



Running words: 313

Book Summary

This story looks at two ways to obtain a good – by swapping (bartering) another good for it or by buying it with money. Some children want slices of watermelon from Mr Moon's stall at the outdoor market. One swaps his hat for a slice, another trades some flowers, and another exchanges some feathers. The last child in line has no goods to swap, but has enough money to buy a slice of watermelon.

Themes

Financial Literacy, Problem Solving, School and Community

Features of the Book

- The link to financial literacy: money
- The information contained in the illustrations
- Content words for discussion: *money, swap*
- Phonics and phonemic awareness: consonant blends – *fl, sl*; long vowel sounds – *moon/cool* and short vowel sounds – *good/look*

Skills and Strategies

Let's Swap introduces and reinforces the following skills and strategies:

- using prior knowledge;
- making predictions;
- discussing point of view;
- determining the author's purpose.

Materials

- Copies of the Sentence Strips reproducible for this book, cut and ready for use
- Copies of the BM, pencils

Let's Swap!

by Emma Cranston

Introducing the Text

Begin by asking the students to think of things (goods) they have swapped for something else. Write their answers in a list.

- *What did you swap?*
- *What did you receive in return?*
- *Afterwards did you feel like it was a worthwhile trade? Did the other person feel like it was a worthwhile trade?*

Ensure that the students understand that trading one good for another is both similar and different to using money to buy a good.

Reading the Text

Hand one book to each student. Ensure that the content words (*money, swap*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions the characters make in the story. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm these as you work through the book.

Cover

Together, read the title and the name of the author on the cover and the title page. Look at the illustrations.

- *What is the man at the stall selling?* (watermelon slices)
- *What are the children in line holding?* (flowers, feathers)

Page 2

Read the text together. Explain to the students that this story is written as a play. This page introduces the characters in the play and sets the scene. Have the students match the names in colour in the text with the characters listed above the text. In this way, the students will know which character is speaking in the story.

Page 3

- *Who is speaking on this page?* (Mr Moon)
- *What do you think Mr Moon is saying?* (he has watermelon for sale)

Read the text together. Confirm that Mr Moon is speaking, and that he is selling slices of watermelon.

Pages 4 to 5

- *Who is speaking on these pages?* (Mr Moon and Tom)
- *What do you think Tom wants?* (a slice of watermelon)
- *How can you tell there is a problem?* (Tom looks worried, and he is gesturing with his hands.)
- *Do you think Mr Moon has a solution?* (Yes, he doesn't look worried, and Tom is smiling and walking away with some watermelon on page 5.)

Read the text together. Confirm that Tom has a problem – he has no money for a slice of watermelon – and that Mr Moon suggests swapping Tom's hat for a slice. Point out the sentence in italics on page 5. Explain to the students that this text describes what is happening in the scene and that no one speaks this sentence. The names of the characters are still highlighted in colour so that readers know who is involved.

- *Do you think this was a good swap for Mr Moon and Tom?*

Pages 6 to 7

- *Who is speaking on these pages?* (Meg and Mr Moon)
- *What do you think Mr Moon and Meg have swapped?*

Read the text together. Confirm that like Tom, Meg has no money for a slice of watermelon, but that Mr Moon suggests swapping her flowers for a slice. Have a student point out the scene description in italics on page 7.

- *Do you think this was a good swap for Mr Moon and Meg?*

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Pages 8 to 9

- *Who is speaking on these pages?*
(Nita and Mr Moon)
- *What do you think Mr Moon and Nita have swapped?*

Read the text together. Confirm that like Tom and Meg, Nita has no money for a slice of watermelon, but that Mr Moon suggests swapping her feathers for a slice. Have a student point out the scene description in italics on page 9.

- *Do you think this was a good swap for Mr Moon and Nita?*

Pages 10 to 11

- *Who is speaking on these pages?*
(Nic and Mr Moon)
- *What do you think Mr Moon and Nic have swapped?*

Read the text together. Confirm that unlike the other children, Nic does not have an item to swap. Instead he has money (coins) to buy a slice of watermelon. Have a student point out the scene description in italics on page 11. Also point out the ellipsis on page 11 and explain that this signifies a pause in a person's speech.

- *Do you think this was a good swap for Mr Moon and Nic?*

Page 12

- *Do you think Mr Moon is happy that Nic can buy a slice of watermelon?*
(Yes, he is smiling.)

Read the text together. Confirm that although Mr Moon was happy with his earlier trades for the hat, flowers, and feathers, he also likes to earn money.

- *Was this a good swap for Mr Moon and Nic?*

Revisiting the Text

- Revisit the list of swaps that the students have made. Encourage them to discuss what the swaps have in common, such as they occurred between friends or happened at certain types of places and businesses.
- Find and list the “fl” and “sl” consonant blends in the story. With the students, add any other words they know that begin with these blends.
- Make a simple chart on the board with the words “moon” and “cool” in one column and “good” and “look” in a second column. Have the students add words containing the long “oo” sound and the short “oo” sound to the appropriate column.

Following Up

- Encourage the students to discuss whether swapping would work for all the purchases people make. Help them list the advantages of swapping goods and of using money to buy goods. (If people don't have money to spend, they can try to swap their spare goods for the goods they need. Swapping unused goods is a form of recycling. Money is more convenient and standardised; everyone agrees to accept money in transactions. Using money eliminates the need to carry around lots of goods and to determine what someone else is willing to accept in exchange for a good.)
- Give the students copies of the BM for this story. They can complete the graphic organiser by cutting and gluing the correct pictures in the correct spaces, then finishing the sentences by writing the words that match the pictures.