

# The Ski Trip

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Year 5



## Overview

“The Ski Trip” relates how Anthony raises money for a class ski trip by working on odd jobs without the company of his best friend, who chooses to make the most of the end of summer by going to the beach and playing on his new bike.

This narrative:

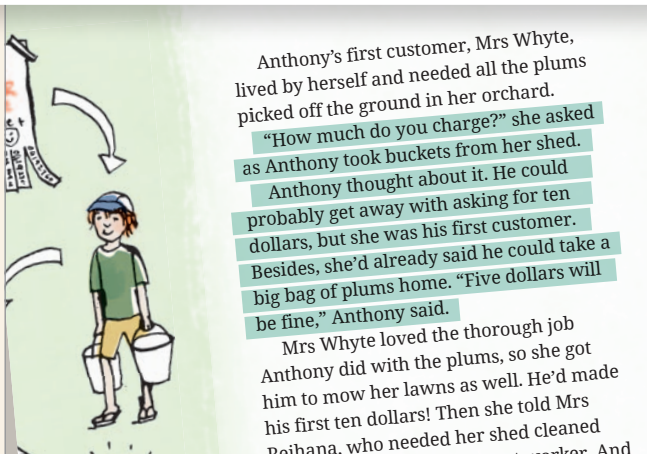
- contains a financial literacy context that involves concepts of budgeting, marketing, earning, saving, reinvesting, and dealing with supply and demand

- includes a subtext that some families have more money than others and takes the view that it’s just the way it is
- shows that when you are paid to work, people appreciate a job well done
- provides opportunities for students to think critically about not relying on others and on taking responsibility for their choices.

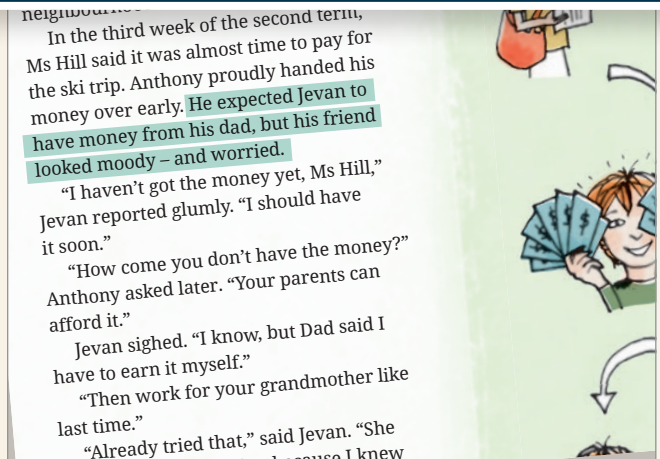
A PDF of the text is available at [www.schooljournal.tki.org.nz](http://www.schooljournal.tki.org.nz)

Texts related by theme “The Ants and the Grasshopper – The Sequel” SJ L2 June 2014 | “Backyard Chooks” SJ L2 August 2013

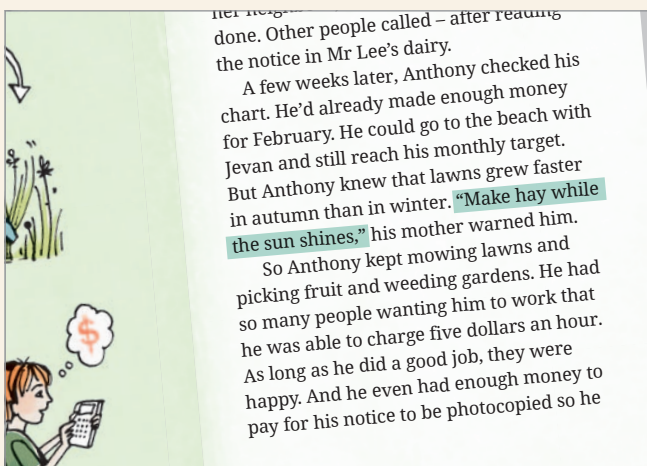
## Text characteristics from the year 5 reading standard



some ideas and information that are conveyed indirectly and require students to infer by drawing on several related pieces of information in the text



sentences that vary in length and in structure (for example, sentences that begin in different ways and different kinds of complex sentences with a number of subordinate clauses)



figurative and/or ambiguous language that the context helps readers to understand



illustrations that clarify or extend the text and may require some interpretation

Reading standard: by the end of year 5

## Possible curriculum contexts

### MATHEMATICS AND STATISTICS (Financial Capability)

Level 3 – Managing money and income: Budgeting and financial management.

