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

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
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</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong> read and write dollar amounts to the hundreds place</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Literacy:</strong> recognize and write ten common house wares; match dollar amounts with pictures of currency</td>
<td>• Textbook: Grammar in Action, p. 90-91</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong> pronounce dollar amounts intelligibly; verbally identify coins and bills (penny, nickel, etc.)</td>
<td>• Handout: Practice Reading Test</td>
</tr>
<tr>
<td><strong>Transitions:</strong> practice counting money and paying for items</td>
<td>• Handout: American Money</td>
</tr>
<tr>
<td><strong>Grammar:</strong> Recognize and sort singular and plural nouns</td>
<td>Props, Technology or Other Resources</td>
</tr>
<tr>
<td>****</td>
<td>• real coins and play money</td>
</tr>
</tbody>
</table>

| **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

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: 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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>$1.00</td>
<td>one dollar</td>
</tr>
<tr>
<td>$5.00</td>
<td>five dollars</td>
</tr>
<tr>
<td>$10.00</td>
<td>ten dollars</td>
</tr>
<tr>
<td>$20.00</td>
<td>twenty dollars</td>
</tr>
</tbody>
</table>
American Money

Copy the numbers and words.

$0.01  one cent

$0.05  five cents

$0.10  ten cents

$0.25  twenty five cents
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

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

**Life skill:** read and write dollar amounts  
**Literacy:** recognize and write ten common housewares, read and write dollar amounts in words to hundreds place  
**Listening/speaking:** verbally identify coins and bills, pronounce dollar amounts intelligibly  
**Transitions:** practice counting money, paying, and giving change  
**Grammar:** Use singular and plural pronouns to construct sentences about prices (ex. *It's $5.00, They're $5.00.*)  
Construct “how much” questions with the correct subject-verb agreement to ask questions about price (ex. “how much is the ____? How much are the ___?”)

### Materials

**Make Student Copies**  
- Textbook: *Basic Grammar in Action, p.91, 92-93*  
- Handout: *How Much?*  
- Handout: *Writing Numbers*

**Make Single Copies or Reference**  
- Manual: *Listening Comprehension Drill, p. 54*  
- Manual: *Charades/Pictionary, p. 147*

**Props, Technology, or Other Resources**  
- Calculators (optional)  
- Play money

### Lesson Plan

**Warm up for today’s Lesson**

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

**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

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.
**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**

\[ \text{Total: $12} \]

“Twenty \textit{minus} twelve \textit{equals} eight.”
Make sure knows the words \textit{minus} and \textit{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 \textit{show} instead of telling).

**Step 3: Model the Activity**
With a student or volunteer and the \textbf{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
2. two
3. three
4. four
5. five
6. six
7. seven
8. eight
9. nine
10. ten
11. eleven
12. twelve
13. thirteen
14. fourteen
15. fifteen
16. sixteen
17. seventeen
18. eighteen
19. nineteen
20. twenty
21. twenty one
22. twenty two

. . .
30. thirty
40. forty
50. fifty
60. sixty
70. seventy
80. eighty
90. ninety
100. one hundred
1000. one thousand
10,000. ten thousand
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. ___ How much ___ the frying pan?

2. _____ How much ______ the dishes?

3. _____ How much ______ the can opener?

