

Five Dollars

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Overview

Daniel really wants some magnets. He finds five dollars on the table. What is he going to do? Daniel has a range of options, but will his conscience get the better of him?

Suggested reading purpose and teaching purpose

Based on the information I have about my students' learning needs, what would be appropriate reading and teaching purposes for this lesson?

- To read and discuss a story in which the main character has the option of several choices.
- To support the students in developing the comprehension strategies of **forming and testing hypotheses** and identifying the author's purpose.

Suggested learning goals

We are learning to use clues in the text to form hypotheses (predictions) about the actions and feelings of a character.

We are learning to test and review our hypotheses (check and/or change our predictions).

Success criteria

To support our comprehension of the text, we will:

- make connections to our own experiences to predict the different actions that the characters might choose
- identify words and illustrations from the text to help us predict what we think will happen and review our predictions if necessary
- read on to confirm our predictions or make new ones.

Readability

Noun frequency level: 7.5–8.5 years for guided reading

What features of this text support the reading and teaching purposes?

- The detailed illustrations, which convey (and provide clues about) the characters' feelings and actions
- The phrases that provide insight into the main character's conscience, such as "Daniel was waiting for her to call him back", "He'd slipped it into his pocket without really meaning to", "Daniel held the five-dollar note in one hand", "He decided he'd better change his story", "He knew he should tell his mum ... but he just couldn't", "Daniel couldn't look at her."

- The use of ellipses to indicate a pause as Daniel thinks of another reason
- The dialogue revealing the consequences of Daniel’s actions
- The opportunities to predict what is going to happen during and after the story.

What prior knowledge or experience might help my students to read this text?

- Experience of having something on their conscience and feeling guilty
- Experience of wanting to have something
- Using clues from a text and illustrations to support making inferences.

What text features might challenge my students and require a prompt or a brief explanation?

- Particular words and phrases, including “Draco Malfoy”, “definitely”, “horrible lump”, “buried him in a big hug”
- Colloquialisms, such as “running late”, “What’s that money doing in your pocket?”, “handed the money over”, “couldn’t wait”, “pretty cool”, “no use”
- The varied and complex sentences.

A framework for the lesson

How will I help my students to achieve the reading purpose and learning goal?

Before reading

- Encourage the students to share their experiences of wanting something.
- Share the reading purpose. Briefly introduce the story by telling the students that it’s about a boy who really wants to buy some magnets. Explain that, as they read, you want them to form and test hypotheses – that is, make predictions about what is going to happen based on a variety of clues, evidence, and experience and then read on to see if their predictions match what happened. Remind the students that they might change their ideas as they continue to read through the text.
- Share the learning goal and success criteria with the students.

Reading and discussing the text

Refer to Effective Literacy Practice in Years 5 to 8 for information about deliberate acts of teaching.

As your students read through the text, support them with any unfamiliar vocabulary, grammar, and concepts as necessary.

- Read the title and look at the illustrations on pages 18 and 19. “Using the title and illustrations on these pages as clues, what do you think will

happen?” Have the students share their ideas and justify their thinking. (Making connections; forming hypotheses)

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- Have the students read to the end of the fourth paragraph. Read the next paragraph aloud to them, stopping at “hesitating for a moment”. Ask the students to think, pair, and share with a partner their ideas about whether Daniel will buy the magnets. “Are there any sentences or phrases on this page that give us clues about what Daniel is thinking? How do they help you?” The students may notice Daniel waiting to be called back and the way he slips the money into his pocket without really meaning to. (Inferring)

Pages 20 and 21

- Before they read these pages, ask, “What clues do the illustrations give us about the changes in how Daniel is feeling?” Have the students discuss the possible sequence of events and what Mum might be saying. (English-language learners could complete sentence stems or fill in sentences with gaps.) (Inferring; forming hypotheses)
- Read pages 20 and 21. “Is this what you were expecting?” Have the students share their ideas, justifying any changes in their thinking. (Forming and testing hypotheses; making connections; inferring)
- “From what we have seen and read so far, what kind of a person do you think Daniel is? How do you know that?” Briefly, revisit the text and illustrations that indicate that Daniel knows what he should do but chooses to do otherwise. As clues, the students might notice the expression on Daniel’s face, the fact that he takes the money without thinking about it but doesn’t return it, the story he makes up to tell his mother, and the way he “feels awful” about not having told the whole truth. (Forming and testing hypotheses; inferring)

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- “Is this the reaction you were expecting from Mum? Why might she have reacted in this way?” Discuss Daniel’s reaction. “Looking at the illustrations, what do you think is going to happen?” Have the students share their thinking. (Making connections; inferring; forming and testing hypotheses)

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- “How is Daniel feeling about the taking the magnets now?” Have the students justify their thinking. They may notice the phrase “he’d once wanted so much”, the things Daniel does because he knows his mother is disappointed with his choice, and the adamant “Not ever!” (Forming and testing hypotheses; inferring)

After reading

- Briefly discuss any words or phrases that the students found difficult and the strategies they used (or could have used) to work them out.

- Discuss the range of clues the students used to make and test their hypotheses. Have them explain how the clues supported their thinking. (Making connections; analysing and synthesising)
- Revisit the illustrations of Daniel. Discuss the emotions conveyed in his face and the clues these give the reader about what Daniel was thinking. (Making connections; inferring)
- Revisit the text and, using a graphic organiser, map the possible paths that Daniel could have taken for each incident. For example: Takes Money – Goes to the shop – Buys magnets – Doesn't buy the magnets – Tells his mother the truth – Lies about where he got them. (Analysing and synthesising)
- Discuss some of the phrases that indicate that Daniel knew the right thing to do. For example, "Daniel knew he wasn't allowed to go the shop ...", "he definitely wasn't allowed to take money", "He knew he should tell his mum". (Analysing and synthesising)
- Reflect with the students on how well they have met the learning goal and how the success criteria helped them. "How did using the text and illustrations help you to think about what might happen?" "How will your learning today (about forming and testing hypotheses) help you when you are reading by yourself?" Note any teaching points for future sessions. (Forming and testing hypotheses)

Links to further learning

What follow-up tasks will help my students to consolidate and/or extend their new learning?

- Have the students read other texts that enable the reader to use a range of clues to make predictions. (Making connections; forming and testing hypotheses)
- Create a class chart to explain how to form and test hypotheses effectively so that the students can refer to it during reading sessions.
- Ask the students to share with a partner how forming and testing hypotheses helped them to understand a text when reading independently.