### ENGLISH (Reading)

Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.

### ENGLISH (Writing)

Level – Ideas: Select, form, and communicate ideas on a range of topics.

### Possible reading purposes

- To enjoy the story and find out what money has to do with the ski trip
- To identify what made Anthony's "business" successful and explore the concept of financial literacy.

### Possible writing purposes

- Write a personal memoir, story, or recount about working to earn the money to buy something special
- Write a report on different ways to earn money for school trips
- Describe a fundraising event and why it was or was not effective.



## Text and language challenges

### VOCABULARY:

- Possible unfamiliar words and phrases, including "additional", "species", "actually", "appalled", "desperate", "thorough", "monthly target", "glumly", "business"
- Verbs, including "imagined", "touching", "explained", "naming", "decided", "frowned", "warned", "designed", "expected"
- Colloquial language, including "warned him off", "No problem", "... pay you five bucks"
- Abbreviation of Anthony to "Ants"
- Proverb: "Make hay while the sun shines".

### Possible supporting strategies

Some of these suggestions may be more useful before reading, but they can be used at any time in response to the students' needs.

- The vocabulary is well supported in the text. Students could explore words they are still unsure of after their first reading.
- Have dictionaries available to confirm or explore word meanings.
- Provide vocabulary activities before and after reading. For example, the students could work in pairs and check word meanings in the dictionary or create word charts for less familiar words and add synonyms and phrases that build meaning.
- In combination with discussions before, during, and after reading, you could build a list or chart of vocabulary associated with financial literacy for a vocabulary learning focus. The English Language Learning Progressions: Introduction, pages 39–46, has useful information about learning vocabulary.
- Some of the students may need help with colloquial and figurative language. Use the story context and/or explain the meanings.
- Some students, especially English language learners, will need support with vocabulary before reading. Select words or phrases that are important for comprehension and prepare activities before reading to support these students. See ESOL Online, Vocabulary for examples of strategies to support students with vocabulary.

### SPECIFIC KNOWLEDGE REQUIRED:

- Some understanding of financial concepts, including fundraising, budgeting, supply and demand, saving, reinvesting, and keeping track of money
- Awareness that some families have less money to spend than others
- Experience of working hard in order to earn something you want.

### Possible supporting strategies

- Build students' understanding of financial concepts by having them share experiences of fundraising and involvement in school activities such as the "Primary Enterprise Programme". As you do this, build a list of associated vocabulary.
- Discuss times when we've had to choose how we spend our own money because there's not enough money for everything.
- Encourage students to share experiences of when they've done something to earn money for a thing they want.

### TEXT FEATURES AND STRUCTURE:

- Uncomplicated third person narrative, involving one perspective on the theme of self-reliance
- Some financial concepts inferred
- Some unattributed dialogue
- Mixed sentence types, including some incomplete sentences, such as, "Maybe some new gloves", "Not without a very good idea", "Already tried that".

### Possible supporting strategies

- Allow the students to read the whole text by themselves before discussing it with them.
- Support those who find the text challenging by previewing the title and illustrations to strengthen their predictions. As they share their predictions, feed in and record key concepts and vocabulary.
- In those places where the dialogue is not attributed, ensure the students understand who the speaker is, particularly on page 48, where the dialogue carries the story. If necessary, remind students to use the text close by to infer the meaning of incomplete sentences.
- Before reading, review the typical structure of a narrative, in which the first part sets up the setting and characters and a problem to be resolved. After reading page 44, have students identify and record the issue and the reason for it. Then brainstorm solutions and make predictions about the rest of the story.
- You could provide a graphic organiser like the example below and support students to use it.

