

### About the Book

Text Type: Fiction/Realistic Page Count: 24 Word Count: 2,888

#### Book Summary

What would you design and sell if you could be an entrepreneur for a day? *Making Big Bolstead Bucks* is a realistic fiction book that follows a group of students and their teacher as they learn the basics of how capitalism works. Their assignment is to work in small groups to start their own business. Mr. Bolstead teaches his students about borrowing money with interest, supply and demand, and profit as they compete to win the contest in a real-world simulation. Illustrations support the text.

### About the Lesson

#### Targeted Reading Strategy

- Retell

#### Objectives

- Use the reading strategy of retelling to understand and remember a story
- Identify the author's purpose
- Recognize and understand the use of commas to separate dialogue
- Read and understand number words

#### Materials

Green text indicates resources available on the website.

- Book—*Making Big Bolstead Bucks* (copy for each student)
- Chalkboard or dry erase board
- Dictionaries
- Sticky notes and highlighters for each student
- Author's purpose, commas to separate dialogue, number words worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting book on interactive whiteboard or completed with paper and pencil if books are reused.)

#### Vocabulary

\*Bold vocabulary words also appear in a pre-made lesson for this title on [VocabularyA-Z.com](http://VocabularyA-Z.com).

- Content words:

Story critical: **demand** (n.), **economy** (n.), **free market** (n.), **products** (n.), **profit** (n.), **supply** (n.)

Enrichment: **capital** (n.), **capitalism** (n.), **consumers** (n.) **entrepreneurial** (adj.), **interest** (n.), **investor** (n.)

### Before Reading

#### Build Background

- Ask students if they have ever sold anything, such as at a lemonade stand or yard sale. Ask them to tell what they know about making money, and the steps that one must take when creating and selling a product. Ask them what they know about borrowing money and paying it back with interest.


## Preview the Book

### Introduce the Book

- Give students their copy of the book. Guide them to the front and back covers and read the title. Have students discuss what they see on the covers. Encourage them to offer ideas as to what type of book it is (genre, text type, fiction or nonfiction, and so on) and what it might be about.
- Show students the title page. Discuss the information on the page (title of book, author's name, illustrator's name).
- Preview the table of contents on page 3. Remind students that the table of contents provides an overview of the story. Ask students what they expect to read about in the story, on the basis of what they see in the table of contents. (Accept all answers that students can justify.)

### Introduce the Comprehension Skill: **Retell**

- Explain to students that one way to understand and remember what they are reading is to stop now and then during reading to retell in their mind what is happening in the story.
- Explain to students that when someone retells something, he or she explains the details of what happened in order. Point out that people retell stories as part of their daily lives, such as explaining what happened in school to a student who was absent. Ask students to share other examples of when people might give a retelling.
- Model retelling an example in detail, such as your own daily timeline.  
**Think-aloud:** *This morning I woke up at 5:30 a.m. and went to the gym to exercise. After that, I came home and showered. Next, I woke up my two children and made them breakfast. I packed their lunches, helped them dress, and drove them to school. Next I went to work. After work, I picked up my children from school. After school I drove my children to their soccer practice. Later I went home, made dinner, and helped my children with their homework. When my husband arrived home, we sat down as a family and had dinner. At the end of the day, we all got ready for bed, read books, and fell asleep.*
- Draw a timeline on the board and model to students how to complete a timeline with details. Have students retell the details they remember as the timeline is filled in.

 Give each student a highlighter and six sticky notes. Have students place sticky notes on the bottom of pages 10, 13, 18, and 23. Explain that as they read, they should stop on these pages to think about the information given in the story. While they read, encourage them to retell in their mind the events in the story.

### Introduce the Reading Strategy: **Identify author's purpose**

- Write the following terms on the board: *To Entertain*, *To Inform*, and *To Persuade*. Invite students to define the terms in their own words. Define each of the terms as necessary (to *inform* means to give someone information about something; to *entertain* means to amuse someone; to *persuade* means to try to make someone think the same way you do). Encourage students to give examples of times they might have said or written something themselves to inform, entertain, or persuade others. Point out that writers most often have one of these three purposes for writing, and sometimes even all of them. Writers provide readers with clues that will help them figure out the author's purpose.
- Create a three-row chart on the board, in the same visual layout of their worksheet. Use the terms already written as labels, with: *To Entertain*, *To Inform*, and *To Persuade* at the left-hand side of each row. Introduce and explain the **author's purpose worksheet**. Have students read the story to identify and record different examples in the story that illustrate the author's purposes. Instruct them to write the page number in one of the three boxes when they come across a strong example where the evidence supports one of the purposes.
- **Think-aloud:** *To understand and remember new information in a story, I can look at how an author is stating things to see what his or her purpose may be. I can decide whether the author's focus is to inform, to entertain, or to persuade. I know that good readers do this, so I'm going to identify the author's purpose as I read the story.*

