



*Sharing the Power of Learning*

**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)**

## Money: Week 1 of 2

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### **Unit Overview**

This is a 2-week unit in which students will become more comfortable quickly recognizing and counting American money. They will also practice reading sale and discount information and learn the names of several common house wares.

### **Focus of Week 1**

- Coin and bill identification
- House wares vocabulary
- Asking questions about singular and plural nouns
- Checks and money orders

## Money Unit: Week 1, Monday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> read and write dollar amounts to the hundreds place</p> <p><b>Literacy:</b> recognize and write ten common house wares; match dollar amounts with pictures of currency</p> <p><b>Listening/speaking:</b> pronounce dollar amounts intelligibly; verbally identify coins and bills (penny, nickel, etc.)</p> <p><b>Transitions:</b> practice counting money and paying for items</p> <p><b>Grammar:</b> Recognize and sort singular and plural nouns</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Grammar in Action</i>, p. 90-91</li> <li>• Handout: <b>Practice Reading Test</b></li> <li>• Handout: <b>American Money</b></li> </ul> <p><b>Props, Technology or Other Resources</b></p> <ul style="list-style-type: none"> <li>• real coins and play money</li> </ul>

### Lesson Plan

**Warm up for today's Lesson:**

Description: 10-minute free write and partner share: "What was the first thing you remember buying in the U.S.?"

Materials/Prep: (none)

**Activity 1: Life skill, listening and speaking**

Description: learners will read coins to practice identifying the name and value of coins

Materials/Prep: 2-3 real coins of each denomination, copies of **American Money** handout, play money

**Activity 2: Life skills, Literacy**

Description: learners will complete a practice reading test

Materials/Prep: copies of **Practice Reading Test** handout

**Activity 3: Grammar/literacy**

Description: introduce kitchen housewares vocabulary and sort into singular and plural

Materials/Prep: copies of **Basic Grammar in Action, p. 90-91**

**Activity 4: Transitions: Navigating and Understanding One's Environment**

Description: learners will use play money to practice counting out exact change

Materials/Prep: play money

## Teacher Directions: Activity 1: Life Skill/Listening & Speaking –American Money

### Step 1: Activate prior knowledge

Show examples of real coins and bills (not play money).

Ask “How money is this?” (allow learners to answer the question but don’t worry if they have incomplete information at this point)

### Step 2: Introduce vocabulary

Use the **American Money** handout to introduce and practice the names and amounts of the currency.

Learners repeat the pronunciation of the words several times before and after writing the amounts.

### Step 3: Controlled Practice

Give each learner (or pair of learners) one of each coin (real, if possible).

Say “Show me a penny.” Or “Show me five cents.”

Learners hold up the appropriate coin.

When they have mastered the individual coins, call out amounts that require two or more coins.

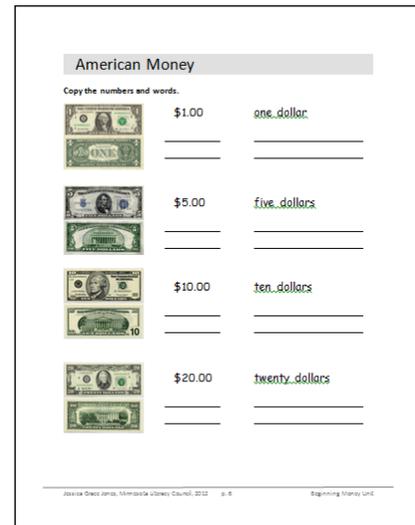
### Step 4: Independent Practice

Write on the board: “Do you have five cents?”

“Sure, here you go.”

Learners work in pairs to continue the practice from step 3 using this simple dialog and asking for different amounts or coin names each time.

**Need a challenge?:** give each group a larger amount and variety of bills and coins so that they can practice with larger and more complicated amounts.



## Teacher Directions: Activity 2: Life Skills/Literacy

## -Practice Reading Test

### 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.

Reading Test Practice



1. How much money is this?  
A. One dollar  
B. Five dollars  
C. Twelve dollars  
D. Twenty dollars

2. How much is  $\frac{1}{5}$  of this?  
A. 5 dollars  
B. 10 dollars  
C. 20 dollars  
D. 40 dollars

Jessica Grace Jones, Minnesota Literacy Council, 2012    p. 8    Beginning Money Unit

### 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: Grammar/Literacy -Basic Grammar in Action, p. 90-91

### Step 1: Review

Review the pronunciation of the coins and bills.

