



AlphaWorld

Our Market

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How to use this book

Before reading: Talkthrough

Talk through the book with the children. Encourage them to predict the text from the pictures and to think about the information they provide. Direct the children's attention to aspects of the text that may challenge them. Support the children to deal with these challenges by asking the *Talkthrough* questions on each page.



During reading: Observe and support

Observe the children as they read. As needed, support children by assisting them to discover and use reading strategies and cues to solve problems and respond to reading challenges that arise in the text. Encourage them to monitor their own reading. Interruptions to the child's reading should be minimal and focused on a specified learning need.



After reading: Checking comprehension, responding to text

To further develop children's understanding of the text, select activities found on the inside back cover. These whole text, sentence and word level activities reinforce the teaching focus of this book. Assessment ideas are provided to assist with planning for further teaching.

Setting the context

Ask: *Who has been to a market?*

What sorts of things have you bought at a market? What sorts of things are sold at markets? Are there different sorts of markets? What are they?

Introducing the book

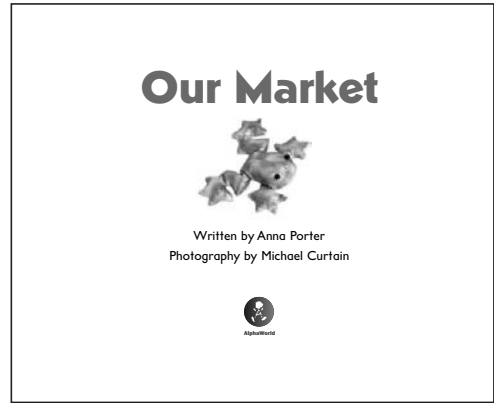
This book is called 'Our Market'. It is about a girl who goes to her school market. She sees toy spiders, glass bottles, wooden cars, frogs and crayons.

She only buys one thing. What do you think she will buy?



Front cover

*Look at the pictures. They show all the things for sale at the market.
What do you think the girl will buy?
What would you buy?*



Title page

*Read the title together.
Point out the author and photographer.*

Our Market



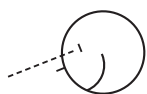
We have a market at our school.
There are lots of things to buy
at this market.

What will I buy?



Talkthrough

This is the girl's school market. There are lots of things to buy at this market. The girl asks us, "What will I buy?" What do you think she will buy?



Observe and support

Can the child integrate their knowledge of sight words to support other sources of information on the page? Do they quickly read 'We have a', then use the initial letter of 'market' and the information in the pictures to solve the problem of reading 'market'?

What did you know that helped you to work that out?

What did you think about?

Our Market



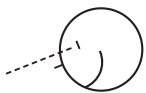
Some people sell toys.



Talkthrough

The girl sees some people selling toys. She sees a toy spider that she likes, but decides to keep looking. Do you think she will buy the toy spider?

I would like to buy this toy spider,
but I will keep looking.



Observe and support

Can the child explain the literal meaning of the text?
Is this spider real? How do you know?

Some people sell glass bottles.



Talkthrough

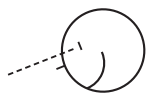
Some people are selling glass bottles.

Point out Sarah.

This girl is called Sarah. She tries to sell the girl a glass bottle. What does the girl say?

“Would you like to buy a glass bottle?” asks Sarah.

“No, thanks. I’m just looking.”



Observe and support

Does the child search for a range of information to support their reading?

Do they look at the pictures and letter cluster ‘gl’ at the start of ‘glass’ to help them read ‘glass bottles’? Point out the word ‘glass’.

How did you work out that it was ‘glass’?

Our Market



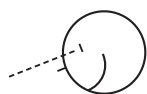
Some people sell things made of wood.

I would like to buy a wooden car, but I will keep looking.



Talkthrough

Some people sell things made of wood. The girl likes the wooden car, but keeps looking.



Observe and support

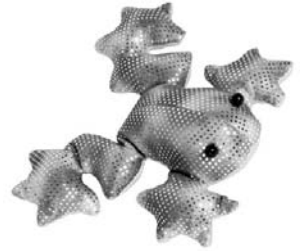
Does the child attend to syntax while reading?
*You said, "Some people selling things made of wood."
Does that sound right? Do we say it that way?*



Some people sell frogs.

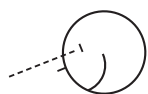
“Would you like to buy a frog?” asks Ali.

“No, thanks. I’m just looking.”



Talkthrough

This girl is called Ali. What does she sell? Do you think the girl will buy a frog? What will she say?



Observe and support

Does the child read the text expressively, attending to punctuation related to direct speech?

Which part does Ali say? Which part does the girl say?

How do you know?

Point out the speech marks.

What does this tell you to make your voice sound like?

Our Market



Talkthrough

*Now the girl is looking at crayons and pencils
She would like to buy some but keeps looking.*

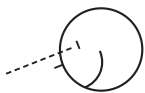


Some people sell crayons and pencils.

I would like to buy some new crayons,
but I will keep looking.



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Observe and support

Can the child draw inferences from the text?
Why does the girl say she will keep looking? Why doesn't she just buy the crayons and pencils?



Talkthrough

Now the girl has finished looking and is trying to decide which thing she will buy.

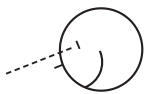
What do you think she will buy?

There are many things to buy at this market.

Will I buy the car or the spider
or the bottle or the crayons or the frog?
I know what I'll buy!



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Observe and support

Does the child interpret the text?
What will the girl buy? Why do you think that?



Talkthrough


Now we find out what the girl does buy. Were you right? Did she buy what you thought she would?





Comprehension check

*What things did the girl see at the market?
Why did she keep on saying she would keep looking?
Which thing would you have bought from this market? Why?*

Responding to text

 Have the children draw a map showing how the market might be set out. Children could include a stall for themselves to sell items from. Children could make a poster advertising the item they are selling. Children role-play being at a market.

 Identify words with 'll' and 'ss' endings. What sound do they make? Discuss the use of double letters. Find other words that have double letter endings what make one sound.

 Children could list all of the things for sale at the market in the order in which they would like to buy them. They can write a sentence to explain what they would like to buy.

For further literacy activities see the accompanying book, *AlphaWorld Literacy Learning Activities: Early Reading Levels 6–11*. It contains two reproducible blackline masters specifically related to this book.

Assessment

Can the child:

- identify speech marks and questions marks and use these to support their reading?
- infer meaning about the purpose of markets from the text?

- read the text expressively?

Our Market

Topic: School and community

Curriculum link: Society and Environment; Visual Arts

Text type: Recount

Reading level: 7

Word count: 145

High-frequency words: will, there, have, a, at, our, of, to, this, what, I, some, would, like but, you

Vocabulary: market, buy, sell, spider, glass bottle, wooden car, frog, crayons

Possible literacy focus

Reading a question and answer format expressively within dialogue.

Using the first person to recount an experience.

Summary

This book is a recount of a child's experience of looking at various things sold at a school market, being asked to consider several of the items on the stalls and finally deciding what to buy. It introduces the concept of selling goods that have been crafted specifically for this market setting.



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