



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will understand basic information, including the meaning of several novel words, presented in a book read aloud.



Key Concepts

New: Market
Square



Materials Needed

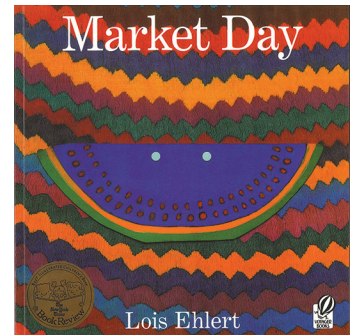
Market Day by Lois Ehlert
Chart paper
Marker

Market Day

by Lois Ehlert

Be Prepared: This is the first of three repeated readings of a book with children. Today's reading focuses on children's understanding of basic information presented in *Market Day*. Two novel words will be introduced today: market (book title and page 21) and square (page 22). Write the following at the top of the chart paper: Words We Understand.

The book illustrations are pictures of folk art. If children seem interested in particular pieces of folk art, see the end of the book for notations on most items shown in the book. There also is a brief description of folk art at the back of the book. The activity plan for the third reading of this book includes attention to the book's illustrations.



BEGIN: Let's get ready to listen to a book.

[*Display cover of book.*]

This is the cover of our book. What do we think our book might be about?

[*Follow-up prompt, if needed: "What do we see on the cover of the book?"*]

The illustrations in our book are pictures of art made by people from all over the world. The art shown in our book was collected by the author of our book.

EXPLAIN: We know that reading a book is a good way to learn new words. Books use some words we may not know. We will talk about some words each time we read our book.

ACT: Let's look at a chart that will help us as we learn new words.

[*Display chart.*]

The title of our chart is: Words We Understand. I will write the words we learn on our chart.

[*Point to each word as you say it.*]

The title of our book is *Market Day*.

[*Point to words as you say them. The title of the book includes one of today's novel words. Provide the definition as you read the title. Example: "The title of our book has one of our new words. Our book today is about a place where items are bought and sold. It is a **market**.*

[*Point to and say the name of the author, who is also the illustrator.*]

EXPLAIN: Let's talk about another word in our book. Another word in our book is square. The word **square** means an open area in a village or town where two or more streets meet.

ACT: I will write these two words on our chart.

[Point to and say each word as you write it.]

Now we will read our book. We will begin reading right here.

[Point to first text word.]

Read the book without inviting talk until you have finished reading. Elaborate on words, events, or characters that seem confusing to children. Point to and describe illustrations directly related to the text.]

ASK: *[Focus discussion of the book on recall and words introduced earlier in the session.]*

- What is our book about? (a family preparing to go and sell their things at the market. They travel to the town square to sell their items)
- Who were the main characters in our book? (the family)
- What happened first? (the family prepared and packed up their items to sell at the market)
- What happened next? (they traveled past many sights to get to the town square)

[Point to and reach each word on your chart.]

- What is a "market"? (a place where items are bought and sold)
- What does "square" mean? (an open area in a village or town where two or more streets meet)

[Promote children's understanding of novel words introduced today by elaborating on children's comments about a word's meaning or again defining the word. Reread the book's sentence with the novel word. Example: "We learned about the word 'square.' Remember, the square is an open area in a town where streets meet. It's in the town square." Point to and describe pictures on pages 22, 26, 27, and 28 in the book that are directly related to the novel words.]

RECAP: Today we read a book about a family preparing to go to market to buy and sell things. The family gathers their goods and travels to the market. At the end of the book, the family returns home with the items they bought. We talked about the words "market" and "square."



Scaffolding Tips

Extra support ■ If you read this book during or after Week 4, explain that many words can have different meanings. We know that something in the shape of a square has four straight sides that are the same length (Mathematics Week 4, Day 1). A town square is often in the shape of a square.

Enrichment ■ Encourage children to describe a time when they went to a market, such as a farmers' market. What types of things were for sale?



Center Activity

Provide various items in the dramatic play area for children to pretend to be going to a market. Encourage children to "bring" items from around the room to sell and buy at the market.



Family Child Care

Invite children to retell the story using a different type of market.



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Large Group



Skill and Goal

Oral language

Children will strengthen their comprehension of information presented in a book read aloud and increase the number of novel words they understand.



Key Concepts

New: Crows
Tuck
Load
Perch
Chug

Review: Market
Square



Materials Needed

Market Day by Lois Ehlert
Words We Understand
chart from Day 1
Marker

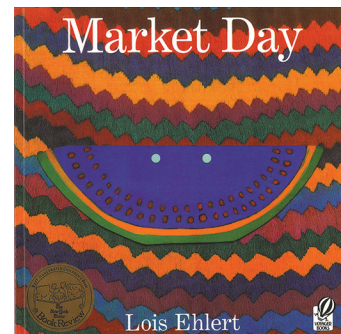
Market Day

by Lois Ehlert

Be Prepared: This is the second of three repeated readings of *Market Day*. Today's session focuses on children's comprehension of information presented in the book. The session also helps children understand more novel words.

