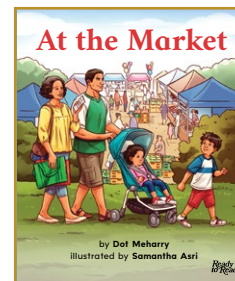


At the Market

by Dot Meharry
illustrated by Samantha Asri

This text is levelled at Yellow 2.



Overview

When Oscar's family arrives at the market, Oscar and his little sister are excited to see some balloons. But when Oscar wants to go and buy one, Mum tells him he needs to help her with the shopping. Despite this setback, the story ends happily. Students will have met Dad and Oscar before in *A Starfish for Oscar* (Red 1).

This text supports the development of a self-extending reading processing system by helping students "make meaning of text by applying their increasing ability to attend to print detail and their growing knowledge of sentence structures and also by using their expanding vocabulary and the illustrations" (*The Literacy Learning Progressions*, page 10).

There is an audio version of the text as an MP3 file at www.readytoread.tki.org.nz

Cross-curriculum links

Social sciences (level 1, social studies) – Understand that people have different roles and responsibilities as part of their participation in groups.

Related texts

- Texts with the same characters: *A Starfish for Oscar* (Red 1)
- Texts about family activities and outings: *At the Pool* (Red 2); *In the Bush* (Red 3); *A Friend for Mateo, Walking to School* (Yellow 2)
- Texts about helping others: *Lost* (shared); *In the Bush* (Red 3); *Painting the Fence* (Yellow 1); *A Bird in the Classroom, A Friend for Mateo, Walking to School* (Yellow 2); *Simi Helps* (Yellow 3)
- Texts about shopping: *Greedy Cat* (shared)

Text characteristics

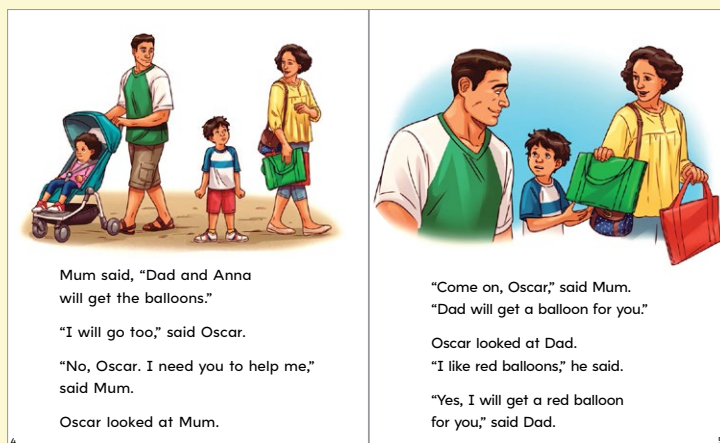
The students are working towards the standard for after one year at school. Many of the characteristics of Green texts are also in texts at earlier levels but in simpler forms. These characteristics, as they relate to this text, are shown in the boxes below.

The context and the setting of a market, which are likely to be familiar to many students

Sentences that run over more than one line but do not split phrases, supporting phrased reading, and several lines of text on every page

Dialogue between easily identified speakers and several pages where there is more than one speaker

Most content explicitly stated but also some implicit content (in text or illustrations) that provides opportunities for students to make predictions and inferences, for example, that Oscar is not happy at having to help Mum with the shopping



Many high-frequency words (for example, "and", "come", "Dad", "get", "here", "is", "Mum", "said", "some", "the", "They", "too", "we", "Where", "will", "you") several of which are repeated

Illustrations that support and extend the meaning but may not exactly match the words, for example, the strong support in the page 4 illustration for how Oscar is feeling

A range of punctuation, including full stops, commas, speech marks, question marks, and exclamation marks, to support phrasing and meaning

Topic words and interest words ("apples", "balloons", "bread", "helper", "OK", "oranges", "red", "sausages") including regular and irregular verbs (for example, "got", "help", "look", "looked", "need", "put", "shouted") that are likely to be in the reader's oral vocabulary and are strongly supported by the context, the sentence structure, and the illustrations

Suggested reading purpose

(What can the students expect to find out or think about as a result of reading this text?)

We are reading this story to find out what happens when Oscar and his family go to the market.

Possible learning goals

(What opportunities does this text provide for students to learn more about how to “read, respond to, and think critically” about texts?)