## Introduce the Vocabulary

- As students preview the story, ask them to talk about what they see in the illustrations. Reinforce the vocabulary words they will encounter in the text.
- Write the following Story Critical vocabulary words from the text on large pieces of paper and hang them up around the room: *economy*, *free market*, and *profit*. Read each word aloud with students.
- Place students in three groups and assign each group to a word. Have them discuss what they know about the meaning of their word and write their group definition on the paper. Rotate the groups until each has visited every word poster, writing their ideas for the definition.
- Model how students can use the glossary or a dictionary to locate a word's meaning. Have a volunteer read the definition for *economy* in the glossary. Have students follow along on page 5 as you read the sentence in which the word *economy* is found to confirm the meaning of the word. Remind students that they can also look for context clues in the text and illustrations to help them define an unfamiliar word. If students look up *economy* in the dictionary, discuss the other definitions given for the word, and model how to choose the meaning that makes the most sense when considering context clues in the text. Tell students to turn to their neighbor and explain what *economy* is, in their own words.
- Repeat the exercise with the remaining two vocabulary words.

## Set the Purpose

- Have students read to find out what *Making Big Bolstead Bucks* is about. Remind them to stop reading at the end of each page with a sticky note to quickly retell in their mind the details of the events so far, including the important steps needed when starting a business. Ask them to highlight the words that identify those specific steps.

## During Reading


### Student Reading


- **Guide the reading:** Have students read from page 4 to the end of page 10. Encourage students who finish before everyone else to go back and reread.
- Model retelling the events, using the illustrations as a guide.  
**Think-aloud:** *I stopped after a few pages to retell in my mind what I had read so far. Mr. Bolstead announced in class that their assignment would be to start their own business. He explained that they would set up their own mini-economy to learn the basics of how capitalism works. They would work in groups of three to prepare their goods and services, which they would then sell the following Friday. Mr. Bolstead separated them into groups, where the narrator was assigned to work with Shelly and Marcus. He gave each group their capital—one hundred Bolstead bucks, which they would pay back with interest after their sales were complete on Friday. He explained supply and demand and encouraged each group to decide on an idea that would make them the most profit. At the end of the project, the group who made the most profit would win a pizza party.*
- Remind students that a retelling includes detail and description about the events of a story, by telling a sequence of the most important events that someone would need to know to recount the story correctly.
- **Check for understanding:** Have students read pages 11 through 13. Ask students to work with a partner, using the images and events on the pages as a guide to retell the details of events after Mr. Bolstead broke them into groups. Listen to students' retellings for correct order and description of the story events.
- Discuss the text and ask students what information they recorded on their author's purpose worksheet. Ask volunteers to give examples of what they recorded. Add examples to the chart on the board as students share (to *entertain*: page 4: *She was such a teacher's pet*. page 5: *Even Shelly looked a little confused behind her smile*; and so on; to *inform*: page 5: *In the United States, businesses are owned by private citizens or corporations that compete against one another on the free market for consumers*; and so on).

## Lesson Plan *(continued)*

## Making Big Bolstead Bucks

- Explain to students that they do not need to state each example exactly as the story states. Review the skill of paraphrasing when giving answers. Explain that this story gives many dialogue sentences, and not all have to be quoted exactly.

 Have students read the remainder of the book. Remind them to think about the order of events in the story, and to stop wherever they see a sticky note to highlight and retell in their minds what has been told so far.

 Have students make a question mark in their book beside any word they do not understand or cannot pronounce. Encourage them to use the strategies they have learned to read each word and figure out its meaning.

### After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

### Reflect on the Reading Strategy

- Retell in detail the events of the story from pages 14 through 18.  
*Think-aloud: The group tried to agree upon a product to sell, and talked about finding something that the students couldn't get at school. They recalled when the school removed all of the candy vending machines, and thought about how happy the students would be to have candy again—even if it were just for one day. They planned to make peppermint candies to sell for three Bolstead Bucks each, and decided to also print out the recipe and sell it for one Bolstead Buck. In order to make a profit, they had to figure out what to charge in relation to their costs, including the interest on the loan.*
- **Check for understanding:** Have students retell the events of pages 19 through 23, working with a partner. Listen for whether students include the correct events and details of the story, in the order in which they happened.
- Ask students how retelling the events of the story in their mind as they read helped them understand the story.

