Strand: Economics/Technology   **Theme: Income**

Purpose for Reading: To develop an understanding that money is needed to buy things and of the different ways to earn money.

Comprehension Strategies: Making connections to self, determining author purpose, predicting, synthesizing, evaluating.

Vocabulary

Dictionary Words: sweep leaves, wash car, water plants, weed garden

Vocabulary Words: sweeping, things, toy carrot, washing, watering, weeding

High-Frequency Words: after, all, but, could, did, do, down, from, get, had, have, her, his, if, not, now, of, them, too, was, will, would

Before Reading

• Read the title and discuss the cover photo. Ask students if the boy can buy the rabbit. *What does he need to buy the rabbit? Can he buy it without money? If he doesn't have enough money what could he do? Do you know what it means to earn money? Do you do any jobs to earn money? What sorts of jobs do you do? How much money is each job worth?* Make a chart to show the different jobs students do to earn money.

• Read the title page together and invite students to talk about what is happening in the photo. Invite students to predict when this scene might take place in the book. *If the boy has enough money for the rabbit, when might this happen? At the start or end of the book? If the boy does not have enough money for the rabbit, when might this happen?*

Introduce the Picture Dictionary

• Ask students to turn to the picture dictionary. Read and discuss the photos and labels. Ask students to describe what is happening in each photo. Use questions such as, *Why might the boy be doing these jobs? What other jobs might he do? What might he hope to get from doing these jobs?*

Take a Photo Walk

Pages 4–5: Invite students to read the caption. Talk about what is happening in the photo. *What sorts of things do you think the boy is writing down? Why? How much is the rabbit?* Have students scan the text to find out. *What do you think he is planning to do?*

Pages 6–7: Invite students to read the caption and describe what the boy is doing in the photos. *What do you think he might get if he does these jobs? What might he do with the money?*

Pages 8–9: Have students read the caption and discuss what the boy is doing next. *Who is he doing jobs for? How many jobs do you think he will have to do to get $30?*

Pages 10–11: Ask students what the boy is doing now. Read the caption. *Do you think weeding is easier or harder than sweeping and watering?*

Pages 12–13: Have students look at the picture and discuss what it shows. *How much money has he earned? How much does he need? How much did he get for sweeping and watering? How much does that mean each of those jobs was worth? On which job did he earn the most money?*

Pages 14–15: Invite students to talk about what

happens next. Read the caption and ask students how much they think the toy carrot might cost.

Read the Book

• Ask students to turn to the cover and read the title independently.
• Turn to pages 2–3. Read the dictionary words and the sentences on page 3.
• Turn to pages 4–5. Ask students to read these pages independently. *Remember to use your eyes, and point if you need help to check.*
• Ask students to continue reading the book independently. Provide support as needed.

After Reading

Comprehension

• Discuss students' predictions about whether the boy would buy the rabbit at the beginning or end of the book. Support students to determine the author's purpose for writing this book. *Why do you think the author had the boy buy the rabbit at the end of the book? What do you think the author wanted you to know? Do you know someone who earns money? What could happen if you had no money?*
• Invite students to return to the book to discuss the different ways the boy earned the money he needed. Prompt using questions such as, *What are some of the easy jobs the boy did? What makes these jobs easy? Which job do you think was the hardest?* Assist students to synthesize the information from the book. Prompt with questions such as, *Look at the picture on page 13. What do you notice about the money the boy earned from the more difficult jobs? Why do you think these jobs paid more than sweeping leaves and watering plants?* Compare the jobs in the book with the list of jobs the students have done.

Vocabulary and Word Recognition

• Have students find the word *could* on page 4. Write this word on the board and ask students to identify the tricky part in this word. Have students look carefully through this word and then close their eyes and make a picture of it in their head. Have them write the word and check the spelling. Have them write it five times, saying it as they write it.
• Ask students if they know a word that looks like *could*. Write *would* on the board. Ask students to identify the spelling pattern that is the same. Assist students to generalize that words that rhyme sometimes share the same spelling pattern.

Oral Language

• Have students work in pairs, using the book. Have each student tell the other which jobs they would enjoy and which they would not enjoy.

Writing

• Have students choose one job from the book and write three sentences about it.