BEGIN: [*Display book cover.*]

This is the book we read on Day 1. The title of our book is *Market Day*. Let's talk about what we remember about the book.



- ASK:**
- What is our book about? (a family preparing to go and sell their things at the market. They travel to the town square to sell their items)
 - Who were the main characters in our book? (the family)
 - What happened first? (the family prepared and packed up their items to sell at the market)
 - What happened next? (they traveled past many sights to get to the town square)

EXPLAIN: We are going to read our book again. We will stop to talk about what some of the words mean. We know that reading a book is a good way to learn new words. On Day 1 we talked about some words in our book. The words are written on our chart. Remember, the title of our chart is Words We Understand.

[*Point to chart and to each of the novel words defined on Day 1.*]

ASK: What do we remember about the words we talked about on Day 1?

[*Help children recall the meaning of each novel word defined on Day 1.*]

ACT: [*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Pause during reading to briefly define words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*
- *Repeat the sentence in which the word is used.*
- *Then define the novel word and connect the definition to the book.*

Example: "We just heard the word 'crows.' Did everyone hear it? 'Red rooster crows.' Crow is the loud sound a rooster makes. In our book, the rooster was crowing in the morning to get everyone out of bed and ready to go to market."

Below are the novel words and definitions for this session:

- **Crows** (page 3): *The loud sound a rooster makes*
- **Tuck** (page 2): *To push the end of something into, or behind something, to keep it in place*
- **Load** (page 8): *To put an amount of items in or on something*
- **Perch** (page 12): *To sit on something high*
- **Chug** (page 28): *To move or go along while making a sound like the engine on a train.]*

EXPLAIN: We learned five new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word. When we understand something, we know what it means or how it works.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- *Ask children to describe a picture related to the word. Example: "We are learning what perch means. In the book, the family passes by birds perched in the trees. Perch means to sit on something high. What do we see in this picture (page 12) that tells us the birds are sitting on a perch?" (the birds are sitting on branches of a tree)*
- *Define a word without naming it and ask children to identify the word. Example: "What word do we use when we move while making a sound like the engine on a train?" (chug)*
- *Encourage children to think about a novel word in another context. Example: "In our book, the family was getting ready to leave for the market and someone was told to 'tuck' in their shirt. The shirt was to be tucked into their pants so it would stay in place. What other things might be tucked? Do you get tucked into bed? Would you tuck a blanket around you if you were cold?"]*

ASK: Our book was about a family preparing to take their goods to the market to sell them to other people. The family traveled to the market. They also bought things they needed and returned home at the end of the day. Are there other places where families can sell and purchase things they need?

[Facilitate a discussion of book connections to children's experiences. Examples:

- *"Our book today was about a family going to the market. It was a special day for them and they had to get ready. Have you ever been to a special place that you had to get ready to go to? What was that special place? How did you get ready?"*

Understanding Words *continued*

- “Our book today talked about the family loading up the truck to go to market. The family had to put the items they were going to sell into the truck to take them to the market. Has there been a time where you and your family had to load up your truck or car? What did you load into your truck or car? Where were you going?”
- “Today we learned about the word crow. A crow is the sound a rooster makes. Some of us may have heard a rooster crow. What sound do you think it is? Can we make that sound?”]

RECAP: We learned more words today when we read *Market Day*. Let’s look at our chart to remember the words we are learning to understand.

[Say and point to each word on the chart. Invite children to say one thing they know about the word.]



Scaffolding Tips

Extra support ■ Describe and demonstrate what it means to tuck something in. Invite a child to demonstrate tucking in his or her shirt into their pants or shorts. Encourage the other children to imitate their actions.

Enrichment ■ Promote children’s comprehension of the story by inviting them to describe one, or more, of the following pictures: pages 5, 19, and 21, the family is loading the truck with different items, such as carrots and tomatoes; pages 24 and 25, the family is selling their items to others.



Center Activity

Provide the blanket, doll, and doll bed in the dramatic play center so children can practice tucking in the doll. Also provide a large blanket for children to practice tucking in their friends for a pretend nap.



Family Child Care

Invite children to act out the book by loading up wagons with items and pretending they are headed to market to sell the items in their wagon.



3-5 YEARS

Large Group



Skill and Goal

Oral language

Children will interpret information presented in a book read aloud and will increase the number of novel words they understand.



Key Concepts

New: Graze
Ridge

Review: Market
Square
Crows
Tuck
Load
Perch
Chug



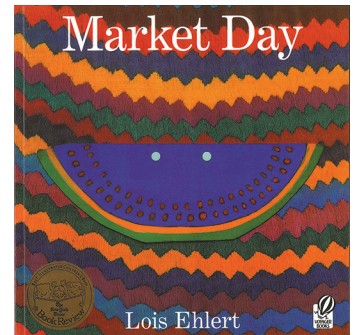
Materials Needed

Market Day by Lois Ehlert
Words We Understand
chart from Days 1 and 3
Marker

Market Day

by Lois Ehlert

Be Prepared: This is the third of three repeated readings of *Market Day*. Today's session focuses on children's interpretation (explanations, reasoning) of information presented in the book. The session also will help children understand more novel words.



