

Baby Goes To Market by Atinuke
Sharon Honicutt
May 2023

This lesson was designed for a Montessori primary class, including students aged 3-6, and can be adapted for use with other ages.

Objectives:

CCSS RL.K.1-3, 7, 10

With prompting and support, students will ask and answer questions about key details in a text, retell familiar stories, identify characters, settings, and major events, describe the relationship between illustrations and the story, and actively engage in group reading activity with purpose and understanding.

Specific goals for my class:

- Students engage with literature from other countries and cultures
- Students infer meaning relayed by illustrations
- Students develop an appreciation and respect for the similarities and differences they notice between themselves and the people in the books we read.
- Students recognize the importance of numbers in the story
- Students begin to realize some elements of author's craft

Text Set:

Africa, Amazing Africa by Atinuke

Omer's Favorite Place by Ifeoma Onyefulu

Grandma Comes to Stay by Ifeoma Onyefulu

A is for Africa by Ifeoma Onyefulu

Chidi Only Likes Blue; an African Book of Colors by Ifeoma Onyefulu

Lesson Plan:

This lesson was divided into several days, in order to help students develop a fuller understanding of the context of the book, and to avoid the dangers of a single story.

Building Background:

- Review the continents of the world with the globe, puzzle map, and song.
- Present pictures of life in Africa, focusing on Nigerian cities and people.
- Read Chidi Only Likes Blue, Omer's Favorite Place, and Grandma Comes to Stay over the course of several days.
- Read excerpts from Africa, Amazing Africa, and A is for Africa.
- Present the African puzzle map, picture cards and objects.

Baby Goes to Market

1. Present the book. Tell students this story takes place in a Nigerian market.
2. Ask students to pay attention to what they notice and wonder while you read.
3. Read book aloud. Stop as needed to give students time to wonder and tell each other what they notice.
4. Enjoy the pattern, numbers, and surprise at the end together.
5. Talk about students' wonderings and noticings.
6. Point out how the author gave us information without telling us, allowing us to infer.
7. Talk about students' thinking. What made them like the book? What do they want to know more about?

Extensions:

- Students draw and/or write to tell one thing that surprised them in the story
- Students draw and/or write to tell a favorite part of the story
- Students write their own book with a similar pattern
- Students compare the market to their own experiences grocery shopping