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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 <i>Learners will be able to...</i>	Materials
<p>Life skill: Read a short story about paying for products</p> <p>Life skill: scan for key information on checks and money orders</p> <p>Literacy: Read and understand the words: sale, price, regular, furniture</p> <p>Listening/speaking: Ask and respond to simple wh-questions</p> <p>Literacy: identify the same sound for C, K, and –CK spellings; use the C/K spelling rule to correctly identify the initial consonant.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: How Much is This? • Handout: Checks and Money Orders • Handout: A Problem at the Store <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • 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

Materials/Prep: copies of **Checks and Money Orders**, ESL Volunteer Tutor Manual, 2012, **Dialogue**, p. 69.

Activity 2: Life skill, Literacy, Listening & Speaking

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

Materials/Prep: copies of **A Problem at the Store**, ESL Volunteer Tutor Manual, 2012, **Letter/Sound Drill**, p. 113.

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?

Use the directions for leading a **dialogue** in the ESL Volunteer Tutor Manual, 2012, , p. 69.

How much is this?

CUSTOMER: Excuse me, do you speak here?
 SALES ASSOC.: Yes, what do you need?
 CUSTOMER: How much is this shirt? I can't find a price tag.
 SALES ASSOC.: Let me see. This shirt is on sale. It's \$12.99.
 CUSTOMER: 12.99? Okay, thanks.

Write the words you hear for things in a plural or plural form?
 Practice the questions with a partner.

SINGULAR	PLURAL
How much is this _____?	How much are these _____?
shirt	shirts
book	books

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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.

Checks and Money Orders

MONEY ORDER	CUSTOMER'S RECEIPT
First National Bank Minneapolis, MN Pay to the order of _____ \$ <u>565.40</u> Fifty Six Dollars and 40/100 DATE: _____ FROM: _____ \$65.40	First National Bank Minneapolis, MN Received of _____ the sum of _____ \$ <u>565.40</u> Fifty Six Dollars and 40/100 DATE: _____ FROM: _____ \$65.40

1. Who paid for this money order? _____
 2. How much money is this? _____
 3. Who got the money? _____

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Checks and Money Orders

First National Bank Minneapolis, MN DATE: <u>8/23/12</u> Pay to the order of <u>Money Order</u> \$ <u>100.00</u> One hundred and 00/100 only \$100.00 FROM: _____ \$100.00	1. What is the customer's name? _____ 2. How much did she pay? _____
First National Bank Minneapolis, MN DATE: <u>8/23/12</u> Pay to the order of <u>Money Order</u> \$ <u>100.00</u> One hundred and 00/100 only \$100.00 FROM: _____ \$100.00	4. Where did he go shopping? _____ 5. When did he go shopping? _____

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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

A Problem at the Store

Mattress Size Guide



Single (Thin) 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 way it felt but the price was 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 paid for the bed.

She had the mattress company come to her house. They took the mattress out of the truck. They carried it up to the bedroom but it did not fit.

Beginning Home Unit

It was a check. The mattress was too big because the company brought the wrong size.

"I'm very sorry said the woman. We will come back tomorrow with your queen sized mattress."

What's hard to understand?

NAME	REASON/PROBLEM

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 see on in your country? A mattress or something different?

Beginning Home Unit

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.

Use instructions in the ESL Volunteer Tutor Manual, 2012, Conversation Queue, p. 44 to practice the dialog

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.

THE FRONT OF THE DOCUMENT HAS A MICRO-PRINT AMOUNT BOX AND THERMOCHROMIC. ABSENCE OF THESE FEATURES WILL INDICATE A COPY.
ISSUING AGENT

75-53
919

07/24/2008

20087580312

MONEY ORDER

▼ PAY ONLY THIS AMOUNT ▼

WAL★MART

MoneyGram
Money Orders

INTERNATIONAL MONEY ORDER

PAY TO THE ORDER OF: / PAGAR A LA ORDEN DE: _____

IMPORTANT - SEE BACK BEFORE CASHING

PURCHASER, SIGNER FOR DRAWER / COMPRADOR, FIRMA DEL LIBRADOR
PURCHASER, BY SIGNING YOU AGREE TO THE SERVICE CHARGE AND OTHER TERMS ON THE REVERSE SIDE

ADDRESS: / DIRECCION: _____

Payable Through
WF National Bank
South Central
Faribault, MN

ISSUER/DRAWER:
MONEYGRAM PAYMENT SYSTEMS, INC.

