines to find items to sell at a market. Have students cut the items out and glue them onto a sheet of paper. For each item, have students think of a price they would like to get, and also a price that they would be willing to accept for each item. Write the top and bottom price for each item on their sheet.

### Independent Follow-Up Activities

- Reread the book to a partner to build fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: \_\_\_\_\_

How are markets the same as shops?

How are markets different from shops?

Write your answers in the boxes below.

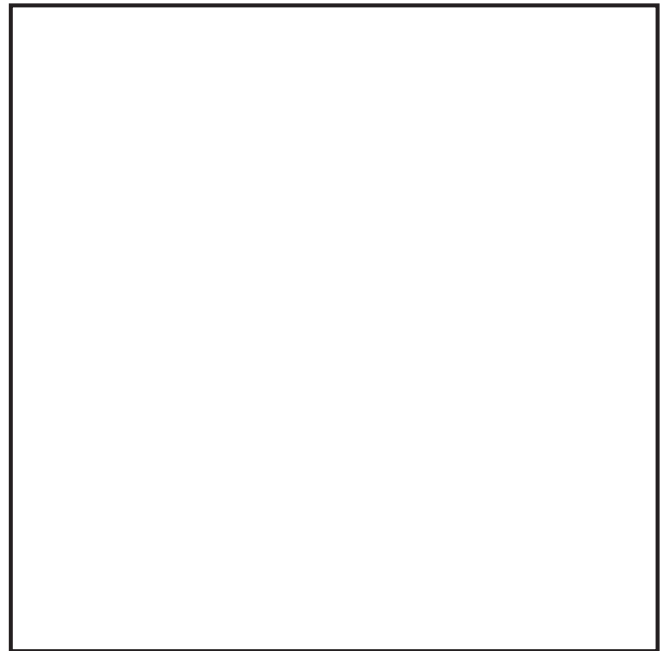
Same as Shops	Different from Shops

Name: \_\_\_\_\_

Read and draw.

This is a fish market.

The seller is taking money in his left hand and passing the fish to the buyer in his right hand.



This is a floating market.

There are three small boats.

A seller sits in each boat.

One seller has fruit and vegetables, one has meat, and the last has fish.

