

**Setting**

*Put it in the Money Jar!* is set in the country of Germany, in the region of Western Europe. Encourage your students to locate Germany on a world map, if you have one.

The story takes place within a family home and at a Christmas market. The home features German traditions including:

- A real, pine Christmas tree (**page 2**). Modern Christmas trees are thought to have originated in Germany, and are generally not set up (or at least, not decorated) until Christmas Eve (24<sup>th</sup> December).
- Cuckoo clocks (**pages 3 and 7**), thought to have originated in the Black Forest region of Germany. Cuckoo clocks are made from carved wood, make a “cuckoo” sound at each hour, and have a figurine (traditionally a cuckoo bird) that moves when the “cuckoo” sound plays. They are not specifically associated with Christmas.
- Strings of paper Christmas decorations (**pages 6 and 7**) showing stars, angels, and trees;
- A Christmas angel (*Weihnachtsengel*) (**pages 7-8**).

Christmas markets like the one on **pages 13-14** are very popular in Germany in December. There are market stalls selling food, drink, and Christmas wares such as toys, figurines, and ornaments. Many Christmas markets also have a large Christmas tree decorated with lights, and activities such as ice skating or fair rides.

The animals’ clothing is inspired by traditional German clothing known as *Trachten*, originating in the 18<sup>th</sup> and 19<sup>th</sup> centuries in particular regions of Germany. The *Dirndl* is a traditional outfit for women, particularly in southern Germany. It includes a shirt with a bodice worn over the top, and a skirt with an apron worn over the top. *Lederhosen* (meaning “leather trousers”) is a traditional outfit for men. The short leather trousers are usually worn with a shirt, suspenders, woollen stockings or socks, and sometimes a jacket, and a hat. Both the Dirndl and Lederhosen were originally used as working clothes. Now they are worn for special cultural occasions by people all over the country.



The building exteriors that can be seen at the market (**page 13**) and on the street (**page 15**) are inspired by traditional German half-timbered houses, known as *Fachwerk*. The frames of the houses are made from wooden beams, and the gaps are filled in with brick or plaster. They often have steep, pointed roofs so that snow does not pile up on them in winter (see the little patches of snow on the roof on **page 15**).



The German flag can be seen on the top of a toy on the **title page**, and on a market stall on **page 13**.

Ask your students to notice other objects in the story with the colours of the flag (black, red, and yellow):

- The ball (title page, **pages 14-16**)
- Brother's outfit (most pages)



### Characters

The animals in the story are based on dog breeds that originate from or are associated with Germany, particularly the German Shepherd (also known as Alsatian), the Dachshund (also known as a “sausage dog”), and the Pomeranian.



*German shepherd*



*Dachshund*



*Pomeranian*

German shepherds are medium to large dogs. They were originally bred as a work dog, to herd sheep using their intelligence, sense of smell, speed, and strength. This is where they got the name “shepherd”. They have also been used as police dogs (such as in the Austrian TV show, *Inspector Rex*), disability assistance dogs, army dogs, search-and-rescue dogs, and as pets. Their coat can be black and tan (like the puppy alongside), solid black, or black mask and sable (like in the story). Puppies often have floppy or folded ears, while adults' ears point straight upwards.



Dachshunds are small dogs that were originally bred to use their sense of smell to hunt animals that live in burrows, such as badgers. Their name means “badger dog”. They are now a popular pet.

Dogs are kept as pets/companion animals or as working animals (such as on farms) in many different cultures. Are dogs common in your country? Are they considered to be pets or working animals? Once you have established these things, you can ask students appropriate questions about their experience with dogs:

- Does anyone have a dog? Is it a pet or a working dog?
- What type/breed of dog is it?
- What do you have to do to look after a dog?  
(e.g., walk it, feed it, clean up after it, take it to the vet)
- (for working dogs) What kind of work does it help with?  
(e.g., herding cattle, police dog, disability assistance dog, etc.)
- (for pet dogs) What do you like to play with your dog?  
(e.g., fetch, tag/chasey, etc.)

This is a good opportunity to talk about safety around dogs (e.g., always asking its owner before touching it, keeping your face away from its mouth, not pulling its tail), and rules for interacting with service dogs in particular (i.e., not touching them while they are working).

### Story

It is common to misplace small items, such as coins, and to find them at unexpected times and in unexpected places! While students may be less familiar with physical coins and notes than previous generations, they will probably be familiar with losing things. You can help them to make this connection by asking an opening question when you read **pages 2-3** such as, “What things get lost around your house?” Common answers may be toys, pencils, keys, shoes, socks, etc.

Depending on their family and culture, students may or may not be involved in cleaning their house. Some families may employ people to do this, in others only the parents may clean, and others may look more like the family in the story – with parents and children involved. You can ask students questions like:

- Who cleans your house?
- What jobs need to be done?  
(e.g., sweeping, vacuuming, tidying, washing clothes, washing dishes, etc.)
- Do you have “chores”? What do you have to do?