The behaviours listed below link to *The Literacy Learning Progressions*. **Select from and adapt** them to set your specific learning goal. Be guided by your students’ particular needs and experiences – their culture, language, and identity. (*Reading and Writing Standards for years 1–8*, Knowledge of the Learner, page 6).

This text provides opportunities for students to:

- make connections to their prior knowledge in order to form and test hypotheses and make inferences
- identify (summarise) the main events in the story
- make meaning by drawing on more than one source of information, for example, using sentence structure and context to supplement information gained from partial decoding attempts
- notice some errors in their reading and take action to self-correct.

Introducing the story

- Use your knowledge of your students to ensure that the introduction to the text activates their prior knowledge and supports them for a successful first reading. This story uses vocabulary and language structures (for example, “And”, “bread”, “Come”, “good”, “got”, “help”, “helper”, “Look”, “looked at”, “need”, “sausages”, “some”, “They”, “Where is”, “will”, “with”, “Yes”, “You are”) that students are likely to be familiar with from previous reading and writing. As part of the discussion before reading, draw out (or feed in) new vocabulary and language structures that you think will need support.
- For English language learners, before using the book for guided reading, use the cover and title page illustrations to introduce some of the topic-specific vocabulary (“market”, “list”, “apples”, “balloons”, “bread”, “oranges”, “sausages”). Encourage the students to practise using them in conversations about the illustrations. If possible, provide the words in their first language as well as English.

- Use the cover illustration to establish the market context and setting and ask the students to read the title. Draw attention to Mum’s shopping list and shopping bags. *What sorts of things can you buy at a market?* Encourage the students to share their own experiences of going to a market. (If they are not familiar with markets, they can build this knowledge as they browse through the illustrations.) You may need to clarify the difference between a market and a supermarket.
- The students may recognise Oscar from *A Starfish for Oscar* (Red 1). Tell them his sister is called Anna, and have them practise saying the names.
- Share the purpose for the reading.
- Use the title page to feed the names of the grocery items into the discussion. Expect the students to notice the connection to Mum’s shopping bags and to predict that these are likely to be items on Mum’s list.
- Browse through the illustrations on pages 2–5 together, briefly discussing what is happening. Draw attention to what Anna and Oscar have noticed on page 3. Expect the students to infer that a problem has developed for Oscar on pages 4 and 5. Encourage them to think, pair, and share their questions and ideas about what is happening (for example: *Where are Dad and Anna going? Why is Oscar looking upset?*)
- Rephrase the students’ responses or use prompts to feed in or elicit new language structures and vocabulary that you think may need support, for example:
 - on page 2, to reinforce “need” and the items on the list, ask: *What is Mum reading? What do you think she needs to get?* Prompt the students to make connections with the title page illustration.
 - on page 3, encourage discussion about the colours of the balloons in order to prepare students for the noun phrase “red balloon” on page 5.
- After discussing page 5, don’t turn the page. Ask the students to talk briefly with a partner about what they think the characters will do. Remind the students of the purpose for reading and tell them they can check their predictions as they read the story for themselves.

Monitoring the reading

- Observe closely as the students read the text quietly to themselves. Note their ability to use print information (in particular, initial letters and inflected endings) and to read the high-frequency words and groups of words together in phrases. These groups of words include the noun phrases “red balloons”, “some bread/sausages/apples/oranges”, and “a good helper”. Look for any instances of self-monitoring, cross-checking, and self-correction. Provide support for individual students as necessary. For example:
 - page 2 – if a student needs support for the items on the shopping list, prompt them to refer back to the illustrations on the title page and check the initial letters.
 - page 7 – to support “You are”, point out the speech marks and say: *What is Mum saying to Oscar?*
- If a student makes an error without noticing a problem, wait until the end of the sentence or page before intervening, unless they stop reading. Waiting gives them the opportunity to notice the error and fix it themselves. Use appropriate prompts to draw their attention to the error. For example:

