



Running words: 194

## Book Summary

This story looks at the earning and spending aspects of financial literacy, and at the concept of postponing gratification. The child in the story wants to buy a toy rocket, but needs to earn more money to pay for it. She has enough money to buy the blue boat, but would rather wait for the toy she really wants. At the end of the story, the child has the satisfaction of knowing that she helped pay for the toy.

## Themes

Family, **Financial Literacy**, Maths, Problem solving

## Features of the Book

- The link to financial literacy – earning and spending
- The information contained in the illustrations
- Content words for discussion – *buy, earn, jobs, money, pay*
- Phonics and phonemic awareness – consonant blends: *bl, cl, gr, pl*; long and short vowel sounds: *shop/rocket/got/ jobs; money/some*

## Skills and Strategies

*My New Red Rocket* can be used to introduce and reinforce the following skills and strategies:

- making connections;
- using prior knowledge;
- making predictions;
- making inferences; 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

# My New Red Rocket

by Amber Singh

## Introducing the text

Begin by asking the students if they have ever saved up for something they wanted.

- *Was it hard to wait until you had enough money?*
- *How did you get the money you needed.*
- *Was it hard not spending the money on other things right away?*

Discuss the idea that waiting for something you really want can be hard (delaying gratification). Sometimes when you get some money for doing jobs or for a birthday, you want to spend it immediately.

## Reading the Text

Hand one book to each child. Ensure that the content words (buy, earn, jobs, money, pay) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decision Billie makes. Encourage the students to use the information in the text and the illustrations to make predictions, then to revise or confirm these as you work through the book.

## Cover

Together, read the title and the author's name on the cover and the title page.

- *Where are the girl and her father?*
- *What do you think she is pointing at? What might she be saying to her father?*
- *What kinds of toys can you see in the shop?*

## Page 2

- *Have you ever been given money as a present? What did you do with it?*
- *Did you save the money for later? Where did you save it? (bank, money box)*

Read the text together.

- *What do you think Billie decided to do with her birthday money from Grandma?*

## Page 3

Look at the illustration and discuss what is happening.

- *Why are Billie and Dad pointing at the toys?*
- *What might they be saying?*

Read the text together. Discuss the idea of making choices when you have money to spend.

## Pages 4 to 5

Look at the illustrations on these pages together.

- *What do you think Billie is saying? Why is she looking in her bag?*
- *Why is she looking happy again?*

Read the text together. Discuss the words "enough" and "earn".

- *Have you ever wanted to buy something and not had enough money?*
- *How can you earn money?*
- *What jobs do you think Billie might do to earn enough money to buy the red rocket?*

# My New Red Rocket

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## Pages 6 to 11

These pages follow a similar pattern. Read the text on pages 6 and 7 together so the students understand that when Billie helps with a job, her dad pays her some money. Then ask the students to read on independently. If a student has difficulties, encourage the use of reading strategies such as attempting the initial sound of a word.

- *What is Billie doing with the money Dad pays her?*

Discuss Billie's decision to wait and save the money she is earning so she can get what she wants.

- *How do you think Billie feels when she finishes helping in the garden?*

## Page 12

Read the text together.

- *How is Billie feeling now?*

Discuss that fact that waiting to get what you want (postponing gratification) can be difficult, but it feels good to pay for something with money that you've earned.

## Revisiting the Text

- Discuss the words in the story that develop the link to the financial literacy theme – *buy, earn, jobs, money, and pay*. Help the students to understand the consequences and rewards of Billie's choice.
- Encourage the students to discuss how Billie might have felt if she had bought the blue boat.
- Explore the consonant blends in the story – *bl, cl, gr, pl*. With the students, create lists of known words that begin with these blends.
- Write the words "shop" and "rocket" on the board and, with the students, create a list of words that have the short "o" sound.

## Following Up

- Ask the students to write their own story, using Billie's experience as a model. On the board, write the words *buy, earn, jobs, money, and pay* so the students can use them in their writing. Suggest that the students change the details of where the money comes from, where they spend it, and the two items they are choosing between.
- Give the students copies of the BM for this story. They can choose the correct financial literacy terms to complete the sentences.