



Teacher Edition

AlphaWorld

A Day at the 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 cover and the pictures, and to think about the information provided. Direct the children's attention to aspects of the text that may challenge them. Support the children as they deal with these challenges by asking the *Talkthrough* questions on each page.

During reading: Observe and support



Observe the children as they read and encourage them to monitor their own reading. Help the children to use reading strategies and cues to respond to reading challenges that arise in the text. Interruptions to the child's reading should be minimal and focused on a specific learning need.

After reading: A range of comprehension and response activities



To develop children's understanding of the text, select from the activities found on page 12 and 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 further teaching plans.

Selected text features

- Text is written in the first person
- Contents page
- Introduction and conclusion
- Use of dialogue

Vocabulary

delicious, factories, loaves, octopus, overseas, scales, seafood, shoppers, spicy, unpack, vegetables, weigh, wraps

Setting the context

Talk with the children about their experiences of shopping for food.

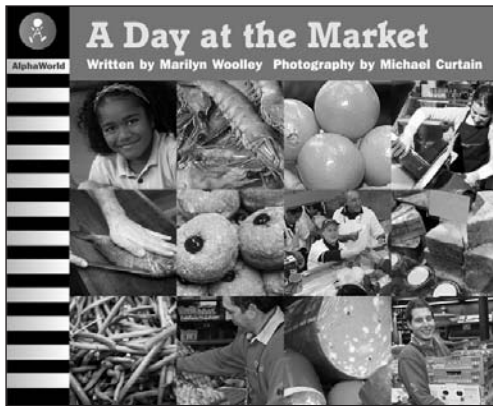
Where does your family go to buy food?

Have you ever bought food from a market?

What was the market like?

What foods do you think you could buy at a market?

Make a list of the children's ideas.

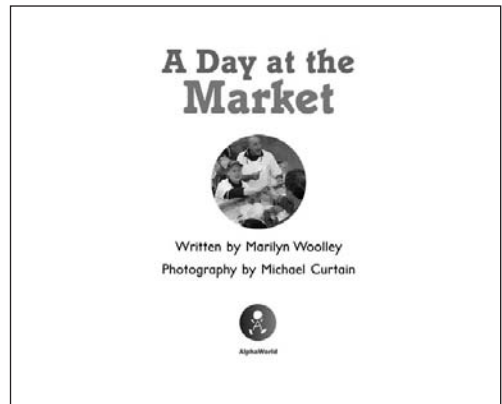


Front cover

Show the front cover.

What food can you see in these photographs?

Can we add any of these things to our list?



Title page

Turn to the title page.

Where is the title?

Where is the author's name?

What other information can you see?



Talkthrough

Turn to the contents page.

Which item in these photographs would you most like to buy?

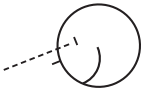
Read the section headings.

Which section interests you the most? Why?

Turn to pages 4–5

Why would people shop at a market like this?

What sort of things would they buy?



Observe and support

Can the children explain the purpose of a table of contents?

What is this page called?

What is it for?

Can you tell me where I would find the section about fruit and vegetables?

Where is the heading on this page?

Contents

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Conclusion 20



Introduction

Every Saturday, I go to the market with my Dad.

A market is a place where people buy and sell things.

We go to a big market in the city to buy fresh food.





Talkthrough

Turn to pages 6–7

This section is called ‘Setting up’. The people are unpacking their food, putting up signs and setting up their scales.

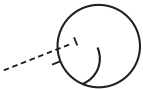
Do you think it is an easy job to set up a stall? Why or why not?

Turn to pages 8–9

This man’s name is Jim. He sells fruit and vegetables.

On this page Jim is talking. How do we know when someone is talking?

Show me on the page where Jim is talking. What might Jim be saying about his fruit and vegetables?



Observe and support

Ask any children who are having difficulty to read aloud expressively.

Can you read it as if you were the girl telling us about the market?

Do the children pay attention to punctuation to support expressive reading?

Where are the quotation marks? What do they tell us? Can you make your voice sound like you are Jim?