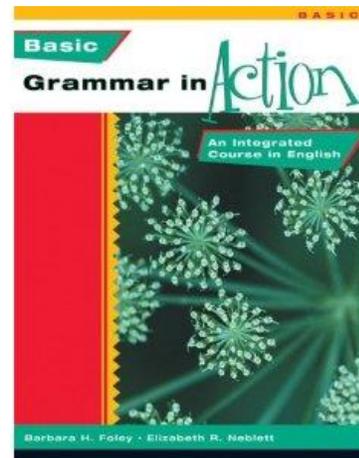
### Step 2: Introduce Vocabulary

Teacher says each of the kitchen items as learners point and repeat. (at least 2 times)

Because the line drawings can be confusing, check for comprehension with simple questions like *What do you cook in toaster oven? Why do you use pot holders? What do you eat with a fork?*

Write on the board: "I have \_\_\_\_\_ in my kitchen."

Model by saying several example sentences using the words on p. 91 in the sentence above.



Call on learners to talk about their kitchens (don't worry about singular and plural grammar at this point).

Step 3: Introduce grammar concept: Singular and Plural

Learners circle the pictures on p. 91 that show more than 1 item.

Underline the letter S at the end of each of those words: *mugs*, *knives*, *dishes*

Show that the words "dishes" and "glasses" have es endings.

"s and es endings are for 2 or more things."

Write on the board: **1 thing –singular,  
2 or more things –plural**

Return to the sentence "I have \_\_\_\_\_ in my kitchen."

Model in writing how to write "a" before each singular item and "s or es" at the end of each plural item.

Step 4: Independent practice

Learners write 5 sentences in their notebook about things they have in their kitchen.

As they write watch for singular and plural errors.

## **Teacher Directions: Activity 4: Transitions & Critical Thinking**

Step 1: Context

Write on the board: **When I take the bus, I put exact change in the machine.**

Discuss the sentence: *Who takes the bus? Do you use cash or a card? Where do you put the money? How much money? Does the driver give change?*

Write on the board: **exact change -the correct amount of money. Not more or less.**

Learners copy in their notebooks.

Step 2: Teacher Guided Practice

Give each learner a few bills and a handful of coins (play money)

Make sure they can identify the amounts of each of the coins.

Write an amount less than \$1 on the board.

Each learner counts out that amount of money and shows it to the teacher.

Alternate writing and saying the amounts.

Gradually give them more difficult amounts but only after they have mastered easier amounts.

# American Money

Copy the numbers and words.



\$1.00

one dollar

---

---

---

---



\$5.00

five dollars

---

---

---

---



\$10.00

ten dollars

---

---

---

---



\$20.00

twenty dollars

---

---

---

---

# American Money

Copy the numbers and words.



\$0.01

one cent

---

---

---

---



\$0.05

five cents

---

---

---

---



\$0.10

ten cents

---

---

---

---



\$0.25

twenty five cents

---

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---

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# Reading Test Practice



1. How much money is this?

- A. One dollar
- B. Five dollars
- C. Twelve dollars
- D. Twenty dollars

2. How much is  $\frac{1}{2}$  of this?

- A. 5 dollars
- B. 10 dollars
- C. 20 dollars
- D. 40 dollars

## Money Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> read and write dollar amounts</p> <p><b>Literacy:</b> recognize and write ten common housewares, read and write dollar amounts in words to hundreds place</p> <p><b>Listening/speaking:</b> verbally identify coins and bills, pronounce dollar amounts intelligibly</p> <p><b>Transitions:</b> practice counting money, paying, and giving change</p> <p><b>Grammar:</b> Use singular and plural pronouns to construct sentences about prices (ex. <b>It's</b> \$5.00, <b>They're</b> \$5.00.) Construct "how much" questions with the correct subject-verb agreement to ask questions about price (ex. "how much <b>is</b> the ___? How much <b>are</b> the ___?")</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Basic Grammar in Action</i>, p.91, 92-93</li> <li>• Handout: <b>How Much?</b></li> <li>• Handout: <b>Writing Numbers</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• <u>Manual:</u> Listening Comprehension Drill, p. 54</li> <li>• <u>Manual:</u> Charades/Pictionary, p. 147</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• calculators (optional)</li> <li>• play money</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: **Listening Comprehension Drill** to identify American coins and bills –“Show me a penny.”

