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 2 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 2
- Payment methods (check, money order, credit card, debit card, cash)
- Comparing prices
- Interpreting store ads
Money Unit: Week 2, Monday

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

- **Life skill:** Read a short story about paying for products
- **Life skill:** scan for key information on checks and money orders
- **Literacy:** Read and understand the words: sale, price, regular, furniture
- **Listening/speaking:** Ask and respond to simple wh-questions
- **Literacy:** identify the same sound for C, K, and –CK spellings; use the C/K spelling rule to correctly identify the initial consonant.

**Materials**

- Make Student Copies
  - Handout: How Much is This?
  - Handout: Checks and Money Orders
  - Handout: A Problem at the Store
- Make Single Copies or Reference
  - ESL Volunteer Tutor Manual, 2012, p.44, 69, 113

**Lesson Plan**

**Warm up for today’s Lesson**

**Description:** Learners will mingle, discussing three simple questions with several different learners

**Materials/Prep:** write these questions on the board:
1. Where can you buy things for your home?
2. What store has good prices?
3. What do you want to buy for your home?

Review the questions as a group. Ask everyone to stand up and talk to 3 different people about the questions.

**Review of Previous Lessons**

**Description:** review asking for the price of an item in a store

**Materials/Prep:** copies of How Much is This?

**Activity 1:** Literacy

**Description:** review filling in key information on checks and money orders


**Activity 2:** Life skill, Literacy, Listening & Speaking

**Description:** read a short story about buying furniture, develop reading comprehension and ability to sound out words.


**Activity 3:** Checking for Understanding

**Description:** learners role-play asking for a price in a store

**Materials/Prep:** instructions in the ESL Volunteer Tutor Manual, 2012, Conversation Queue, p. 44.
Teacher Directions: Review of Previous Lesson

-How Much is This?


Teacher Directions: Activity 1: Literacy

Checks and Money Orders

Step 1: Context & Review

Project or pass around copies of the sample check and sample money order. Ask which is the check? Which is the money order? How do you know? What is the same? What is different?

Step 2: Independent Practice

Learners complete questions about the check and money order and check answers with a partner.

Teacher reviews answers as a class and reviews information as needed, based on learners errors.
**Teacher Directions: Activity 2: Life Skills, Literacy, Listening & Speaking**

**-A Problem at the Store**

**Step 1: Context**
Read the questions below the picture. Talk about the picture.

**Step 2: Silent Reading**
Allow 5-10 minutes for learners to read silently and circle any words they don’t understand.

**Step 3: Teacher reads, Learners Follow**

**Step 4: Teacher reads, Learners Repeat**

**Step 5: Choral Reading**

**Step 6: Learners Read with a Partner**

**Step 7: Learners complete comprehension exercises**

**Step 8: Letter/Sound Drill**
Refer to the ESL Volunteer Tutor Manual 2012, *Letter/Sound Drill*, p. 113
The target spelling/sound for this story is “c, k, and -ck” as in *card, Kim, and back*
Show the students that these three spellings all make the same sound.
C and K usually come at the beginning or middle of a word.
-ck is only used at the end of a word or syllable.

**Teacher Directions: Activity 3: Checking for Understanding**

Place a few small and familiar items (probably classroom supplies) at the front of the room. Review the name of each item and whether it is singular or plural. Ask the class to help you write a very short conversation in which a customer asks a store employee the price.


When learners can easily read the dialogue and substitute new information, erase the dialogue and have them role-play using the dialogue or their own words.
Sample Money Order  

Print in color, if possible
Sample check

Print in color, if possible
# Checks and Money Orders

<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 <strong>Jacob Jones</strong></td>
</tr>
<tr>
<td></td>
<td>Address <strong>3323 Arkwright St.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Minneapolis, MN 55454</strong></td>
</tr>
<tr>
<td>Serial Number <strong>23335</strong></td>
<td>Date <strong>2012-09-28</strong></td>
</tr>
<tr>
<td></td>
<td>Amount <strong>$65.00</strong></td>
</tr>
<tr>
<td></td>
<td><strong>MONEY ORDER</strong></td>
</tr>
<tr>
<td></td>
<td>Serial Number <strong>23335</strong></td>
</tr>
<tr>
<td></td>
<td><strong>2012-09-28</strong></td>
</tr>
<tr>
<td></td>
<td><strong>$65.00</strong></td>
</tr>
<tr>
<td></td>
<td><strong>SIXTY FIVE DOLLARS &amp; 00 -------</strong></td>
</tr>
<tr>
<td>Pay to <strong>Jacob Jones</strong></td>
<td>From <strong>April Lester</strong></td>
</tr>
<tr>
<td>Address <strong>3323 Arkwright</strong></td>
<td>Address <strong>880 Harper St., St. Paul, MN 55106</strong></td>
</tr>
</tbody>
</table>

