

This classroom activity introduces students to the context of the performance task. This ensures that students are not disadvantaged in completing the skills the task intends to assess. Contextual elements include understanding the situation of the task, potentially unfamiliar concepts associated with the situation or setting, and key terms or vocabulary students will need to understand in order to engage with the performance task. This classroom activity is also intended to interest the students in the task they are to complete. This activity should be easy to implement and contains clear instructions.

Please read through the entire classroom activity before beginning the activity with students. This will ensure that all classroom preparation is completed before the activity begins.

**Learning Goals:**

- Students will understand the ideas related to the topic:
  - What a farmers' market is
  - What can be found at a farmers' market

[**Purpose:** The facilitator's goal is to familiarize students with farmers' markets.]

**Facilitator says:** "Today we will talk about farmers' markets. Does anyone know what a farmers' market is?"

[Select student volunteers to answer the question.]

**Facilitator says:** "It is a place where farmers sell the plants they grow and the animals they raise."

**Facilitator asks:** "What kinds of plants or animals do you think you can buy at a farmers' market?"

[Wait for responses; introduce examples if needed: peaches, apples, watermelon, cows, goats, and pigs.]

**Facilitator says:** "You can buy fruits like apples or watermelons and vegetables like potatoes or radishes. Sometimes you can find animals like goats and pigs. Farmers' markets are also local so you will probably see a few people you know there."

**Facilitator says:** "Now that we have discussed what a farmers' market is and what can be found there, you are now ready to start your performance task."

[Collect all notes from students and remind them that they cannot be used during the performance task.]