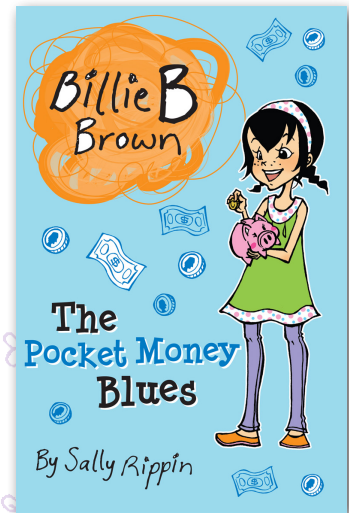


Billie B Brown: The Pocket Money Blues

Learning Outcomes

Students will:

- Write a simple list
- Design and create a money box
- Write positive statements
- Write an instructional text on the topic of making lemonade
- Participate in the planning and preparation of an event
- Identify and handle some notes and coins
- Design and create a flyer advertising an event
- Make and read a simple picture graph.



About the story

Billie is desperate to have a Baby Bunny and waiting until Christmas to get one is simply out of the question. So when Billie's dad suggests that Billie earn some pocket money to buy the cute and cuddly toy herself, Billie jumps at the idea. Together with her best friend, Jack, Billie sweeps the driveway, washes the car, sells lemonade and even sorts through the toys in her bedroom to make enough money to buy a cute little Bunny Baby toy. But when Jack discovers what Billie plans to buy with this money, he is furious! Knowing that Jack worked so hard to help her earn that pocket money, Billie does feel a little mean but she is also super excited about finally buying her Baby Bunny. But standing in the toy store, Billie has a change of heart. Suddenly, her friendship with Jack seems more important than any Bunny Baby, and she leaves the store with something she is sure they will BOTH enjoy!

Before you read the story

Read the title of the story to the students. Invite students to explain what 'pocket money' is. Ask students to identify what tasks might yield Billie some pocket money and discuss the benefits of receiving it. Establish what the 'blues' are and give students the opportunity to consider the reason why Billie might indeed feel this way in relation to receiving pocket money. Now turn to the back cover and read the blurb aloud. Ask students whether they have ever saved up pocket money to buy something they've really wanted. Note that Jack is helping Billie complete her extra jobs and query how students think this will affect Billie's plans to buy a Bunny Baby.

Questions and activities

Chapter One

What toy does Billie desperately want?

Billie's dad comes up with an idea that will help Billie get a Bunny Baby. What is the idea?

What is Billie's first job? Who comes to help her?

Activity

Ask students to imagine that they are Billie's parents. Have students create a list of jobs for Billie to complete for pocket money and record what each job is worth. Ask students to order the tasks according to their worth and have them explain their choice for the job worth the most and the job worth the least.

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Questions and activities

Chapter Two

Billie and Jack are very tired and grubby. What have they been doing and why?

Billie has a super-doooper idea for making heaps of money. What is her idea?

Who will help Billie make her plan work and how?

Activity

Allow students to use jars, tissue boxes, cans and craft materials to create their own money boxes. Incorporate the money boxes into a week long activity which sees students use the currency of positive words about their classmates. Students write a positive statement & place it into the recipient's money box. Each day, a few students are invited to share the positive comments they received.

Chapter Three

Where do Billie and Jack set up their lemonade stand?

"You're mean, Billie!" What causes Jack to say this?

Billie needs only one final job to afford a Baby Bunny toy. What is it?

Activity

As a class, make lemonade and write a simple set of instructions on how the drink is made. Now discuss the idea of selling lemonade as Billie and Jack did. Invite students to offer suggestions as to the location of the stand, the time the stand will be open, how to ensure that as many people as possible know about and visit the lemonade stand, what equipment is required, how much lemonade to make, how much to charge for each glass of lemonade and what the class will do with the money they raise. Have a group of students design and make a sign for the stand whilst others create flyers advertising the stand. Run the stand and follow up with a discussion on what was successful and what they would change.

Chapter Four

Billie's mum suggests a trip to the toy store to buy her Bunny Baby toy. So why isn't Billie as happy as she should be?

What makes Billie change her mind about buying a Bunny Baby?

What does Billie decide to buy instead? Explain her choice.

Activity

Provide students with a collection of toy catalogues. Note that Billie's most desired toy was a Baby Bunny before asking students what toy they would really like. Ask students to scan the catalogues and cut out the toy they would most love to receive. Create a class pictograph with the information and include some summarizing statements. Repeat activity to answer other questions.

