

Title: *On Market Street*, illustrated by Anita Lobel and words by Arnold Lobel. New York: Greenwillow Books, 1981. ISBN 0-688-80309-1

Literature Annotation: This whimsical ABC book has delightful illustrations showing a variety of goods bought at stores “On Market Street.”

Grade Level: Grade K

Duration: 30-45 minutes

Economic Concepts: Consumption; Production

Maryland Voluntary State Curriculum (VSC)

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

Indicator:

- 4.A.1.a Explain that goods are things that people make or grow (Grade K)
- 4.B.1.a. Describe how buyers and sellers make exchanges at the market (Grade K)
- 4.B.3.a. Explain that money is one way to acquire goods (Grade K)

Lesson Objective:

- Students will explain that goods are things made or grown by sorting things sold in the stores “On Market Street” into two groups.
- Students will describe how buyers and sellers use money to make exchanges by telling about the goods bought by consumers.

Economic Vocabulary:

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

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.

consumer- an individual or group who uses resources, goods, and services to satisfy economic wants.

producer-an individual or group who combine economic resources to make goods and/or services.

Teacher Materials:

- A copy of the book *On Market Street* by Anita Lobel and Arnold Lobel
- 2-3 different colored markers
- Chart paper or transparency with two columns, “Made by Producers” and “Grown by Producers”

Student Materials:

For each small group of students

- 1 set of pictures from “Goods on Market Street,” Resource Sheet 1, cut apart and placed in an envelope or baggie
- Wooden dice labeled with alphabet letters

For each student:

- 1 copy of “*On Market Street* Assessment,” Resource Sheet 2

Lesson Development:

Motivation: Show students several coins, such as a penny, dime, quarter, and nickel. Ask students what they would do if they had some coins (spend them or save them). Have students identify on whom they might spend the coins and something they might buy. Have a few selected students share their ideas with the class.

Tell the students that someone who buys things at a store is a **consumer**. Explain to students that when they go shopping to buy something, they are being a **consumer**. Have students think of one thing that a consumer in their family bought recently. Have students turn and tell a friend what that consumer bought and for whom they bought it.

Activities:

1. Tell students that the story today is about a child that goes to buy something for a friend. Show students the cover to the book *On Market Street*. Have students name some of the things that the child is carrying. Ask students where the child might have bought those things.
2. Introduce the vocabulary words store and market as names of places where people buy and sell things that they want. Discuss the meaning of the title “On Market Street.”
3. Introduce the economic vocabulary word **goods**. Explain to students that the things that the child is carrying were made or grown by someone, and that these things are called goods. Explain that people buy and sell goods at markets or stores to satisfy economic wants.
4. Read the first page of text and discuss the various types of stores that might be found on a Market Street.
5. Read the book. Then have students recall the goods that were bought on Market Street. Ask students to recall why these goods were bought.
6. Review the meaning of the economic word **goods**. Ask students who made or grew these goods (a person). Introduce the economic term **producer** and explain to students that the person who makes or grows goods is called a producer.
7. Display a chart with two columns, “Made by a Producer” and “Grown by a Producer.” Tell students that they are going to sort the goods that were bought on Market Street into two groups, those that were made and those that were grown by a producer.
8. Have students work in small groups. Give each small group of students a set of pictures from “Goods on Market Street,” Resource Sheet 1. Have students sort the pictures into two groups, “Goods Made by a Producer” and “Goods Grown by a Producer.”
9. Have students recall some of the goods that were bought on Market Street. Have students identify whether that good was “Made” or “Grown.” Create a list under each heading of the appropriate goods named in the book. For example, under “Grown by a Producer” would be apples, flowers, oranges, vegetables (or each individual

vegetable), and trees (but not Xmas trees because the decorations are made not grown).

10. Use dice labeled with alphabet letters to have students identify other goods made that begin with the letter. To play, have a child roll the dice and identify the letter on top. Then have students suggest some other goods that are made or grown by producers that begin with that letter. These items may be added to the list using a different colored marker.
11. To play the activity as a game, place students in small groups and give each group a die with selected alphabet letters. Have students sit in a circle and take turns rolling the die. Have students name the letter that they rolled and identify a good that begins with that letter.
12. As a whole class, have students share some of the goods named in their small group game. These items may be added to the previous list.










