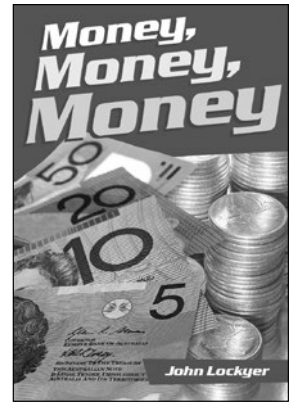


Money, Money, Money



by John Lockyer

Book Summary

Whether bartering goods, exchanging shells, or passing over paper bills, money has always been something that could be touched and handled. This book looks at the history of money and how it is being replaced by plastic cards and online shopping.

Features of the Book

- Report with explanations
- Historical information
- Real-life examples
- Use of questions in headings

Purpose

Money, Money, Money can be used to introduce and reinforce the following skills and understandings:

- S** asking questions;
- S** working out words from context;
- S** examining how people have always traded goods and services, using barter or money;
- S** understanding how the forms of money, and the way it is used, have changed over time.

Investigation Tools

- Making Connections – Trading Cards, page 6
- What's the Background? – Before Coins, pages 8–9
- Looking Closer – Metal Money Shapes, page 11
- Digging Deeper – Forgery, pages 18–19
- Step by Step – Using a Card for a Purchase, page 24
- Weighing Both Sides – Online shopping, pages 26–27

The Guided Reading Lesson

- S** Examining how people have always traded goods and services, using barter or money
- S** Understanding how the forms of money, and the way it is used, has changed over time
- S** Asking questions

Introducing the text

- *Why do we have money?*
- *What other ways are there to buy things?*

Encourage the students to think about money's underlying purpose as a method of exchanging things of value.

Tell the students that they will learn about monetary systems and they will use the strategy of asking questions to deepen their understanding of the text.

Reading and discussing the text

Review the table of contents and the introduction and ask the students what questions they might have about each chapter. Explain that when readers ask questions, they read more critically.

Discuss the students' questions and select one to be the focus for their reading. A good example could be "Why do we have money?" Ask the students to read Chapter 1 silently.

- *Did you find an answer?*
- *What other questions did you think about?*
- *How are trading cards similar to money?*

As the students begin each chapter, review their questions. Remind them to search for answers and look for new questions as they read. At the end of each chapter, discuss their questions and answers. Use the suggestions below to help the students clarify their understanding of the text.

Chapter 2: check that the students have understood the concept of currency (page 8) and the need for a portable and standardised form of currency (page 11).

- *Why was it important for coins to have a standard shape and a form of approval? How do we know that coins are genuine?*

Chapter 3: check that the students understand the advantages and disadvantages of paper money. Discuss questions about forgery (page 18).

- *Page 20 starts with a question. Is this a question you've ever wondered about? Do you have any further questions about paper money?*

Chapter 4: discuss the chapter heading. Ask the students to share what they know about non-cash exchanges. As they read, ask them to continue to think of questions, for example, about the safety of money cards. After reading the chapter, ask the students to explain the different cards in their own words.


- *What do you think about online shopping?*
- *What does the section on page 28 mean?
How can the value of money change?
Have you had experiences of this?*
- *How do you think you'll pay for goods in the future?
What information have you used to predict this?*

At the end of the reading, discuss any further questions. If any questions show that the students have not understood the text, you could go over some parts again, modelling your strategies for understanding. These can include making analogies (for example, comparing credit cards with trading cards), asking others to explain in their own words, rereading, or checking the meaning of words.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Asking questions

 The students can use the blackline master to record questions and possible sources of information.

S Working out words from context

The students can compare the meanings of words in the glossary with the way they are used in the text. Based on this comparison, they can use the context to work out the meanings of other words, for example, economy (page 5), expensive (page 7), salary (page 9), receipt (page 14), reproduce (page 16), circulating (page 19), hackers (page 27), online (page 22). The students can make an extended glossary using their meanings.

S Understanding how the forms of money, and the way it is used, has changed over time

The students can devise an alternative monetary system for the school. They will need to consider the issues discussed in the text and describe how the system would work.

The students can refer to page 24 in the text explain how to use their system.