TO AUTHENTICATE RUB CIRCLE
PARA AUTENTICAR RESTREGAR EL CIRCULO

200875803129

585.00

FIVE HUNDRED EIGHTY FIVE DOLLARS AND 00 CENTS**

60528276642766
1279800197167312

90

1:0919005331:2008 758031291

Sample Money Order

Print in color, if possible

LUCILLE BALL ARNAZ
 PERSONAL ACCOUNT
 150 EAST 69TH STREET
 NEW YORK, NEW YORK

No. **169**

Date **May 15 1961**

I-30
 210

\$ **81.00**

DOLLARS

PAY TO THE ORDER OF **East**

Eighty-one

MANUFACTURERS TRUST COMPANY
 711 LEXINGTON AVENUE
 NEW YORK, N. Y.

Lucille Ball Arnaz

⑆010210⑈003010019 5⑈20101⑈ 5-00000

Sample check

Print in color, if possible

Checks and Money Orders

MONEY ORDER	CUSTOMER'S RECEIPT	
SEE BACK OF THIS RECEIPT FOR IMPORTANT CLAIM INFORMATION	Pay to Jacob Jones	
	Address 3323 Arkwright St.	
	Minneapolis, MN 55454	
Serial Number 23335	Date 2012-09-28	Amount \$65.⁰⁰
MONEY ORDER		
Serial Number 23335	2012-09-28	\$65.⁰⁰
	SIXTY FIVE DOLLARS & 00 -----	
Pay to Jacob Jones		
Address 3323 Arkwright	From April Lester	
Minneapolis, MN 55454	Address 880 Harper St., St. Paul, MN 55106	

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: April 12, 2012

Pay to the
order of Rainbow Foods \$ 55.85

Fifty five dollars AND 85/100 dollars

MEMO: _____ Carol Anderson

001 340234 9992324 223843 . .

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

First National Bank,
Minneapolis, MN

DATE: 8/23/12

Pay to the
order of Morning Bakery \$ 102.55

One hundred two dollars AND 55 cents dollars

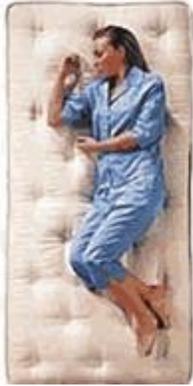
MEMO: _____ Marco Vasquez

001 340234 9992324 223843 . .

4. Where did he go shopping? _____
5. When did he go shopping? _____

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:**

WORD:	MEANING/PICTURE:

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.

CUSTOMER: \$199? Okay. Thanks.

Write the words you know for things in a house Is it singular or plural?

Practice the questions with a partner.

SINGULAR	PLURAL
How much is this _____?	How much are these _____?
pan	cups
bowl	pot holders

Money Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: find regular and sales price on store ads</p> <p>Literacy: Read and write dollar amounts to the hundreds place</p> <p>Listening/speaking: pronounce dollar amounts intelligibly</p> <p>Literacy: read a short story with fluency and expression</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A Problem at the Store (a few copies for learners absent yesterday) • Handout: Can you Please Repeat That • Create sentence strips using the sequence of events in “A Problem at the Store” • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 119, p. 45

Lesson Plan

Warm up and Review

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

Materials/Prep: instructions in ESL Volunteer Tutor Manual, 2012, **Sentence Strips**, p. 119

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

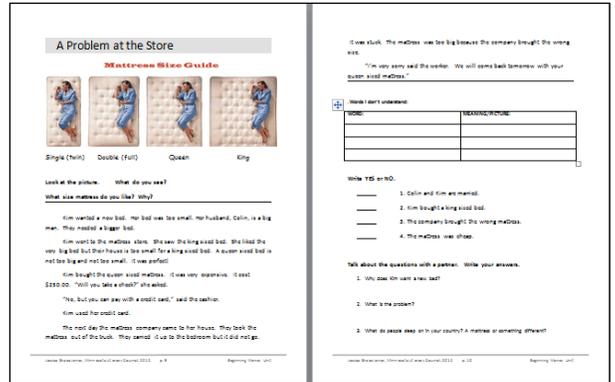
Description: conduct an “Exit Ticket” assessment in which learners must each read off a price in the hundreds.

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.

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

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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.

Reading Test Practice

HOME STORE
Clearance Sale

April 4-6th
All carpets 50% off

1. What can you buy for a lower price?
A. April 4th
B. carpets
C. 50% percent off
D. things for the home

2. What is the last day of the sale?
A. today
B. April 4th
C. April 5th
D. April 6th

Jessica Grace Jones, Minnesota Literacy Council, 2012 Page 15 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 4: Checking for Understanding

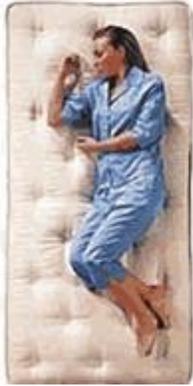
Use the **Exit Ticket** activity on p. 45 of the ESL Volunteer Tutor Manual, 2012.

