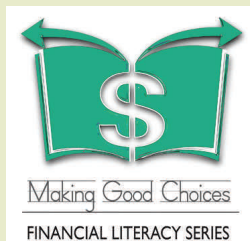


# What Can I Do?



Written by: Monica Petrus



## Literacy Focus

**Reading Level:** Early Reader

*(Note: These books have not been levelled using standardized book leveling systems. See back cover for our suggested levels.)*

**Word Count and Vocabulary**

Word Count: 387 words

High frequency words: *high, school, clean, build, thought, knew, raise(ing) wrote, young, great, show, each, first, proud, others*

**Reinforcing Decoding Skills**

Initial consonant blends: *br- brainstorm, cl-clean, pr-project*

Final consonant blends: *-ct-project, -ch-lunch, -rt-chart*

Book Introduction Considerations (based on student need)		
Meaning	Structure	Visual
<p>p.1—introduction, experiences</p> <p>p.2—hero</p> <p>p.4— inspire(d)</p> <p>p.8—Ambassadors, club, personal goals, Ryan’s Well Foundation</p> <p>p.9—fundraising, target, brainstorm(ed)</p> <p>p.10—chart, progress</p> <p>p.12— bank account, deposit(ed), cheque, exceed(ed)</p> <p>p. 13—proud</p>	<ul style="list-style-type: none"> <li>• Contractions: <i>I’ve, I’m</i></li> <li>• Comparative degree— <i>one of the most...ever</i></li> <li>• Inflectional endings: <i>-s, -ing, -ed</i></li> <li>• Comma to separate a phrase from rest of sentence: <i>This year,</i></li> <li>• Future tense (will + verb): <i>will help</i></li> <li>• Question forms with: <i>what, how much, who</i></li> <li>• Article use: <i>a/an</i></li> <li>• Text Features: <i>Table of Contents, Chapters, Sub-headings</i></li> <li>• <i>Glossary</i></li> </ul>	<ul style="list-style-type: none"> <li>• Compound words: <i>something, maybe, fundraising, everyone, ourselves, became, lunchtime, brainstorm</i></li> <li>• Money values: \$, numbers, words</li> <li>• Callouts: thinking, speaking</li> <li>• Chart</li> <li>• Captions</li> <li>• Cheque</li> <li>• Capital letters: names, places,</li> <li>• Punctuation . , ! ? “ ”</li> </ul>

# What Can I Do?

**Written by:** Monica Petrus

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**Project Lead:** Sharon Newmaster

**Designed by:** Jeffery Robinson

**Edited by:** Moyra Bartlett & Jean Hambleton

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## Chapter 1 Introduction

My name is Mariam, and I am a high school student. This year I had one of the most exciting experiences I've ever had at school. This book is about that experience.



## Chapter 2 It Starts With a Story

This experience started with a story. It was a story about Ryan Hreljac, a young Canadian hero. When he was only 6 years old, he started Ryan's Well Foundation to **raise money** for clean water in Africa. He has now helped to build over 750 wells in 16 African countries.





Ryan's  
first well



After reading Ryan's story, he became my hero. His story inspired me to be like him. It made me want to do something to help others.

I thought, "What can I do? How can I raise money to help Ryan build more wells in Africa?"

What can  
I do?

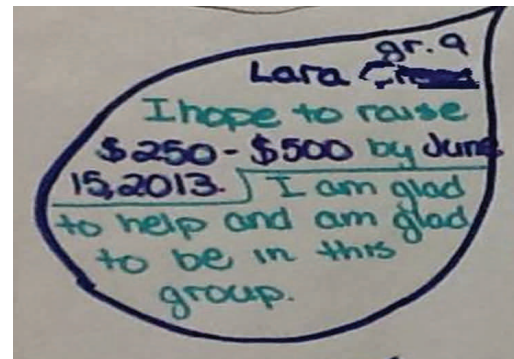


## Chapter 3 Starting a Club

I knew that this project was too big for just one person. I needed more people to help.

I told my friends about Ryan's story and shared my idea about raising money for clean water in Africa. They all wanted to help.