1. Who paid for this money order? ______________________________________

2. How much money is this? ____________________________________________

3. Who gets the money? _______________________________________________
Checks and Money Orders

First National Bank, Minneapolis, MN

DATE: ____________

Pay to the order of ________________________$ ____________

Fifty five dollars AND 85/100 dollars

MEMO: _______________ ________________________

001 340234 9992324 223843 ________

1. What is the customer’s name? ________________________________

2. How much did she pay? ____________________________________

First National Bank, Minneapolis, MN

DATE: ____________

Pay to the order of ________________________$ ____________

One hundred two dollars AND 55 cents dollars

MEMO: _______________ ________________________

001 340234 9992324 223843 ________

4. Where did he go shopping? ________________________________

5. When did he go shopping? _________________________________
A Problem at the Store

Mattress Size Guide

Single (twin)  Double (full)  Queen  King

Look at the picture.  What do you see?

**What size mattress do you like? Why?**

Kim wanted a new bed. Her bed was too small. Her husband, Colin, is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. It was perfect!

Kim bought the queen sized mattress. It was very expensive. It cost $250.00. “Will you take a check?” she asked.

“No, but you can pay with a credit card,” said the cashier.

Kim used her credit card.

The next day the mattress company came to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not go.
It was stuck. The mattress was too big because the company brought the wrong size.

“I’m very sorry said the worker. We will come back tomorrow with your queen sized mattress.”

Words I don’t understand:

<table>
<thead>
<tr>
<th>WORD:</th>
<th>MEANING/PICTURE:</th>
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</tbody>
</table>

Write YES or NO.

______  1. Colin and Kim are married.
______  2. Kim bought a king sized bed.
______  3. The company brought the wrong mattress.
______  4. The mattress was cheap.

Talk about the questions with a partner. Write your answers.

1. Why does Kim want a new bed?

2. What is the problem?

3. What do people sleep on in your country? A mattress or something different?
How much is this?

CUSTOMER: Excuse me, do you work here?
SALES ASSOC. Yes. What do you need?
CUSTOMER: How much is this sofa? I can’t find a price tag.
SALES ASSOC.: Let me see. This sofa is on sale. It’s $199.

Write the words you know for things in a house Is it singular or plural?
Practice the questions with a partner.

<table>
<thead>
<tr>
<th>SINGULAR</th>
<th>PLURAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much is this ____________?</td>
<td>How much are these ____________?</td>
</tr>
<tr>
<td>pan</td>
<td>cups</td>
</tr>
<tr>
<td>bowl</td>
<td>pot holders</td>
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</tbody>
</table>
Money Unit: Week 2, Tuesday

<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>Life skill: find regular and sales price on store ads</td>
<td>- Handout: <em>A Problem at the Store</em> (a few copies for learners absent yesterday)</td>
</tr>
<tr>
<td>Literacy: Read and write dollar amounts to the hundreds place</td>
<td>- Handout: <em>Can you Please Repeat That</em></td>
</tr>
<tr>
<td>Listening/speaking: pronounce dollar amounts intelligibly</td>
<td>- Create sentence strips using the sequence of events in “A Problem at the Store”</td>
</tr>
<tr>
<td>Literacy: read a short story with fluency and expression</td>
<td>- Handout: <em>Reading Test Practice</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make Single Copies or Reference</th>
</tr>
</thead>
</table>

Lesson Plan

Warm up and Review

Description: Use the story *A Problem at the Store* to create a sentence strip activity


Activity 1: Literacy

Description: practice reading with fluency and expression

Materials/Prep: copies of *A Problem at the Store*

Activity 2: Listening/speaking, Literacy

Description: address common pronunciation errors with numbers and students dictate dollar amounts to each other.

