

NOTE TO EDUCATORS

The activities in this resource aim to provide learning opportunities for both literacy and ESL students. The final decision as to which activities are completed, and how, is left to you and the students.

Note: You will need to support the students by reading through the directions with them as they work through the exercises in the worksheets.

PAGES	CONTENT	PURPOSE
2–4	Teacher’s Pages Pre-reading Discussion Post-reading Discussion	Activate students’ background knowledge Set a purpose for reading Develop comprehension skills Make connections with the text
5–8	Reproducible Worksheets	Develop knowledge of letter name and sound relationships Develop word recognition strategies Develop vocabulary and writing skills
9–10	Language Experience	Provide familiar, meaningful text that is predictable and easy to read Establish the link between spoken and written words
11	Answer Key	

BEFORE READING THE STORY**1. Share a Personal Experience**

Ask the students to think of a time money came to them unexpectedly (e.g., finding money in a pocket while doing laundry). Print the following questions on the board:

How did the money come to you?

How did you feel?

What did you do with the money? Why?

Have the students move into pairs. Read the questions out loud. Encourage the students to share their experiences with one another using the questions as prompts. After students tell their stories, ask if anyone would like to share their story with the group as a whole. This will provide more confident students with an opportunity to speak in front of larger groups.

2. Preview the Book**Choose Option A or B:**

Option A: Tell the students that they are going to read a story about Lily. Explain to the students they are going to preview the book in order to get an idea of what the story is about. Read the title out loud to the students. Give them time to look at the front cover. Ask, "What do you learn about the story from the photo and the title?" Then direct the students to the back cover. Read the text out loud to the students. Give the students time to look at the back cover. Then ask, "What do you learn from the photo and text?"

Option B: Print the following on the board:

True or False?

- | | |
|--|---------------------------------|
| (a) ____ The book is about how somebody changes. | (c) ____ Lily works at a store. |
| (b) ____ The story probably takes place in a school. | (d) ____ Lily's boss has luck. |

Direct the students to the photo on the front cover of the book. Ask questions to elicit information about the photo (e.g. What do you see in the photo?). Explain new vocabulary as necessary. Direct the students to the title of the book. Read the title out loud. Explain new vocabulary as necessary. Then read statements a and b out loud to the students. Have them determine if the statements are true or false. Have the students give a reason for their responses.

Then direct the students to the back cover of the book and preview the photo and text, as you did with the front cover. Read statements c and d out loud. Have the students determine if the statements are true or false. Encourage the students to give one reason for each response.

3. Predict the Story

Print the following statements on the board. Tell the students they are going to guess what might happen in the book. Then read each statement out loud. As a group or in pairs, have the students mark the statements probably (P), maybe (M), or no (N). Have the students compare and give reasons for their responses.

(a) ____ Lily is fired.

(c) ____ Lily changes her hair.

(b) ____ Lily buys something
at the store.

(d) ____ Money comes Lily's way.

AFTER READING THE STORY

1. Tell the Story

Have students move into pairs. Have them work together to remember as many details as possible from the story. Then as a group, have the students tell the story. Begin by asking one student to start the story. Then build the story by inviting other students to say what happened next. As students agree on the chronology of the story, print their ideas on the board. (*Note: The reconstructed story can be left on the board as support for students as they work through the worksheets on pages 5 to 8.*)

2. Check Comprehension

Choose Option A or B:

Option A: Print the following questions on the board and read them out loud. Have the students discuss the questions as a group or in pairs.

- (a) Describe Lily's life.
- (b) Do you think Lily makes a lot of money?
Give a reason for your answer.
- (c) Why do you think Lily keeps the change?
Do you think these are good reasons?
- (d) Think of a new title for the story.

Option B: Print the following statements on the board and read them out loud. As a group or in pairs, have the students determine whether the statements are true or false. Have the students give one reason for each response.

- (a) ____ Lily has a bad life.
- (b) ____ Lily does not make enough money.
- (c) ____ Lily keeps the change because she does not like Vin.
- (d) ____ "A Bad Woman" is a good title.

3. Discussion: Beyond the Story

Have the students discuss the following questions as a group or in pairs:

- (a) Some decisions are easy to make; some decisions are harder to make. When do decisions become harder to make? Think of a specific example.
- (b) Many people live beyond their means, no matter how much money they make. What do you think is the meaning of the phrase "live beyond their means"? Brainstorm reasons why people tend to live beyond their means. Discuss to what extent people have control over how much money they spend and save.
- (c) Imagine you have a 6-year-old daughter. She has a cough. Do you buy cough syrup, take her to the doctor's, or wait for the cough to go away? What would you do in the following cases? Explain why.

Your child (i) steps on a nail, (ii) is stung by a bee, (iii) burns her finger on a hot pot, and (iv) is bitten by a dog.

1. Letter Names

Look at the sentences on pages 9, 14 and 24 in the book.

Find words that begin with the letter **p**.

Copy the words on the lines.

2. Letters and Sounds

Listen. Your teacher will read the words you copied in #1.

