



# MAKING MONEY MINTING AND PRINTING

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**TEXT TYPE:** Non-fiction: Description/Retell—Explanation

**GUIDED READING LEVEL:** T

**SUMMARY:** This book looks at the history of Canadian money, including information on how coins and bills are currently made, their design, manufacturing, and distributing processes, and possible changes for the future. Interesting facts and quizzes that extend the reader's understanding of money are liberally incorporated throughout the book.

## TEXT FEATURES

- table of contents
- headings/subheadings
- text boxes: money facts/slang list/miscellaneous trivia
- quizzes with answers
- Q&A interview
- glossary
- various fonts, bold text, italics

## VISUAL LITERACY

- illustrations and photographs
- timeline
- processes written and illustrated in numbered sequence
- enlargements
- chart/graph
- picture diagram with numbered labels and facts
- labels/captions

## TEXT SUPPORTS

- glossary
- illustrations and photographs
- engaging topic

## POSSIBLE TEXT CHALLENGES

- layout and diversity of information
- sentence complexity
- multi-syllabic words and specialized vocabulary, e.g., 'electroplating,' 'bimetallic,' 'numismatists,' 'intaglio'
- interpreting quiz layouts and answers

## FOCUS COMPREHENSION STRATEGY

- synthesizing

## FURTHER COMPREHENSION STRATEGIES

- making connections: text to self, text to world
- sequencing
- evaluating

## ORAL LANGUAGE OPPORTUNITIES

- Place Mat strategy
- sharing information
- team debate (option 3 in Focused Rereading)

## WORKING WITH WORDS

- language predictability: using textual definitions to work out word meanings
- language predictability: using dictionaries to solve word meanings

## ASSESSMENT OPPORTUNITIES

Observe each student's ability to:

- compare and contrast information to help determine most important ideas
- minimize details and get to main points
- make connections to what they already know about money
- use visual literacy features to assist in synthesizing information
- check and adjust reading strategies when comprehension is challenged

## ASSESSMENT TOOLS

Select from the following:

- Synthesizing Strategy Checklist
- Comprehension Strategies Anecdotal Record

## BEFORE READING

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### Making Connections: Text to World

#### **Activate and build prior knowledge**

- Begin by holding a Place Mat activity (see Oral Language Strategies in the *Grade 6 Literacy Support Guide*). In smaller groups, ask each student to record all of the information they know about money inside their own section of a divided place mat. Students can jot down whatever they know about money, including: its history, how it has changed over time, where it is made, designs, denominations, how it is different in other countries and cultures, and so on. Next, ask groups to discuss the ideas found in each place mat section, looking for common elements. Those common ideas are then recorded in the centre area of the place mat and shared with other groups.

### Language Predictability

#### **Introduce supports and challenges**

- Tell students that in this book they will encounter specific vocabulary associated with the history, design, and production of money. Words like ‘numismatists’ (page 6) and ‘intaglio’ (page 10) are topic-specific and are likely unfamiliar to students, but a definition will sometimes accompany these and other new words. Using the glossary or even a dictionary are also good ideas for helping students solve these new words when definitions are not provided in the text.
- Take a minute to skim through the book with students and identify the different ways the author has organized the information (timeline, text boxes with facts and trivia, interview, graph, labelled diagram, quizzes and answers, and so on). Remind students that all of the features in the book are intended to enhance their comprehension of and interest in this topic, and should be utilized.

### Text and Visual Literacy Features

#### **Set a purpose for reading**

- Tell students that their purpose for reading is to compare and contrast, and later on, to summarize, the processes used to make Canadian coins and bills. Tell them that they should compare these two processes once they are finished reading and should pay particular attention to similarities and differences in these processes. Provide students with a copy of the *Comparison Organizer BLM* (found in the *Grade 6 Literacy Support Guide*) to help organize their ideas.

### Synthesizing

#### **Provide for early finishers**

- Encourage students who finish early to complete the quizzes included on pages 11, 13, and 14, and check their answers on page 16. They can compare their answers with another early finisher.

## DURING READING

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### **Monitor reading**

- Ask students to compare the steps used to make coins and bills. Offer prompts such as: *What is one important step that you remember for each process? What is one thing that is similar or different in making bills and coins? What is the first thing that happens while making coins? What is the first thing that happens while making bills?*

### **Observe**

- Make observations on your assessment tools. (See the Synthesizing Strategy Checklist and the Comprehension Strategies Anecdotal Record in the *Grade 6 Literacy Support Guide*.) Ensure students are attempting to use strategies suggested.

**ESL NOTE:** This is a good checkpoint to focus in on your ESL students to ensure their comprehension of text, task, and use of vocabulary solving strategies.

## AFTER READING

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### **Synthesizing**

### **Revisit the purpose for reading**

- Students should use the information that they record in their organizers to write a two- or three-paragraph summary of the money-making processes. The summary should examine similarities among and differences between the processes. Remind students that they are providing a succinct account of the processes and should not focus too much on the smaller details.

### **Check on outstanding challenges**

- Review and discuss any challenges students experienced in creating a succinct summary of the steps involved in making money. What did they find easy? What did they find challenging? Was it difficult to decide what details to leave out of their organizers and summaries? Are students more comfortable now with the design layout of the quiz questions and answers? If they still find the quiz on page 14 difficult to follow spend a moment with students to help them interpret what is being asked. Take a moment to follow up on some of the more difficult words like ‘lithographic’ (page 10) and ‘Simoleons’ (page 13).

### **Note successful strategy use**

- Point out that proficient readers monitor their comprehension as they read. They know when something doesn’t make sense or when ideas are out of order. They use appropriate strategies to help them figure out the text, changing strategies to find those that work better to help them figure out a given problem. Acknowledge those students who stopped to question themselves when they realized meaning had broken down, as well as those who shifted strategy-use when problem solving.

## FOCUSED REREADING

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Three options are provided for focused rereading in the next Guided Reading lesson. Choose an activity that meets the needs of your students, or you might select a Reader Response activity from the *Grade 6 Literacy Support Guide*.

### Sequencing and Synthesizing

#### **Written**

- Using a Canadian banknote, visit the ‘Where’s Willy?’ Website with students (at <http://www.whereswilly.com/>) to find out more information about the bill’s history. Have students write a brief summary of where the bill has travelled, or perhaps a short story documenting its journey so far.

### Making Connections: Text to Self and Text to World

#### **Artistic**

- Students can design a Canadian commemorative coin that reflects their own community, interests, family, and so on. Instruct them to include the fine details seen on a commemorative coin, as well as the denomination and minting date. You might want to provide different-sized coin templates for students to use. Rereading the coin designer interview on page 9 might be a good starting point for students.

### Synthesizing and Evaluating

#### **Oral/dramatic**

- In groups of four, have students split into teams of two for the purpose of conducting a formal debate. Next, students select their debate topic from one of the issues that will inform the future of Canadian money (page 15). Topics can include the move to a \$5 coin, the dissolution of the penny, or the need to switch from paper to polymer banknotes. Once a topic has been chosen, teams should prepare their side of the argument by gathering evidence, formulating opinions, and writing a formal argument. It is the teacher’s role to oversee the debate. The rest of the reading group can decide whose argument is most convincing. Afterwards, discuss with students what strategies they found helpful before, during, and after the debate and what things they can do to improve their oral communication and listening skills.