Materials/Prep: copies of *Can You Please Repeat That?*

Activity 3: Life Skill

Description: practice test taking skills for the CASAS Life and Work reading tests.

Materials/Prep: copies of *Reading Test Practice*

Activity 4: Checking for Understanding

Description: conduct an “Exit Ticket” assessment in which learners must each read off a price in the hundreds.

Materials/Prep: scratch paper to write numbers on as learners leave.
**Teacher Directions: Activity 1: Literacy - A Problem at the Store**

Good readers read with fluency (they don’t have to stop frequently to sound out words) and expression (there is emotion in their voice and changes in intonation). These qualities help them better understand the text that they are reading.

This activity is designed to help learners revisit a reading with greater fluency and expression.

**Step 1: read it again.**

Distribute story copies and/or ask learners to find their copy from yesterday

Allow 5 minutes for silent reading.

Teacher reads aloud while learners follow.

**Step 2: adding expression**

Show the story on the projector.

Highlight a sentence in the story that is particularly expressive or emotional.

Janet likes her job but it is a lot of work. **Sometimes it’s dirty and smelly work.** She stands all day. Sometimes her feet hurt. She wishes she had better shoes. Maybe when she gets paid she will use the cash to buy some new shoes.

Say the sentence with two or three different “feelings” (ex. Sad, excited, disgusted). Ask learners to identify which one matches the meaning of the sentence.

Everyone repeats the sentence with the identified expression. —get into it! The more over-dramatic the better at this stage.

Repeat with several phrases in the story.

Teacher reads the story again —learners focus on the expression in the voice.

Learners read in pairs —focusing on expression.
**Teacher Directions: Activity 2: Listening and Speaking, Literacy**

*English numbers can be easily confused. The difference between thirteen and thirty from a pronunciation standpoint is where you place the stress. In the word “Thirteen,” TEEN is emphasized by saying it louder and longer. This can be demonstrated by stretching a rubber band as you say the second syllable. In the word “thirty” the first syllable is stressed (longer and louder).*

**Step 1: Teacher modeling**
- Write on the board:
  - 13 30
  - 14 40
  - 15 50
  - 16 60
  - 17 70
  - 18 80
  - 19 90

Say the numbers as learners repeat.
Note that 13 and 30 sound similar. Many people learning English think this is difficult.
Using a rubber band, model how the stress is different for thirteen and thirty. Stress means that part is longer and louder.

**Step 2: All Together Now!**
Give everyone a rubber band.
Repeat the numbers several times with everyone stretching the rubber band on the stressed syllable (the rubber band should be loose on the unstressed syllable).

**Step 3: Did you say 30?**
Learners pair up. One says a number on the board. The other writes the number they hear. They check together if the number matches what the learner wanted to say. The learner writing can ask “Did you say 30?”

**Step 4: Independent Practice**
Handout copies of *Can You Please Repeat That?*
Learners fold their paper in half so that they can only see half of the numbers.
In pairs, one person dictates numbers 1-10 to their partner, who write them in his/her notebook.
They switch roles for numbers 11-20.
Teacher Directions: Activity 3: 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 4: Checking for Understanding

Use the Exit Ticket activity on p. 45 of the ESL Volunteer Tutor Manual, 2012. Ask each learner to read off a price in the hundreds as they leave. Note any areas that still need review.
A Problem at the Store

Look at the picture. What do you see?

What size mattress do you like? Why?

Kim wanted a new bed. Her bed was too small. Her husband, Colin, is a big man. They needed a bigger bed.

Kim went to the mattress store. She saw the king sized bed. She liked the very big bed but their house is too small for a king sized bed. A queen sized bed is not too big and not too small. It was perfect!

Kim bought the queen sized mattress. It was very expensive. It cost $250.00. “Will you take a check?” she asked.

“No, but you can pay with a credit card,” said the cashier.

Kim used her credit card.

The next day the mattress company came to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not go.
It was stuck. The mattress was too big because the company brought the wrong size.

“'I’m very sorry said the worker. We will come back tomorrow with your queen sized mattress.”
## Can You Please Repeat That?

