**Money, Money, Money!**

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| Level | L |
| Content Area | Mathematics |
| Reading Focus | Students will learn to use the comprehension strategies of Asking Questions and Determining Important Ideas as they read, think, talk and write in response to the text. |
| Text Type | Informational |
| Academic Vocabulary | banks, Benjamin Franklin, coin, government, machine, money, museum, Native Americans, printing press, technology, trade, United States |

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| **Topic Talk** | * Have students think, pair, share to answer some questions about money:   + Where does money come from?   + What is money made from?   + Have people always had money?   + What do they know about the money from different countries? * Discuss that students should read the text with these questions in mind, and keep an eye out for answers in the text as they are reading. * Show students the cover of the book, and read the title and back cover blurb aloud. * Have them make predictions about what is to come in the book and what the answers to these questions might be. |
| **Contents** | * Open to the contents page and read the titles of the chapters aloud. * Have them think, pair, share about which of the questions they have discussed might be answered in the book. Ask: “What other important ideas might be in the book?” * Introduce students to “Nat the Ant” at the bottom of the page and read the speech bubble aloud. |
| **Opening Chapters** | * Read the chapter 1 title and pages 2 and 3 aloud. * Remind students that the chapter title will hold clues about the important ideas in the chapter. * Ask: “Is there any information on these pages that might help us to answer the questions we had earlier?” Remind students of the questions and discuss possible answers. * Read pages 4 and 5 together. * Have students think, pair, share about what the most important idea on these pages might be. Then, ask: “What supporting details are helping us to understand this important idea better?” * Read pages 6 and 7 aloud. (Pause at the ant questions.) * Ask: “Why do you think shells might have been chosen as a type of money?” * Read the ant questions and have students think, pair, share their answers. * Read the chapter 2 title and pages 8 and 9. (Pause at the ant questions.) * Remind students of the questions discussed earlier, and ask if they now have found more answers in the text. * Give students the chance to share other questions they have thought of during reading. * Read the ant questions and have students think, pair, share their answers. * Read pages 10 and 11 together. * Ask: “What are the important ideas for why this coin was made?” * Discuss how modern coins are similar and different to Lydian coins. * Read pages 12 and 13 together. * Discuss the reasons why people started making paper money. Ask: “Are these supporting details, or important ideas? Why?” * Set a purpose for reading from chapter 3 to the end of the book:   + Try to ask questions about what you are reading as you go and look for answers in the text.   + Try to find the important idea in parts of the text as you read, and look for which parts are supporting details of the idea.   + Pause at the ant questions to answer them, and read the Ant Tunnel carefully. |

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| As students read on independently, you can check in with them to discuss the ant questions, or personalise learning by using the *Mini-Lessons* and *Fluency, Language and Text Features* to scaffold parts of the book that might be unfamiliar or challenging.  Bring students together again for reflection using the “After Reading” prompts. |

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| **After Reading** | 1. Ask: “What new things have you learned about money from reading this book?” Have students think, pair, share what they have learned. 2. Discuss how important ideas are often the main points the author is trying to tell the reader. Using the important ideas, work together as a group to make a timeline showing how money was invented. 3. Ask: “How did reading the text with questions in mind help you to understand the book better?” Have some students share their thoughts. Remind students that they can think of their own questions during reading, and keep an eye out for answers in the text as they read as well. | |
| **Writing Prompts** | *Fiction* | Imagine you’re walking home from school one day and find a bag with $1,000 in it. What happens next? |
| *Informational* | Compare and contrast the different coins in the book – include where they are from, their size and shape, and what they are made of. |
| *Letter writing* | The pictures on coins and bank notes sometimes change. Write a letter to the leader of your country, explaining who (or what) *you* think should be on a new coin or bank note. |
| *Opinion* | In the US, the people pictured on banknotes hasn’t changed since 1928. Write a short article about whether you think this is a good thing or a bad thing, and what should be done about it. |
| *Research* | Find out what two of your coins are made from and what they are worth for the metal alone. |