### Reflect on the Comprehension Skill

- Ask students to explain or show how identifying the author's purpose helped them understand and remember different parts of the story. Review the three different purposes from the chart on the board (to inform, to entertain, and to persuade). Ask volunteers to share what they recorded on their own author's purpose worksheet. Add examples to the board as students share them aloud.
- Ask students if they were mostly informed, entertained, or persuaded by the story *Making Big Bolstead Bucks*. Explain that, while the purpose of this story was mostly to entertain, the author also informed readers about capitalism, free market, consumers, and supply and demand.
- Ask them to read examples of places in the text where they were *entertained* (page 17: "How much moolah you make," Marcus said; page 18: "Math. Numbers. Brain. Scrambled. Me. Gone"; and so on).
- Ask students to read examples of places in the text where they were *informed* (page 10: *If you make something that only costs a few cents but takes four hours to put together, it might not be profitable*; page 17: *Profit is how much money you make minus our costs*; and so on). Explain that in this story, although the author informed readers, the main purpose of this story was to entertain—as is typical in fictional books.
- **Check for understanding:** Ask students to think of a book they've read recently that *informed* them about something (science book, biography, and so on). Ask them to think of something they've read that *entertained* them (comics, fiction books). Ask students for an example of something they've read that attempted to *persuade* them (an advertisement or poster). Write students' responses on the board under the appropriate category.

## Lesson Plan *(continued)*


## Making Big Bolstead Bucks

- **Enduring understanding:** In this story, you learned about the steps one must take in starting a successful business. Now that you know this information, what product do you think would sell well in your school, considering supply and demand?

### Build Skills

#### Grammar and Mechanics: Commas to separate dialogue

- Have students turn to page 5. Write the following sentence on the board and ask a volunteer to read it aloud: *"Here's the deal," Mr. Bolstead began, "we're going to set up our own mini-economy...."* Ask students to tell who is speaking and what words are being spoken.
- Review or explain that quotation marks are placed before and after the exact words a speaker says, and that this depicts dialogue. Circle the commas in the sentence and explain that the first is placed before the quotation marks to separate the speaker's words from the rest of the sentence, and the second is placed before the dialogue continues.
- Have students turn to page 8. Write the following sentence on the board and ask a volunteer to read it aloud: *"This is your capital—one hundred Bolstead bucks," he explained, "which you will use to start your business."* Circle the commas in the sentence and explain that the commas after the words *bucks* and *explained* separate dialogue from the rest of the text.

 **Check for understanding:** Have students reread page 10. Have them underline another example where two commas separate dialogue within a sentence. Remind them that some commas on the page won't be circled because they are used in different ways.

- **Independent practice:** Introduce, explain, and have students complete the **commas -to-separate-dialogue worksheet**. If time allows, discuss their responses.

#### Word Work: Number words

- Explain that when reading aloud, readers will sometimes encounter different symbols, numbers, and abbreviations within the text. In other instances, number words are spelled out. Good readers read these parts of the text fluently, whether reading them as written numbers, abbreviations, or words.
- Direct students to page 12. Ask them to find the number words in the text (*four, five hundred, three, one hundred, five, twelve, a dozen*). Ask students to tell how many is included in a dozen (12).
- Have students find the numbers in the illustration on page 11 (500, 4, 8 ½", 11", 3, 12, and so on). Review or explain that the numbers are called *cardinal numbers* and that they are used to describe an amount, a date, or a time. Point out that a cardinal number is read in the same manner as the written word for the number. Practice reading the numbers and symbols aloud. (*Five hundred, four, eight and a half inches, eleven inches, three, twelve, and so on.*)
- **Check for understanding:** Have students turn to page 16. Ask them to find the numbers in the text, and have volunteers read them aloud. Write the numbers on the board and ask other volunteers to come up to the board to write their word equivalents.
- **Independent practice:** Introduce, explain, and have students complete the **number words worksheet**. When students finish, discuss their answers aloud.

### Build Fluency

#### Independent Reading

- Allow students to read their book independently. Additionally, partners can take turns reading parts of the book to each other.

#### Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends. Have them retell the events of their day with someone at home.

## Extend the Reading

### Narrative Writing Connection

Encourage students to write a story, in which at least two characters start their own business. (Suggest they could write about their product they discussed during the Enduring Understanding section.) Check to make sure their story has a beginning, middle, and end. Encourage them to use vocabulary words included in the *Making Big Bolstead Bucks* glossary, and to use dialogue when characters express thoughts and feelings. If time allows, encourage students to illustrate their work. Have students read their final story aloud to classmates.

Visit [WritingA-Z.com](http://WritingA-Z.com) for a lesson and leveled materials on narrative writing.

### Math Connection

Have students work in pairs or individually to solve the math problems posed to readers in the text. The questions can be found in the boxes on pages 15, 16, and 22. Invite volunteers to come up to the board to share their methods and answers after everyone has finished working.

### Skill Review

**Discussion cards** covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

## Assessment

### Monitor students to determine if they can:

- accurately and consistently demonstrate a retelling of the story during discussion
- thoughtfully analyze the author's purpose during discussion and on a worksheet
- correctly identify and use commas to separate dialogue during discussion and on a worksheet
- fluently read number words within the text; accurately use number words in sentences on a worksheet

### Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)