Materials/Prep: ESL Volunteer Tutor Manual, 2012, Listening Comprehension Drill, p. 54.

#### Review of Previous Lessons

Description: play “Pictionary” using kitchen house wares vocabulary from yesterday

Materials/Prep: copies of **Basic Grammar in Action, p.91** for learners absent yesterday, ESL Volunteer Tutor Manual, 2012, Charades/Pictionary, p. 147.

#### Activity 1: Life skill, Literacy, Listening & Speaking

Description: learners will practice saying, writing, and listening for dollar amounts

Materials/Prep: copies of **Basic Grammar in Action, p. 92-93**, copies of **Writing Numbers** handout

#### Activity 2: Listening/speaking, Grammar

Description: learners will ask and write questions about price using “How much is/are \_\_\_?”

Materials/Prep: copies of **How Much?** handout

#### Activity 3: Transitions

Description: learners will practice calculating and counting out change

Materials/Prep: calculators (optional), play money

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

### -Writing Numbers

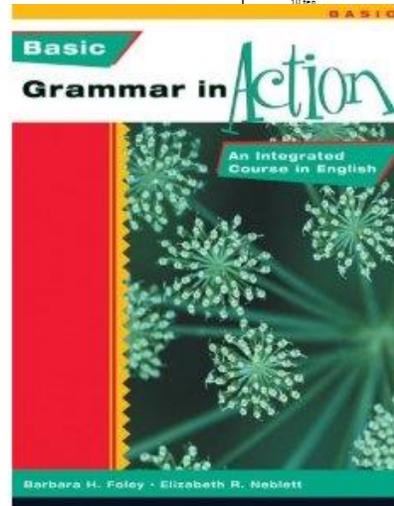
-*Basic Grammar in Action, p. 92-93.*

#### Step 1: Review

Use **Writing Numbers** handout to review pronunciation of numbers in English. Learners should keep this page as a reference sheet throughout the unit.

#### Step 2: Complete worksheet

Complete worksheets as directed  
Watch and listen for areas that need further review and provide additional practice, as needed



### Writing Numbers

Listen and repeat the numbers.

1. one	18. eighteen
2. two	19. nineteen
3. three	20. twenty
4. four	21. twenty one
5. five	22. twenty two
6. six	...
7. seven	30. thirty
8. eight	40. forty
9. nine	50. fifty
10. ten	60. sixty
	70. seventy
	80. eighty
	90. ninety
	100. one hundred
	1000. one thousand
	10,000. ten thousand
	100,000. one hundred thousand

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## Teacher Directions: Activity 2: Listening/Speaking, Grammar -How Much?

#### Step 1: Review Grammar Concept

Write on the board: **1 thing –singular,**  
**2 or more things –plural**

Offer some examples: a fork, 3 pans, a glass, some dishes

Ask learners if each example is singular or plural

#### Step 2: Complete Worksheet

Complete worksheet as directed.

#### Step 3: Speaking Practice

Learners work in pairs. One learner asks the question on the worksheet. The other makes up a price for the item in question.

### How Much?

Write S for singular things. Write P for plural things.  
Write the questions about price using "is" and "are."

1. S		How much <u>is</u> the frying pan?
2. _____		How much _____ the dishes?
3. _____		How much _____ the can opener?
4. _____		How much _____
5. _____		_____
6. _____		_____

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## Teacher Directions: Activity 3: Transitions & Critical Thinking

### Step 1: Activate Prior Knowledge

Write on the board: **The pan is \$12. I pay \$20. The cashier gives me \$8 change.**

Discuss the sentences. *Where do you buy a pan? What does a cashier do? Do you usually give exact change? Do you count the change after the cashier gives it to you?*

### Step 2: Calculating Change

“Today we’re going to practice counting change.”

Write on the board: **Money from the customer: \$20**

**Total: \$12**

“Twenty *minus* twelve *equals* eight.”

Make sure knows the words **minus** and **equals** and the mathematical signs for each (even if the math concept is simple for them, they often do not know the English words.”

If you’re using calculators, demonstrate how to enter the numbers into the calculator to find the result.

If you’re not using calculators, show how to do the subtraction on the board (try to **show** instead of telling).

### Step 3: Model the Activity

With a student or volunteer and the **How Much** handout from earlier...

The “customer” asks the first question on the handout.

