



Running words: 94

Book Summary

This story looks at how money is a limited resource that can be used to purchase goods. A girl and her father go to an outdoor market to shop for fresh produce. They have a limited amount of money to spend. They make several purchases, but find that the tomatoes they want are too expensive. At the end, they realise they do have enough money left to buy strawberries.

Themes

Family, **Financial Literacy**, Food, Maths

Features of the Book

- The link to financial literacy: money
- The information contained in the illustrations
- Content words for discussion: *dollars, spend*
- Phonics and phonemic awareness: consonant blends – *cr, gr*; long vowel sounds – *need/green/sweet*

Skills and Strategies

Let's Go to the Market introduces and reinforces the following skills and strategies:

- making inferences;
- using prior knowledge;
- making predictions;
- determining the author's purpose.

Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

Let's Go to the Market

by *Emma Cranston*

Introducing the Text

Begin by asking the students to think of the times they have gone grocery shopping with an adult.

- *What did you use to buy things?*
- *Could you buy everything you wanted?*
- *How did you decide what to spend your money on?*

Discuss the idea of money being a limited item. If you spend your money on one thing, that money is no longer available to buy something else. Sometimes it can be difficult to choose how to spend your money.

Reading the Text

Hand one book to each student. Ensure that the content words (*dollars, spend*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions the girl and her father make. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *Where are the girl and her father?*
- *What are they doing?*

Page 2

- *What is for sale?*
- *What do you think the girl and her father are saying? (They are talking about what they need to buy.)*

Read the text together. Confirm that the girl and her father are at an outdoor market shopping for fresh produce. Be sure to point out to students the speech marks on the page and that these marks indicate someone is speaking in the story.

Page 3

- *Now what do you think the girl and her father are talking about? (how much money they have to spend)*

Read the text together. Confirm that the girl and her father have a limited amount of money to spend at the market.

Pages 4 to 5

- *What is for sale at this stall?*
- *What do you think the girl is asking? (if they can buy some carrots)*
- *How much do the carrots cost?*

Read the text together. Discuss that the girl and her father have to decide if they have enough money to buy the carrots. After they buy the carrots, they determine how much money they have left to buy other things.

Pages 6 to 7

- *What is for sale at this stall?*
- *What do you think the girl is asking? (if they can buy some green beans)*
- *How much do the green beans cost?*

Read the text together. Make sure the students understand that at each stall the girl and her father decide if they have enough money to make a purchase, and then they check how much money they have left after the purchase.

Pages 8 to 9

- *What is for sale at this stall?*
- *What do you think the girl is asking? (if they can buy some potatoes)*
- *How much do the purple potatoes cost?*

Read the text together. Reinforce the idea that the amount of money the girl and her father's has is decreasing each time they buy an item.

Let's Go to the Market

Pages 10 to 11

- *What is for sale at this stall?*
- *What do you think the girl is asking? (if they can buy some tomatoes)*
- *How much do the tomatoes cost?*
- *Why have the girl and her father's expressions changed on page 11? (They realise they don't have enough money left to buy tomatoes.)*

Read the text together. Ask the students to explain why the girl and her father can't buy the tomatoes.

- *What do you think the girl and her father will do now?*

Page 12

- *What is for sale at the last stall?*
- *How much do the strawberries cost?*
- *Was your prediction correct? Did the girl and her father find something else to buy or did they save their last two dollars?*

Read the text together. Confirm that although the girl and her father did not have enough money left to buy the tomatoes, they did have enough money to buy the strawberries.

Revisiting the Text

- Revisit the discussion at the beginning of the story. Ask the students what is similar about the girl and her father's shopping trip and the shopping trips that they described.
- Find and list the "gr" and "cr" consonant blends in the story. With the students, add any other words they know that begin with these blends.
- Write the words "need", "green", and "sweet" on the board, and with the students, make a list of other words that contain the long "e" sound.

Following Up

- Encourage the students to list the different ways the girl and her father could have spent the ten dollars by buying different produce or different amounts of each kind. Reinforce that although they could have spent the money differently, they still had the same ten dollar limit on their purchases.
- Give the students copies of the BM for this story. The students can write the correct items that the girl and her father bought and the prices they paid.