



Running words: 140

## Book Summary

This story looks at the difference between people's needs and wants. Rabbit's mother takes him shopping for new clothes that he needs. Rabbit would rather have an ice cream than go shopping, but his mother repeatedly reminds him that he doesn't need an ice cream, but he does need new clothes. At the end, when their shopping is done, Rabbit's mother realises she wants an ice cream, too.

## Themes

Clothes, Family, **Financial Literacy**, Food

### Features of the Book

- The link to financial literacy: needs and wants
- The information contained in the illustrations
- Content words for discussion: *need, want*
- Phonics and phonemic awareness: consonant blends - *sh, cr*

## Skills and Strategies

*I Want an Ice Cream* can be used to introduce and reinforce the following skills and strategies:

- making inferences
- using prior knowledge
- making predictions
- discussing point of view
- determining the author's purpose.

## Materials

- copies of the Sentence Strips reproducible for this book, cut and ready for use
- copies of the BM, pencils

# I Want an Ice Cream

by *Amber Singh*

## Introducing the Text

Begin by asking the students to think of the things they need and the things they want. Together, make a list of each.

- *What happens if you don't have the things you need?*
- *What happens if you don't have the things you want?*
- *Do you sometimes want something so much you think you need it?*

Discuss the idea that although you might want something badly, wanting it is not the same as needing it.

Sometimes it's difficult to distinguish between the things you need and the things you want. Sometimes you also can't have the things you want but don't need.

## Reading the Text

Hand one book to each child. Ensure that the content words (*need, want*) are integrated naturally into the discussion. An understanding of these terms will help students appreciate the author's purpose and the decisions made by Rabbit's mother. Encourage the students to use the information in the illustrations and text to make predictions, then to revise or confirm them as you work through the book.

### Cover

Together, read the title and the author's name.

- *Where are Rabbit and his mother?*
- *What is Rabbit pointing at? What might he be asking?*

### Title Page

- *Why might Rabbit's mother look tired and cross? (She is carrying lots of shopping bags and might be tired from shopping.)*

## Page 2

- *Where is Rabbit looking and pointing?*
- *Where is his mother looking and pointing?*

Read the text together. Confirm that Rabbit is talking about the ice cream he wants, and his mother is talking about the clothes he needs. Be sure to explain to the students that there are two ways to know a character is speaking – by quotation marks and by speech bubbles. Point out to the students these two ways of speaking.

## Page 3

- *How do you think Rabbit's is feeling now? (He is not as happy.)*
- *Why do you think he might be disappointed or unhappy?*

Read the text together. Have a student point out the quotation marks and the speech bubble. Confirm that Rabbit is unhappy because his mother has told him that he needs a new shirt, not an ice cream.

## Pages 4 to 5

- *What is Rabbit's mother pointing at in the shop window?*

Read the text together.

- *Why does Rabbit's mother look happier than him? (She is happy because she has found the clothes Rabbit needs. He is unhappy because he wants an ice cream, not new clothes.)*

Discuss how Rabbit and his mother have different viewpoints about their outing. She needs to buy him new clothes while he wants an ice cream.

# I Want an Ice Cream

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## Pages 6 to 7

- *What is Rabbit’s mother pointing at in the shop window?*
- *How do you think Rabbit’s mother is feeling on page 7? (She might be getting tired of Rabbit asking for an ice cream.)*

Read the text together. Ask the students to predict what will happen in the story. Will Rabbit convince his mother to buy him an ice cream or will she buy him only new clothes?

## Pages 8 to 9

- *What is Rabbit’s mother pointing at in the shop window?*
- *How can you tell Rabbit is getting more and more frustrated? (His expression is angrier.)*

Read the text together.

## Pages 10 to 11

- *Do you think Rabbit and his mother are finally finished shopping?*
- *What do you think Rabbit realises about his mother on page 11? (He sees that his mother is tired.)*

Read the text together. Discuss how Rabbit’s point of view has changed when he asks his mother what she wants. He is thinking about how his mother is feeling after the shopping, not just about what he wants.

## Page 12

- *Was your prediction right? Did Rabbit finally have an ice cream?*
- *How do you think Rabbit and his mother feel now?*

Read the text together. Help the students to understand that when Rabbit’s mother had finished buying all the things Rabbit needed, she was willing to buy him something that he wanted.

## Revisiting the Text

- Revisit the list of needs and wants the students made at the beginning of the story. After having read the story, ask them where they would place “new clothes” and “ice cream” on the list.
- Discuss with the students how Rabbit and his mother could have a more enjoyable shopping trip if they talk about what they need and want beforehand.
- Find and list the “sh” and “cr” consonant blends in the story. With the students, add any other words they know that begin with these blends.

## Following Up

- Encourage the students to think of situations where “new clothes” might be something you want, rather than need (for example, you have enough clothes but you want something new to wear), and where “ice cream” could be something you need (for example, for a birthday party or a cooking class).
- Give the students copies of the BM for this story. Have them complete the sentences with the correct financial literacy terms.