

Page number: 8, Word Count: 69

Genre: Realistic Fiction

Focus:

Concepts of Print and Reading Strategies:

- read with one-to-one correspondence
- use a wide variety of high frequency words as markers
- use a text pattern to support reading
- notice when a text pattern changes and adjust reading
- use illustrations, initial sounds, or beginning parts of words to read unknown words
- use background and vocabulary knowledge to read unknown words
- pause at a comma and keep reading a longer sentence

Supportive Text Features:

- clear relationship between text and illustrations
- illustrations support most text details
- book depicts a simple story through text and illustrations
- predictable text pattern supports longer sentence length
- text is similar to oral language

High-frequency Words:

and, I, go, to, the, at, we, some, of, from, all

Phonics

- consonant blends: br, str, fr

National Standards:

- RFK.1 (a–d), RFK.3 (a, c), RFK.4
- RL.K.1, RL.K.2, RL.K.7

ELL/ESL

En el mercado See back page

Guided Reading with

AT THE MARKET

Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

*by Barbara Flores, Elena Castro,
and Eddie Hernandez
illustrated by Sergio Ramirez*

Overview: A boy and his mama go shopping at an outdoor market. Find out what they buy to make a delicious breakfast.

Getting Ready to Read

1. Introduce the concept and vocabulary by asking open-ended questions:

- What is a market? Have you ever been to a market?
What makes a market different than the grocery store?
- What might you buy at a market?

2. Connect children's past experiences with the story and vocabulary:

- Hold the book. Call children's attention to the title.
Read: "At the Market."
- Ask children to predict what might happen in the story.
- Show the back cover and read the copy. Ask children to predict what the boy and his mama will buy to make breakfast.
- Have children predict some words they might read in the story.
- Give children the book and have them look at the pictures.
- Ask them to notice what the boy and his mama buy in each picture.

3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word you don't know?"



- Encourage children to look at the pictures and the beginning sound of the word, or to try saying the sounds in a word and blending them.
- Remind children to point to the words as they read.

4. Be aware of the following text features:

- The book contains familiar words: and, I, go, to, the, at, we, some, of, from, all.
- The book contains one sentence per page that follows the pattern, "At the market, we buy ____." The first and last pages are different.

Reading the Book

1. Set a purpose by telling children to read the book to find out about what the boy and his mama buy at the market to make breakfast.

2. Have children read quietly, but out loud. Each child should be reading at his or her own pace. Children should not read in chorus. Listen to children as they read by leaning close or bending down beside each child.

3. Look for these reading behaviors during the first reading:

- Do the words children say match the words printed in the book? (voice to print match)
- Do children look at the pictures before they read the text or after they read?
- What do they do if they encounter an unfamiliar word? (appeal to you, try a strategy)
- Do their eyes go over to the picture before reading the new word in the pattern?
- Are they saying the initial sounds of words before saying the whole word?
- Are they saying individual letter sounds or blending the sounds?

- Do they reread if they come to an unfamiliar or unknown word?
- Have they self-corrected any mistakes?
- Is there any inflection or speech-like sound to their reading?
- Have they responded with a laugh or other sounds as they read the text?
- Do they make comments as they read?

4. As children read, suggest a reading strategy if they are struggling: "Try rereading the sentence. Try looking at the picture to make sense of the print." Encourage children to take a guess based on the subject of the book or to use the beginning sounds, known parts of the word, or say all the sounds in the word to read it.

5. Possible teaching points to address based on your observations:

- Review using the picture to help with each new word.
- Review using initial consonants blends and long/short vowel sounds to read new words.
- Model how to reread the sentence if it does not sound right or make sense.
- Model how to make a return sweep to the second line of text.
- Call attention to all the high-frequency words children have learned and used.
- Note that it is important to look carefully at each picture for clues to finding out what the characters buy.

After the First Reading

1. Have children confirm their predictions and talk about what the boy and his mama bought.

2. Ask questions like:

- What did they buy first? What did they buy next? What else did they buy?



- What was different about each stall they visited? Where do you think the food at each stall came from?
- How is this market similar to the place where your family gets food? How is it different?
- What meal did they buy this food for?
- Whom do you think the boy had breakfast with? What makes you think so?
- What did they make for breakfast?
- What part of the meal do you think the boy had adult help with making?
- Do you think this is a healthy breakfast? Why or why not? How could you make it even healthier?
- Would you want to eat this breakfast? Why or why not?
- What time of day do you think they went to the market? What else could you buy to eat at a different time of day?
- Where else could someone buy these foods?
- How is this breakfast similar to what you eat for breakfast? How is it different?

Second Reading

1. Have children reread the book in a whisper voice or to a partner.
2. This is a time for assessment. While they are reading, watch what children do and what they use from the teaching time. Alternatively, you might take a running record on one student as an assessment of the student's reading behavior.

Cross-Curricular Activities

Language: List the foods the boy and his mother bought on a chart using the sentence

frame, "At the market, we buy..." Add other foods to the list. Use the list for shared reading practice or ask children to use their letter and sound knowledge to locate specific words.

Ask children to think about one of their favorite meals. What ingredients would they need to prepare it? Have them create books about going to the market to buy them. Provide blank pages with the sentence frame, "At the market, I buy _____" and a final page that reads, "At home, I make _____."

Starting with words from the book (bread, strawberry, from), brainstorm other words that begin with consonant blends with r.

Set up a pretend market in your classroom. Have children help make signs for the different stalls. Have children write shopping lists and pretend to go shopping.

Mathematics: Have children come up with categories to sort real food items (or pictures cut from grocery ads), starting with items from the book. Possible categories include: fruit, grains, meat, things in jars, things in bottles, etc.

Write market-related story problems using language from the book, such as "At the market, we bought 3 sausages and 2 loaves of bread. How many things did we buy?"

Use the context of a market to learn about money. Ask children to find the correct coins to "pay" for certain items or combinations of items.

Social Studies: Have children look at photos or online videos or read other books aloud about markets around the world. Compile information gathered on a class chart.

Art: Have children create a market mural using cut paper collage. Title the mural "At the market..." and have them label items with the sentence "We buy _____."



BEBOP CLASSROOM CONNECTION



Guided Reading Level: C

DRA Level: 3

Intervention Level: 3

Guided Reading with

EN EL MERCADO

The directions given for the introduction, first reading, and second reading of the English edition can be used with the Spanish edition of the book. To read the book successfully, children need the same kinds of support as their Englishspeaking classmates. Second language learners often benefit from acting out new words, seeing pictures, and talking about them using concrete examples..

Noun Support: The following items are listed that the boy and his mother collect at the market: plátanos, huevos, chorizo, barras de pan, frasco de mermelada de fresa, botella de jugo de naranja

Print out the items from the story on word cards. Have students match the words with the corresponding illustration. Afterwards, take away the illustrations and have student sort the word cards into which words indicate that there's more only one item or more than one item. How can they tell? What differences do they see in the words?

Verb Support: Encourage students to look for the verb that is used on almost every page of the story (compramos). Bring students' attention to the last page. What do they notice? What new verb do they see (hacemos)? How does that change the sentence?

If children have difficult with concepts or words in the story, see the article "Guided Reading with Emergent Readers" for suggestions.

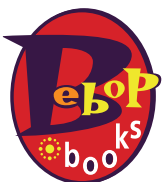
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