

Teacher Guide

Grades 5–6

Lunch Money

Andrew Clements

NOVEL UNITS[™]



NEW WAYS TO TEACH READING,
WRITING, & CRITICAL THINKING



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LUNCH MONEY

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Teacher Guide

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Please note: Please assess the appropriateness of this book for the age level and maturity of your students prior to reading and discussing it with them.

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Skills and Strategies

Thinking

Research, compare/contrast, creative thinking, critical thinking, brainstorming, pros/cons

Comprehension

Predicting, sequencing, character growth

Writing

Letter writing, poetry, creative writing, inferences, descriptive writing, journaling, advertisements, persuasive writing

Listening/Speaking

Oral presentation, discussion, dramatization

Vocabulary

Bingo, synonyms/antonyms, word maps, password game

Literary Elements

Figurative language, characterization, point of view, literary analysis, story mapping

Across the Curriculum

American History—men who appear on U.S. currency; Math—word problems, budgeting; Health—treating a bloody nose; Social Studies—ancient Mesopotamia, cuneiform writing; Business—careers, school store

Chapters 1–4

Greg Kenton has a special talent. He is good with money. From a very young age, Greg learned the value of a dollar and began thinking of ways to earn money. From cleaning his brothers' bedrooms to helping around the house to making comic books to sell at school, Greg's ideas are lucrative. But just when Greg thinks he has found a great money-making idea, his rival, Maura Shaw, tries to outdo him by making her own brand of books to sell at school.

Vocabulary

heaps
tidy
transformed
refunds
engraving
amateur
suspiciously
investments
manipulation
calculations
profit
marauders

Discussion Question

1. Greg's greater talent is money. How can money be a talent? Do you think that is a good talent to have? Could it cause any problems? (Answers will vary but may include that Greg might be good at making or saving money. Although having this talent can be positive, it could also potentially cause problems if money becomes an obsession. A person so focused on making money could easily become greedy.)
2. Greg figures out that "if everything is worth something" (p. 1). What does this statement mean? Do you believe that everything is worth something? How did you learn this? (To Greg, the statement means that opportunities to make money are constantly available. Answers will vary.)
3. Why is being patient important to Greg? (Greg realizes that it takes time to earn money and that most people do not become rich overnight. He knows that making money requires hard work and determination.)
4. Why do you think Greg's mom insists that Ross and Edward do their own chores at home instead of paying Greg to do them? (Doing chores is an important part of growing up because it teaches responsibility. Greg's mom knows that paying Greg to do their chores is not teaching Ross and Edward anything but how to manipulate and have other people do their work for them.)
5. What goal has Greg set for himself by the time he enters the 8th grade? Do you think this is a good goal? (Greg wants to be rich. He wants to be able to buy anything he wants whenever he wants it. Answers will vary but may include that Greg's goal seems selfish.)
6. Why do you think Mrs. McCormick does not loan Greg 50 cents when he needs it for lunch? What is the "teaching opportunity" she sees in this situation? (Mrs. McCormick knows that if she loans money to one student, she will have to loan money to others as well, and that could get expensive. Students might take advantage of her generosity. She sees an opportunity to teach a lesson about lending and borrowing from a teacher.)
7. Compare Greg's parents' opinion of selling novelty toys at school to Mrs. Davenport's. Why do their opinions differ? (Greg's parents don't see anything wrong with Greg selling small toys at school, although his mother does worry that Greg thinks too much about money. In contrast, Mrs. Davenport highly disapproves of Greg's money-making scheme. Their opinions differ because Greg's parents are only worried about Greg's well-being while Mrs. Davenport must worry about the disruptions the toys will cause at school.)