Text in book	Student reads	Teacher prompt
“We need to get bread and sausages and apples and oranges.”	“We need to get bags and sausages and apples and oranges.”	<i>Are you sure? Mum has bags already. Check the word. If necessary, prompt the student to have another look at the title page illustration.</i>
“No, Oscar. I need you to help me,” said Mum.	“No, Oscar. I need your ... to help me,” said Mum.	<i>Did that make sense? Read the sentence again, and think about what would make sense and look right.</i>
“Look!” shouted Oscar.	“Look!” said Oscar.	<i>Does that word look like “said”? (You could also draw attention to the exclamation mark.) Try that again.</i>

- Other prompts you can use to encourage monitoring include: *Think about what would make sense; Does it look/sound right?; Try that again; Look at the beginning/end of the word; Were you right?*
- Reinforce attempts to problem-solve whether a student is successful or not, for example: *You thought hard about that. Well done.*
- For further suggestions about ways to support students to self-monitor (to cross-check, confirm, and self-correct), see *Effective Literacy Practice in Years 1 to 4*, page 130.

- As the students finish reading, they can quietly reread the story until everyone has finished.

Discussing the text after the first reading

- Remind the students of the reading purpose and ask them to retell the story, including why Oscar was looking so disappointed on page 4. Discuss his response to the situation on pages 4 and 5. Have them check their predictions about the story. *Is that what you thought would happen?*
- Encourage them to think critically. *How do you think Oscar felt about having to help Mum? Was Mum being fair to Oscar?* Prompt the students to make connections to a time when they may not have been allowed to do something.
- Encourage the students to compare their experiences of going to a market – how markets they go to are similar to or different from the one in this story.
- Have the students reread the text, stopping for discussion at points of interest. You could draw attention to a text feature such as:
 - tracking the dialogue when there is more than one speaker on a page (as on pages 3, 4, 5, and 7). Point out the use of paragraph spaces and speech marks to indicate a change of speaker and the attributions to clarify who the speaker is. Encourage the students to read the dialogue with fluency, phrasing, and expression.
 - words with specific initial letters, blends, or digraphs. For example on page 3: *What word on this page starts like “shop”? Read the sentence you found it in.* Or on page 5: *Can you find another word that starts like “you”?*
 - the shared rime in the words “some” and “come”.

After reading: practice and reinforcement

After-reading tasks should arise from your monitoring of the students’ needs during the lesson and should provide purposeful practice and reinforcement. Where possible, links should be made to other reading texts, including texts generated from language experience and shared writing, to the wider literacy programme (oral language, writing, handwriting, alphabet and word games and activities), and to other curriculum areas.

Select from and adapt these suggestions, according to the needs of your students.

- Ask the students to reread the text to a partner. Listen in, providing feedback and noting their ability to use punctuation to support phrasing and expression. You may also use this time to do a quick running record with a student to provide more information on an aspect you have noticed.

- The students can build their comprehension and fluency by rereading the text while listening to the audio version. Audio versions also provide English language learners with good models of pronunciation, intonation, and expression.
- Provide many opportunities for students to reread this text and to read other stories with similar themes (see Related texts).
- Have the students work with a partner to practise summarising, taking turns to retell the story.
- Reread the story with a focus on finding out more about the market. Explore the illustrations and build vocabulary by creating a word web. Have the students talk, draw, and write about their favourite part of the market (or of other markets they know).
- Set up the classroom play corner for the students to role-play going to the market, with some students being stallholders and others being customers.
- Have the students make up their own shopping list for the market or supermarket. They could use supermarket flyers to support them as they write their list. You may want to revisit Mum’s shopping list from this story (or from the shared book *Greedy Cat*).
- Ask the students to draw and write about their own shopping experiences, for example, a time they helped with the family grocery shopping or how they spent their own money at a market or school gala.
- Provide an enlarged copy of the page 4 illustration and have the students work in pairs to share their inferences about what Dad, Oscar, Mum, and Anna are thinking. Ask each student to add thought bubbles for at least two of the characters. Alternatively, ask the students to focus on Oscar’s feelings. Ask them to draw and write about a time in the story when Oscar felt happy and a time when he felt cross.
- To support the meaning of “some”, particularly for English language learners, reread pages 3 and 6 together and use the illustrations to show the contrast between “some” and “all”. Use sets of classroom items to practise creating oral sentences – Here are all the pencils. Here are some pencils. Give me all the books. Give me some books.
- Have word games and activities available that reinforce automatic recognition of high-frequency words, for example, matching games and making words with magnetic letters. Provide bilingual word games and activities where appropriate.