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Intermediate Level (CASAS reading scores of 201-220)

Money: Week 1

Unit Overview

This is a 2-week unit where students will become familiar with money. They will practice reading, writing, and pronouncing dollar amounts, and use math skills to add and subtract those amounts. They will practice asking how much items are, as well as using *modals* to make polite requests. Students will read paychecks, pay stubs and deposit slips. They will also identify the main idea and supporting ideas within paragraphs and write summaries using transition words.

Focus of Week 1

- Reading, writing, and pronouncing dollar amounts
- Reading short paragraphs and writing summaries
- Identifying the main idea and supporting ideas within paragraphs
- Asking “how much is this/are these---?” for specific items

Money Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill: Read and write dollar amounts.</p> <p>Literacy: Read a short informational paragraph about the dollar bill and write a summary.</p> <p>Listening/speaking: Ask and respond to questions about currency in their home countries; Ask and respond to, “how much is this?”</p> <p>Transitions: Identify the main idea and supporting ideas in a paragraph and write a summary about it.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: The Meaning of the Dollar Bill, Groups 1, 2, & 3 • Handout: Graphic Organizer • Handout: How much is this? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • Money Flashcards (cut out cards) • Volunteer Manual, 2012: Ball Toss, p. 46 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Scissors
Lesson Plan	
<p>Warm up: Listening/Speaking (20mins) <u>Description:</u> Ss will discuss questions about currency in their home countries. <u>Materials/Prep:</u> white or black board and markers/chalk.</p> <p>Activity 1: Literacy/Transitions (60mins) <u>Description:</u> Ss will read three different paragraphs in groups about the dollar bill; they then will identify the important ideas and write a summary for the paragraph they had to read. <u>Materials/Prep:</u> one copy of Sample Paragraph and several copies of The Meaning of the Dollar Bill, Group 1, 2, & 3; multiple copies of Graphic Organizer; ELMO or overhead projector.</p> <p>Activity 2: Life Skill/Transitions/Speaking (30mins) <u>Description:</u> Ss will practice spelling the coins and dollars in the American currency, as well as review their numeracy (one dollar = \$1); they then will add up money and practice asking “How much is this?” <u>Materials/Prep:</u> one copy of Money Flashcards; multiple copies of How much is this?; reference Volunteer Manual, 2012: Ball Toss, p. 46; scissors.</p> <p>Wrap-up: Time permitting, ask Ss what they learned today and write their answers on the board.</p>	

Teacher Directions: Warm Up: Listening/Speaking

- **Materials:** white or black board and markers/chalk

Step 1: Prep

Write these questions on the board. (Do not write the answers in parentheses.)

1. What is the name of your currency? (Americans have the “dollar”.)
2. What color is your money? (The dollar is green.)
3. How much is your smallest coin? (Americans have the 1 cent penny.)
4. What is your greatest bill? (Americans have the hundred dollar bill.)

Step 2: Introduce the Activity

Read each question for your class; then have them read it aloud with you. Discuss what each question means and then give them the examples in parentheses above.

Step 3: Speaking

Put your Ss in to groups of 3 or 4 and have them ask/answer the questions on the board. Make sure that each person gets a chance to ask a question and that everyone answers the question that is asked.

After about 10 minutes, bring everyone back together again and ask Ss from different countries to share their answers. Make sure to ask at least 2-3 Ss from different countries their answers.

Teacher Directions: Activity 1: Literacy/Transitions

- **Materials:** *Sample Paragraph, Graphic Organizer, The Meaning of the Dollar Bill, Group 1, 2, & 3; ELMO or overhead projector*

Step 1: Prep

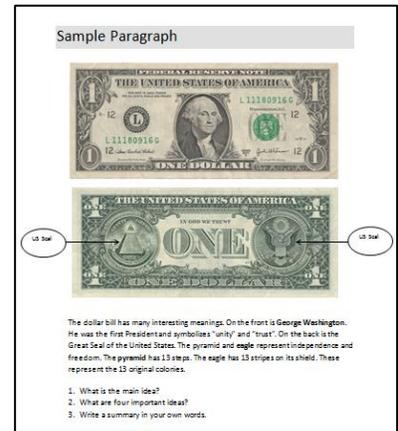
You will need several copies of **The Meaning of the Dollar Bill** handout. You will need a few of **Group 1**, a few of **Group 2**, and a few of **Group 3**. It’s helpful to make these copies on different colored paper so you can track them later on.

