

### **Boots for Sefa**

#### **Highlights of the text**

- Siblings
- Expenses
- Being thrifty
- Antonyms



#### **Orientation**

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- Define the term swap. Students could look up an online dictionary.
- Talk about examples of things students can swap, e.g. pens, crayons, books.
- Talk about the importance of spending money carefully (being thrifty).

#### **Making Meaning**

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- Revisit p. 2 and discuss what the author means by *extra things*. Brainstorm expenses that can be described as *extra things* in a household.
- Revisit pp. 3 and 4. Talk about why Emili goes to see Jack. What does her idea tell us about her?
- Revisit p. 6 and discuss why Jack was surprised by Emili's offer of her turtle pencil case.
- Revisit the illustration on p. 7 and talk about what it shows.

#### **Literacy Focus**

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- Talk about the pairs of words with opposite meanings in the text. For example: new, old; rich, poor
- Revisit p. 8 and ask the students how they understand the meaning of the words honest truth.

### **Boots for Sefa continued**

#### **Inquiry Focus/Activities**

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- Encourage the students to hold a Swap Day in the classroom.
- Encourage the students to make a collage of items that can be bought second-hand.
- Encourage the students to research the price of a pair of new rugby boots.
- Encourage the students to draw a unique pencil case shape/design.
- Encourage the students to plan a budget for their school supplies.
- Encourage the students to debate the pros and cons of buying second-hand items.

### **Let's Swap**

#### **Highlights of the text**

- Family dynamics
- Saving money
- Being thrifty
- Humour

#### **Orientation**

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- Talk about how a swap shop works. How is it different to a retail shop or an op-shop?
- Talk about a time the students have exchanged an item with someone. Include the concept of being thrifty.
- Talk about the title and brainstorm other titles for this story.

#### **Making Meaning**

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- Talk about the clues in the text that tell us Emili was very proud of Sefa.
- Revisit pp. 12 – 14 and talk about why the swap shop was a big success.
- Talk about some reasons why Emili's parents may have objected to the swap shop.
- Revisit the illustration on p. 15 and talk about how the illustrator shows Emili's Mum.

### **Let's Swap continued**

#### **Literacy Focus**

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- Talk about the phrases: going behind my back (p. 15), going to explode (p. 15). Discuss their meanings.
- Talk about the humour in Mum's words on p. 16 about the two fish in the bowl Malia had swapped.

#### **Inquiry Focus/Activities**

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- Encourage the students to list things they have that they no longer want.
- Encourage the students to debate the pros and cons of swap shops and op-shops.
- Encourage the students to research why buying second-hand items is good for the environment.
- Encourage the students to design and draw a poster for a swap shop for books.
- Encourage the students to suggest different ways to use pumpkins.
- Encourage the students to create a storyboard of the sequence of events in the story.

## **The Street Swap**

### **Highlights of the Text**

- **Community**
- **Saving money**
- **Being thrifty**
- **Humour**

#### **Orientation**

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- Talk about weekend market stalls and what can be bought there, e.g. clothes, fruit/vegetables, meat/fish.
- Talk about different kinds of community and street gatherings.
- Talk about how swapping items can be better than buying new items.

### **The Street Swap continued**

#### **Making Meaning**

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- Revisit p. 18 and talk about what Mum might have written in the swap shop notes.
- Revisit p. 20 and talk about why Dad says he is proud of his girls.
- Revisit p. 23 and talk about why Mum whispered to Emili.
- Revisit the illustration on pp. 24 – 25 and talk about how the illustrator shows Mum's surprise at Dad's best news.

#### **Literacy Focus**

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- Talk about the meaning of years and years (p. 19). Make a list of synonyms.
- Talk about the meaning of "*with a bit of luck.*" (p. 19)
- Revisit p. 24 and point out the words *happy smile*. What do they mean?

#### **Inquiry Focus/Activities**

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- Encourage the students to find out about swap meets in their area.
- Encourage the students to brainstorm items people are most likely to want to swap.
- Encourage the students to compose a song advertisement for a street swap shop.
- Encourage the students to write a different ending to the story.
- Encourage the students to research how to make a quad bike.
- Encourage the students to create a storyboard of the events in the story.