Creative Extension Activities

• Have students draw themselves doing three easy jobs. Label each job.
• Have students draw themselves doing an outside job and cut around it. Have them find a magazine picture of an outside scene and cut it out. Have them paste the picture of themselves onto the magazine picture.
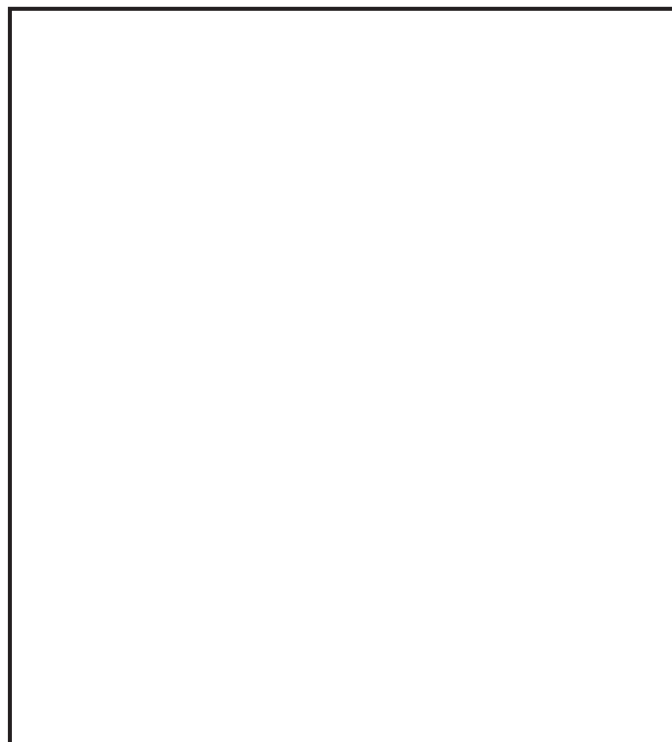
Independent Follow-Up Activities

• Reread the book to a partner to build fluency.
• Complete the activities on page 16.
• Complete the photocopiable activities.
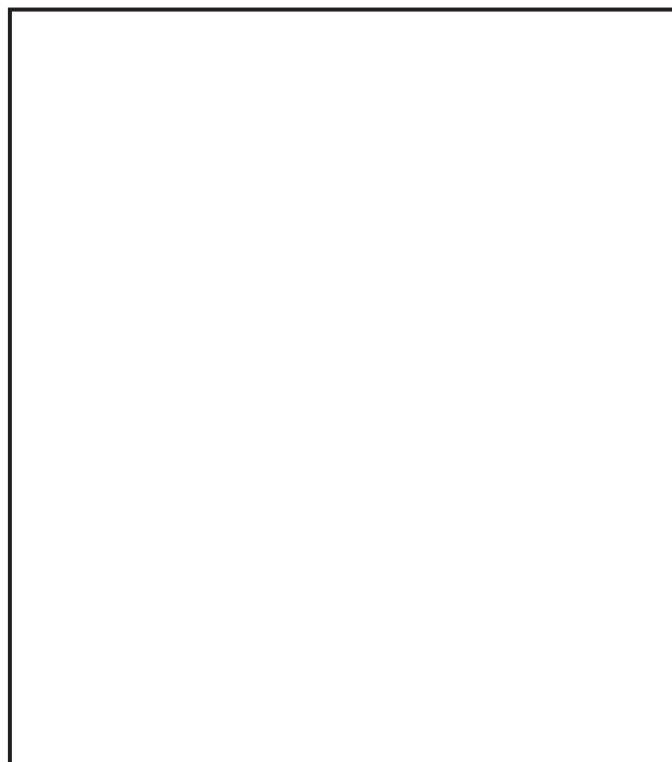
Name: _____

Think of an easy job.
Write the name.
Draw a picture.

_____

Think of a hard job.
Write the name.
Draw a picture.

_____

Name: _____

Think of two inside jobs. Write the names.
Write how much money you think you will earn.

Inside Jobs	Money
Easy job:	$
Hard job:	$

Think of two outside jobs. Write the names.
Write how much money you think you will earn.

Outside Jobs	Money
Easy job:	$
Hard job:	$

What will you buy with the money?

_____

_____