Problem	Solutions	Why the solutions are successful/not successful



# Instructional focus — Reading

**Financial Capability** (Level 3 – Managing money and income: Budgeting and financial management.)

**English** (Level 3 – Ideas: Show a developing understanding of ideas within, across, and beyond texts.)

## First reading

Remind the students to use the context and the illustrations to help work out meaning. Prompt them to note places (perhaps by using sticky notes) where they have questions about the meaning.

Prompt them to think about how Anthony feels as the events unfold, particularly why he smiles in the last line.

After they have finished reading, tell them to review their questions, and when the group are ready, share and discuss any they are still unsure of, for example, the meaning of the proverb “Make hay while the sun shines”.

Discuss their original predictions and what they found out. Encourage them to share any surprises and any new learning.

### If the students struggle with this text:

- make connections to their prior experiences of earning and saving money
- break the text into manageable sections
- remind them of strategies they know, for example, using the position of the words in the sentence, using the content of the sentence around the words, and using sticky notes to remember to come back to it later (Refer to the vocabulary activities you have done before reading.)
- if necessary, support them to follow the unattributed dialogue on page 48 by prompting them to think about who Jevan is talking with.

## Subsequent readings

### The teacher:

Prompt the students to make connections to their prior knowledge as they reread the story.

- What is the first hint of the problem?
- What does “she’d warned him off” tell you?
- How does he try to solve his problem?

### The teacher:

Prompt the students to draw on information across the page to infer.

- What do you learn on this page (page 45) about the two boys after Anthony suggests it would be more fun if he and Jevan worked together?
- What do you learn about the two boys after Jevan finally shows an interest in Anthony’s business? (page 47)

### The teacher:

Have students review pages 46 and 47 with a partner to locate the ideas Anthony uses to help him earn money.

Prompt them to identify information and understand the ideas.

- Why does Anthony have a chart?
- How do the earlier sentences in the paragraph help to work out what Mum means when she says “Make hay while the sun shines”?
- Why did Anthony put up his prices? How did that help him?
- Did the illustrations help you locate some of the information?

### The teacher:

Ask the students to evaluate ideas using evidence from the story to support their opinions.

- Decide why you think Anthony smiled and said nothing to Jevan at the end?
- Form an opinion about why Anthony kept some of the money from Mrs Lockhart’s job. Was it fair? Do you think he should have told Jevan that he was doing this?

### The students:

- Make connections with prior experiences as they read that the trip “wouldn’t be cheap” to decide this is the first hint of the problem.
- Integrate Mum’s response with the previous sentence to understand the meaning of the phrase and the creation of the problem.
- Read on and reflect on the ideas in the next two paragraphs to determine Anthony’s next steps.

### The students:

- Read the conversation on page 45 and infer from Anthony’s comment that he will work because he wants to go on the trip.
- Identify from Jevan’s responses and his actions that he doesn’t want to work and infer he doesn’t need to work because his dad will pay.
- Identify from Anthony’s thoughts and his response that he will let his friend have a job but he is keeping some of the money for himself.
- Infer from the final sentence and the illustration that he’s going to enjoy watching Jevan tackle the lawn while he does nothing.
- Conclude from Jevan’s relief that he won’t argue about anything.

### The students:

- Work in pairs and skim the text looking for relevant vocabulary to locate the ideas Anthony used.
- List their ideas and note points they are not sure of to share with the group.
- Cross-check, using the illustrations, to reflect on the ideas they are gathering.
- Share and compare their information with the group to come up with an agreed list.

### The students:

- Have different points of view about why Anthony smiled. They debate together about the range of ideas and decide, with teacher support, that the author is allowing them to make up their own minds.
- Evaluate the two boys’ behaviour across the text to decide whether the action was fair or not.

## GIVE FEEDBACK

- I noticed you reread the paragraphs on each side of the proverb and then shared your thinking with your buddy. Remember that useful strategy next time you get stuck or confused.
- You used the information in the text effectively to provide clear evidence for your opinion about Anthony’s smile. You also showed an interest in other opinions even when you kept your original point of view. There are times when the evidence doesn’t clearly support one point of view.

## METACOGNITION

- What helped you to work out the author’s message about earning and saving money? Do you think a story is an effective way for getting this message across to the readers? Can you tell us why you think that?
- I heard you say to your buddy that Jevan needed to be taught a lesson. What was in the text that led you to decide that?