1. $14.25  
2. $90.32  
3. $1.17  
4. $12.30  
5. $29.15  
6. $47.40  
7. $70.00  
8. $31.19  
9. $62.01  
10. $920.12  

11. $939.50  
12. $102.14  
13. $38.30  
14. $3.40  
15. $405.68  
16. $39.15  
17. $102.60  
18. $939.16  
19. $2.03  
20. $16.50
# Reading Test Practice

## HOME STORE Clearance Sale

**April 4-6<sup>th</sup>**

All carpets 50% off

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What can you buy for a lower price?</td>
<td>2. When is the last day of the sale?</td>
</tr>
<tr>
<td>A. April 4&lt;sup&gt;th&lt;/sup&gt;-6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>A. today</td>
</tr>
<tr>
<td>B. carpets</td>
<td>B. April 4&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>C. fifty percent off</td>
<td>C. April 5&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>D. things for the home</td>
<td>D. April 6&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>
# Money Unit: Week 2, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learners will be able to...</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Life skill:</strong></td>
<td>find regular and sales price on a tag or ad</td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>read and understand the words sale, price, regular, furniture</td>
</tr>
<tr>
<td><strong>Listening/speaking:</strong></td>
<td>ask and respond to questions about price</td>
</tr>
<tr>
<td><strong>Transitions:</strong></td>
<td>use math skills to compare prices</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>construct &quot;how much&quot; questions with correct subject-verb agreement to ask questions about price (how much is the ____? How much are the ____?)</td>
</tr>
<tr>
<td><strong>Technology:</strong></td>
<td>identify prices of items advertised online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td>- Handout: Reading Test Practice</td>
</tr>
<tr>
<td>- Handout: I’m Looking for a Coffee Maker</td>
</tr>
<tr>
<td>- Handout: Which One?</td>
</tr>
<tr>
<td><strong>Make Single Copies or Reference</strong></td>
</tr>
<tr>
<td>- ESL Volunteer Tutor Manual, 2012, p. 126</td>
</tr>
<tr>
<td><strong>Props, Technology, or Other Resources</strong></td>
</tr>
<tr>
<td>- Computer with Internet access</td>
</tr>
<tr>
<td>- Computer speakers</td>
</tr>
<tr>
<td>- Materials for activity 3 (see instructions for options)</td>
</tr>
</tbody>
</table>

## Lesson Plan

### Warm up for today’s Lesson
**Description:** students write questions and answers about the shopping/money theme

**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Written Conversation, p. 126.

### (review) Activity 1: Life skill, Literacy
**Description:** practice test taking skills for the CASAS Life and Work reading tests.

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

### Activity 2: Listening/speaking, Transitions
**Description:** listen to recorded conversations and write price information

**Materials/Prep:** computer with Internet access, speakers, test the listening exercise before class

Copies of I’m Looking for a Coffee Maker.

### Activity 3: Technology, Grammar, Transitions
**Description:** compare prices of a single item at different stores using the Internet

**Materials/Prep:** copies of Which One?, see activity instructions, discuss available technology with the Learning Center Coordinator

### Activity 4: Checking for Understanding
**Description:** learners write one thing they understand now that they didn’t understand before today.

**Materials/Prep:** (none)
**Teacher Directions: Activity 1: 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 2: Listening & Speaking, Transitions

Step 1: Context
Do you look for the lowest/cheapest price? Do you call stores for information?
Teacher may give an example of a time he/she called different stores to get price information.

Show the picture of the 10-cup coffee maker (or you may have one at your learning center)
Make predictions about how much a coffee maker costs. Write the predictions on the board.

Step 2: Overview Listening
Go to www.youtube.com/MLCESLLSListening, look for the video titled I’m looking for a Coffee Maker.
Test the sound with the computer and speakers.
Ask learners to listen for who is the woman calling and why?
Remind them that it’s okay if they don’t understand everything. They are going to listen for specific information.
Play the video once.

Step 3: Listening for specific information
Write on the board: 1. Kendall’s Ace Hardware
2. Target
3. K-Mart
These are the 3 stores the woman calls.
This time listen to the prices. Write down the prices you hear next to the name of the store.
Play the clip 1-4 times until most learners have written at least 3 prices.

