

Why Is It Expensive?

Level: A3 Word Count: 26



Little Book of Answers

A3 Why Is It Expensive?

Curriculum Connection	Economics
Content Vocabulary	big, car, diamond, fast, house, rare, ship, sparkly, stamp
Visual Literacy Element	concept web
Critical Thinking	decide which objects are expensive
Comprehension Strategy	connecting text to self
High-Frequency Words	is, it

Before Reading

Prior Knowledge – Discuss the Topic

- Discuss what *expensive* means. Tell the students that things that are expensive cost a lot of money. Invite the students to tell you the things that they know cost a lot. Add to their knowledge by sharing some examples of expensive and non expensive things. For example, *My shoes are expensive, they cost me a lot of money, but my pencil did not cost me a lot of money. Pencils are not expensive.*

- Give each student a copy of the book *Why Is It Expensive?* and read the title to them.
- Set the purpose for reading by telling the students that the title of the book is a question. **The word that starts the question is, Why.** They are going to read the book to find out why certain things are expensive. As they read they will find out that there are different reasons why things are expensive.
- Discuss the cover photo. Tell the students that this is a diamond. Diamonds are jewels that sparkle. Sparkle means that they shine in the sunlight. Diamonds are expensive. Many women have a diamond ring. Diamond rings are expensive. They cost a lot of money.
- Have the students turn to the title page. Tell the students that this a postage stamp. There are not many stamps like this in the world. That means it is a rare stamp. Rare things cost a lot of money. They are expensive. Pencils are not rare. There are lots of pencils in the world and it does not cost a lot of money to make a pencil. So pencils are not expensive.

Introduce the Vital Vocabulary

- Ask the students to turn to the Vital Vocabulary.
- Discuss each of the photos and read the labels to the students. In each instance tell the students why the object is expensive, for example, *This house is expensive because it is big.* Ask the students what else they know that is big. Discuss with them whether or not it is expensive.
- Tell the students that the Vital Vocabulary words are in the book and will help them as they read. Point to the page numbers and tell them that these are the pages where they will find the words.

Take a Photo Walk

- Take a photo walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the English vocabulary. Invite the students to read the labels with you.
- To enhance understanding say things such as – *Houses are expensive and big houses are even more expensive. This big ship is called an aircraft carrier. The smaller boats are not as expensive as the aircraft carrier. Race cars are expensive because they go very fast. This is a jet plane. It goes faster than a race car. It is more expensive than a race car.*
- Discuss the concept web on page 15. Tell the students that this is a concept web of expensive things. Have the students read the labels.

Read the Book

- Invite the students to read the title on the cover and title page again with you. Encourage them to point to the words as they read them.
- Read the Vital Vocabulary again with the students.
- Read the first page to the students to help them with the sentence pattern.
- Have the students read the book aloud independently. Remind them to check with the photos and the text to make sure that what they are reading is correct. Remind them to point to each word as they read.
- Move around the group listening and helping individual students as necessary.

After Reading

Comprehension

- Check literal comprehension by asking these questions:
 - What is expensive because it's rare?*
 - What is expensive because it's sparkly?*
 - What is expensive because it's very big?*
 - What is expensive because it's very fast?*
- Check inferential comprehension by asking these questions:
 - Which of the things in the book do you think is the most expensive? Why?*
 - Which thing do you think costs the least? Why?*
 - Which one of these expensive things would you like to own? Why?*
 - Do you think all stamps are expensive? Why or why not?*
- Have the students discuss some things they know about that weren't in the book that are expensive. Have them say why these things are expensive?
- Invite volunteers to choose one of the objects in the book and use the word, *where* to start a question, for example, *Where could you see an expensive house? Where would you go to buy a sparkly diamond?* Have other members of the group answer the question.

Critical Thinking

- Have the students turn to page 16 and look at each photo. Discuss the photos with the students. Tell them that their task is to say what these things are and why or why not they would be expensive.

Fluency

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Writing

- Have the students draw something expensive. Dictate or write a sentence to go with their picture.

Independent Follow-Up Activities

- Have the students complete the photocopiable activities.

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Read and Draw

A fast car

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