4. _____ How much ______________________

5. ____ _________________________________

6. _____ _______________________________
### Money Unit: Week 1, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learners will be able to…</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong></td>
<td>fill out checks</td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>Read and understand the words “sign, signature”</td>
<td>• <strong>Textbook:</strong> Basic Grammar in Action, p. 91</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong></td>
<td>Ask and respond to questions about price</td>
<td>• <strong>Textbook:</strong> Basic Grammar in Action, p. 94-97</td>
</tr>
<tr>
<td><strong>Transitions:</strong></td>
<td>scan checks for key information</td>
<td>• <strong>Manual:</strong> Copies of blank BINGO grid - ESL Volunteer Tutor Manual, 2012, p. 62</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>Use singular and plural pronouns to construct sentences about prices (ex. It’s $5.00, They’re $5.00.)</td>
<td>• <strong>Handout:</strong> Reading Checks</td>
</tr>
<tr>
<td></td>
<td>Construct “how much” questions with the correct subject-verb agreement to ask questions about price (ex. “how much is the ____? How much are the ____?”)</td>
<td>• <strong>Handout:</strong> Writing Numbers (a few copies for learners absent yesterday) –see yesterday’s materials</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Props, Technology, or Other Resources</th>
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</thead>
<tbody>
<tr>
<td>• Warm up: student scissors and glue/tape</td>
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<tr>
<td>• <strong>Basic Grammar in Action</strong> CD or teacher script</td>
</tr>
</tbody>
</table>

### 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 housewares 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 housewares 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.

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**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 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.”
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
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
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

Pay to the order of

[Drawings of check areas]

MEMO: ________ ________

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

<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> recognize authentic U.S. currency and pictures of U.S. currency; Fill out checks and money orders</td>
<td><strong>Textbook:</strong> Basic Grammar in Action, p. 102-103</td>
</tr>
<tr>
<td><em>Literacy:</em> read and understand the words “Sign, signature”</td>
<td><strong>Handout:</strong> Practice Reading Test</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> Ask and respond to semi-authentic questions about filling out a money order</td>
<td><strong>Handout:</strong> Buying Money Orders (3 pages)</td>
</tr>
<tr>
<td><em>Transitions:</em> scan checks and money orders for key information</td>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td><em>Grammar:</em> Construct simple wh-questions using where, when and what with be, do, and can verbs (ex. Where is, when does, where can.)</td>
<td>• Color copies of sample money orders</td>
</tr>
<tr>
<td></td>
<td>• Basic Grammar in Action CD or teacher script</td>
</tr>
</tbody>
</table>

## 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](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.

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?”

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

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

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
Sample Money Order

Print in color, if possible
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.

<table>
<thead>
<tr>
<th>Money Order</th>
<th>Customer’s Receipt</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION</td>
<td>Pay to Phone World</td>
</tr>
<tr>
<td>Address 3948 Hartford Ave.</td>
<td>KEEP THIS RECEIPT FOR YOUR RECORDS</td>
</tr>
<tr>
<td>Serial Number 23012</td>
<td>Address Omaha, NE 39222</td>
</tr>
<tr>
<td>Date 2012-03-15</td>
<td>Amount $76.00</td>
</tr>
<tr>
<td>Money Order</td>
<td></td>
</tr>
<tr>
<td>Serial Number 23012</td>
<td>2012-03-15</td>
</tr>
<tr>
<td>Pay to Phone World</td>
<td>$76.00</td>
</tr>
<tr>
<td>Address 3948 Hartford Ave.</td>
<td>SEVENTY SIX DOLLARS &amp; 00</td>
</tr>
<tr>
<td>From Clara Rodriguez</td>
<td>Address 1116 Amber Street, Saint Paul, MN</td>
</tr>
</tbody>
</table>
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!
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.**

<table>
<thead>
<tr>
<th>MONEY ORDER</th>
<th>CUSTOMER’S RECEIPT</th>
</tr>
</thead>
<tbody>
<tr>
<td>SEE BACK OF THIS RECIPT FOR IMPORTANT CLAIM INFORMATION</td>
<td>Pay to</td>
</tr>
<tr>
<td></td>
<td>Address</td>
</tr>
<tr>
<td></td>
<td>KEEP THIS RECEIPT FOR YOUR RECORDS</td>
</tr>
<tr>
<td>Serial Number <strong>23335</strong></td>
<td>Date</td>
</tr>
<tr>
<td></td>
<td><strong>2012-09-28</strong></td>
</tr>
</tbody>
</table>

**MONEY ORDER**

<table>
<thead>
<tr>
<th>Serial Number <strong>23335</strong></th>
<th>2012-09-28</th>
<th><strong>$200.00</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TWO HUNDRED DOLLARS &amp; 00</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
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Pay to

Address

From

Address