Step 4: Checking Understanding
Learners compare prices with a partner.
Teacher writes correct prices on the board.
Discuss which stores had the cheapest and most expensive coffee makers.
**Teacher Directions: Activity 3: Technology, Grammar, Transitions**

*Access to computers, Internet, and printing varies by learning center. The goal of this activity is to demonstrate how websites can help people find price information and even buy things online.*

*Talk with your Learning Center Coordinator about technology access where you teach and then choose from the options below.*

**OPTION 1: (if you have access to a computer lab or computers in the classroom)**

Demonstrate how to open the Internet, go to target.com, in the search bar type **10 cup coffee maker**.

Show how to scroll up and down, click on a product for more information, click on the back button to return to the list of products.

In pairs, learners work at one computer to go to the Target website, type **10 cup coffee maker**, complete Which One? handout. In the first column they write information about coffee makers displayed on the website. In the second column they choose a different item to search for.

**OPTION 2: (if you have access to a single computer and projector with Internet in the classroom)**

Demonstrate...(same as above)

Use the computer and projector to complete the Which One? handout as a class. In the first column they write information about coffee makers displayed on the website. In the second column they choose a different item to search for.

**OPTION 3: (if you have no access to computers during class time).**

Before class, go to Target.com, search for 10-cup coffee makers, print out the 1st page of product results and make copies for learners. Search for a different household item (pots, pans, dishes, etc) and print out the first copy of those produce results as well.

When you hand out the copies in class, describe how you created the page (opened the Internet, went to Target.com, typed **10-cup coffee maker**)

Ask if any learners use the Internet for shopping.

Learners use the print-out from the website to complete the first column of the Which One? handout. Distribute the print-out of the other household item, which learners will use to complete the second column.
Reading Test Practice

1. How much was the microwave before the sale?
   A. $20.00
   B. $67.99
   C. $85.00
   D. 20%

2. What is on sale?
   A. President’s Day
   B. $67.99
   C. Kitchen appliances
   D. Televisions
10-cup coffee maker
<table>
<thead>
<tr>
<th></th>
<th>10 cup coffee maker</th>
<th>What do you want to buy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lowest price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highest price</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Which one do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>you like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why?</td>
<td></td>
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</tbody>
</table>
## Money Unit: Week 2, Thursday

### Objectives

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

**Life skill:** read and write dollar amounts to the hundreds place; find regular price and sales price on a tag or ad  
**Literacy:** read and write dollar signs and decimal points  
**Listening/speaking:** pronounce dollar amounts intelligibly; ask and respond to questions about price  
**Transitions:** use math skills to compare prices of an item  
**Grammar:** Construct “how much” questions with the correct subject-verb agreement to ask questions about price; Use singular and plural pronouns to construct sentences about prices (It’s $5.00, They’re $3.00)

### Materials

**Make Student Copies**
- Textbook: Basic Grammar in Action, p. 91  
- Handout: Reading Test Practice

**Make Single Copies or Reference**
- ESL Volunteer Tutor Manual, 2012, p. 57, 60  
- A list of teacher-created sentences for warm up

**Props, Technology, or Other Resources**
- See activity 3 instructions for options

### Lesson Plan

#### Warm up and review

**Description:** learners dictate sentences to each other about price.  
**Materials/Prep:** instructions in the ESL Volunteer Tutor Manual, 2012, Peer Dictation, p. 60  
A list of teacher-created sentences about price (ex. How much are the plates? Or The paper cups at Cub Food are $2.59.)

**Activity 1:** Life skill  
**Description:** practice test taking skills needed for the CASAS Life and Work reading test.  
**Materials/Prep:** copies of Reading Test Practice

**Activity 2:** Listening/speaking, Literacy  
**Description:** learners ask a partner for the price of specific items and record the price in their notebooks  
**Materials/Prep:** copies of Basic Grammar in Action, p. 91

**Activity 3:** Grammar, Transitions, Technology  
**Description:** use authentic materials (newspaper ads, online ads, or store price tags) to find and record price information  
**Materials/Prep:** see activity instructions for options

**Activity 4:** Checking for Understanding  
**Description:** Learners ask and answer questions about price in a “circle drill”  
**Materials/Prep:** ESL Volunteer Tutor Manual, 2012, Circle Drill, p. 57
**Teacher Directions: Activity 2: 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.

