

Unit 3: Resources in Our Communities
Week 1: What happens at a market?

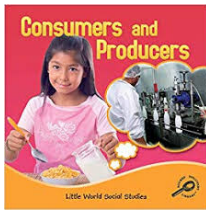
Dear Families,

We are beginning a new unit of study! For the next eight weeks, we will be studying how and where we get the things that we need and want. This will include both **goods**, or products, and **services**. The central question for the unit is “How do resources shape a community?”

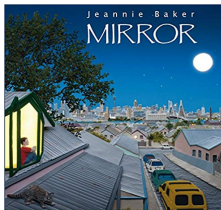
Here are some activities to do with your child this week. When you do an activity, check the box. You don’t have to do every activity and you can do any of them more than once. Remember to make time for reading, too!

Please help your child return this Family Links to school at the end of the week. We hope you enjoy learning with your child!

This week we are reading...



Consumers and Producers
 by Ellen K. Mitten



Mirror
 by Jeannie Baker



Wen-mei and Her Clay Pot
 by Grace Lin

All of these books are about markets, but they are very different from each other: an informational text, a story without words, and a folktale. Go to the library or look on your bookshelf at home to find more books about markets. What happens in each one? Also, your child is practicing reading the chant “To Market, To Market” (attached). Read it together!

Reading Log Your child can read to you, and you can read to your child. <i>It's always a good idea to read a book many times. We can find something new in a book each time we read the words or look at the illustrations.</i>	
Title and Author	What do you think?



<p>Go outside or look out the window <input type="checkbox"/></p> <p>Go to a store. Take a walk through the goods and identify which ones someone might <i>need</i>, and which ones someone might <i>want</i>. If you can't go somewhere, walk around your home to identify needs and wants.</p>	<p>Talk about... <input type="checkbox"/></p> <p>... goods you use. Do you need them, or want them? Or both? Make two lists: Needs and Wants. When you have thought of at least 20 items, talk about why each one is on the Need or the Want list. Do you agree?</p>	
<p>Tell a story <input type="checkbox"/></p> <p>What happens at a market? Could you have an adventure at a market? Try to tell two stories: one true and one imaginary. Act them out!</p>	<p>Read together!</p> <p>at least 10 minutes every day</p> <p>Record your reading on the back of this page.</p>	<p>Play with math ideas <input type="checkbox"/></p> <p>Play "How Many Am I Hiding?" to practice visualizing missing parts. This supports working with numbers in addition and subtraction.</p>
<p>Explore science and engineering <input type="checkbox"/></p> <p>If you don't have any plants growing inside where you live, try starting one with seeds or with a cutting. To start a plant from a cutting, all you need is a bottle or jar with water, and part of another plant. Remember to record what you observe.</p>	<p>Play with words; grow a reader <input type="checkbox"/></p> <p>Our Weekly Words are goods, service, shop, consumer, producer, and buy.</p> <p>What do these words mean? What other words do you use when you talk about getting the things you need and want?</p>	

Child's name _____ Adult's name _____



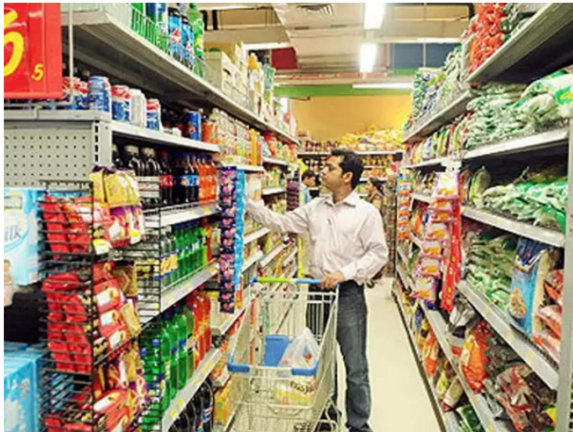
goods

things people buy or own



services

job someone does which helps others



consumer

someone who buys and uses products and services



producer

someone who makes goods or provides a service



Teachers Need:

*This week's Family link (front and back)

*Vocabulary Sheet

*[Math Activity](#)

*[To Market, To Market](#)

How Many Am I Hiding?

Use any small objects such as dry beans, beads, buttons, or pennies, or cut out the cubes at the bottom of the page.

1. Ask your child to count out a certain number of objects, between 10 and 15. Spread them flat on the table or floor where they can be seen.
2. With your child’s eyes closed, hide some of the objects, such as under a cup or behind your back.
3. Ask your child to count how many objects are not hidden (how many are left).
4. Ask, “How many am I hiding?”
5. Ask, “How do you know?”
6. Show how many you were hiding to check the answer.
7. Work together to come up with two equations to express what happened. Use addition and subtraction.

For example:

Not Hidden	Hidden	Equations
		$10 - 4 = 6$ $10 - 6 = 4$ $4 + 6 = 10$ $6 + 4 = 10$

To Market, to Market

To market, to market to buy a fat pig.

Home again, home again, jiggety-jig.

To market, to market, to buy a fat hog.

Home again, home again, jiggety-jog.

To market, to market to buy some fresh clams.

Home again, home again, bippity-bam.

To market, to market, to buy a corn tortilla.

Home again, home again, bippity-bia.

Make up your own verse!

To market, to market to buy _____.

Home again, home again, bippity- _____.

To market, to market, to buy _____.

Home again, home again, bippity- _____.