

What Do These Things Cost?

Social Studies

Level 8

Strand: Economics/Technology

Theme: Commerce

Purpose for Reading: To learn about the comparative cost of things.

Comprehension Strategies: Predicting, applying knowledge, comparing and contrasting.

Vocabulary

Dictionary Words: books, ice-creams, musical toys, outdoor toys, sports toys

Vocabulary Words: basketball, bike, cookbook, guitar, home recording studio, hula hoop, ice-cream cone, sandals, sneakers, storybook, sundae, tennis racket

High-Frequency Words: a, at, do, little, look, more, most, much, of, one, other, same, than, the, these, they, what, which, you

Before Reading

- Read the title and ask the students to predict what they think the book is going to be about.
- Ask the students to suggest things they think cost a lot of money and things they think cost a little money. Make two lists to show their responses.
- Look at the cover and title page photos. Ask the students to suggest what these items might cost.

Introduce the Picture Dictionary

- Ask the students to turn to the picture dictionary. Have them look at the photos. Read and discuss the labels.
- For each photo ask the students to predict which item will cost the most.

Take a Photo Walk

- Pages 4–5: Invite the students to look at these

pages. Discuss the photos. Ask the students what the girls are holding. Ask them to guess what each item will cost. *Which musical instrument will cost the most?* Ask the students why they chose that answer.

- Pages 6–7: Ask the students to look at these pages and discuss the cost of the outdoor toys. Read and discuss the labels. Ask the students to predict which outdoor toy will cost the most and why.
- Pages 8–9: Discuss these photos with the students. Ask them to compare the bike with the tennis racket. Which sports toy do they think will cost the most? Why do they think that?
- Pages 10–11: Ask the students to look at these photos and describe what they can see. *What is the difference between the two types of shoes? Which pair of shoes will cost the most?* Why do they think that?
- Pages 12–13: Ask the students to look at this photo and compare and contrast the two books. Ask the students to predict which book will cost more. *Will it cost a lot more? Will it cost just a little more?* Why do they think that?
- Pages 14–15: Invite the students to look at and discuss these ice-creams. Ask them to guess what each ice-cream will cost. *Which one will cost more and why?*

Read the Book

- Ask the students to return to the title and read it independently.
- Ask the students to turn to pages 2–3. Have them point to the dictionary words as they read them independently.

- Turn to pages 4–5. Ask the students to read the book independently. Tell them to read with their eyes, pointing only if they get lost or need help to work out difficult words.
- Ask the students to use the features of the book to help with reading and understanding the text, e.g. the picture dictionary, labels.

After Reading

Comprehension

- Have the students compare and contrast the different items and their cost from the story. Ask questions, such as *What makes the bike cost more than the tennis racket? Which pair of shoes costs the most? Why? Which musical toy would cost more? What would make it cost more?*
- Discuss with the students how the things learned from reading the book and predicting the cost of items might be useful to them.
- Hold up pairs of items that are similar from around the classroom, e.g. a pencil and a pen. Ask the students to predict which would cost more and why.

Vocabulary and Word Recognition

- Have the students find the high-frequency word *other* in the text. Read the sentences containing the word *other* together. Invite the students to volunteer more sentences that have *other* in them. Write them on the board. Invite volunteers to come and write the word *other*. Ask the students to write *other* five times independently, checking each time to see if they are correct.
Add *other* to a high-frequency word chart or word wall.

Oral Language

- Have the students work with a partner. Take turns to describe two items and guess which item would cost more than the other.

Writing

- Have the students choose their favorite page and write two sentences describing one of the items. For example, *The sundae had pink sauce on it. It had a chocolate bar in it, too.*

Creative Extension Activities

- Have the students cut pictures out of magazines and make a collage of items that cost a lot and cost a little.
- Have the students draw themselves with two items from the book.

Independent Follow-Up Activities

- Reread the book to improve fluency.
- Complete the activities on page 16.
- Complete the photocopiable activities.

Name: _____

Draw the two things from the book that you think cost the most. Write their names.



Name: _____

Read and draw.

What do you think these ice-creams cost?

Do you think they cost the same?

