



Running words: 150

## Book Summary

This story looks at the ways some children earn pocket money. Josh and his sister help their family by doing jobs around their home. They walk the dog, unload and put away groceries, set the table, clean up after meals and work in the garden. At the end of the week they receive their pocket money, some of which they save and some of which they spend.

## Themes

Character Education, Family, **Financial Literacy**, Relationships

## Features of the Book

- The link to financial literacy: earning and saving
- The information contained in the illustrations
- Content words for discussion: *jobs, pocket money, save*
- Phonics and phonemic awareness: consonant blends – *kn, pl*; short vowel sounds – *jobs/pocket/shopping*

## Skills and Strategies

*Pocket Money Day* introduces and reinforces the following skills and strategies:

- using prior knowledge;
- making connections;
- 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

# Pocket Money Day

by Amber Singh

## Introducing the Text

Begin by asking the students to think of ways they or their friends have earned pocket money. Together make a list of the jobs they have done.

- *Do you do these jobs every week?*
- *Do you like doing these jobs? Why/why not?*
- *What happens if you don't do these jobs?*

Ensure that the students understand that pocket money is earned by doing jobs.

## Reading the Text

Hand one book to each student. Ensure that the content words (*jobs, pocket money, save*) 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 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 do you think this story is about?* (The cover does not give any definite clues, but the title page shows an adult's hand placing money in a child's hand.)

## Page 2

- *What do you think the mother is giving the children?*
- *How can you tell the children like receiving the money?* (They are smiling and holding out their hands.)

Read the text together. Confirm that the mother is giving the children their weekly pocket money for having done their jobs around the house.

- *Who is narrating the story? How do you know?* (the boy or the girl, because the narrator uses the word "we")

Explain to the students that as readers they can't yet tell who is the narrator. It might be the girl or the boy. Even though there are no speech marks, the story will be told from one of their points of view.

## Page 3

- *What job do you think the children are doing on this page?* (walking the dog)

Read the text together. Confirm that walking the dog is one of the children's jobs.

## Pages 4 to 5

- *How are the children helping their mother on these pages?* (unloading the shopping from the car and putting it away)
- *Do you think the children like helping their mother?* (Yes, they are smiling.)

Read the text together. Confirm that the children are helping unload and put away the shopping.

- *Now do you know who the narrator is?* (Yes, the girl is the narrator.)

Confirm that the girl is the narrator and that the story is told from her point of view.

# Pocket Money Day

---

## Pages 6 to 7

- *What is the family doing on these pages?* (setting the table)
- *Who does which job?* (Mum puts out the cutlery. The girl puts out the plates. Josh puts out the salt and pepper.)

Read the text together. Confirm the jobs each family member is doing.

- *Do you think there is another member of the family?* (Yes, there are four places set at the table.)

## Pages 8 to 9

- *What is the family doing on these pages?* (cleaning up after the meal)
- *Who is the fourth member of the family?* (Dad)
- *What job is each person doing?* (Dad washes the dishes. The girl dries them. Josh puts them away.)

Read the text together. Confirm the jobs each family member does.

## Pages 10 to 11

- *What is the family doing on these pages?* (working in the garden)
- *What job is each person doing?* (Mum plants flowers. The girl pulls out weeds. Josh waters the vegetables.)
- *Do you think the children like helping outside, too?* (Yes, they are smiling.)

Read the text together. Confirm the jobs each family member does.

## Page 12

- *What are Josh and his sister doing on this page?* (putting their pocket money in their money banks)
- *How do you think the children are feeling?* (happy and proud that they have earned their pocket money)

Read the text together. Confirm that the children feel good that they have earned their pocket money for the week.

## Revisiting the Text

- Revisit the list of jobs that the students have done to earn pocket money. Ask how they feel about completing these jobs, even if they don't like doing them.
- Find and list the "kn" and "pl" consonant blends in the story. With the students, add any other words they know that begin these blends.
- Write the words "jobs", "pocket", and "shopping" on the board, and with the students, create a list of other words that contain the short "o" sound.

## Following Up

- Encourage the students to think of other helpful things they do in their family for which they don't get paid. Discuss the difference between these types of things and the jobs for which they receive pocket money. Ask them to think about what their parents do to help their families and if their parents receive pocket money for doing these things.
- Give the students copies of the BM for this story. They can fill in the ways the children in the story earned their pocket money. At the bottom of the page, the students can draw a way they have earned pocket money.