BEGIN: [*Display book cover.*]

We have read our book two times this week. Each time we read the book, we learn something new. The title of our book is *Market Day*. Let's talk about what we remember about the book.

- ASK:**
- What is our book about? (a family preparing to go and sell their things at the market. They travel to the town square to sell their items)
 - Who were the main characters in our book? (the family)
 - What happened first? (the family prepared and packed up their items to sell at the market)
 - What happened next? (they traveled past many sights to get to the town square)

EXPLAIN: We are going to read our book again. We will stop during our reading to talk about what some of the words mean. Our chart reminds us of the words we are learning to understand.

[*Point to chart.*]

ACT: The author and illustrator of our book is Lois Ehlert.

[*Point to the name as you identify the author and illustrator.*

[*Point to where to begin to read on the first text page of the book.*]

We are going to begin reading here. This is the first word inside our book.

[*Read the book from the beginning. Pause on pages that include a word defined in the prior two readings of the book. Ask or remind children what the word means.*

[*Pause to briefly define the two words identified for today's session using the following approach:*

- *Read the sentence with the novel word. Identify the novel word.*



- Repeat the sentence in which the word is used.
- Then define the novel word and connect the definition to the book.

Example: "I just read the word 'graze.' Did everyone hear it? '... and past the sheep that graze.' The word 'graze' means to eat grass, or other plants, that are growing in a field. On the way to the market, the family traveled past a group of sheep that were eating grass that was growing in a field."

Below are the novel words and their definitions for this session:

- **Graze** (page 17): To eat grass or other plants that are growing in a field
- **Ridge** (page 17): A long area of land that is on top of a mountain or a hill]

EXPLAIN: We learned two new words while reading our book today. I am going to write each word on our chart. Let's talk about what we understand, or know, about each word.

[Promote understanding of each word by engaging children in one or more of the following ways as you write novel words on the chart:

- Ask children to describe a picture related to the word. Example: "Please look at this picture of sheep (page 17). The sheep were grazing on the ridge. What do we see in the picture that shows the sheep are grazing?" (the illustration shows grass and it looks like some of the sheep are eating)
- Define a word without naming it and ask children to identify the word. Example: "The sheep were grazing in an area that was on the top of a hill. What's another word for an area of land at the top of a hill or mountain?" (ridge)
- Encourage children to think about a novel word in another context. Example: "In our book the sheep were grazing. The sheep were eating grass and other plants. What other kinds of animals do you think might graze?"]

ASK: Different types of things happened in our book. Let's talk about why some things may have happened.

[Facilitate a discussion of children's interpretations of events and/or characters in the book, especially events or characters related to one or more words defined this week. Display pertinent pictures in the book to help children focus on questions you ask. Sometimes it is helpful to introduce topics by first describing (or asking) what happened and then asking "why" questions about what happened. Examples:

- "The illustrations in our book are pictures of folk art. Folk art is a special kind of art a person makes with his or her hands. The art shown in our book comes from many different places in the world. Most of the art shown in our book was collected over many years by the author, Ms. Ehlert. How are the illustrations in our book different than the illustrations we usually see in other books?"

Understanding Words *continued*

- *In our story, people go to the market in the town square to buy and sell things and to play. People have fun at the market. What kinds of things do you think people play and do to have fun at the market?*
- *The family fed the red rooster, turkey, and goose before they left for the market. They also locked the gate tight so the animals did not get away. The family bought things at the market and was ready to eat when they got home. What other types of things do you think the family did when they got home?]*

RECAP: We learned more words today when we read *Market Day*. Let's look at our chart to remember all of the words we are learning to understand. Each of these words helps us understand the information in our book.

[Say and point to each word on the chart. Invite children to recall how the word was used in the book. Provide a brief description of the word's use in the book if children cannot recall.]



Scaffolding Tips

Extra support ■ If children find it difficult to respond to an interpretation question, reread or describe the situation directly related to your question. Example: Reread or tell about the family going to market to sell and buy things they need. Encourage children to look at the items on the motorcycle (pages 22 and 23) and the items they are selling on the next pages (pages 24 and 25). The people on the motorcycle have corn and fish they will sell, but they might want to buy watermelon and oranges.

Enrichment ■ Ask children if they are surprised by the illustrations in the book. This is a different type of illustration than what children are used to seeing; it is folk art. These illustrations are actual objects made by people from different cultures. Invite children to look at the last two pages of the book to find the items they were interested in.



Center Activity

Provide paper and drawing tools for children to draw their own market. Encourage children to think about what type of things might be sold at their market.



Family Child Care

Encourage school-age children to "read" *Market Day* to younger children in your setting by retelling the story, using the book's pictures as a guide.