

On Market Street

Synopsis This visually stimulating ABC book begins with a poem to introduce a shopping trip down Market Street.

Introduction: Fiction

Explain that *On Market Street* is fiction. This is the story of a boy who goes shopping on Market Street. Each thing he buys represents one letter of the alphabet, but the way the items are displayed is the interesting part. Have students turn to the poem that introduces the book. Have them follow along as you read the poem to introduce the book. Then have the students read the book independently up through *Z for Zippers*. Then read the concluding poem and enjoy the end of the book together.

Vocabulary

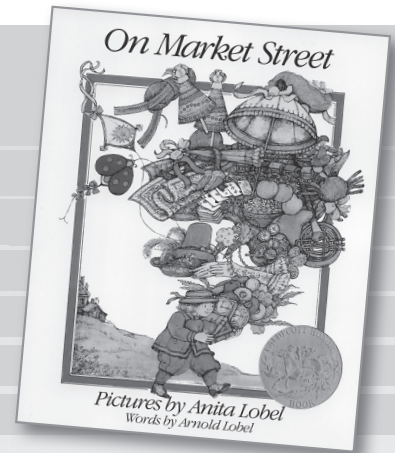
Tier One: cards, eggs, hats, ice, kites, toys, trees, wigs, yarns

Tier Two: apples, books, clocks, cream, doughnuts, flowers, gloves, instruments, jewels, lollipops, musical, noodles, oranges, playing, quilts, ribbons, shoes, umbrellas, vegetables, Xmas, zippers

Word Work

L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

Introduce vocabulary in context as it appears within the book before or during reading. Write the following words where all can see: *card, egg, hat, kite, toy, tree, wig, yarn, apple, book, clock, doughnut, flower, glove, instrument, jewel, lollipop, noodle, orange, quilt, ribbon, shoe, umbrella, vegetable, zipper*. Point to the words one at a time and ask random students, *If I need to say "more than one card" how would I change this word? Say the new word*. Then write *cards* below *card*. Work through the list word by word. Help students understand that when they have more than one object, they should refer to the name of the object as plural by adding an *-s* or *-es* to the end.



Author: Arnold Lobel

Genre: Fiction

Guided Reading Level: B

Standards: L.K.1c, RF.K.2c, RF.K.3b, RF.K.4, RL.K.7, RL.K.9

English Language Support

Offer realia, gestures, or photos to support the introduction of the new vocabulary. Share photos or examples of kites, wigs, yarns, gloves, jewels, lollipops, ribbons, umbrellas, and zippers.

Understanding the Text

Literal: *Who is the boy's friend? (his cat) On the first page, what is the boy looking at? (books) What was wrong with his feet at the end of the shopping trip? (tired and sore)*

Interpretive: *Why did the boy go on a shopping trip? Do you think his friend liked his presents? Give reasons for your answers.*

Applied: *What was your favorite item on Market Street? If you could buy five items, what would you buy? If you had to buy lunch on Market Street, what would you buy? Give reasons for your answers.*

Phonics and Word Recognition

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

Write the word *clock*. Ask a student to read the word. Underline *-ock* and say and isolate the sound. *What vowel sound do you hear in clock?* (short *o*) Build a word family with the phonogram *-ock* by changing the beginning consonant(s), writing the new word, and having students read it. (*dock, knock, rock, lock, block, sock, flock*) Have someone read the list and confirm that since the words end with the same sound, they rhyme.

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

Demonstrate the rhythm in poetry by reading the opening poem as students follow along in their books. As you read it aloud a second time, pause on lines 2, 4, 6, and 8 and have students supply the last word, or the rhyming words. Then try reading alternate lines with the group reading the other lines with everyone together reading, "And I bought . . ."

Follow a similar procedure with the closing poem.

Reading Literature

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Have students turn to the illustration of the presents the boy bought for his friend. *What do you notice about the items that the boy bought?* (There is something from every store.) Go through the letters of the alphabet and have students find each item represented in the illustration.

Writing

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Say: *We're making a character wheel. The boy is the main character in On Market Street. Let's see what we know about him.* On the board, draw a circle in the middle with six lines radiating out from it. Give each student a smaller size sheet with the same circle drawn. Model how to complete the sheet beginning with the circle. *We don't know his name. We'll write "boy" in the circle.* Guide students to suggest words to describe the character such as blue (for his outfit), hat, strong (he carries all the items home), friend (to his cat), tired (goes to bed), kind (shares items). Write these descriptions on the lines that radiate from the circle.