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**Teacher Directions: Activity 2: Listening & Speaking, Literacy - Basic Grammar in Action, p. 91**

Using the pictures on p. 91, learners work in pairs. One person asks questions about the price of each item and then records their partner’s response in their notebook. Learners may move around the classroom switching partners after two or three questions.
Teacher Directions: Activity 3: Grammar, Transitions, Technology

Many learning centers are located within a couple blocks of a commercial area. The goal of this activity is to have learners apply price comparison skills in an authentic environment or with authentic materials.

Talk with your Learning Center Coordinator about options for completing this activity.

OPTION 1: (take the class to a nearby store to record prices)

Tell learners where you will go today. Ask what you can buy there. Make a list of products you can buy there.

Create a simple table on the board like the one below. Learners copy this table into their notebooks.

<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As a class, choose 5 items that you will look for at the store. Write those items in the first column.

Review the meaning of how many? (they will record the number or amount. For example, a box of 12 pencils) how much? (they will record the price).

Learners bring their notebook and pencil to the store and record prices. If there is any confusion, encourage learners to ask a store employee for the location or price.

When you return to the classroom, discuss the results. If some learners recorded two different prices for the same item (perhaps different brands), discuss which price is higher or lower.

Need a challenge?: Ask more advanced learners to write a price range for each item showing the lowest and highest prices (ex. $25.00-48.00)
OPTION2: (Use newspapers or magazines to search for and record prices)

Distribute copies of newspaper or magazine ads that you have collected. Ask learners “What store is this? What can you buy here?” Make a list of products you can buy there.

Create a simple table on the board. Learners copy this table into their notebooks.

<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Review the meaning of **how many?** (they will record the number or amount. For example, a box of 12 pencils) **how much?** (they will record the price).

Model how to record the information for one item in the chart. (item name goes in the first column).

Learners can work independently or in small teams to complete the chart with information from the ads. (If you have many copies of the same ad, you can assign them to all look for the same 5 products).

When everyone has finished, discuss the results. If some learners recorded two different prices for the same item (perhaps different brands), discuss which price is higher or lower.

**Need a challenge?:** Ask more advanced learners to write a price range for each item showing the lowest and highest prices (ex. $25.00-48.00)
OPTION 3: (Use the Internet to search for and record prices).

Model how to open the Internet, go to Amazon.com, and type a product in the search box. “on Amazon.com you can search for things at many different stores, you pay for them on the computer with a credit card, then they send the thing to your house.”

Create a simple table on the board. Learners copy this table into their notebooks.

<table>
<thead>
<tr>
<th></th>
<th>How Many?</th>
<th>How Much?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td></td>
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<tr>
<td>2.</td>
<td></td>
<td></td>
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<td>3.</td>
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<td></td>
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</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As a class, choose 5 household items that they will search for. Write those items in the first column.

Review the meaning of *how many?* (they will record the number or amount. For example, a box of 12 pencils) *how much?* (they will record the price).

Model how to search for and record the information for one item in the chart.

Learners can work independently or in small teams to complete the chart with information from the Amazon.com.

When everyone has finished, discuss the results. If some learners recorded two different prices for the same item (perhaps different brands), discuss which price is higher or lower.

*Need a challenge?: Ask more advanced learners to write a price range for each item showing the lowest and highest prices (ex. $25.00-48.00)*
**Teacher Directions: Activity 1: Checking for Understanding**

Cut apart pictures from *Basic Grammar in Action, p. 91* (remove the name of each item). Put the pictures in a box or basket.

Use the directions from the ESL Volunteer Tutor Manual, 2012, *Circle Drill, p. 57*. On their turn, the learner will draw an item from the basket and ask the person next to them for the price. That person can make up any price.
Reading Test Practice

1. What is the sale price for the coffee maker?
   A. $38.55  
   B. $29.99  
   C. $3.99   
   D. $50.00

2. What was the price before the sale?
   A. $38.55  
   B. $29.99  
   C. $3.00   
   D. $50.00

Regular Price $38.55
Today ONLY $29.99
MR. COFFEE™ 10-cup Automatic Coffee Maker
Filters sold separately ($3.99 for 50 count)