It might be best to avoid talking about getting pocket money or a reward for doing chores, as this will likely differ between families and some students may end up feeling left out and that they are being unfairly treated!

Some children will have experience with saving up money to buy something they want, such as a toy. Managing money well is important to learn in life. However, be mindful that different cultures have different practices around saving and spending, including:

- whether physical or digital currency is preferred (e.g., Germany is known for valuing physical money, or “cash”)
- whether money is considered individual property or shared/family property
- giving money to other people, whether family, friends, or people in need (i.e., charity)
- whether money must be earned or can be received as a gift
- what things are considered good and bad, or important and unimportant to spend money on, (e.g., a house, holidays, entertainment, education)
- when money is spent (e.g., if there is belief in some times being lucky or unlucky)
- how important saving is.

To help your students think about where and why we use money in the real world, you can ask questions like:

- What do we use money to buy?
- Where would you go to buy:
  - fruit and vegetables? (market, supermarket, grocery store)
  - toys? (toy store, department store, second-hand/opportunity store)
  - clothes? (clothes store, department store, second-hand/opportunity store)
  - books? (book store, department store, second-hand/opportunity store)
- Have you ever saved money to buy something?  
What did you buy?  
How long did it take you to save the money?

**Mathematical language and concepts**

In the study of money, we understand that schools will want to work in their local currency. However, it has not been possible to achieve this in our readers, and so we have chosen to use dollars and cents in a generic way. Since there is no conversion between dollars and cents in the book, this should not cause too many difficulties. We are really just performing additions while introducing concepts like coins and notes, and saving and spending.

It will be helpful to talk to your students about the concept of currency as you read this book. The simplest way to do this is to say, “in different countries, people use different types of money”. This book is set in Germany, where in real life they use the euro and euro-cent. However, in the story, we use a made up currency. It includes *dollars* and *cents*. The silver coins are for amounts in *cents* (**pages 4-6**), and the gold coins are for amounts in *dollars* (**pages 7-9**). The notes are also for amounts in *dollars* (**pages 10-12**). The different coloured notes are for different amounts. We have made the value of each coin and note as easy to identify as possible.

In today’s digital world, some students may have very little experience with physical money. As we progress through the primary years we will see a reduction in the focus on coins and notes, in favour of thinking more abstractly of *amounts* of money. However, coins and notes will form a major focus of our study of money now because:

- In many countries, coins and notes are still widely used.
- Coins and notes provide a tactile apparatus for students to work with.
- Students find it easier to add amounts of money when they can do so in small increments at a time, using coins and notes to keep a “running total”.

If your local currency uses *only* coins or *only* notes, you should point this out to your students. However, it is still useful for students to understand that, around the world, *most* countries use coins *and* notes. Given that some students will have had very little experience handling actual coins, it would be beneficial to bring some coins to the class, and pass them around.

In each calculation in the book, we add coins of different values together. This requires a more explicit addition process, so we provide an equation for each. Notice that a combination of symbols (c/\$) and words (cents/dollars) are used here. For space reasons, we generally use the symbol when listing the coin values to be added. However, the final amount can be written using either symbols or words, e.g.,  $20\text{ c} + 20\text{ c} + 20\text{ c} = 60\text{ cents}$ . When we read the equation aloud, we do not say “20 c” but rather “20 cents”.

When we add money, we usually start with the largest amount. Notice the forms of the additions, so you can give subtle help:

- On **page 5**:
  - $20 + 20 + 20$  is 2 tens plus 2 tens plus 2 tens, which which is 6 tens or 60.
    - Some students may recognise this is 3 lots of 2 tens, and use multiplication.
  - $50 + 20 + 5$  is 5 tens plus 2 tens which is 7 tens, plus 5 units makes 75.
- On **page 8**, the addition of four numbers will be challenging for some students. Encourage them to recognise that  $2 + 2 + 2 = 6$ , then we just need to add on 1 more.
- On **page 11**, 1 ten and 5 units is 15, plus 1 unit is 16.
- On **page 14**, 1 ten and 2 units is 12, plus another 2 units is 14.



**For students requiring extension**

These students may be able to calculate the total number of dollars the family collects throughout the story. It best to ignore the cents when we do this because we want to avoid converting between cents and dollars, and we don't have column addition to help us.

To find the total number of dollars, look at **pages 8 and 11**. Students can either add the results from each sum ( $\$7 + \$16 = \$23$ ), or they can work directly from the notes and coins. If they choose to do the latter, encourage them to start with the largest value:  $\$10 + \$5 + \$2 + \$2 + \$2 + \$1 + \$1 = \$23$ . In either case, this is a big sum! They will probably need to use counters or count up using a number line, so make sure they have access to at least one of these tools.

Once students have found the total number of dollars, they can consider how many dollars are left in the money jar after the family buys the ball. You can present the problem to them like this:

- The family found 23 dollars in total. They spent 14 dollars on the ball.  
How many dollars are left in the money jar?  
 $\$23 - \$14 = \$9$ .

Again, students will likely need to use counters or count back using a number line.