The “cashier” makes up a price and says it.

The “customer” hands the learner a bill larger than the amount.

The “cashier” calculates the change and gives the correct change to the teacher.

Model it with at least 2 different learners.

### Step 4: Independent Practice

Learners work in pairs to practice the modeled activity.

# Writing Numbers

Listen and repeat the numbers.

- |               |                               |
|---------------|-------------------------------|
| 1. one        | 18. eighteen                  |
| 2. two        | 19. nineteen                  |
| 3. three      | 20. twenty                    |
| 4. four       | 21. twenty one                |
| 5. five       | 22. twenty two                |
| 6. six        | . . .                         |
| 7. seven      | 30. thirty                    |
| 8. eight      | 40. forty                     |
| 9. nine       | 50. fifty                     |
| 10. ten       | 60. sixty                     |
| 11. eleven    | 70. seventy                   |
| 12. twelve    | 80. eighty                    |
| 13. thirteen  | 90. ninety                    |
| 14. fourteen  | 100. one hundred              |
| 15. fifteen   | 1000. one thousand            |
| 16. sixteen   | 10,000. ten thousand          |
| 17. seventeen | 100,000. one hundred thousand |

# How Much?

Write S for singular things. Write P for plural things.

Write the questions about price using "is" and "are."

1.   S  



How much **is** the frying pan?

2.       



How much        the dishes?

3.       



How much        the can opener?

4.       



How much \_\_\_\_\_

5.       



\_\_\_\_\_

6.       



\_\_\_\_\_

## Money Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p><b>Life skill:</b> fill out checks</p> <p><b>Literacy:</b> Read and understand the words “sign, signature”</p> <p><b>Listening/speaking:</b> Ask and respond to questions about price</p> <p><b>Transitions:</b> scan checks for key information</p> <p><b>Grammar:</b> Use singular and plural pronouns to construct sentences about prices (ex. <b>It’s</b> \$5.00, <b>They’re</b> \$5.00.)</p> <p>Construct “how much” questions with the correct subject-verb agreement to ask questions about price (ex. “how much is the ___? How much <b>are</b> the ___?”)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <b>Textbook:</b> <i>Basic Grammar in Action</i>, p. 91</li> <li>• <b>Textbook:</b> <i>Basic Grammar in Action</i>, p. 94-97</li> <li>• <b>Manual:</b> Copies of blank BINGO grid -ESL Volunteer Tutor Manual, 2012, p. 62</li> <li>• <b>Handout:</b> <b>Reading Checks</b></li> <li>• <b>Handout:</b> <b>Writing Numbers</b> (a few copies for learners absent yesterday) –see yesterday’s materials</li> </ul> <p><b>Props, Technology, or Other Resources</b></p> <ul style="list-style-type: none"> <li>• Warm up: student scissors and glue/tape</li> <li>• <i>Basic Grammar in Action</i> CD or teacher script</li> </ul>

## Lesson Plan

### Warm up and Review of Previous Lessons

**Description:** Play Bingo using pictures of kitchen housewares (learners create their own bingo cards by cutting and pasting the pictures from p. 91 on the blank bingo grid.

**Materials/Prep:** copies of *Basic Grammar in Action*, p. 91, scissors, glue, copies of ESL Volunteer Tutor Manual, 2012, Bingo Grid, p. 62

### Activity 1: Listening & Speaking, Grammar

**Description:** Learners will review the names of kitchen house wares and practice asking about price

**Materials/Prep:** copies of *Basic Grammar in Action*, p. 94-95

### Activity 2: Life Skill, Literacy, Transitions

**Description:** introduce key information on a check, practice scanning for information on checks

**Materials/Prep:** copies of **Reading Checks**

### Activity 3: Life Skill, Literacy, Transitions

**Description:** practice writing checks

**Materials/Prep:** copies of *Basic Grammar in Action*, p. 96-97

### Activity 4: Life Skill, Literacy, Transitions

**Description:** learners will demonstrate understanding of checks by pointing to key information

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Exit Ticket, p. 45. (Task: Teacher holds up a copy of one of today’s check writing worksheets and asks “Point to the signature.” “Where is the amount?”

## Teacher Directions: Activity 1: Listening & Speaking, Grammar

### -Basic Grammar in Action, p. 94-95

#### Step 1: Context / Prior Knowledge

“Where do you buy pots and pans?”

“Where do you buy things for your house?”

