Let’s Make a Trade!

**SUMMARY** This book explains the benefits and the fun of bartering as an alternative to using money. It gives a brief history of how bartering began and how coins and paper money came into use. The book encourages students to try bartering.

**LESSON VOCABULARY**

| carpenter | carpetmaker |
| knowledge | marketplace |
| merchant   | plenty      |
| straying   | thread      |

**INTRODUCE THE BOOK**

**INTRODUCE THE TITLE AND AUTHOR** Discuss with students the title and the author of *Let’s Make a Trade!* Based on the title and the cover illustration, ask students to describe what they imagine this book will be about.

**BUILD BACKGROUND** Ask: Have you ever traded something of yours for something that belonged to someone else? That’s bartering. Discuss what other kinds of bartering students may have done and how they decided what something might be worth.

**PREVIEW/USE TEXT FEATURES** Have students look at the illustrations and read the captions. Suggest that students consider what extra information these elements provide about bartering.

**READ THE BOOK**

**SET PURPOSE** Have students set a purpose for reading *Let’s Make a Trade!* Students’ interest in acquiring new things without using money may guide this purpose. They might also be interested in the history of bartering. Suggest that students think about how goods can be obtained through trade instead of with money.

**STRATEGY SUPPORT: SUMMARIZE** As students read about bartering, prompt them to identify and write down the most important idea from each page. After reading, direct them to write a summary paragraph, using their notes as a guide. Invite volunteers to share their summaries with the class.

**COMPREHENSION QUESTIONS**

**PAGES 8–9** What other things besides goods can be bartered? *(knowledge and skill)*

**PAGE 9** What is a bartering plan? *(a list that details what skills or items you have to offer and what skills or items you need)*

**PAGES 10–11** How did bartering help the radio station? *(The radio station got office space in exchange for running free ads.)*

**PAGES 12–13** After reading about the sequence of events during “Bartering Day,” what do you think the sequence of events for any trade should be? *(One person selects an item he or she no longer wants or needs. He or she displays the item for trade, and another person looks at it. Both traders can barter, bargain, trade, or decide to keep their item.)*
REVISIT THE BOOK

READER RESPONSE

1. Possible responses: Students brought items from home; students displayed their items; students looked at items for thirty minutes; some students bartered.

2. The theater gave the radio station its unused office space, and the radio station gave the theater free advertising in return.

3. stray; Possible sentence: Don’t let the puppy stray too far.

4. Possible responses: One dad could barter his knowledge of how to start a small business. The other dad could barter his ability to do carpentry.

EXTEND UNDERSTANDING Suggest that students look at the diagram on pages 8–9. Diagrams are visual aids that can help you better understand the text. As students look at the diagram, ask them to discuss how the pictures help them understand what is being bartered. Draw students’ attention to the arrows on pages 8–9 and ask how these arrows explain bartering more clearly.

RESPONSE OPTIONS

WRITING Have students write scripts for commercials that advertise something they are willing to barter. Invite students to perform their commercials for the class.

SOCIAL STUDIES CONNECTION

Have students make a bartering bulletin board. Decide with students ten classroom privileges, such as watering the plants, delivering messages, and holding the door. Have volunteers draw a picture of each privilege, and label and post it on the board. Next give each student three strips of colored paper. Students write on the strips what services they will exchange for the classroom privileges they would like. Then students thumbtack their strips to the privileges they want. Decide if you will accept each student strip in exchange for the privilege. When the barter is complete, have students take their strips off the board.

Skill Work

TEACH/REVIEW VOCABULARY
To reinforce the meaning of vocabulary words, make up a simple crossword puzzle with clues for students to fill out. Invite students to make up their own simple crossword puzzles for other students to complete. Post the completed crossword puzzles on the bulletin board.

To help students gain familiarity with vocabulary, have them write simple riddles for each vocabulary word. Encourage students to share their riddles with each other.

TARGET SKILL AND STRATEGY

SEQUENCE Remind students that sequence is the order in which events occur. Ask students to make diagrams of the sequence of events for getting ready for and going to school, starting with “I wake up” and ending with “I enter my classroom.” Invite students to illustrate each stage of their diagrams.

SUMMARIZE Remind students that summarizing means briefly retelling the key points of a story or of a series of events. Ask students to summarize a story they have recently read or a movie or TV program they have recently seen.

ADDITIONAL SKILL INSTRUCTION

DRAW CONCLUSIONS Remind students that drawing conclusions means thinking about facts and details and deciding something about them. Before students read the book, ask them to skim the pages and look at the examples of bartering through time. Ask students if they can draw any conclusions about the benefits of bartering, given that the ancient system of bartering still goes on today.
Sequence

- The sequence of events in a story is the order in which the events occur.

1. What is the sequence of events that goes on in bartering?

2. Describe the bartering that took place between the American colonists and Native Americans.

3. Describe the sequence of events in “Bartering Day” at school.

4. Trace the steps the community theater took to advertise its summer play.

5. Look at the bartering plan on pages 8 and 9. Write down a sequence of events for how the Smith family might barter with the Jones family.
Vocabulary

Directions Unscramble each vocabulary word. Then write it on the line provided.

Check the Words You Know

<table>
<thead>
<tr>
<th>carpenter</th>
<th>carpetmaker</th>
<th>knowledge</th>
<th>marketplace</th>
</tr>
</thead>
<tbody>
<tr>
<td>merchant</td>
<td>plenty</td>
<td>straying</td>
<td>thread</td>
</tr>
</tbody>
</table>

1. acrptoner
2. gdnkowlee
3. ketplmrace
4. tylpen
5. ingtsray
6. readth
7. erpetcarmak
8. chantmer

Directions Complete each sentence with a word from the box.

9. The ____________ is full of people buying and selling goods.
10. We have ____________ of apples to bake a pie.
11. My mom used ____________ to stitch the hole.
12. The skilled ____________ tried to persuade me to buy one of his pictures.

Directions Write the definition of each vocabulary word below.

13. carpenter _______________________________________________________________________

14. straying _______________________________________________________________________

15. carpetmaker _____________________________________________________________________

16. knowledge ______________________________________________________________________