8. Why do you think Greg's mom is concerned that he spends too much time thinking about making money? Are her concerns justified? *(Answers will vary. It is unusual for a child Greg's age to think so much about making money. Although it is good to have business sense, it is also important for Greg to be well-rounded and have other interests besides money. He should also be building friendships.)*
9. Why does the principal ask Greg to stop selling the toys at school? *(Kids are playing with the toys during class, hitting the lights on the ceiling with bouncy balls, and throwing the oily spiders against the school windows. The toys have become a distraction for students and a nuisance for the school custodians.)*
10. Based on Greg's interactions with fellow classmates and his reaction to Ted Kendall at the lunch table, what kind of friend do you think Greg would make? *(Greg doesn't seem like he would make a very good friend since he is constantly preoccupied with money. The reader can see evidence of this when Greg ignores Ted Kendall's greeting because he is so busy thinking about his comic book business.)*
11. When explaining where Greg's comic book business idea came from, the author uses a symbol for the word "krak." Why do you think he uses this symbol? *(It is a fun way to help the reader hear the word as s/he reads. The "s" makes the word stand out and shows its emphasis in the paragraph. Also, it is reminiscent of a comic book.)*
12. What are Greg's comic books about? Do you think they appeal to a wide audience? *(They are science fiction books about Greg's alternate universe hero, Eeon, a superhero, a mad scientist, a modern-age technodude. They probably appeal more to boys than girls since their main character is male and the comic books include elements that appeal to other boys (robots, etc.))*
13. How does Greg feel after seeing the book Maura made? What do you think he will do next? *(Greg feels angry and cheated because he thinks Maura stole his idea. Answers will vary, but Greg will most likely confront Maura about the book.)*

Supplementary Activities

1. Inferences: When Greg was young, he watched "as his mom dropped a small metal disk into a red machine" (p. 2). She turns the crank and receives a handful of M&Ms. The reader uses the information given plus information s/he already knows to infer that Mrs. Kenton is putting a coin into a candy machine to buy candy. This process is called making an inference. The author never directly states what is happening, but the reader figures it out using the clues given. Now try writing a paragraph of your own that gives clues to the reader but never directly states what you are talking about. Then trade papers with a partner, and see if your reader can infer what is going on in your paragraph. (Note to the teacher: It would be helpful to compose a model paragraph for your students.)
2. History: Look at the famous men and women who appear on U.S. currency (both bills and coins). Choose one to research, giving information about why this person was chosen for the currency. Report your findings to the class in a short oral report.
3. Math: Greg's businesses require him to be very good at math. Write a word problem using math figures from the book typeset in word problems, and compile them in a folder for classmates to solve.
4. Figurative Language: Using the Metaphors and Similes chart on page 27 of this guide, record examples of metaphors and similes you find. Continue this chart as you read the rest of the book. Examples: **Similes**—"School was like a giant piggy bank..." (p. 24); "...his new product would be like a hammer..." (p. 24).

The Title Tells All

Directions: Use the chart below to describe a chapter from the novel.

Title of chapter/section:

Based on the title, what do you think this chapter/section will be about?

In the space provided below, create an illustration for the chapter/section based on the title.



After reading this chapter/section, write a brief summary below.

Metaphors and Similes

A **metaphor** is a comparison between two unlike objects. For example, "he was a human tree." A **simile** is a comparison between two unlike objects that uses the words *like* or *as*. For example, "the color of her eyes was like the cloudless sky."

Directions: Complete the chart below by listing metaphors and similes from the novel, as well as the page numbers on which they are found. Identify metaphors with an "M" and similes with an "S." Translate the comparisons in your own words, and then list the objects being compared.

Metaphors/Simile	Identify Objects Being Compared
1. Translation:	
2. Translation:	
3. Translation:	

Character Web

Directions: Complete the attribute web below by filling in information about either Greg or Maura.

A central circle labeled "Name" is connected to six surrounding circles. Each surrounding circle contains a specific attribute and several horizontal lines for writing.

- Top circle: His/her statements
- Top-right circle: His/her behavior
- Bottom-right circle: Others' behavior toward him/her
- Bottom circle: Others' statements to him/her
- Bottom-left circle: Others' statements about him/her
- Left circle: His/her thoughts