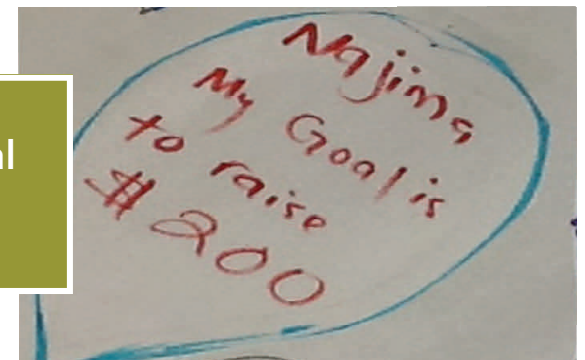
We need clean water!



We decided we would start our own club to raise money for clean water in Africa. We called ourselves the Water Ambassadors.

We asked everyone, "How much money can you raise?" We wrote down our personal **goals** and shared them.

Personal goal





Bake Sale

Next, we started meeting at lunchtime, and brainstormed some ways of raising money. We had lots of great **fundraising** ideas!

The team came up with a plan. Our **target** was to raise \$1,000 to help Ryan's Well Foundation to build a well in Africa.



Henna Design

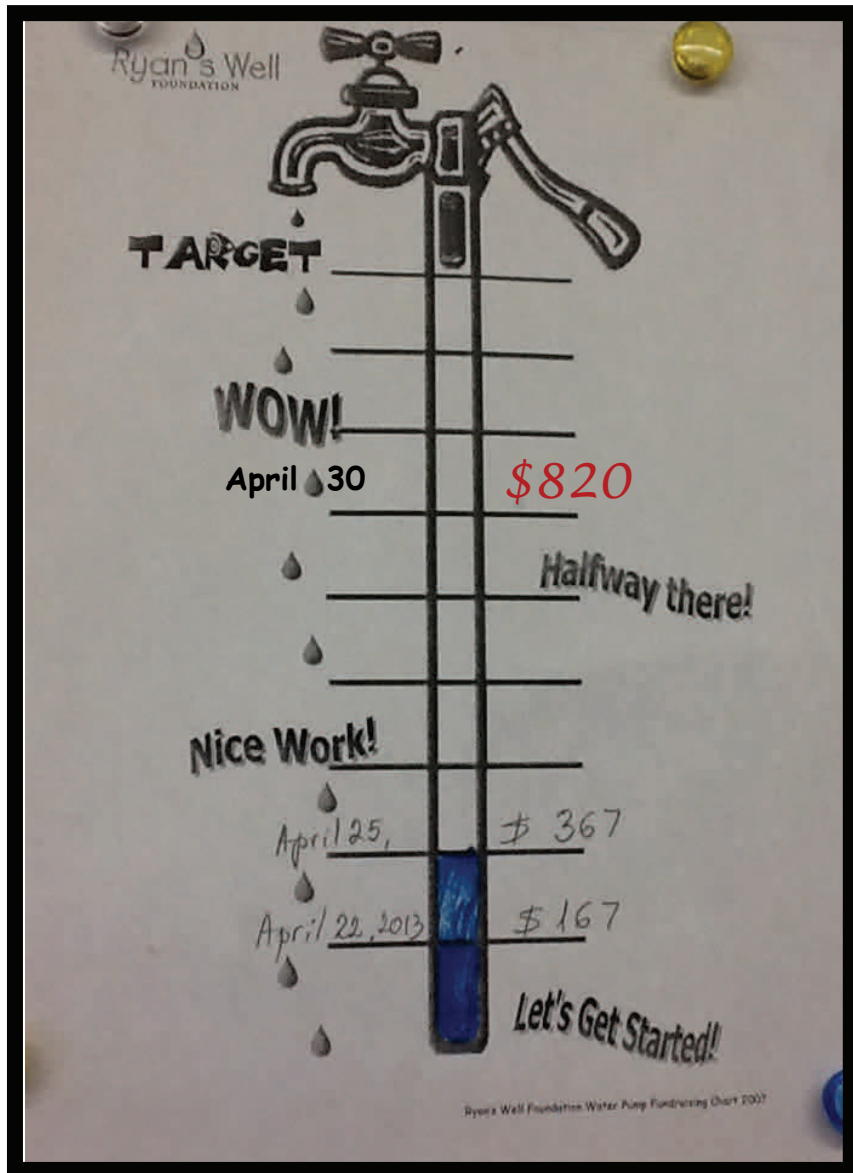
Greeting Cards



## Chapter 4 Reaching Our Goal

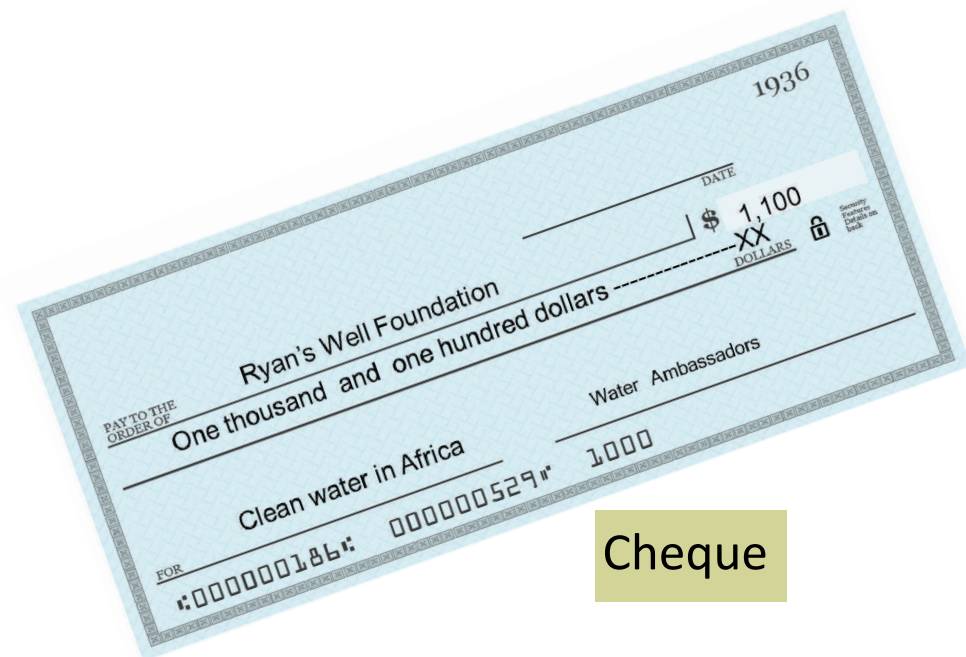
We made a fundraising chart to show our weekly progress. After each of our fundraising events, we added to our chart. The first month, we raised \$820.

## Chart



We opened a **bank account** and **deposited** the money. By the end of June, we had raised \$1,100 and had exceeded our target!

We wrote a **cheque** for one thousand and one hundred dollars and sent it to the Ryan's Well Foundation.



Cheque



## Water Ambassadors



I am very proud of my friends. We all worked hard to make this fundraising project possible. I'm proud to know that there is something we can do to help others.

Maybe our story will inspire you to start a fundraising club at your school.

## Glossary

<b>bank account</b>	safe place to keep your money
<b>cheque</b>	a bank form that tells the bank to pay someone with money from your bank account
<b>deposit</b>	to put money in a bank
<b>fundraising</b>	raise money to help others
<b>goals</b>	something that you are trying to do or achieve
<b>raising money</b>	to collect money for something
<b>target</b>	a goal, what you want at the end of something

# Financial Literacy

## Financial Skills

- Set personal financial goals
- Create a financial plan to reach a goal
- Record and monitor sales
- Read and interpret money values in words and symbols

## Building Financial Knowledge

It is important for students to become familiar with setting financial goals and creating a plan to achieve that goal. It is also an important job skill to know how to collaborate with others and work together as a team. A fundraising project provides students with a meaningful real life opportunity to practise all these skills.

## Think and Talk:

What makes a person a hero?

Who is your hero?



### What Can I Do?

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Ryan's Well Foundation, p. 2,3,5 See [www.ryanswell.ca](http://www.ryanswell.ca)

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