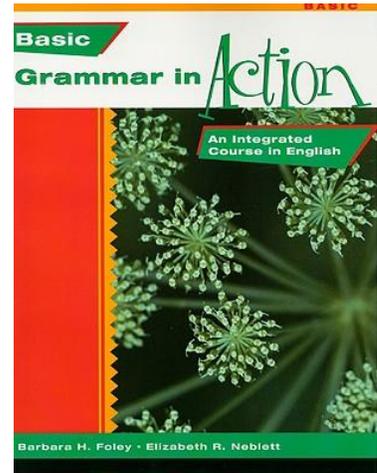
“Which stores have good prices?”

#### Step 2: Guided Practice

Write on the board:

How much is this \_\_\_\_\_? It's \_\_\_\_\_.

How much are these \_\_\_\_\_? They're \_\_\_\_\_.



Learners repeat the phrases aloud several times. Teacher can use singular and plural classroom objects or pictures of house wares vocabulary from earlier in this unit.

Review which items are singular and plural. Show which phrases on the board are used for singular and plural items.

#### Step 3: Independent Practice

Complete pages 94-95.

## Teacher Directions: Activity 2: Life Skill, Literacy, Transitions -Reading Checks

#### Step 1: Context / Prior Knowledge

Show an actual checkbook, if possible.

“Do you use checks?”

“What do you pay for with checks?”

“How do you pay your telephone bill?”

“Many people use checks to pay bills and sometimes buy things in a store. Checks come from the bank. You need to put money in a bank account to write checks.”

Reading Checks	
<p>First National Bank, Minneapolis, MN</p> <p>Pay to the order of <u>Malibu Foods</u> \$ <u>99.42</u></p> <p><u>Eighty seven dollars and 42 cents</u> dollars</p> <p>MEMO: <u>Malibu Foods</u></p> <p>001 340034 8892024 222643</p>	<p>DATE: <u>April 20, 2012</u></p> <p>1. What is the customer's name? _____</p> <p>2. How much did she pay? _____</p>
<p>First National Bank, Minneapolis, MN</p> <p>Pay to the order of <u>Target</u> \$ <u>100.05</u></p> <p><u>One hundred two dollars AND 05 cents</u> dollars</p> <p>MEMO: <u>Marce Vasquez</u></p> <p>001 340034 8892024 222643</p>	<p>DATE: <u>7/15/12</u></p> <p>4. Where did he go shopping? _____</p> <p>5. When did he go shopping? _____</p>

Jessica Grace Jones, Minnesota Literacy Council, 2012 p. 15 Beginning Money Unit

### Step 2: Guided practice

Show the first check from the handout on a projector (do not distribute handouts yet!)

Point out the dollar amount in numbers and words, the store or company name, the date, and the signature of the person paying the money.

Ask learners to take turns coming to the projector and circling key information as you call it out.

### Step 3: Independent Practice

Learners complete both pages of **Reading Checks** independently, then check with a partner.

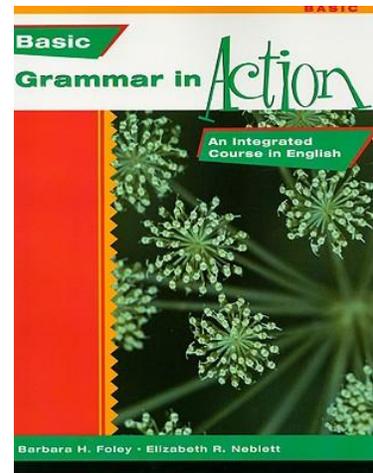
## **Teacher Directions: Activity 3: Life Skill, Literacy, Transitions**

### **-Basic Grammar in Action, p. 96-97**

#### Additional Practice

Complete pages 96-97.

Students may use the **Writing Numbers** handout from yesterday as a reference for the spelling of numbers in English.



## **Teacher Directions: Activity 4: Life Skills, Literacy, Transitions -Exit Ticket**

Teacher stands at the door with one copy of the **Reading Checks** handout from today's lesson. As learners leave, the teacher asks each person to point out a key piece of information.

-“Point to the signature.”

-“Where is the amount?”

# Reading Checks

First National Bank,  
Minneapolis, MN

DATE: April 12, 2012

Pay to the  
order of Rainbow Foods \$ 67.42

Sixty seven dollars and 42 cents dollars

MEMO: \_\_\_\_\_ Rachel Martin

001 340234 9992324 223843 . .

