

Bartering



Vocabulary:

bartering, communities, company, countries, good, money, service, swap



Draw students' attention to the:

- Title Date .../.../...
- photographs.
- Ask, "What type of book is this?" (Report) What does the word 'bartering' mean?

Visual Literacy Date .../.../...

Look at the illustrations to try to work out the meaning of the word 'bartering'. What are the people doing?

Describe how the illustrator has presented the people in this text. How do they differ from people in a photograph? Why has this been done?

Discuss why the illustrator has presented some drawings in cartoon-style.

Background Knowledge

What do we use to buy things we want? Have we always done it this way?

What was used before money was introduced? How did this system work?

If a student does not know answers to these questions, provide an explanation.

Phonological Awareness Date .../.../...

Ensure students know the following phonological patterns:

- ar- (p.4): alarm, army, artist, bartering, cards, carpet, cartoon, charge, farmer, garden, large
- a- short/o sound (p.4): quarrel, quarry, swan, swap, want, wash, wasp, watch, wattle
- or-a el' (p.10): word, work, world, worm, worse, worship, worst, worth
- Say these words to the students. Ask them to identify which part of the words sounds the same. Use the following activity to further develop this understanding.

Play 'Noughts and Crosses'. Use grids with sounds to be recognised written in each box. When the teacher says a word, the student places a counter in the box that contains the same sound as the word. The aim is to get three counters in a straight line.

High Frequency Words Date .../.../...

been, have, make, need, other, people, they, this, wants, were

- Take a pile of high frequency word cards and hold up each one for students to read, decreasing the time for recognition as the words become more familiar.

Motivation / Purpose Date .../.../...

The purpose of this text is to show how the system of bartering operates. This text links with the theme *Economics*. The *Fast Forward* books in the *Economics* theme are: *At the Shops* (Level 6); *Money Travels* (Level 8); *The History of Money* (Level 9); *Bartering* (Level 11); *Gold* (Level 12); *Banks and Banking* (Level 14); *Getting Down to Business* (level 15); *Unpaid Workers* (Level 17); *Taxation* (Level 18); *The Great Depression* (Level 2D); *International Trade* (Level 21); *A Cashless Society* (Level 23); *The Money Market* (Level 25).

During Reading

Vocabulary in Context Date .../.../...

Discuss with students the meaning of each of the words in the vocabulary box. Assist students to decode unknown words by encouraging them to identify an appropriate strategy.

- swap (p.4): treat this as a visual word.
- bartering (p.4): use syllabification to decode this words, using known phonic elements.
- communities (p.6); countries (p.8): review the rule that to make plural words, change the 'y' to 'i' to add 'es' when the 'y' is preceded by a consonant. List other examples (e.g. body-bodies).

Checking for Meaning

Literal: Date .../.../...

How long have people been using money? (p.6)
Old people begin using bartering before or after the introduction of money? (p.6)

Inferential: Date .../.../...

Why would bartering be more difficult in larger communities?

What situations would make it difficult for bartering to work?

Response: Date .../.../...

What is something you own that someone else might want to swap?

What would happen if one item in the swap were more valuable than the other?

Grammatical Patterns Date .../.../...

Ensure students understand the following components of a report.

- Opening general statement defining the topic:
Bartering is when people swap one kind of good or service for another. (p.4)
- Passages of description showing examples of bartering, when it started, introduction of money, bartering between countries and bartering today. (pp.5-15)
- Use of general nouns: *bartering* (p.4), *boy* (p.5), *card* (p.5), *money* (p.6), *communities* (p.7)
- Action verbs: *swap* (p.4), *buying* (p.6), *grew* (p.7)
- Use of relating verbs to describe features: *Bartering is when people swap one kind of good or service for another.* (p.4) **This is bartering.** (p.5)
- Use of timeless present tense: *Bartering needs two people to make it work.* (p.4)
- Use of technical terms: *swap* (p.4), *good* (p.4), *service* (p.4), *bartering* (p.5), *communities* (p.6)
- Use of paragraphs with topic sentences to organise information: *This boy has a swap card that the girl wants. The girl has a swap card that the boy has wanted for a long time. They swap cards.* (p.5)

Fluency / Punctuation Patterns

Date .../.../...

In this text most sentences are simple as they contain only one idea. This has the effect of keeping the text clear and precise and avoids confusing the reader. *This is bartering.* (p.5)

In this text this sentence is complex, as it contains a dependent clause and an independent clause.
When communities were small, bartering worked well

Identify the dependent clause in this example.

Demonstrate to students how to read this sentence. (Use *l* to indicate phrasing)

When communities were small, I bartering worked well.

These punctuation patterns occur at various intervals throughout the text:

- Use of a comma to separate a phrase from the rest of the sentence: *Over the years,* (p.8)
- use of a comma to separate dependent and independent clauses in a sentence: *When communities were small,* (p.6)

Critical Literacy Date .../.../...

Why might the author

Who is the intended audience? How do you know?

Who would be most likely to read this text?

Linking Visual and Written

Note on pages 4-8 how the photographs and illustrations support the text by showing people bartering or swapping items.

Ensure students understand how bartering between countries works, by referring to the 'map' on pages 8-9.

Encourage students to look at the pictures accompanying each section of text, to make the connection between the written text and illustrations.

After Reading

Discuss situations when it is okay to swap items with a friend.

Find out some information about the first coins in use. What were they made from? Who used them?

Activities

After reading the text, the students will:

- answer questions about the text
- sort given list of words into categories according to common phonological elements
- match words with their meanings
- complete sentences about sections of the text.

