

Lesson Plan
By: Ryan Adams

Lesson: *Saturday Market* by Patricia Grossman

Length: 2 days for 40 minutes each day

Age or Grade Level Intended: 3rd Grade

Academic Standard(s):

Reading: 3.2.3—Show understanding by identifying answers in the text.

Writing: 3.5.5—Write for different purposes and to a specific audience or person.

Performance Objective(s):

Given ten questions about *Saturday Market*, students will use the text to answer the questions with 9 out of 10 questions correct.

Given a writing prompt, student will write an advertisement to sell tourist products at a market including two facts about the product.

Assessment:

Students will be assessed by answering ten questions about *Saturday Market*.

Students will create an advertisement to sell a product at a market including two facts about their product.

Advance Preparation by Teacher:

- Make sure each student has a copy of *Saturday Market* by Patricia Grossman
- Clean whiteboard/chalkboard
- Locate whiteboard markers/chalk
- Locate whiteboard eraser/chalkboard eraser
- Have enough worksheets copied for each student in the class (Attached)
- Have enough writing prompts copied for each student in the class (Attached)
- Have the writing rubric available to use when grading student advertisements (Attached)
- Have writing paper and utensils available for students to use
- Have colored pencils, markers, and crayons available for students to use on their advertisements
- Have a Venn Diagram drawn on the board
- Review the lesson plan to make sure it applies to all students

Procedure:

Introduction/Motivation:

Have any of you ever been to a farmers' market? (**Gardner: Interpersonal, Verbal-Linguistics**) Could someone tell me some things that are sold at a farmers' market? (**Gardner: Interpersonal, Verbal-Linguistic**) Today we are going to read a book called *Saturday Market* written by Patricia Grossman and illustrated by Enrique O. Sanchez. This is a story about a market that takes place in Mexico! Can someone come up to the map and point out Mexico? (**Gardner: Interpersonal, Visual-Spatial**) Does anyone know what it means to be a tourist in another country? (**Gardner: Interpersonal, Verbal-Linguistics**) Tell students a tourist is

Comment [H1]: Excellent – your objectives match the standards

Comment [H2]: Make sure you connect your introduction to a previous lesson and give them details about what is going to happen.

Comment [H3]: Okay –However, these make better Bloom's questions –

someone who visits another country. Tell the students, “Pay close attention to what the tourist can buy at the Mexican market. Then the teacher will start reading the book with students.

Step-by-Step:

Day One:

1. After the introduction each student should receive a copy of *Saturday Market*, and follow along in the book at their desk while the teacher reads the story aloud.
2. While reading the book the teacher should stop at the following pages and ask the students questions.

a. Explain why some people had to travel through night to get to the market?
(Blooms: Comprehension) (Pg. 1)

Ask questions b-e once you have read to page 10)

- b. What did Miguel sell? **chili peppers** (Blooms: Knowledge)
- c. What did Carmen sell? **rebozos or shawls** (Blooms: Knowledge)
- d. What did Luis sell? **a pig** (Blooms: Knowledge)
- e. What did Rosa sell? **huaraches or sandals** (Blooms: Knowledge)

Ask questions f-i once you have read to page 18)

- f. What did Pedro sell? **woven rugs** (Blooms: Knowledge)
- g. What did Estela sell? **calla lily flowers** (Blooms: Knowledge)
- h. What did Paco buy? **a rooster** (Blooms: Knowledge)
- i. What did Lucia sell? **potions, good luck pieces and voodoo dolls**(Blooms: Knowledge)

Ask questions j-n once you have read to the end of book)

- j. What did Juan sell? **bread and cookies, sweet breads are called pan dulce**
(Blooms: Knowledge)
- k. What did Ana sell? **Tortillas** (Blooms: Knowledge)
- l. What did Diego sell? **Parrots** (Blooms: Knowledge)
- m. What did Enrique sell? **clay Zapotec figurines** (Blooms: Knowledge)
- n. Predict what you think the people from the market due with the money that they make. (Bloom: Synthesis)
- o. What approach would you use to sell your goods at the market? (Bloom: Application)

3. After reading the book, the teacher should ask, “How would you compare the tourist coming to Mexico to the people living in Mexico?” (Gardner: Interpersonal, Verbal-Linguistics) The teacher should then explain that tourists and the people selling goods at the market have different viewpoints of the market.
4. Draw a Venn diagram on the board, then label one side “tourist” and the other side “merchant”. Then explain that where the circles overlap you can write facts the merchants and tourists have in common.
5. Ask the students to help you fill in the Venn diagram so everyone can see the major differences and similarities. (Gardner: Visual-Spatial)
6. After completing the diagram ask the students to stand up, and tell them they will move to different sides of the room depending on whose viewpoint the teacher reads aloud. The back of the room would be the “merchants” viewpoint, the front would be the “tourists” viewpoint, and the middle of the room would be the views that are similar. The teacher should do this activity for no longer than ten minutes. (Gardner: Bodily-Kinesthetic)
7. Upon the completion of this activity the teacher should hand out the comprehension worksheets.
8. Tell the students that their assignment is due the next day and we will be doing one final project with the book.

