

Strand: Economics/Technology

Theme: Income

Purpose for Reading: To develop an understanding of what an allowance is and the different ways to earn it.

Comprehension Strategies: Making connections to self, synthesizing, evaluating.

Vocabulary

Dictionary Words: car, dog, kitchen, plants, yard

Vocabulary Words: bucket, collar, glove, leash, mixing bowl, rake, rolling pin, sponge, water, watering can

High-Frequency Words: a, an, can, dad, do, get, have, he, help, her, him, his, in, is, it, lot, of, she, the, this, to, too, you, your

Before Reading

- Read the title and ask the students if they know what an allowance is. Do any of them earn an allowance? If yes, what do they have to do to earn it? Make a chart to show the different jobs done by the students in the class.
- Discuss the cover photo. *What is this girl doing to earn her allowance?*
- Ask the students to predict what other jobs the children in the book might do to earn their allowance.
- Ask the students to turn to the title page and discuss the illustration. *What is this child doing to earn his allowance?*

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Read and discuss the labels. Ask the students to look carefully at each photo. Ask them what each

child is doing to earn their allowance. Are any of these jobs the same as the students in the class do?

Take a Photo Walk

- Pages 4–5: Invite the students to look at this table. Ask the students how they can find out what the table is about. Discuss the table title and any headings on it. Discuss the contents of the table.
- Pages 6–7: Invite the students to look at this photo and describe what is happening. Tell them the boy's name is Amal. Ask the students what Amal is doing to earn his allowance.
- Pages 8–9: Ask the students to look at this photo and describe what is happening. Tell them the boy's name is Peter. Ask the students what Peter is doing to earn his allowance. *Who is helping him?* Read and discuss the labels.
- Pages 10–11: Ask the students if they know what this girl is doing to earn her allowance. Tell them the girl's name is Cindy. Read and discuss the labels.
- Pages 12–13: Tell the students that this girl's name is Mary. Ask them what she is doing to earn her allowance. Read and discuss the labels.
- Pages 14–15: Ask the students to look at the photo and recap the information they shared about this photo from the cover. Tell them the boy's name is Luis. Read and discuss the labels.

Read the Book

- Ask the students to return to the title and read it independently.

- Turn to pages 2–3. Have the students read the dictionary words.
- Turn to pages 4–5. Ask the students to read this page independently. Remind them to use their eyes instead of pointing, but to point if they get lost or need to check the words they are saying.
- Ask the students to use the features of the book to help, e.g. the labels, the table, and the picture dictionary.
- Ask the students to continue reading the book independently. Provide support where necessary.

After Reading

Comprehension

- Invite the students to return to the book and talk about the different ways that the children in it earned their allowance. Prompt them with questions, such as *What was the boy on page 9 doing to earn his allowance? Who was Mary helping to earn her allowance?*
- Ask the students to comment on the different jobs in the book. Were they the types of jobs the students thought would be in the book? Were any of the jobs similar to jobs done by people in the class?

Vocabulary and Word Recognition

- Have the students find the high-frequency word *him* in the text. Ask the students to suggest sentences with *him* in them. Write the sentences on the board. Ask the students to come up and write *him* in the correct place. Ask the students to write *him* five times independently, checking each time to make sure they are correct. Add *him* to a high-frequency word chart or word wall.

Oral Language

- Have the students work in pairs. One student describes a job. The other guesses what the job is.

Writing

- Have the students write step-by-step instructions for how to do one of their jobs.

Creative Extension Activities

- Have the students draw themselves doing one of the jobs they do to earn their allowance. Write the type of job somewhere in the illustration.
- Cut pictures out of a magazine of people earning their allowance. Paste the pictures in groups of similar jobs. For example, yard jobs, pet jobs, in-house jobs.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

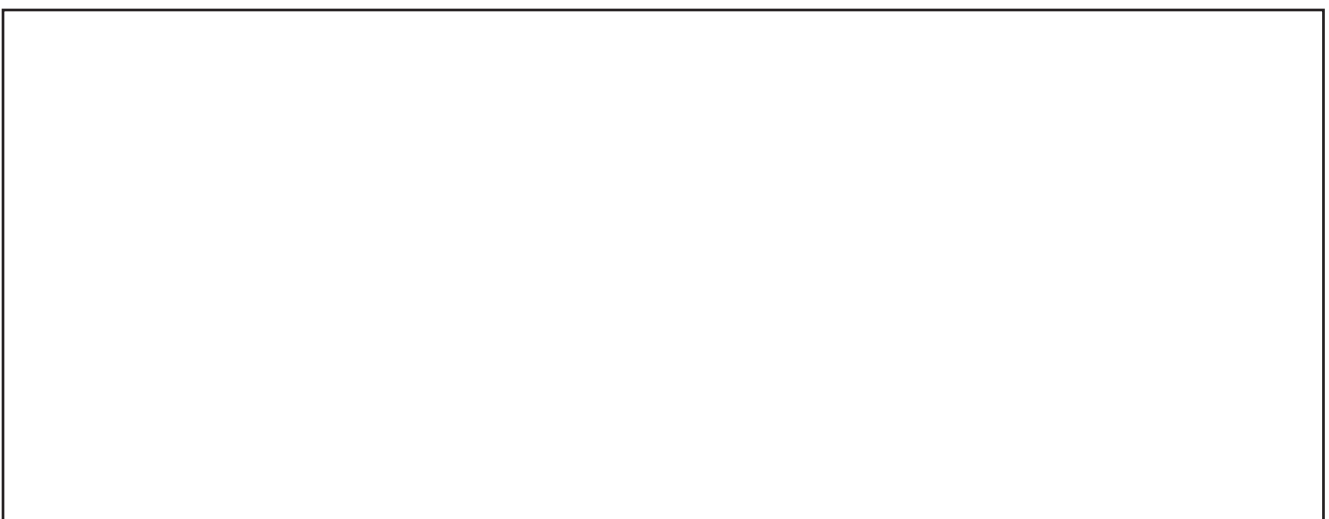
Name: _____

Read and draw.

Amal is helping his dad in the yard.



Cindy is watering the plants.



Name: _____

Who is this?

He helps his dad in the yard. He is _____.

He walks the dog. He is _____.

She waters the plants. She is _____.

She helps her mother in the kitchen.

She is _____.

He washes the car. He is _____.