The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Food: Week 2 of 2

Unit Overview
In this 2-week unit, learners expand their English food vocabulary and practice talking about food preferences. They will also practice asking about food prices and locations, skills that can be put to use in a home, shopping or work context. Learners will also practice scanning for information as they read food ads and menus.

Focus of Week 1
- Reading, writing, and saying food vocabulary
- Expressing food preferences
- Asking for and describing the location of foods
- Using singular and plural nouns correctly

Focus of Week 2
- Categorizing familiar foods
- Reading food ads
- Reading menus
Food Unit: Week 2, Monday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><em>Life skill:</em> describe likes and dislikes with common foods</td>
<td>• Handout: <em>What Drinks Do You Like?</em></td>
</tr>
<tr>
<td><em>Literacy:</em> read and understand common menu headings including categorize foods by drinks, salads, beverages, desserts</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to the question “What would you like to drink?”</td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 85, p. 45, p. 57</td>
</tr>
<tr>
<td><em>Transition &amp; Critical Thinking:</em> categorize foods by menu heading and justify categorizations (ex. I put milk here because it’s a beverage).</td>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td></td>
<td>• Old magazines, food ads, or other food pictures</td>
</tr>
<tr>
<td></td>
<td>• Student scissors</td>
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<td></td>
<td>• Glue or tape</td>
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<td>• Poster paper</td>
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</tbody>
</table>

Lesson Plan

**Warm up and Review of Previous Lessons**
**Description:** Learners ask each other about food preferences using pictures, magazines, and store ads
**Materials/Prep:** old magazines, food ads, or other food pictures

**Activity 1:** Life skill, Transitions & Critical Thinking
**Description:** Introduce categories of food words and create a picture collage for each category
**Materials/Prep:** old magazines, foods ads, or other food pictures; student scissors and glue or tape

**Activity 2:** Life skill, Transitions & Critical Thinking
**Description:** Draw a “word web” or “mind map” of food categories
**Materials/Prep:** (none)

**Activity 3:** Life Skill, Literacy
**Description:** Practice talking about food preferences using a “mingle grid” activity

**Activity 4:** Listening & Speaking
**Description:** Practice asking and answering the question “What would you like to drink?”

**Activity 5:** Checking for Understanding
**Description:** Use an “exit ticket” assessment to check learners’ understanding of food category words
**Materials/Prep:** pictures of foods, including some drinks, desserts, salads, sandwiches
**Teacher Directions: Warm Up and Review**
- Materials: old magazines, food ads, or other food pictures

**Step 1: Context**

Write on the board: **Do you like this?**

- Yes, I like that.
- No, I don't like that.
- I don't know.

Practice the phrases a few times as you point to pictures of different foods.

**Step 2: Pair Practice**

In groups of 2-3, learners flip through food pictures and ask each other “Do you like this?”

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**Teacher Directions: Activity 1: Life Skills, Transition & Critical Thinking**
- Materials: old magazines, food ads or other pictures, student scissors, tape, poster paper

**Step 1: Context**

Introduce the context of going to a restaurant and ordering off a menu.

“Sometimes I don’t like to cook...sometimes I eat at a restaurant. Do you go to restaurants? Where do you go? What do you eat?...etc.”

**Step 2: Introduce food category vocabulary.**

Write the word “**drinks/beverages**” on a piece of poster paper.

“These are things you drink.” Ask class for examples.

Students look through magazines and pictures for drinks. They cut the out and paste them on the poster paper. It is not necessary for them to learn the names of all of the drinks -just the category.

Repeat for each of these categories:

- **Salads**
- **Sandwiches**
- **desserts**
**Teacher Directions:** Activity 2: Life Skills, Transition & Critical Thinking

-Materials: (none)

**Step 1: Context**
Post the collages from the previous activity where everyone can see them.
“Let’s write some food words in groups.”

**Step 2: Model the Word Web**
Remind students to put their pencils down. They will write in a few minutes.
On the board, write the word “food” in the central circle.
Write each of the food categories in the next level of circles.
Using the collages as a reference, elicit words for each category. Write those words in the next level of circle. 1-4 words for each category is enough.

**Step 3: Learners copy the word web**
Learners copy the completed word web in their notebooks. Those who finish quickly can try to add...

**Teacher Directions:** Activity 3: Life Skills, Literacy

-Materials: What Drinks Do You Like?

Lead a Mingle Grid activity, as described in the ESL Volunteer Tutor Manual, 2012, p. 85.
Teacher Directions: Activity 4: Listening & Speaking


Step 1: Introduce and practice
Write on the board: What would you like to drink?
A soda, please.