1. What is the customer's name? \_\_\_\_\_
2. How much did she pay? \_\_\_\_\_

First National Bank,  
Minneapolis, MN

DATE: 7/15/12

Pay to the  
order of Target \$ 102.55

One hundred two dollars AND 55 cents dollars

MEMO: \_\_\_\_\_ Marco Vasquez

001 340234 9992324 223843 . .

4. Where did he go shopping? \_\_\_\_\_
5. When did he go shopping? \_\_\_\_\_

# Reading Checks

Answer the questions about the checks.

First National Bank,  
Minneapolis, MN

DATE: \_\_\_\_\_ ① \_\_\_\_\_

Pay to the  
order of \_\_\_\_\_ ② \_\_\_\_\_ ③ \_\_\_\_\_

\_\_\_\_\_ ④ \_\_\_\_\_ dollars

MEMO: \_\_\_\_\_ ⑤ \_\_\_\_\_ ⑥ \_\_\_\_\_

001 340234 9992324 223843 . .

6. Where do you write your name? \_\_\_\_\_
7. Where do you write \$53.00? \_\_\_\_\_
8. Where do you write the store name? \_\_\_\_\_
9. Where do you write the date? \_\_\_\_\_
10. Where do you write *fifty three dollars*? \_\_\_\_\_

## Money Unit: Week 1, Thursday

<b>Objectives</b> <i>Learners will be able to...</i>	<b>Materials</b>
<p><b>Life skill:</b> recognize authentic U.S. currency and pictures of U.S. currency; Fill out checks and money orders</p> <p><b>Literacy:</b> read and understand the words "Sign, signature"</p> <p><b>Listening/speaking:</b> Ask and respond to semi-authentic questions about filling out a money order</p> <p><b>Transitions:</b> scan checks and money orders for key information</p> <p><b>Grammar:</b> Construct simple <i>wh-</i> questions using <i>where, when</i> and <i>what</i> with <i>be, do, and can</i> verbs (ex. Where is, when does, where can.)</p>	<p><b>Make Student Copies</b></p> <ul style="list-style-type: none"> <li>• <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 102-103</li> <li>• Handout: <b>Practice Reading Test</b></li> <li>• Handout: <b>Buying Money Orders (3 pages)</b></li> </ul> <p><b>Make Single Copies or Reference</b></p> <ul style="list-style-type: none"> <li>• Color copies of sample money orders</li> <li>• <i>Basic Grammar in Action</i> CD or teacher script</li> <li>• <i>ESL Volunteer Tutor Manual, 2012, Dialogue</i>, p. 69.</li> </ul>

### Lesson Plan

#### Warm up for today's Lesson

Description: Learners will guess the significance of different numbers and amounts

Materials/Prep: teacher instructions (following page)

#### Review of Previous Lessons

Description: review asking price, listening for and writing dollar amounts

Materials/Prep: copies of ***Basic Grammar in Action, p. 102-103***

#### Activity 1: Life skill

Description: learners will practice answering CASAS Reading Test questions

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

#### Activity 2: Life Skills, Literacy, Transitions

Description: learners will read about, scan, and fill out sample money orders

Materials/Prep: copies of **Buying Money Orders**

#### Activity 3: Checking for Understanding

Description: learners will tell the teacher one thing they learned and one thing they want to practice more

Materials/Prep: (none)

## Teacher Directions: Warm Up

Adapted from MLC Tutor Tips: <http://www.mnliteracy.org/tools/tutor-tips>

### Step 1: Context

Start by asking questions of your students that require answering with a number: What bus do you take to school? How many children do you have? How many days are there in a week?, etc. On the board, write the numbers. Now go back, and for each answer, elicit the question from the students. Repeat as needed for students to feel comfortable with the questions.

### Step 2: Guided Practice

Now write on the board five or six different numbers that can be answered by using the model you've just been practicing. To make it more personal, you could write numbers that are relevant in your life, for example, your shoe size, your age, your date of birth, your telephone number, your house or apartment number. Try to incorporate a few prices (\$1.75 –the cost of a bus ticket, \$6.15 per hour –minimum wage)

Students ask you questions, trying to elicit what the numbers refer to, for example, “How old are you?”

After students have guessed as many numbers as they can, teach the rest.

