



Running words: 202

Book Summary

This book looks at two children who go shopping with their dad to find a present for their mum. When neither of the two children has enough money to buy a present individually, they come up with a good idea to resolve their problem.

Themes

Financial literacy, Family, Celebrations, Relationships

Features of the Book

- The information contained in illustrations
- Content words for discussion: *enough, cost, spend, money*
- Phonics and phonemic awareness: final consonant blend *-nt*

Strategies

Mum's Present introduces and reinforces the following strategies

- making inferences
- making predictions

Materials

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

Mum's Present

by Kitty Thomas

Introducing the Text

Begin by asking the students of a time when they have got their mum a present.

- *Who did you go shopping with?*
- *Did they help you find a present or did you choose it on your own?*

Reading the Text

Ensure each student has a copy of the text. Ensure that the content words (enough, cost, spend, money) are integrated naturally into the discussion. An understanding of these terms will help the 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 determine the strategy making inferences and making predictions as you work through the book.

Cover

Together, read the book's title and the name of the author. Point out the illustration.

- *What are the boy and girl holding?* (money/bank notes)
- *What do you predict this story will be about?* (The boy and girl are going to buy their mum a present.)

Title Page

Read the title aloud. Discuss the illustration and how the girl is in a shop that sells hats. Ask the students if they remembered how much money the girl was holding on the cover. (\$10 bank note) Say *How much does the hat cost?* Have the students look at the hat's price tag, which says \$12. Ask the students if the girl has enough money to buy the hat. (No, she will be \$2 short.)

Pages 2 to 3

- *What is happening in the illustration on pages 2 to 3?* (Ana and Joe are shopping with their dad.)

Read the text together. Confirm that Ana has ten dollars and Joe has five

dollars to spend.

Pages 4 to 5

- Discuss the illustration on page 4. *What is Joe smelling?* (soap)

Read the text together. Confirm that Joe is smelling soap that smells like apples. Now read page 5 with the students. Discuss Joe's reaction to having not enough money to buy the soap. Explain to the students that, as readers, they make inferences to figure out things about the characters that the author doesn't tell you directly. Ask the students what kind of person they think Joe is by his reaction. (He is easy-going because he doesn't get upset when he doesn't have enough money. He simply suggests that he keeps looking.)

Pages 6 to 7

- *How does Ana look on page 6?* (happy to have found the notepaper) *How does she look on page 7?* (disappointed as Dad explains that the notepaper costs \$11)

Read the text together. Confirm that Ana didn't have enough money to buy the notepaper. Ask the students what inferences they can make about Ana's character. Ana is also easy-going because she doesn't get upset. Instead, she suggests that she keeps looking for another present.

Pages 8 to 9

- *What do Ana and Joe's expression tell us now on these pages?* (They are both starting to get upset because they don't have enough money.)

Read the text together. Ask the students to predict what the children might do next. (Answers will vary.) Write the students' responses on the board or on chart paper.

Pages 10 to 11

- *How are Ana and Joe feeling now?* (They look discouraged.)
- *What does Dad's expression tell us?* (He doesn't look worried)

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because he knows there'll be a solution to the children's problems.)

- Now look at the illustration on page 11. *What do you think the children's solution is?* (They will put their money together and buy one present.)

Read the text with the students. Confirm that the children thought that they could put their money together. Ask the students if they think that is a good idea. (Answers will vary.)

Page 12

- *What do Ana and Joe's expressions tell us now?* (They are both happy.)
- *Why do you think they are happy?* (They have bought Mum a present that they could afford by working together.)

Read the text together and enjoy the ending. Ask the students what the author could have written if the plant had cost \$15. (Answers will vary, but they might include the children could have made a birthday card for their mum instead of buying one.)

Revisiting the Text

- Revisit the students' responses that you created on pages 8 to 9. Compare their responses with how the author resolved the children's problem. How were they similar? How were they different?
- Write the word "present" on the board or on chart paper. Underline the letters *nt*. Explain that a consonant blend is when two or more consonants are blended together, but each sound may be heard in the blend.

Tell the students that some words end in the consonant blend *-nt*. Ask the students to find other words in the text that end with *-nt* (*want*, *plant*). Then have them brainstorm a list of other final consonant blend *-nt* words (*giant*, *parent*, *tent*, *want*, *vent*, *mint*, *ant*, *rent*, *dent* and so on).

Following Up

- Have the students imagine Ana or Joe are talking to the owner of one of the shops they visited. Write a conversation between either Ana or Joe and the owner. The owner might be able to offer solutions to the children's problem.
- Give the students copies of the BM for this title. They can complete the sum and write three things that the children could buy with the money.