Practice the question and answer using a Circle Drill, as described in the ESL Volunteer Tutor Manual, 2012, p. 57.

Step 2: Vary the form
When learners seem comfortable with the basic question and answer, introduce and practice these other phrases.

- Can I get you something to drink?
- Would you like a drink?
- A glass of water would be great. Thanks.
- No thanks, I’m fine.
- Do you have coffee?

Step 3: Role-play
Role-play inviting someone into your home and offering them a drink.
Role-play a waiter/waitress taking a drink order.

Teacher Directions: Activity 5: Checking for Understanding


Stand by the door as learners leave. Show each one a picture.
Ask, “drink, salad, sandwich or dessert?”
What Drinks Do You Like?

<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>What drinks do you like?</th>
<th>What desserts do you like?</th>
<th>What vegetables do you like?</th>
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</thead>
<tbody>
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</table>
### Food Unit: Week 2, Tuesday

<table>
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<tr>
<th>Objectives</th>
<th>Materials</th>
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<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong>&lt;br&gt;• Textbook: <em>Stand Out 1, 2nd Ed.</em> p. 53</td>
</tr>
<tr>
<td><strong>Life skill:</strong> scan menus for specific foods and prices</td>
<td><strong>Make Single Copies or Reference</strong>&lt;br&gt;• ESL Volunteer Tutor Manual, 2012, p. 69, p. 56</td>
</tr>
<tr>
<td><strong>Literacy:</strong> read and understand common menu headings (drinks, salads, desserts, sandwiches, beverages)</td>
<td><strong>Props, Technology, or Other Resources</strong>&lt;br&gt;• Copies of an authentic restaurant menu -look for one with at least some of these headings: drinks/beverages, desserts, salads, side orders, sandwiches</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “What would you like to drink?”</td>
<td></td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> ask and respond to the question “How much is a salad?”</td>
<td></td>
</tr>
<tr>
<td><strong>Transition &amp; Critical Thinking:</strong> Distinguish scanning from reading to understand; identify scanning as the appropriate strategy for finding a specific item on a menu.</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Plan

**Warm up and Review of Previous Lessons**<br>Description: practice asking and answering the question “What would you like to drink?”<br>Materials/Prep: (none)

**Activity 1:** Life skill, Literacy, Listening & Speaking<br>Description: write common food words under the correct menu heading<br>Materials/Prep: copies of *Stand Out 1, 2nd Ed.* p. 53

**Activity 2:** Listening/speaking, Literacy<br>Description: practice asking about prices on a menu<br>Materials/Prep: ESL Volunteer Tutor Manual, 2012, *Substitution Drill*, p. 56

**Activity 3:** Life Skills, Listening & Speaking, Transition & Critical Thinking<br>Description: scan authentic menus for headings, specific items, and prices<br>Materials/Prep: make copies of an authentic restaurant menu

**Activity 4:** Checking for Understanding<br>Description: learners share one thing they learned today<br>Materials/Prep: (none)
**Teacher Directions:** Warm-Up and Review: Listening & Speaking  
-Materials: (none)

**Step 1: Review phrases**  
(These phrases were introduced yesterday)  
Write on the board:  
**What would you like to drink?**  
**Can I get you something to drink?**  
**Would you like a drink?**  

- **A soda, please.**  
- **A glass of water would be great. Thanks.**  
- **No thanks, I'm fine.**  
- **Do you have coffee?**

Repeat each phrase several times. Allow time for learners absent yesterday to write these in their notebooks.

**Step 2: Role-play**  
Learners mingle around the room asking and answering the questions on the board.

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**Teacher Directions:** Activity 1: Life Skills, Literacy, Listening & Speaking  

**Step 1: Context**  
Distribute the worksheet. Talk about the picture.  
“What are they doing? Where are they? Do you see this in your city? Your home country? Do you buy food like this?”

**Step 2: Vocabulary**  
Say each word on the truck and have learners repeat the word and point to the word on their paper.  
Briefly describe this food (the emphasis is on the categories not the individual food vocabulary).

**Step 3: Model**  
Model how to transfer the information from the picture into the chart below.

**Step 4: Independent Practice**  
Learners complete the chart independently and check answers with a partner.
Step 5: Practice the Conversation

Teacher Directions: Activity 2: Listening & Speaking, Literacy

Step 1: Review reading prices
Write on the board: $2.50
Say: “Two dollars and fifty cents.” “Two fifty.”

