



# At the Market

**Word Count:** 100    **Text Type:** Factual Description

**High-Frequency Word Focus:** have, much, of, them

**Content Words:** bread, choose, farmers, fish, flowers, fresh, fruit, market, sell, shoppers, stalls, trucks, unload, vegetables

**Language Features:** (punctuation, vocabulary, sound and letter knowledge)  
capital letters; full stops; initial consonant *f*; topic-specific words

## LITERACY

**Interacting with others:** listen to and respond orally to text and others; use interaction skills

**Interpreting, analysing, evaluating:** identify some differences between imaginative and informative texts; read predictable text; use comprehension strategies to understand and discuss text

**Creating texts:** produce some lower and upper case letters; create short text to record ideas

## LANGUAGE

**Language for interaction:** use language to express likes

**Text structure and organisation:** understand how digital texts work; understand punctuation is a feature of written texts; texts can take different forms – purpose of index

**Expressing and developing ideas:** know spoken sounds and words can be written down using letters of the alphabet; how to write high-frequency words; understand the use of vocabulary

**Sound and letter knowledge:** recognise sounds in spoken words; letters of the alphabet

The reading period is a time for enjoyment, sharing, learning, development, reinforcement, and extension. To meet the needs of each group of students, use the direct focuses described above, and any additional focuses listed in the Scope and Sequence Chart on page 16 and found in most texts at this level, to support and encourage continued development of all language skills.

## GETTING STARTED LISTENING, SPEAKING, VIEWING

**Activating prior knowledge:** Ask students if they have ever been to a market and, if so, what kind. Discuss different kinds of markets, such as flower, fish, meat, and general food markets. Ask which market or supermarket they usually visit, and what they buy when they are there.

**Encouraging prediction:** Read the book's title to students and have them discuss the people and produce in the photograph on the cover. Turn to and read the title page. Ask students to look at the photographs throughout the book, identifying what the different people are doing. Have them use the photographs to predict what the book might be about.

**Outlining focuses:** Explain to students that as well as reading about the market, they will be talking about capital letters, full stops, words that start with *f*, and words that are specifically related to markets.

## DURING THE READING SESSION LISTENING, READING, SPEAKING, VIEWING

### ■ Literacy

**Modelling:** Read the text to students. Use expression, pause to clarify unfamiliar words where necessary, and point to each photograph as you read.

**Guiding:** Invite students to read, keeping in mind what was modelled. Use the specific abilities and needs of the group as an indication of when to assist by pausing and giving prompts or clues. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns. Allow appropriate “wait time” and provide positive feedback to students when they use learned reading strategies to make meaning from words, sentences, and whole texts (the main aim of guided reading).

**Interacting, interpreting, analysing, and evaluating:** At appropriate intervals and/or the conclusion of reading, ensure students are making meaning from the text. Ask students to read the text and look at the photograph on pages 2 and 3. Ask why farmers have to go to the market early and what tells us it is early morning in the picture. Turn to page 5 and ask what the people in the photographs are doing. Have students list the things people can buy at the market. Remind them of the difference between imaginary and informative texts, and ask which they think this book is and why.

## ■ Language

**Language for interaction:** Have students recall what is for sale at the markets. Have them take turns to complete this sentence: *The thing I like most about the market is \_\_\_\_\_.*

**Text structure and organisation:** Using their knowledge of capital letters and full stops, have students count and tell the number of sentences on each page. Discuss the purpose and placement of the index on page 16.

**Expressing and developing ideas:** Explain to students that some books contain words that relate specifically to a topic, for example, the words *market* and *stalls* on page 2. Help students locate other topic-specific words throughout the text (for example, *bread, fish, flowers, fruit, vegetables*).

**Sound and letter knowledge:** Have students turn to page 8 and locate words that start with the letter *f* (*food, fresh, fruit*). Have them say each word, emphasizing the *f* sound. Ask if they can tell you any numbers that start with *f*, animals that start with *f*, and people's names that start with *f*.

## PUTTING THE LEARNING INTO PRACTICE

### READING, SPEAKING, LISTENING, WRITING, CREATING, VIEWING

**Small group/independent activities:** Have students reread the text independently, then proceed to the following activities. Prior to any writing or drawing activities, encourage students to sit comfortably and hold their pencils correctly.

- Ask students to complete the *At the Market* worksheets. Encourage them to work independently, but assist as required.
- A group of students could use the Listening Post CD to hear an audio version of the guided reading text and then answer the accompanying aural comprehension worksheet.
- Ask students to imagine they are going shopping at the market. Have them write a list of items they would like to buy. Compile a class list of the items students list in common.
- Provide students with a selection of newspapers and magazines. Ask them to find and cut out pictures of things they might find at a market. Have them use their market cutouts to make a collage.
- Ask students to write these text words in sentences: *fish, flowers, fruit*.

**Assessment:** When a student or group of students is ready for assessment, have them complete the appropriate assessment activities on pages 244–276 of the Teacher Guide.

Name \_\_\_\_\_

# 5e – At the Market

1. Write the *f* in each word.

\_\_\_ig

\_\_\_irst

\_\_\_amily

\_\_\_ather

\_\_\_un

\_\_\_ind

\_\_\_ar

\_\_\_at

\_\_\_ood

2. Circle the capital letters and add full stops to these sentences.

The farmers unload trucks

The stalls are full

Most stalls sell food

Some stalls have fish

Shoppers have fun at the market



Name \_\_\_\_\_

# 5e – At the Market

Match the words with the pictures.

bread



apple



meat



fish



cake



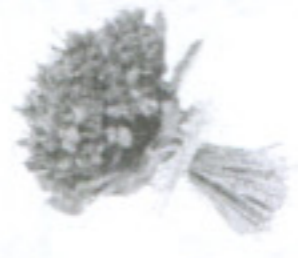
nuts



fruit



vegetables



flowers



farmer



Name \_\_\_\_\_

# 5e – At the Market

Write about a stall you would like to have at the market.

What would you sell?

Draw a picture of your stall.



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