

Mama Panya's Pancakes: A Village Tale from Kenya by Mary & Rich Chamberlin, Barefoot Books (ISBN 1-905236-64-6).

Literature Annotation: Mama Panya has just enough money to buy ingredients for a few pancakes, so when her son Adika invites all their friends to join them, she is sure there will not be enough to go around.

Grade Level: 3rd Grade

Duration: 1-2 class sessions

Economic Concepts: Goods and Services, Markets

Maryland State Curriculum

Economics Standard: Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions. (PreK-3)

4.B.1.a Describe different market situations where buyers and sellers meet to exchange goods and services (Grade 3)

Personal Financial Literacy Standard 1: Students will apply financial literacy reasoning in order to make informed, financially responsible decisions.

1.5.D.1 Describe market situations where buyers and sellers meet to exchange goods and services

1.5.D.2 Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping

Reading Standard 1: General Reading Processes

1.D.2 Develop a conceptual understanding of new words

1.E.1.a Listen to critically, read, and discuss texts representing diversity in content, culture, authorship, and perspective, including areas such as race, gender, disability, religion, and socio-economic background

1.E.3.i Explain personal connections to the ideas or information in the text

Reading Standard 3: Students will read, comprehend, interpret, analyze, and evaluate literary text

3.2 Use text features to facilitate understanding of literary texts

Objectives: Students will...

- define the term "market"
- identify and describe different types (face-to face and non face-to-face) of markets

Vocabulary

goods: physically tangible objects that are made or grown by people and can be used to satisfy economic wants, including but not limited to food, shoes, cars, houses, books, and furniture. .

services: physically intangible actions that can be performed to satisfy economic wants, including but not limited to medical care, dental care, haircuts, education, police protection, fire protection and national defense

market: a place where buyers and sellers exchange goods, resources, or services

Teacher Materials

Teacher Resource Sheet #1: *Market Cards* (one set for each group of students)

Student Materials

Student Resource Sheet #1: *That Reminds Me of...*

Student Resource Sheet #2: *Types of Markets*

Motivation

Show the YouTube clip “Pancakes” (available at <http://www.youtube.com/watch?v=PnCVZozHTG8>).

After students have viewed the clip, ask:

- What was being made?
- What resources were used to make them?
- Where might the person have purchased those resources?
- What kinds of toppings were suggested for the pancakes?

Development

1. Explain to students that the YouTube clip was created in Scotland. One of the toppings featured in the video was lemon and sugar- a favorite in Great Britain. Many other countries also serve pancakes.
2. Show the cover of *Mama Panya’s Pancakes*. Tell students that you are going to be reading a story about pancakes in Kenya. Explain that Kenya is a country on the continent of Africa. Display a world map and have students locate Africa and Kenya. Discuss the “Facts about Kenya” found in the back of the book.
3. Distribute Student Resource Sheet #2: *That Reminds Me of...* to students. Explain to them that as you read, they should record three things from the book in the left hand column of the graphic organizer.
4. Read *Mama Panya’s Pancakes*.
5. After reading, have students complete the “That Reminds Me of” section of their graphic organizer. Discuss.
6. Display the definition of **market**. Ask: Can they remember any examples of a market from *Mama Panya’s Pancakes*? (*The local market that Adiki & Mama Panya visited.*) What types of goods were available at this market? (*plantains, flour, chili peppers, and other fruits, spices and vegetables*)
7. Explain to students that the market in the story is an example of a face-to-face market. Ask: Can they think of any more face-to-markets? (*shopping mall, yard sales, restaurants, etc.*)
8. Tell students that not all markets are face-to-face. Ask: Can they give any examples of markets where buyers and sellers are not meeting face to face? (*Mail order, internet, phone*)
9. Break students into groups. Distribute one set of market cards (Teacher Resource Sheet #1) to each group. Ask groups to sort the pictures into face-to-face markets and non face-to-face markets. Check for understanding.

Answer Key:

Face-to-Face: *Restaurant, beauty salon/barber shop, Grocery store*

Non Face-to-Face: *Phone, Computer, Mail*

Assessment

Distribute Student Resource Sheet #2: *Types of Markets*. Have students complete independently.

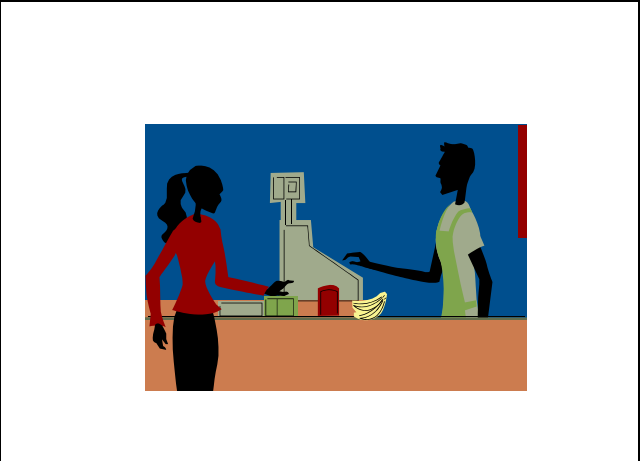
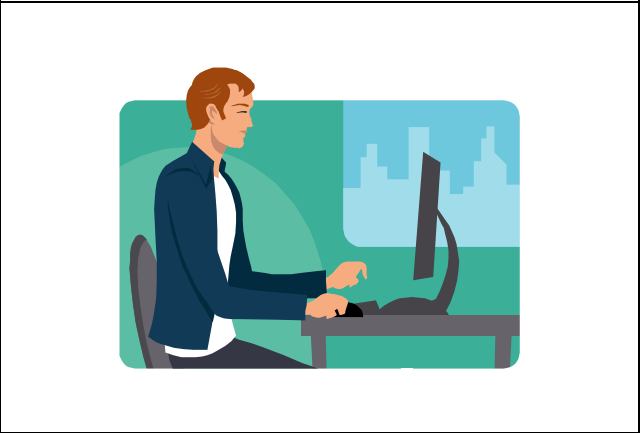
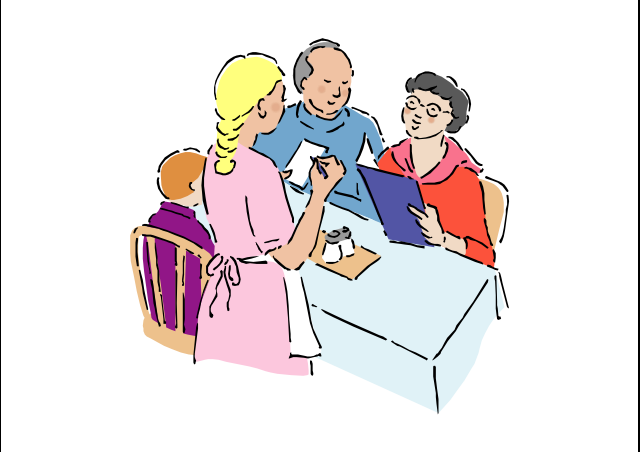
Closure

Re-visit the You Tube clip “Pancakes” (available at <http://www.youtube.com/watch?v=PnCVZozHTG8>).

Ask: Where might the person have purchased the resources for the pancakes? (*Food: Grocery Store, Market, etc., Appliances & Utensils: Stores, yard sales, on-line*) Which of those places are examples of face-to-face markets? Non face-to-face markets? Discuss.

Teacher Resource Sheet #1

Market Cards



Student Resource Sheet #1

That Reminds Me of...

Title _____

How does this book remind me of something I know about the world around me?

Content from Book	That reminds me of...