Learners repeat the price both ways.
Practice with additional prices until everyone seems comfortable saying prices in English.

Step 2: Practice asking about price
Write on the board: How much is the cheeseburger?

Learners repeat the question several times.

Lead a substitution drill using the picture of the food truck, as described in the ESL Volunteer Tutor Manual, 2012, p. 56.

Step 3: Pair Practice
Learners practice asking and answering the question using the picture of the food truck on p. 53.

Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Critical Thinking
-Materials: Find and copy an authentic restaurant menu

Step 1: Context
Introduce the context of going to a restaurant and ordering off a menu.
“Sometimes I don’t like to cook...sometimes I eat at a restaurant. Do you go to restaurants? Where do you go? What do you eat?...etc.”
Step 2: Review food category vocabulary

Write on the board: **drinks/beverages**
- Sandwiches
- Side orders
- Salads
- Desserts

Review meaning and pronunciation of these words.

Distribute menu copies.
As a class, locate any of these heading that appear on the menu.

Step 3: Model Scanning for Specific Information

Use the “Think Aloud” technique to demonstrate scanning the menu for the price of a specific item.

**THINK ALOUD!**

Think aloud is a technique used to teach learners difficult to explain reading habits or strategies like scanning for information, making predictions, using titles and pictures to gain more information about a story.

Using language the learners know, say your thought process out loud so that learners get a glimpse at how good readers read.

Here’s an example: “I’d like to get something to drink. I like juice. But sometimes juice is very expensive. How much is the juice? Let’s see...I move my eyes around the page. I look at the big letters first (the headings). Appetizers?...no. Sandwiches?...no. Beverages? Yes, beverages means drinks. I see coffee, tea....Juice starts with letter J. I see juice! It’s $2.50. That’s a lot.”

Contrast scanning with reading every word from the beginning to the end. Discuss materials you might scan (schedules, menus) and things you need to read all of (stories, newspaper).
Step 4: Learners write their own quiz.
Write on the board: **How much is the ________?**

Each learner writes one question and the correct answer in their notebook.

As learners finish writing, copy their questions onto a single paper. This will be the quiz for everyone.
Photocopy the “quiz” or show it on an overhead projector.

Students use the menu to answer each other’s questions.

**Teacher Directions: Checking for Understanding**
-Materials: (none)

Learners share one thing they learned today.
Food Unit: Week 2, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><em>Life skill:</em> Scan menus for specific foods and prices</td>
<td>• Textbook: Basic Grammar in Action, p. 123</td>
</tr>
<tr>
<td><em>Life skill:</em> Scan food ads for relevant savings</td>
<td>• Handout: Menu Matching</td>
</tr>
<tr>
<td><em>Literacy:</em> Scan food ads and identify foods they would purchase and the sale price</td>
<td>• Handout: Practice Reading Test</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to the question “Where are the drinks?”</td>
<td>Props, Technology, or Other Resources</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to the question “How much is the soda?”</td>
<td>• A variety of store ads for food. -many stores have their in-store ads available online (search for the name of the store and the words “store ads”)</td>
</tr>
<tr>
<td><em>Transition &amp; Critical Thinking:</em> distinguish scanning from reading to understand, identify scanning as the appropriate strategy for finding a food item and price</td>
<td></td>
</tr>
</tbody>
</table>

Lesson Plan

**Warm up and Review of Previous Lessons**
*Description:* learners work together to match food items with menu headings
*Materials/Prep:* copies of Menu Matching

**Activity 1: Life skill, Listening & Speaking**
*Description:* learners ask about price and record the price on a menu
*Materials/Prep:* copies of Basic Grammar in Action, p. 123

**Activity 2: Literacy**
*Description:* practice reading skills needed for the CASAS Life and Work reading tests
*Materials/Prep:* copies of Practice Reading Test

**Activity 3: Life Skill, Listening & Speaking, Transition & Critical Thinking**
*Description:* discuss and demonstrate good scanning skills; practice finding specific prices
*Materials/Prep:* (none)

**Activity 4: Transition & Critical Thinking, Life Skills**
*Description:* scan authentic store ads for foods in specific categories
*Materials/Prep:* a variety of store ads for food
**Teacher Directions: Warm Up and Review**

Materials: copies of *Menu Matching* handout, cut apart

Learners work in pairs or small groups to match the food item with the menu heading.

**Teacher Directions: Activity 1: Life Skills, Listening & Speaking**

- Materials: *Basic Grammar in Action, p. 123*

**Step 1: Asking about price**

Write on the board: **How much is the __________?**

Review how to write prices with a dollar sign at the beginning and a decimal point between the dollars and cents.