Day Two

1. Ask the students, Can someone tell me what an advertisement is?

Comment [H4]: Make sure your lesson focuses on one day.

Comment [H5]: What great questions!

Comment [H6]: Good – multiple viewpoints!

2. Today class you will be creating an advertisement to sell one of the products that were listed in the story. While making the advertisement you must write at least four sentences explaining your product. In the explanation of your product you must include at least two facts about your product. The facts that you include about the product can come from the story or another source like a book or a webpage. (**Gardner: Intrapersonal**)
3. Tell the students they must draw a picture of their product somewhere on their advertisement. (**Gardner: Visual-Spatial**)

Closure:

Now that we have read a book about a market where they sell different products, I would like the class to share their advertisements. Now that everyone has shared their advertisement we are going to set a price for advertisements and use them in our math lesson.

Comment [H7]: Make sure you give direction to the next lesson ... You should also recap what had happened in this lesson.

Adaptations/Enrichment:

Student with Learning disability in reading comprehension

- Read the directions with the student
- The directions on the worksheets would use more pictures than words.
- Re-read the book with the student and ask them several comprehension questions as the book is being re-read.
- If the student gets stuck with a question on the worksheet provide them with the page number where the answer can be located.

Student with ADHD

- As this student was working on their assignment they would have to complete 5 questions and then they would receive a small break.
- The student should point to the words in the book while the teacher reads the story aloud.
- This student should not be seated next to distracting objects like the pencil sharpener or doorway.

Student with Gifts and Talents in Creativity

- This student would not need accommodations when creating their advertisement.

Autism

- Provide direct instruction for student
- Repeat the directions several times to be sure the student understands the directions.
- Use a positive behavioral support with this student by offering them incentives to complete their work.
- Help the student locate answers for the worksheet if needed.

Self-Reflection:

1. What went well during the lesson?
2. What did not go so well during the lesson?
3. Was the assessment fair for all students?
4. Did I keep the students engage during the whole lesson?
5. Did the students meet the objectives?

Comment [H8]: Make sure your questions here talk specifically about the lesson so you know how you did.

Name: _____

Saturday Market by Patricia Grossman

1. Where is the market in the story located? _____
2. What is the main idea of *Saturday market*?
3. What would happen if no tourist would come to the market?
4. What did Miguel, Luis, Paco, and Diego sell at the market?
5. What is the relationship between a merchant and tourist?
6. What would you select to buy if you went shopping at the market?
7. What are huaraches? Who makes them?
8. What can you about what is happening on page 15?
9. Why did Pedro tell stories about his rugs?
10. How would you summarize the story?

Blooms Levels

1. Knowledge
2. Comprehension
3. Synthesis
4. Knowledge
5. Analysis
6. Evaluation
7. Knowledge
8. Comprehension
9. Evaluation
10. Comprehension

Comment [H9]: Nice touch!

Writing Prompt: Advertisement

Create an advertisement to sell one of the products in the story *Saturday Market*. Write at least four sentences describing your product and listing two facts about the product. Draw a picture somewhere on your advertisement so people are able to see what you selling. Look at the list below to determine what product you would like to sale. The rubric is located below.

Product List:

- | | |
|-----------------------|-----------------------|
| 1. Chili peppers | 7. Rooster |
| 2. Rebozos | 8. Potions |
| 3. Pig | 9. Breads and cookies |
| 4. Huaraches | 10. Tortillas |
| 5. Rugs | 11. Parrots |
| 6. Calla lily flowers | 12. Clay figurines |

Saturday Market Advertisement

Name: _____

	3	2	1	0
Description of product	Student has four sentences describing their product.	Student has three sentences describing their product.	Student has 1-2 sentences describing their product.	Student has 0 sentences describing their product
Picture	Student has picture of product drawn on advertisement			Student does not include a picture with their advertisement.
2 facts about product	Student has two facts listed about their product.	Student has one fact listed about their product.		Student has zero facts listed about their product.
Completion	Student turned advertisement in on time.			Student turned assignment in after due date.

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