

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

BEFORE READING THE STORY**1. Share Ideas**

Write the phrase “income tax” on the board. Explore what students know about income tax and how it works (e.g. who must pay income tax, how they pay, how much they pay, when they pay, legality).

Present the students with the following scenario:

You are a plumber. You have your own business. You give a customer a bill for \$100. The customer gives you a cheque for \$100. You give the customer a receipt for payment. From the \$100, you need to pay the government \$20 in taxes.

Then ask the students the following questions:

Do you think \$20 out of \$100 is a fair amount of tax to pay?

Would you pay the \$20 in taxes? Why or why not?

What proof is there on paper that you made \$100?

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

Option A: Tell the students that they are going to read a story about Tony. 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) _____ Tony makes a deal. | (c) _____ Tony has a family. |
| (b) _____ The man is not happy with the deal. | (d) _____ Tony must work from 8:00 am to 5:00 pm every day. |

Direct the students to the photo on the front cover of the book. Say, "This is Tony." Ask questions to elicit information about the photo (e.g. What do you see in the photo? What is Tony doing?). 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) ____ Tony makes a deal with a customer. (c) ____ Tony tells a lie.
(b) ____ Tony saves money. (d) ____ Tony's wife goes to jail.

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 the deal Tony and Paul make.
- (b) Explain how Tony and Paul save money.
- (c) Do you think Tony made a good deal?
Explain why or why not.
- (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) ____ Tony and Paul save money on the deal.
- (b) ____ There is no paper that shows Paul pays Tony.
- (c) ____ Tony made a good deal.
- (d) ____ "Hard to Say No" is a good title.

3. Discussion: Beyond the Story

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

- (a) Imagine the government raises taxes. What would you like the government to spend the money on? Explain why.
- (b) If the government legalized selling marijuana and prostitution, it could collect taxes on the money people make. Do you think this is a good reason to legalize marijuana? Prostitution? Why or why not?
- (c) Bartering means to pay for one service with another service. For example, a hair stylist may do her friend's hair for free; the friend then babysits the hair stylist's kids for free. Think about people you know. Do they barter? Give examples.

1. Letter Names

Look at the sentences on pages 17 in the book.

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

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 **d** make?

Read the words with your teacher.

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

Your teacher will print the words on the board.

Copy the words.

3. Word Family

(a) Say these words: big

 dig

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

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

1. It's a big job.

2. What is a fig?

3. She works on an oil rig.

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

_____ big _____

4. Matching

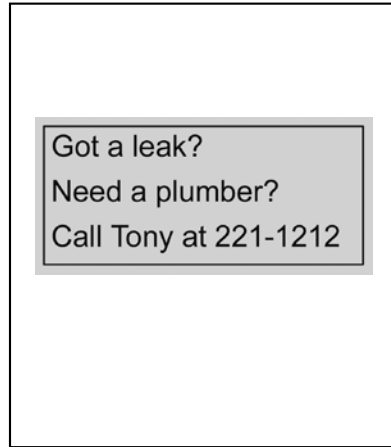
Read the sentences. Copy the sentences under the correct picture.

1. I'm a plumber.

2. I don't like paper work.

3. I get lots of calls.

4. I have an ad in the paper.



(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) Tony has a _____ business.
- (b) Tony wants to move to a _____ house.
- (c) A lot of _____ call Tony.
- (d) Paul and Tony _____ a deal.
- (e) Paul and Tony feel _____ about the deal.
- (f) Alma worries about Tony's _____.

6. Scrambled Sentences

Put the words in order so they make a sentence.

Print each sentence on the line.

- (a) a / is / Tony / plumber _____
- (b) has / girls / Tony / two _____
- (c) happy / Paul / is _____
- (d) Tony / happy / Is _____?
- (e) his / happy/ Is / wife _____?
- (f) not / Alma / happy / is _____

7. Sentence Frames

Read the first sentence.

Complete the other sentences with your own words.

(a) She worries the taxman will find out.

She worries _____ will find out.

She worries _____ will find out.

She worries _____ will find out.

She worries _____ will find out.

(b) This morning I got a call from a guy.

This morning I got a call from _____ .

This morning I got a call from _____ .

This morning I got a call from _____ .

This morning I got a call from _____ .

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 think of a business they would like to own, and why.

Step 2: Record the Students' Words

Print the students' responses on the board, using their exact words (e.g. I would open a shop because I like to build things.). 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 *Tony's Deal* was **d/d/**. Have students find, circle, and copy the words that start with the letter **d**. Repeat the process for the word family **ig**, 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.

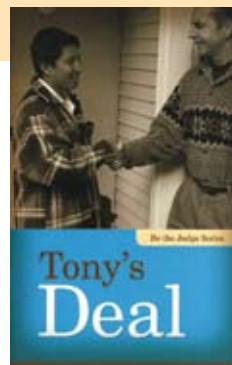
Example:

I like to build things.

I like to build houses.

I like to build skills.

I like to build confidence.



ANSWER KEY

Teacher's Pages

After Reading the Story

2. Check Comprehension:

Option A: (a) Paul pays Tony in cash. Tony charges Paul less and does not give Paul a bill. (b) There is no paper to prove that Tony did this job. So Tony will try to get away with not including this job on his income tax form. This means Tony will save money on his income tax. Tony can pass on a part of his saving to Paul and charge Paul less money for the job. Tony also does not have to charge Paul GST. (c) Students will have different answers. (d) Students will have different answers.

Option B: (a) True. Tony will try to get away with not including this job on his income tax form. This means Tony will save money on his income tax. Tony can pass on a part of his saving to Paul and charge Paul less money for the job. Tony also does not have to charge Paul GST. (b) True. Paul pays Tony in cash, not by cheque. Tony does not give Paul a bill. There is no paper to prove that Tony did this job. So Tony will try to get away with not including this job on his income tax form. (c) Students will have different answers. (d) Students will have different answers.

Worksheets

1. **Letter Names:** do, deal, don't
2. **Letters and Sounds:** Students will have different answers.
3. **Word Family:** (b) 1. big 2. fig 3. rig (c) Possible answers*: dig, fig, rig, gig, jig, pig, wig
4. **Matching:** (a) I'm a plumber. (b) I have an ad in the paper. (c) I don't like paper work. (d) I get lots of calls.
5. **Predict Words*:** (a) plumbing, private, good (b) bigger, new, different (c) customers, clients, people (d) make, do (e) happy, good (f) deal, taxes
6. **Scrambled Sentences:** (a) Tony is a plumber. (b) Tony has two girls. (c) Paul is happy. (d) Is Tony happy? (e) Is his wife happy? (f) Alma is not happy.
7. **Sentence Frames:** Students will have different answers.

* Other answers are good if they make sense.