



WEEK 1 Day 4

**Text Talk**  
**“Markets”** (Reach Anthology, pages 139-153)

<b>Big Ideas</b>	People make exchanges to obtain the goods and services they need and want.  Places have different resources.				
<b>Weekly Question</b>	What happens at a market?				
<b>Content Objective</b>	I can use key details from photographs and words to describe markets. (R.11.1.c, R.11.1.d)  I can give examples of products that people buy and sell at markets. (Economics 23)				
<b>Language Objective</b>	I can add on to my partner’s ideas about markets. (SL.1.1.b)				
<b>Vocabulary</b>	<b>goods:</b> things people buy or own				
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● <i>Markets</i>, by Cassie Mayer, from the Reach Anthology; one copy for each child</li> <li>● Sentences Frames for Discussion Parts 1 and 2</li> <li>● chart paper</li> </ul> Prepare the following chart. <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; width: 50%; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Types of Markets</th> <th style="padding: 5px;">Goods Markets Sell</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td style="height: 40px;"></td> </tr> </tbody> </table>	Types of Markets	Goods Markets Sell		
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	<div style="border: 1px solid black; width: 100%; height: 20px; margin-bottom: 5px;"></div> <p>Ensure that children are seated beside strategic partners for Think, Pair, Share.</p>
<p><b>Opening</b> 1 minute</p>	<p><i>Today we will continue learning about markets by reading a text called... "Markets"! We'll read it together chorally, just like we do in Shared Reading.</i></p> <p>Set a purpose for reading. <i>We will use key details from the photographs in the text to add to our learning about markets. As we read, we'll use this chart [refer to chart] to describe some of the goods people sell at markets and to describe different types of markets.</i></p>
<p><b>Text and Discussion</b>  pages 140 - 143</p>	<p>Read these pages chorally.</p> <p><i>The text tells us that markets sell many things; I notice that the photographs give us more detailed information about what kinds of things can be sold at markets.</i></p> <p><i>What do you see being sold in these photographs?</i> Add children's ideas to the chart under the heading "Goods Markets Sell."</p>
<p>pages 144 - 147</p>	<p>Read the heading, "Types of Markets." <i>Based on the heading, what do you think we will learn about in this section of the text?</i></p> <p>Chorally read these pages.</p> <p>Think, Pair, Share. <i>Use the words and the illustrations to answer this question: What are some different types of markets?</i></p> <p>Encourage children to extend their responses by identifying details in the photographs.</p> <p>Add children's ideas to the chart under the heading "Types of Markets."</p>
<p>pages 148 - 151</p>	<p>Read the heading, "What Markets Sell." <i>Based on the heading, what do you think we will learn about in this section of the text?</i></p> <p>Chorally read these pages.</p> <p>Think, Pair, Share.</p>

	<p><i>What do markets sell?</i>  <i>Use the words and the illustrations to talk with your partner about the different goods that are sold in markets.</i></p> <p>Encourage children to extend their responses by identifying details in the photographs.</p> <p>Add children’s ideas to the chart under the heading “Good Markets Sell.”</p>
<p><b>Key Discussion</b>  8 min    pages 152 - 153</p>	<p>Chorally read these two pages.</p> <p>Facilitate a whole group discussion, using the Sentence Frames for Discussion chart.</p> <p><i>Why do you think the author described the market on page 152 as special?</i></p> <p><i>What do you think the author means by writing, “People need markets?”</i></p>
<p><b>Closing</b>  1 minute</p>	<p>Refer back to the chart.</p> <p><i>Through this text, we discovered that there are different types of markets around the world, and that markets sell many different types of goods.</i></p>
<p><b>Standards</b></p>	<p><b>R.11.1.c</b> Use the illustrations and details in a text to describe its central idea.</p> <p><b>R.11.1.d</b> Compare and contrast two texts on the same topic.</p> <p><b>SL.1.1.b</b> Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p><b>Economics 23.</b> Give examples of products (goods) that people buy and use.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group conversation and Think, Pair, Share.</p> <p>Do children effectively notice and draw on key details in the photographs?</p> <p>Can children build on the meaning of the text with their observations from photographs?</p> <p>How are children beginning to think about what happens at a market?</p>

<p><b>Notes</b></p>
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Text Talk U3 W1 D4