Can you see exclamation marks on this page? What does that tell you about the way Jim is speaking?



Setting up

Early in the morning, the people who sell food arrive at the market to set up their stalls.

They unpack their food.

They put up signs to show how much everything costs.

They set up scales so that they can weigh the food they are selling.



Stacks of fruit and vegetables

We always go to Jim's stall to buy our fruit and vegetables.

Jim calls out to shoppers as they pass his stall, "Sweet oranges! Sweet, juicy oranges!"

Jim hands me an orange.

"You won't taste a better orange than this," he says.

The orange is delicious. Dad buys a bag of oranges, some bananas and plenty of vegetables.





Talkthrough

Turn to pages 10–11

This is Carla. She makes fresh bread, pies and cakes. She is called a baker.

Fresh bread smells nice. Sometimes it is still warm when you buy it.

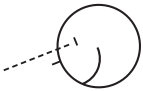
What might Carla say about her bread to make you want to buy it?

Turn to pages 12–13

This is Sid. He sells different kinds of cheese.

What is Sid doing in the photo on the bottom of page 13?

Why does he need to do this?



Observe and support

Can the children use a range of strategies to work out new vocabulary?

How did you work out the word 'factories'? What did you check?

When needed, you might say:

What sort of word are we looking for?

Look at the start of the word. What sound might the word start with?

What word starting with the /f/ sound would make sense here?



Bread from the baker

Carla is a baker. She sells fresh bread, pies and cakes.

I love the smell of fresh bread. I always feel hungry when we get to Carla's stall.

"Everything was baked fresh this morning," says Carla.

She gives us some small pieces of fresh bread to try. The bread is still warm from the oven.

The bread tastes so good that we buy two loaves. We also buy some bread rolls.



Try some cheese

Sid sells many kinds of cheese. Some of his cheese comes from factories nearby. Some of his cheese comes from overseas.

Sid cuts off two small pieces of cheese for us to taste. "You'll like this cheese," he says. Dad likes it a lot. I think it tastes too strong, so Dad lets me choose my own cheese.

Sid weighs our cheese and wraps it in paper.





Talkthrough

Turn to pages 14–15

This is Mary. She sells chicken, meat and sausages.

What equipment is Mary using?

What would you like to buy from Mary's stall?

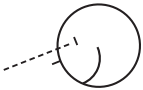
Turn to pages 16–17

This is Ali. He sells seafood like fish, prawns and octopus.

What is Ali doing to the fish?

Why does he need to do this?

What would you like to buy from Ali's stall?



Observe and support

Do the children use their knowledge of phonics to support their reading?

You read the word 'octopus'. How did you know that word was 'octopus'?

What did you check at the start of the word?

What did you look for at the end of the word?

What else did you check?

If any of the children are having difficulty, you might say:

Look at the start of the word. Check the end of the word. What word would make sense here?



Meat at the market

Mary sells fresh chicken, cooked meat and sausages. Rolls of cooked meat and sausages hang from hooks at the front of her stall.

Dad tries a slice of spicy meat.

"That's delicious," he says.

He buys some to take home.

As Mary wraps it up she says,

"I like this meat too. It's my favourite."



Seafood for sale

Ali sells seafood. He sells fish, prawns and octopus.

We have fish for dinner every Saturday night, so we always visit Ali's stall.

"Which fish is the best today?" Dad asks Ali.

"They're all good," says Ali, "but the snapper is fantastic."

"I'll have three pieces of snapper then," says Dad.





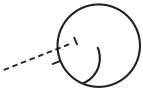
Talkthrough

Turn to pages 18–19

This section is called 'At the end of the day'. The people are packing up, counting their money and cleaning their stalls. How might they be feeling by the end of the day?

Turn to page 20

This is the conclusion. What is the purpose of the conclusion? What does this conclusion tell us?



Observe and support

Can the children understand inferences in the text?

Why did the girl and her father need to have a rest?

What do stallholders have to do at the end of the day?

Are the stallholders glad that it is the end of the day?

Why or why not?