Ask each learner to read off a price in the hundreds as they leave.

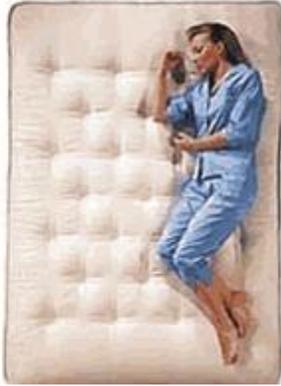
Note any areas that still need review.

A Problem at the Store

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.”

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 4-6th
All carpets 50% off

1. What can you buy for a lower price?

- A. April 4th-6th
- B. carpets
- C. fifty percent off
- D. things for the home

2. When is the last day of the sale?

- A. today
- B. April 4th
- C. April 5th
- D. April 6th

Money Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: find regular and sales price on a tag or ad</p> <p>Literacy: read and understand the words sale, price, regular, furniture</p> <p>Listening/speaking: ask and respond to questions about price</p> <p>Transitions: use math skills to compare prices</p> <p>Grammar: construct “how much” questions with correct subject-verb agreement to ask questions about price (how much is the ___? How much are the ___?)</p> <p>Technology: identify prices of items advertised online</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Reading Test Practice • Handout: I’m Looking for a Coffee Maker • Handout: Which One? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 126 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Computer with Internet access • Computer speakers • Materials for activity 3 (see instructions for options)

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.

Reading Test Practice

President's Day Sale!
Microwaves now only \$67.99
Reg. \$85.00



20% off
All regular priced
kitchen appliances

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

Janice Brundage, Minnesota Literacy Council, 2012 p. 21 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 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/MLCESLListening, 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.

OPTION2: (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**)

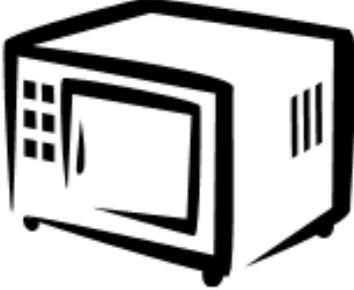
Ask if any learners use the Internet for shopping.

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

President's Day Sale!

Microwaves now only \$67.99
Reg. \$85.00



20% off
All regular priced
kitchen appliances

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

Which One?

	10 cup coffee maker	What do you want to buy? _____ _____
Lowest price		
Highest price		
Which one do you like? Why?		

Money Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: read and write dollar amounts to the hundreds place; find regular price and sales price on a tag or ad</p> <p>Literacy: read and write dollar signs and decimal points</p> <p>Listening/speaking: pronounce dollar amounts intelligibly; ask and respond to questions about price</p> <p>Transitions: use math skills to compare prices of an item</p> <p>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 (<i>It’s \$5.00, They’re \$3.00</i>)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Basic Grammar in Action</i>, p. 91 • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2012, p. 57, 60 • A list of teacher-created sentences for warm up <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • 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.

The image shows a worksheet titled "Reading Test Practice". At the top, it says "Regular Price \$38.99" and "Today ONLY \$29.99". Below this is an advertisement for "MR. COFFEE™ 10-cup Automatic Coffee Maker" with a small image of the coffee maker. A note at the bottom of the ad says "Filters sold separately. (\$3.99 for 10 cups)". Below the ad are two questions:

1. What is the sale price for the coffee maker?
E. \$38.99
F. \$29.99
G. \$3.99
H. \$20.00

2. What was the price before the sale?
A. \$38.99
B. \$29.99
C. \$3.99
D. \$30.00

Step 2: Reviewing Answers

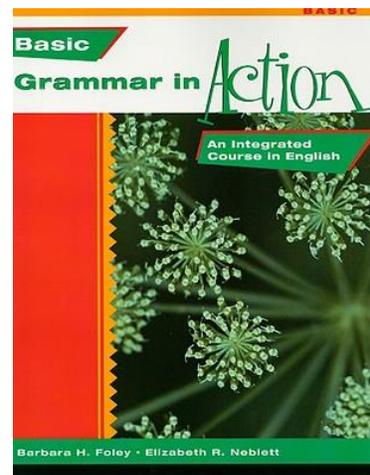
Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

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, 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.

	How Many?	How Much?
1.		
2.		
3.		
4.		
5.		

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.

	How Many?	How Much?
1.		
2.		
3.		
4.		
5.		

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.

	How Many?	How Much?
1.		
2.		
3.		
4.		
5.		

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

Regular Price \$38.55

Today ONLY \$29.99

MR. COFFEE™ 10-cup Automatic Coffee Maker



Filters sold separately (\$3.99 for 50 count)

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