Distribute copies of p. 123.
Learners take turns asking you the prices and writing them in the menu.
Teacher Directions: Activity 2: Life Skills, Literacy - Reading Test Practice

Step 1: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
Teacher Directions: Activity 3: Life Skills, Listening & Speaking, Critical Thinking
-Materials: (none)

Step 1: Review scanning for information
Show p. 123 using a projector.
“I’m looking for soda.”
Use your finger to track as you read the menu word-for-word from the beginning.
Ask “is this a good way to read a menu?” (no)

“I’m looking for soda.”
Use your finger to track as you jump around from heading to heading, settle on beverages and then work your way through the category.

Briefly talk about other types of materials that you scan for information (schedules, maps, dictionaries, phone books, ads, etc.)

Step 2: Learners create their own quiz
Look at the Practice Reading Test again. Talk about the format of the questions. (ie. A question with four answers marked a,b,c,d. Only one answer is correct).

Model how to write your own multiple choice question using the menu from p. 123.

Learners write their own quiz using multiple choice format and exchange it with a partner. After the partner completes it they will correct it.

Teacher Directions: Activity 4: Transition & Critical Thinking, Life Skills
-Materials: a variety of store ads for food.

Learners will search for drinks and desserts in the store ads. Encourage them to use good scanning skills to find information efficiently.
Menu Matching
Cut out the words. Match the food and the category.

<table>
<thead>
<tr>
<th>BEVERAGES</th>
<th>hamburger</th>
</tr>
</thead>
<tbody>
<tr>
<td>SALADS</td>
<td>chicken sandwich</td>
</tr>
<tr>
<td>DESSERTS</td>
<td>fruit salad</td>
</tr>
<tr>
<td>SIDE ORDERS</td>
<td>french fries</td>
</tr>
<tr>
<td>SANDWICHES</td>
<td>garlic bread</td>
</tr>
<tr>
<td>soda</td>
<td>cake</td>
</tr>
<tr>
<td>milk</td>
<td>ice cream</td>
</tr>
<tr>
<td>lettuce salad</td>
<td>coffee</td>
</tr>
</tbody>
</table>
Reading Test Practice

Lunch Menu

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fruit Salad</td>
<td>$2.50</td>
</tr>
<tr>
<td>Lettuce Salad</td>
<td>$2.00</td>
</tr>
<tr>
<td>Pizza (by the slice)</td>
<td>$5.50</td>
</tr>
<tr>
<td>Hamburger and Fries</td>
<td>$8.00</td>
</tr>
<tr>
<td>Tacos (3)</td>
<td>$6.75</td>
</tr>
<tr>
<td>Milk</td>
<td>$1.25</td>
</tr>
<tr>
<td>Juice</td>
<td>$2.00</td>
</tr>
<tr>
<td>Ice Cream</td>
<td>$1.75</td>
</tr>
<tr>
<td>Coffee/Tea</td>
<td>$1.45</td>
</tr>
<tr>
<td>Chocolate Cake</td>
<td>$3.35</td>
</tr>
</tbody>
</table>

1. What desserts are on the menu?
   A. Pizza and tacos
   B. Milk and ice cream
   C. Ice cream and chocolate cake
   D. Fruit and lettuce

2. How much do the tacos cost?
   A. $5.50
   B. $8.00
   C. $6.75
   D. $6.55
# Food Unit: Week 2, Thursday

## Objectives

**Learners will be able to...**

- **Life skill:** scan food ads for relevant savings
- **Literacy:** scan food ads and identify foods they would purchase and the sale price
- **Listening/speaking:** describe a sale price using the phrase “Apples are on sale for $1.25 a pound.”

## Materials

**Make Student Copies**
- Handout: *On Sale Now*
- Handout: *Where Do You Buy Food*
- Handout: *Practice Reading Tests*
- Textbook: *Stand Out 1, 2nd Ed. p. 47*

**Make Single Copies or Reference**
- ESL Volunteer Tutor Manual, 2012, p. 85

**Props, Technology, or Other Resources**
- Several picture dictionaries
- *Stand Out 1, 2nd Ed. CD and CD Player or script*
- A variety of store ads for food.
  - many stores have their in-store ads available online
    (search for the name of the store and the words “store ads”)

## Lesson Plan

### Warm up for today’s Lesson

**Description:** learners talk about food shopping using a “Mingle Grid” activity


### Review of Previous Lessons

**Description:** practice reading skills needed for the CASAS Life and Work reading tests

**Materials/Prep:** copies of *Practice Reading Tests*

### Activity 1: Life skill

**Description:** learners create a shopping list of foods they buy often

**Materials/Prep:** several picture dictionaries, *Stand Out 1, 2nd Ed. p. 47*, textbook CD and CD player or teacher script at the back of the book.