Why does the girl like shopping at the market?



At the end of the day

When we have bought everything we need,
we buy a drink and have a rest.

By the time we leave the market, the food
sellers are starting to pack up. They clean up
their stalls and count the money they have
made.

Then they go home to rest after a very
busy day.



Conclusion

We like shopping at the market. We like the noise
and the smells. We like the people we see there.

And we love all the fresh food we take home to eat.



A Day at the Market



After reading

Being a meaning maker

Encourage the children to support their answers to these questions with evidence from the book:

What things are sold at this market?

Was the market busy?

Why do some people like to shop at a market like this?

Would you like to shop at a market like this? Why or why not?

What sort of stall would you like to have at a market? Why?

Would working at a market be an easy or difficult job? Why?

Being a code breaker

Explore the following language features:

- Punctuation: capital letters, commas, exclamation marks, full stops, question marks, quotation marks
- Apostrophes for possession: Carla's stall, Jim's stall,
- Apostrophes for contraction: I'll, it's, that's, they're, won't, you'll
- Homophones: to/two/too

- Word families: 'all' as in stall – all, ball, call, fall, tall; 'eat' as in meat – bleat, heat, seat, treat
- Compound words: everything, nearby, overseas, seafood

Being a text user

What is the author doing in this book: telling a story or giving information?

This book has a table of contents. How do you use a table of contents?

Why might the author have chosen to use photographs in her book?

Being a text critic


What did the author need to know to write this book?


Do you think the author likes markets?


What makes you think so?

What message does the author have about markets?

Responding to text

 The children could work in groups to draw a map of how the market might be set out. They could label each stall. Encourage the children to make sure they have included all of the stalls that are mentioned in the book.

 The children could choose one of the stalls from the book and make a poster that advertises the goods sold at that stall.

 The children could refer back to the list they made before reading. Using the book, they could add other items that were not included on the list. They could then cut out the words and sort them into groups according to what stall they would be sold at.

Writing links


Ask the children to recall the tasks that each stallholder needs to do on market day. Discuss the suggestions and make a list of these tasks in sequence. When you have finished, ask the children to check the book for accuracy. Make any necessary adjustments to your list.

The children could reflect on the book by writing a response to the question: *Would you like to go shopping at a market like the one in the book? Why or why not?*


Possible assessment focus

Can the children:

- describe, in order, the jobs that stallholders need to do on a market day?
- identify the quotation marks in the text?
- read the text expressively?

 whole text activity

 sentence activity

 word activity

A Day at the Market

Topic: Food/ Roles & Responsibilities/
Communication

Curriculum link: Study of Society

Text type: Description

Reading level: 14

Word count: 467

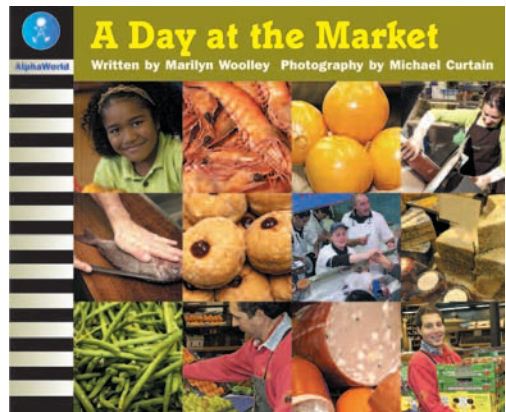
Vocabulary: delicious, factories, loaves,
octopus, overseas, scales, seafood, shoppers,
spicy, unpack, vegetables, weigh, wraps

Possible literacy focus:

- Listing the events of a day for the stallholders.
- Noting and understanding the quotation marks in the text.
- Reading the dialogue with expression.

ESL possibilities:

- Discuss different names for stalls and stallholders (butcher, delicatessen, greengrocer).
- Identify the action words (set up, unpack, weigh).
- Skim through the text to list the items bought at the market.



Summary

This book describes the experiences of a girl and her father who go shopping at a market. It describes the people who work at the market and what they do on market days.

AlphaWorld



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