Reading standard: by the end of year 5

The Literacy Learning Progressions

Assessment Resource Banks

# Instructional focus – Writing

**Financial Capability** (Level 3 – Managing money and income: Budgeting and financial management.)

**English** (Level 3 – Ideas: Select, form, and communicate ideas on a range of topics.)

## Text excerpts from “The Ski Trip”

Anthony really liked his new teacher, Ms Hill, and Ms Hill really liked skiing, which is why she'd planned a ski trip for the whole class. Anthony imagined touching the snow for the first time. It was going to be great.

Ms Hill explained that the ski trip wouldn't be cheap. The class would need to fundraise, and the students would need to earn additional money themselves.

Anthony decided it would be much more fun earning money with a friend.

“But it's still summer,” Jevan said, appalled.

“That's the best time to walk dogs and mow lawns,” said Anthony.

“But what about going to the beach and riding our bikes?” Jevan had just been given a new one.

“I really want to go on this ski trip.”

Jevan frowned and looked away. “Then you go for it. I can always do gardening for my grandmother if I get desperate.”

“How come you don't have the money?” Anthony asked later. “Your parents can afford it.”

Jevan sighed. “I know, but Dad said I have to earn it myself.”

“Then work for your grandmother like last time.”

“Already tried that,” said Jevan.

## Examples of text characteristics

### ENGAGING THE AUDIENCE

*This requires the writer to know what they want the audience to understand and then to engage their attention. Use of foreshadowing (hinting at what's coming) and creating a complication the reader can identify with will help to hold their interest.*

### SHOW DON'T TELL

*Instead of just telling the story, writers use dialogue, thoughts, and actions to convey what is happening and involve the reader more in making meaning.*

### PUNCTUATING DIALOGUE

*Correct punctuation of dialogue is a courtesy to the reader, helping to make sense of the text and who is speaking.*

## Teacher

(possible deliberate acts of teaching)

Model an analysis of the excerpt.

- We find out from the thoughts of the main character what's important – the ski trip – and how he feels about it. The second paragraph gives a hint about a problem – the trip “wouldn't be cheap”. That's also called foreshadowing. Following that, the problem is identified – they'll need to earn some money, and Mum can't help.

Ask questions to support the students to think carefully about the content of their writing.

- What is the typical structure of a narrative? What do you need to set up at the beginning? (who, where, when, and so on, and to establish an issue)
- What do you want your readers to know?
- Is it something they will identify with?
- How are you going to keep your audience in mind as you write?
- Can you draw them in with a hint?
- Is your problem believable? How will you show that it won't be easy to get help?

Provide a simple retelling of the excerpt and discuss how it compares with the actual excerpt.

Ask questions about the excerpt to help the students identify how the writer has shown them what is happening.

- How did the writer show us what Anthony asked Jevan?
- What does Jevan's reply mean?
- What do we learn from the remainder of this conversation?
- What does Jevan's actions in the last sentence show?

Encourage the students to add to or change their text where they think they could convey an idea through a thought, some dialogue, or a character's action.

Explain the need for correct punctuation and the need for new lines to follow a conversation.

Prompt the students to notice how the excerpt helps them read the conversation. Have them:

- work with a partner to describe where the speech marks are
- notice where the question marks, the full stops, and the commas are placed for the dialogue
- identify where there's a new speaker
- work out who says the unattributed dialogue.

Provide individual copies of the excerpt so they can highlight the punctuation and line order and keep it as a reference for when they proofread their writing.

### GIVE FEEDBACK

- By including the sentence about the rain, it made me stop and think about what might change. That was an effective use of foreshadowing. You could share that with the group.
- When you proofread your writing, the changes you made by moving the next speaker's dialogue to a new line made the conversation much easier to follow.

## METACOGNITION

- Show me where you've made changes to try and show, not tell, your readers what happened? How did that help your writing? What impact do you think that had on your readers?
- As you wrote the conversation between your two characters, what did you learn that would help your writing?



**Writing standard: by the end of year 5**



**The Literacy Learning Progressions**