### Activity 2: Life Skill, Literacy

**Description:** scan authentic food ads for foods they would buy and record the sale price.

**Materials/Prep:** a variety of store ads for food, copies of *On Sale Now*

### Activity 3: Life Skill, Listening & Speaking

**Description:** describe the sales they found

**Materials/Prep:** (none)

### Activity 4: Checking for Understanding

**Description:** learners evaluate what they learned in this unit

**Materials/Prep:** (none)
**Teacher Directions: Warm Up**


Use the handout to lead a *Mingle Grid* activity as described in the ESL Volunteer Tutor Manual, 2012, p. 85.

**Teacher Directions: Review of Previous Lessons**

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners' papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
**Teacher Directions: Activity 1: Life Skills**

-Materials: *Stand Out 1, 2nd Ed.* p. 47, several picture dictionaries

**Step 1: Context**
Distribute textbook pages.
Complete p. 47 as instructed.

**Step 2: Make your own shopping list**
In their notebooks, learners make a list of foods they buy often. They may use the food section of the picture dictionary for reference.

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**Teacher Directions: Activity 2: Life Skills, Literacy**

-Materials: *On Sale Now* handout, a variety of store ads for food

**Step 1: Context**
Hold up the store ads. Why do people look at these? Do you look at these?

**Step 2: Complete the chart**
Model how to scan the ads for items you actually buy. It doesn’t have to be any of the items on their shopping list, but they should try to choose items they are familiar with and actually buy.

Model how to record the item and price in the chart.

**NOTE:** two versions of the *On Sale Now* handout are included. Learners should complete one or the other not both. If you have a multi-level class, you may assign some students to complete the 2-column worksheet and other to complete the 3-column worksheet.

**Step 3: Learners complete the On Sale Now chart**
**Teacher Directions:** Activity 3: Life Skills, Listening & Speaking  
-Materials: (none)

**Step 1: Introduce target language**  
Write on the board: **Apples are on sale for $1.25.**

Practice the pronunciation several times.

Ask learners for examples of other sentences using the information in their chart.

**Step 2: Learners describe the sales recorded in their chart**  
Learners take turns sharing the sales they found using the target language on the board.  
You may want to have them show the original ad on the projector.

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**Teacher Directions:** Activity 4: Checking for Understanding

Write on the board:

1. I like.../I don’t like...  
2. The chicken is in the refrigerator.  
3. Reading menus  
4. Reading food ads  
5. What would you like to drink?

“This is what we studied this week and last week. Can you do this?”

For each item, read it aloud, give an example of the skill, ask everyone to show if they can do this now by holding up their hands with one of these gestures (thumbs up: I can do it., flat palm: so-so, thumbs down: I need more help/I cannot do it)

If this rating system is new to learners you may want to go through the skills twice to get full participation.
<table>
<thead>
<tr>
<th>What’s your name?</th>
<th>Where do you buy food?</th>
<th>What day do you go shopping?</th>
<th>Do you look for sales?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Today’s Specials

<table>
<thead>
<tr>
<th>Item</th>
<th>Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicken Salad</td>
<td>$8.50</td>
</tr>
<tr>
<td>Pork Fried Rice</td>
<td>$9.25</td>
</tr>
<tr>
<td>Taco Salad</td>
<td>$6.35</td>
</tr>
<tr>
<td>Lemonade</td>
<td>$2.75</td>
</tr>
<tr>
<td>Iced Tea</td>
<td>$1.95</td>
</tr>
<tr>
<td>Fresh Orange Juice</td>
<td>$3.00</td>
</tr>
</tbody>
</table>

1. What kinds of salad are on the menu?
   - A. Chicken and pork
   - B. Chicken and taco
   - C. Rice and taco
   - D. Chicken and rice

2. How much does an iced tea cost?
   - A. $2.75
   - B. $1.95
   - C. $3.00
   - D. $6.35
### On Sale Now

Look at the store ads. Write the foods you want to buy. Write the price.

<table>
<thead>
<tr>
<th>Food</th>
<th>Price</th>
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**On Sale Now**

Look at the store ads. Write the foods you want to buy. Write the price.

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<th>Food</th>
<th>Price</th>
<th>How much?</th>
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