The Market Adventure

**SUMMARY** This is a fictional story about a family who has moved to Mexico from the United States. It gives students information about different settings and shows how characters might act in a new setting.

**LESSON VOCABULARY**
- arranged
- bundles
- dangerously
- errands
- excitedly
- steady
- unwrapped
- wobbled

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of the book *The Market Adventure*. Direct students’ attention to the cover illustration and ask them what the illustration makes them imagine the story might be about.

**BUILD BACKGROUND** Discuss if students have ever lived in a different culture, have visited a new place, or have tried new foods. Ask: How did that make you feel? Discuss with students if they have ever read any books about different countries and what they might have learned.

**ELL** Ask students to share their experiences of coming to a new culture. Discuss American food items that were new to them.

**PREVIEW/USE ILLUSTRATIONS** Invite students to look at the illustrations throughout the story and ask what information about the story these illustrations give them. Point out the expressions on the characters’ faces, and ask students how this helps them understand what might be going on in the story.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *The Market Adventure*. Their curiosity about living in a strange land and buying exotic vegetables should help guide this purpose.

**STRATEGY SUPPORT: STORY STRUCTURE** Suggest that students make a story map, labeled **Beginning, Middle, and End**, and have them fill in story details for each section. Discuss with students how the story would be changed if any of the events were put into a different order.

**COMPREHENSION QUESTIONS**

**PAGE 3** What is the first problem of the story, and what is the plan to solve it? *(Dad needs a chili pepper, and Amelia goes out into the new neighborhood to get one.)*

**PAGES 6–7** Use the illustrations to describe the setting of the open-air market. *(The streets are colorful, and there are vendors everywhere.)*

**PAGE 14** What words would you use to describe Amelia? *(Possible responses: curious; adventuresome; excited)*
REVISIT THE BOOK

READER RESPONSE
1. The author’s purpose is to inform and entertain.
2. Pots and pans wobble on a stand; a man buys a sombrero; Amelia buys a chili pepper.
3. Possible responses: standing, chopping, living, seeing, walking, selling, going, doing, talking, shopping. Sentences will vary.
4. Possible response: I would like to go to the Caribbean to study the Taino culture. I like Taino music.

EXTEND UNDERSTANDING Remind students that dialogue, or speech, is what characters say to each other. Suggest that students look at the dialogue on page 15 when Amelia says, “Our shopping has been a great success.” Discuss why Amelia says that and what it shows about her character.

RESPONSE OPTIONS
WRITING Suggest that students imagine they are Amelia and are writing letters home to the United States about their first weeks in Mexico. Have volunteers read their letters to the class.

SOCIAL STUDIES CONNECTION
Suggest that students research another country and its food. Then invite students to write a short story about going to a market to buy that food.

Skill Work

VOCABULARY
Review vocabulary words with students. Provide sentences in which the vocabulary words have been used incorrectly, and ask students to correct the sentences.

TARGET SKILL AND STRATEGY

-author’s purpose Tell students that an author may write for different purposes—to inform, to persuade, to entertain, or to express feelings. Based on their pre-reads, ask students what they think the author’s purpose was for writing The Market Adventure.

-story structure Remind students that stories are arranged in a sequence with a beginning, a middle, and an end. Discuss how stories usually have a problem that must be solved before the end. Suggest that as students read, they map out the story structure, writing down what the problem is, how it is being solved, and what happens at the end of the story. Remind students that understanding the story structure can also help them understand the characters and the setting.

ADDITIONAL SKILL INSTRUCTION

-generalize Remind students that a generalization is a broad statement that applies to many examples. Clue words like everyone, always, in general, and none can help students identify generalizations. Remind students that not all generalizations are true, especially if there are no facts to support them; for example: All classical music is played loudly. Then suggest that students make generalizations about what they read.
Name ________________________________

Author’s Purpose

- The author’s purpose is the reason or reasons an author has for writing.
- An author may have one or more reasons for writing. He or she may want to inform, to persuade, to entertain, or to express a mood or feeling.

Directions Read the passages and write the purpose you think the author had for writing each.

1. Casey’s baby sister Rose had been home for just one week. But already, Casey’s excitement was wearing off.

2. Casey zipped right over to the puppies. Her heart melted. Oh, if only—but, Casey knew that now was not a good time to plead for a puppy.

3. “Where are the crackers?” Mom said. A silly grin spread across Dad’s face. He held up a clear plastic bag half-filled with water. In it swam a bright orange goldfish.

4. Directions Write a short paragraph about family. Choose one purpose for your paragraph. Write so that your purpose will be easily understood.
Name ________________________________

Vocabulary

Directions Find the misspelled vocabulary word or words in each sentence and correct them. Then write a sentence of your own using the same vocabulary words.

Check the Words You Know

___arranged  ___bundles  ___dangerously  ___errands
___excitedly  ___steady  ___unwrapped  ___wobbled

1. Amelia completed all of her erands at the market and unrapped her packages when she got home. ___________________________  ___________________________

2. “I love chili peppers!” said Ben excitly. ___________________________

3. The salesperson sorted the fruit neatly into big bundels.

4. The pile of pots and pans was not stedy and wobbled dangresly.

Directions Write a short paragraph about a character you make up. Use as many vocabulary words as you can.

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