What sound does the letter **p** make?

Read the words with your teacher.

Think of three more words that begin with the sound /p/.

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: bill
 sill

These words belong to the **ill** word family.

(b) Read these sentences. Circle the words in the **ill** word family.

1. Lily gives Vin a big bill.
2. The hill is very high.
3. I will see you on Monday.

(c) Print words that belong to the **ill** word family.

_____ bill _____

4. Matching

Read the sentences. Copy the sentences under the correct picture.

1. Lily pays Vin.

2. She picks up her daughter.

3. Lily works on bills.

4. She looks at her change.



(a) _____

(b) _____



(c) _____

(d) _____

5. Predict Words

Read each sentence.

Say a word that makes sense.

Print the word. Your teacher will help you with spelling.

- (a) Lily _____ at a store.
- (b) She _____ some food.
- (c) Kala _____ sick.
- (d) Kala is Lily's _____ .
- (e) Lily and Kala _____ dinner.
- (f) Lily cannot _____ all the bills.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) work / Lily / gets off _____
- (b) needs / Lily / syrup / cough _____
- (c) too / has / She / change / much _____
- (d) should / What / do / she _____?
- (e) do / does / What / she _____?
- (f) not / Kala / supper / does / eat _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) She puts the change in her wallet.

She puts the _____ in her _____.

(b) I am not hungry.

I am not _____.

I am not _____.

I am not _____.

I am not _____.

Look at the sentences again.

Which words do you want to remember?

Add these words to your word bank or dictionary.

LANGUAGE EXPERIENCE APPROACH

Step 1: Start a Discussion

Possible prompt: Ask the students to imagine they find \$20 in the street. How would they spend the money?

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I'd buy my kids some school supplies.). Print clearly. Say each word as you print it.

Step 3: Read the Text

Read the student-generated text out loud to the students, pointing to each word as you read. Then read each sentence, inviting the class to read along with you. Finally, read each sentence out loud, inviting the student who contributed the sentence to read along with you. Always point to each word as you read.

The purpose of using the **Language Experience Approach** is to help students establish the link between spoken and written words and to develop reading skills through using their own words.

Note: Educators and ESL students may not be comfortable working with text that contains non-standard English forms. A flexible approach is recommended. The extent to which you choose to make corrections unobtrusively while recording should reflect the needs and concerns of the students.

Step 4: Use the Student-generated Text

(a) Sight Words

Have students choose three words they would like to remember. Have them add the words to their personal dictionary or word bank.

(b) Cloze

Cover highly predictable words (one per response) with paper and tape. Read the text back to the students. Stop when you reach a covered word and ask students to predict a word that makes sense and sounds right. Check their predictions by uncovering the word.

(c) Review Phonics and Word Families

The target letter and sound for *The Change* was **p/p/**. Have students find, circle, and copy the words that start with the letter **p**. Repeat the process for the word family **ill**, if applicable.

(d) Copying

Have students copy the language experience text. Copying the text provides practice in both printing and in learning the letter-sound relationships.

(e) Frame Sentences

Choose one sentence from the language experience text. Print the sentence on the board. Underline one word and ask the students to substitute the word with their own words. Print the sentence frame again to record each student's response.

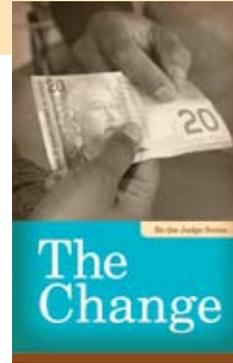
Example:

I'd buy my kids some school supplies.

I'd buy my kids some movies.

I'd buy my kids some toys.

I'd buy my kids some lottery tickets.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Lily has a full-time job. She has a daughter. She lives in a house. She has a routine. (b) Possible answer*: No. She cannot pay all her bills. (c) Possible answers*: Lily feels it is okay to keep the change because she buys a lot at the store. The money will help pay the bills. The cough syrup is expensive, and it is for her daughter. (d) Students will have different answers.

Option B: (a) False. Lily has a full-time job. She has a daughter. She lives in a house. (b) Possible answer*: True. Lily cannot pay all her bills. (c) False. Possible answers*: Lily feels it is okay to keep the change because she buys a lot at the store. The money will help pay the bills. The cough syrup is expensive, and it is for her daughter. (d) Students will have different answers.

Worksheets

1. **Letter Names:** picks, pay, puts
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. bill 2. hill 3. will (c) Possible answers*: pill, hill, will, dill, fill, gill, kill, mill, pill, till
4. **Matching:** (a) Lily works on bills. (b) She looks at her change. (c) Lily pays Vin. (d) She picks up her daughter.
5. **Predict Words*:** (a) works (b) buys, needs (c) is, feels (d) daughter (e) eat, have (f) pay
6. **Scrambled Sentences:** (a) Lily gets off work. (b) Lily needs cough syrup. (c) She has too much change. (d) What should she do? (e) What does she do? (f) Kala does not eat supper.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.