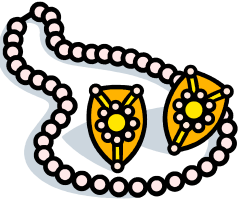
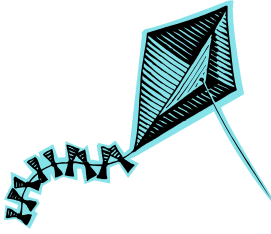
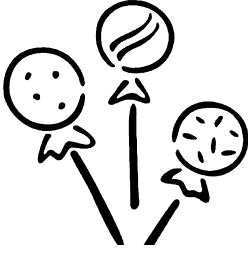

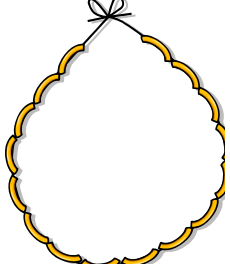
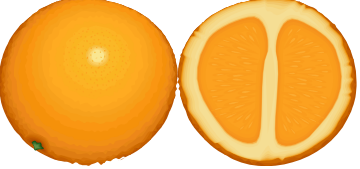
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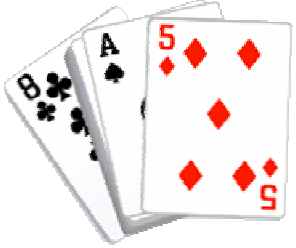
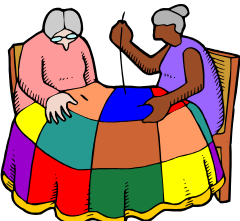







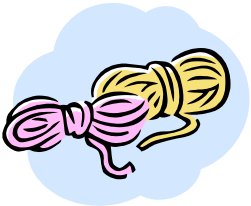
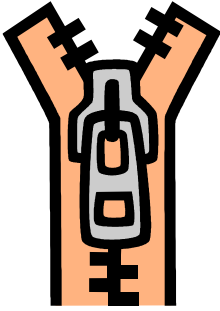
13. Give each student a copy of “*On Market Street Assessment*,” Resource Sheet 2. Have the student select one of the goods added to the list with the other colored marker. Have students write the name of that good in sentence #1. Then have the student identify whether the good is made or grown by a producer. Ask each student to draw a picture of that good in a store on Market Street.
14. Optional: These pictures can be used to create another book about visiting other stores on Market Street.

Additional Activities and Resources

- Have students brainstorm a list of goods for every letter of the alphabet. Students could be divided into small groups and have each group create a list for 3-4 letters of the alphabet. Hang all the lists in alphabetical order around the room.
- Create another ABC book of goods. Assign each child a letter and each child select a good from the new list. Students then illustrate the picture of the good. If drawing is challenging for some students, have students cut out pictures from magazines or newspapers.
- Perhaps some students would be able to illustrate in the style of Anita Lobel. For example, “C” could be camera, and the cameras could form a tripod. If students cut out a lot of pictures of cameras and glued them on the paper in the form of a tripod, or as a frame around a picture. Another example might be “B” as a boat, and the pictures of boats could be glued in the boat shape on waves of water.

Goods on Market Street

<p>A a</p> 	<p>B b</p> 	<p>Cc</p> 
<p>D d</p> 	<p>E e</p> 	<p>F f</p> 
<p>Gg</p> 	<p>Hh</p> 	<p>li</p> 
<p>Jj</p> 	<p>Kk</p> 	<p>LI</p> 
<p>M m</p> 	<p>N n</p> 	<p>O o</p> 

<p>P p</p> 	<p>Q q</p> 	<p>R r</p> 
<p>S s</p> 	<p>T t</p> 	<p>U u</p> 
<p>V v</p> 	<p>W w</p> 	<p>X x</p> 
<p>Y y</p> 	<p>Zz</p> 	

On Market Street Assessment

1. In the shop on Market Street I bought the good

2. This good was made grown by producers.
(circle one)

3. Draw a picture of your good and the shop where you bought it.