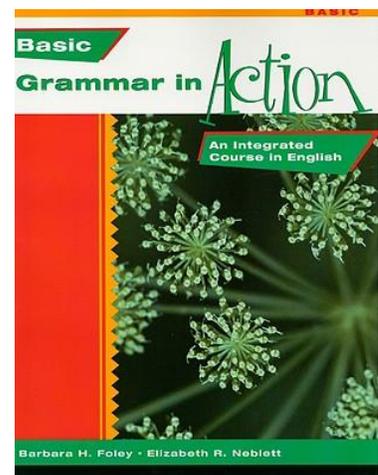
### Step 3: Independent Practice

Once the students know what your numbers refer to, they form groups of three and write down three of their own “secret numbers.” They ask questions to guess one another’s numbers.

## Teacher Directions: Review

*-Basic Grammar in Action, p. 102-103*

Complete pages 102-103.



## Teacher Directions: Activity 1: Life Skills -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.

The image shows two pages of a 'Reading Test Practice' worksheet. The left page features two coins: a dime and a quarter. Below them are two questions: '1. How much money is this?' with options E. Twenty five cents, F. Ten cents, G. Fifty cents, H. Five cents; and '2. What is the name of this coin?' with options E. penny, F. nickel, G. dime, H. quarter. The right page features a bank check with numbered blanks: '1' for the date, '2' for the amount in words, '3' for the amount in digits, '4' for the amount in digits, '5' for the amount in words, and '6' for the amount in digits. Below the check are two questions: '1. Where can you write \$32.50?' with options A. 1, B. 2, C. 3, D. 4; and '2. Where can you sign your name?' with options A. 3, B. 4, C. 5, D. 6.

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 2: Life Skills, Literacy, Transitions

### -Buying Money Orders (3 pages)

#### Step 1: Context

Pass around the large pictures of the sample money orders.

Write **Money Order** on the board

“Do you buy money orders?”

“Where do you buy money orders?”

“What do you pay for with money orders?”

“Do you pay extra money for a money order?”

**Buying Money Orders**

Some people use money orders to pay bills and send money to friends and family. You do not need a bank account to buy a money order. You can buy money orders at banks, post offices, and some grocery stores.

- Who uses money orders in your class?
- Where can you buy money orders in your city?
- Why do people use money orders?

Clara does not have a bank account. She buys a money order to pay her telephone bill every month. She keeps the receipt and sends the money order in the mail.

Circle the amount of money, the date, and the name of the telephone company.

MONEY ORDER		CUSTOMER'S RECEIPT	
Pay to the order of	Pay to	Amount	DATE
INDEPENDENT BANK	RENEE	\$100.00	12/15/2012
Pay to the order of	Pay to	Amount	DATE
INDEPENDENT BANK	RENEE	\$100.00	12/15/2012

**MONEY ORDER**

Pay to the order of Pay to | Amount | DATE || INDEPENDENT BANK | RENEE | \$100.00 | 12/15/2012 |

#### Step 2: Guided Practice

Read the text on the first page and complete the questions as a class.

(If you're not familiar with money orders, consider doing a web search for "How to buy a money order")

#### Step 3: Guided Practice (Speaking)

Practice the dialogue between Simone and the Employee using the instructions from the ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

#### Step 4: Independent Practice

Learners complete the blank money order form using Simone's information.

## Teacher Directions: Activity 3: Checking for Understanding

#### Step 1: Writing

Write on the board: What did you learn today?

What do you want to practice more?

Learners write for 3-5 minutes in their notebooks.

#### Step 2: Discussion

Learners share responses with the teacher and/or a partner.

# Reading Test Practice



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1. How much money is this?

- A. Twenty five cents
- B. Ten cents
- C. Fifty cents
- D. Five cents

2. What is the name of this coin?

- A. penny
- B. nickel
- C. dime
- D. quarter

# Reading Test Practice

First National Bank,  
Minneapolis, MN

DATE: \_\_\_\_\_ ① \_\_\_\_\_

Pay to the  
order of \_\_\_\_\_ ② \_\_\_\_\_

\_\_\_\_\_ ④ \_\_\_\_\_ dollars

MEMO: \_\_\_\_\_ ⑤ \_\_\_\_\_ ⑥ \_\_\_\_\_

001 340234 9992324 223843 . .

