Clifton Market



Annette Smith

PM Stars

Clifton Market

Levels 14/15

Running Words **210**

Text Type **Recount**

Curriculum Area **Social Studies**

Focus **Leisure and Work**

Key High-frequency Words

careful, could, o'clock, people, smell

Key Teaching Points

- Recall that a recount tells a series of events in the sequence in which they happened.
- Talk about why people might choose to do their weekend shopping at a local market.
- Discuss the range of products and types of stalls found at markets.

Key Questions

- How did they know there was a bread stall at the market? *(Inferential)*
- Why were their shopping bags heavy? *(Inferential)*

Word Study

- Provide support when students decode words into sound segments, e.g. *fr-e-sh*. Teach students to use analogy: *smell, small; stall, still.*
- Talk about the possessive adjective *our*: *our lunch, our family.*

Links with Other PM Stars Non-fiction Books

PM Stars Non-fiction	*Markets*	Levels 14/15
PM Stars Non-fiction	*Fire at the Farm*	Levels 14/15

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Clifton Market

Annette Smith
Photographs by Lindsay Edwards

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Going to the Market

On Saturday morning,
we all got up
at seven o'clock.

Mum wanted to go
to Clifton Market
to buy fresh fruit
and **vegetables**
for our family.

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Dad didn't come with us.
He had to go to work.



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At the Market

Lots of **people**
were at the market
by the time we got there.

I saw my friend, Jake,
from school.
He was with his father.

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The Fruit and Vegetable Stall

First, we went to a fruit and vegetable **stall**.

Mum was very careful to look for the best fruit.

She didn't get any bananas that had lots of brown spots.

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