1. Where can you write \$32.50?

- A. 1
- B. 2
- C. 3
- D. 4

2. Where can you sign your name?

- A. 3
- B. 4
- C. 5
- D. 6



THE BACK OF THIS DOCUMENT CONTAINS AN ARTIFICIAL WATER MARK - HOLD AT AN ANGLE TO VIEW

**INTEGRATED PAYMENT SYSTEMS, INC. - ISSUER**  
Greenwood Village, Colorado

**WESTERN UNION MONEY ORDER**

WESTERN UNION MONEY ORDER 08-620210356 82-40/1021

WESTERN UNION MONEY ORDER 100.00  
WESTERN UNION MONEY ORDER 100.00  
WESTERN UNION MONEY ORDER 100.00

AGENT 446715 DATE 011907  
TIME 1415 01  
086202103562 LOCATION 000000

\*\* PAY EXACTLY ONE HUNDRED DOLLARS AND NO CENTS \*\*\*\*\*

PAY EXACTLY  
PAY TO THE  
ORDER OF *Tim Traver*

PURCHASER'S ADDRESS  
*Padre Park*

WESTERN UNION MONEY ORDER UNPAYMENT FOR ACCT. #

WESTERN UNION MONEY ORDER PURCHASER, SIGNER FOR DRAWER  
PURCHASER BY SIGNING YOU AGREE TO THE TERMS ON THE REVERSE SIDE

Western Union Money Order and Design is a service mark of Western Union Holdings, Inc./Payable at Wells Fargo Bank Grand Junction - Downtown, N.A., Grand Junction, Colorado

⑆ 102100400⑆ 40086202103562⑆

Sample Money Order

Print in color, if possible

# Buying Money Orders

Some people use money orders to pay bills and send money to friends and family. You do not need a bank account to buy a money order. You can buy money orders at banks, post offices, and some grocery stores.

1. Who uses money orders in your class? \_\_\_\_\_
2. Where can you buy money orders in your city? \_\_\_\_\_
3. Why do people use money orders? \_\_\_\_\_

**Clara does not have a bank account. She buys a money order to pay her telephone bill every month. She keeps the receipt and sends the money order in the mail.**

**Circle the amount of money, the date, and the name of the telephone company.**

MONEY ORDER	CUSTOMER'S RECEIPT	
SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION	Pay to <i>Phone World</i>	KEEP THIS RECEIPT FOR YOUR RECORDS
	Address <i>3948 Hartford Ave.</i>	
	<i>Omaha, NE 39222</i>	
Serial Number <b>23012</b>	Date <b>2012-03-15</b>	Amount <b>\$76.<sup>00</sup></b>
<b>MONEY ORDER</b>		
Serial Number <b>23012</b>	<b>2012-03-15</b>	<b>\$76.<sup>00</sup></b>
	SEVENTY SIX DOLLARS & 00 -----	
Pay to <i>Phone World</i>		
Address <i>3948 Hartford Ave.</i>	From <i>Clara Rodriguez</i>	
<i>Omaha, NE 39222</i>	Address <i>1116 Amber Street, Saint Paul, MN</i>	

# Buying Money Orders

Simone Abel sends money to her mother every month. Her mother lives in California but Simone lives in Minneapolis. Simone goes to Cub Foods to buy a money order. She goes to the customer service desk. She wants to buy a money order.

EMPLOYEE: How can I help you?

SIMONE: I need to buy a money order.

EMPLOYEE: Okay. For how much?

SIMONE: \$200.

EMPLOYEE: Okay. Your total is \$201.50.

SIMONE: Here you go.

EMPLOYEE: Here's your change and your money order.

SIMONE: Thanks!



# Buying Money Orders

Simone's mother lives in Fresno, California. Her mother's address is 4483 Sunrise Blvd. Her mother's name is Elise Abel.

Simone Abel lives in Minneapolis. Her address is 5677 Carter Street, Minneapolis, MN 55454.

Fill out this money order for Simone's mother.

MONEY ORDER	CUSTOMER'S RECEIPT	
SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION	Pay to	KEEP THIS RECEIPT FOR YOUR RECORDS
	Address	
Serial Number <b>23335</b>	Date <b>2012-09-28</b>	Amount <b>\$200.<sup>00</sup></b>
<b>MONEY ORDER</b>		
Serial Number <b>23335</b>	<b>2012-09-28</b>	<b>\$200.<sup>00</sup></b>
	TWO HUNDRED DOLLARS & 00 -----	
Pay to		
Address	From	
	Address	