The Meaning of the Dollar Bill	The Meaning of the Dollar Bill	The Meaning of the Dollar Bill
<p>GROUP 1</p>  <p>The United States dollar bill has many different meanings on the front. George Washington, America's first President, is on the front. He symbolizes "unity" and "trust".</p>  <p>WASHINGTON, D.C. To the right of George Washington is the Treasury department Seal. The scales on this seal represent "balance" and "justice". The thirteen stars indicate the thirteen colonies. The key represents "trust". 1789 is the year the Department of Treasury was established. Surrounding the "17" are olive branches which symbolize peace.</p>	<p>GROUP 2</p>   <p>The United States dollar bill has many different meanings on the back. "In God We Trust" is above the "ONE". This became the official motto of the United States in 1956. On both sides of the ONE is the Great Seal of the United States. On the left is a pyramid. At the bottom of the pyramid are the Roman numerals: MDCCLXIII, which means "1776". This represents the year America became independent from Britain. The pyramid has 13 unfinished steps representing the 13 colonies. "ANNUIT COEPTIS" means "God favors our undertaking." "NOVUS ORDO SECLORUM" means "New Order of the Ages" which refers to the new form of American government.</p>	<p>GROUP 3</p>   <p>The United States dollar bill has many different meanings on the back. "In God We Trust" is above the "ONE". This became the official motto of the United States in 1956. On both sides of the ONE is the Great Seal of the United States. On the right is an eagle. The eagle is the national symbol of the United States. Above the eagle are 13 stars. On its shield are 13 stripes. This represents the thirteen colonies and the United States flag. In its right talon are 13 arrows. In its left is an olive branch with 13 leaves and 13 olives. This represents war and peace. In the eagle's mouth is a ribbon that says "E Pluribus Unum". This means "out of many (peas); one (nation)".</p> <p>Summarize in Spanish</p> <ol style="list-style-type: none"> 1. Why do you think the dollar bill has the motto "In God We Trust" on it? 2. Why do you think the 13 stripes are so important to the United States? 3. What do you think "out of many states, one nation" means?

Step 2: Setting the context

Hold up a picture of the dollar bill (on the **Sample Paragraph**) and ask your class what it is → *dollar bill*. Ask them if they know any special facts about the dollar bill, like *Who is on the front and why?* Have a brief discussion about what they know, and then tell them that they are going to read about the dollar bill and present a summary of their paragraph afterward to the whole class.

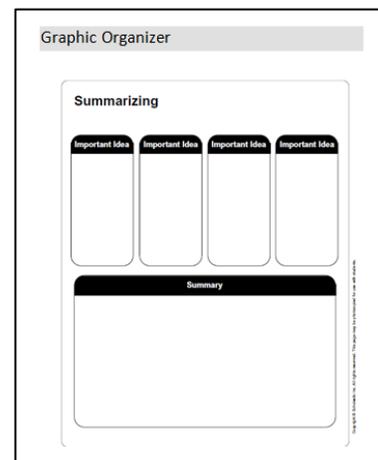
Then write each of the italicized words on the board and discuss their meaning: *unity, trust, balance, justice, thirteen colonies, peace, war, motto, independent, national symbol*. In order to help you think of definitions, make sure you read the three paragraphs for this activity ahead of time so you understand the context in which these words are written.



Step 3: Group Readings

Explain to your class that they are going to read three different paragraphs about the US dollar bill in small groups. They are going to have to identify 4 important ideas and write a summary that they will then share with the class.

Project the **Sample Paragraph** on the board. Read it to your class slowly. Afterwards, go over any concepts/terms/vocab words that were confusing to your Ss; then work through the questions on the handout together. Project the **Graphic Organizer** as you work through the questions so they can see where to write the information.



Next, put Ss into groups of 3-4 and give each group one of the readings: **The Meaning of the Dollar Bill, Group 1, 2, or 3**. Also give them the **Graphic Organizer**. Explain that each person in the group needs to read the paragraph out loud. Tell them to read the paragraph twice before working on the Graphic Organizer. Tell them that when they're finished filling out the four important ideas to call you over so you can check to make sure they're on the right track. Then tell them they can write their summary.

Circle around the room and help where necessary. **NOTE:** Paraphrasing is difficult for even native speakers so you will probably need to provide your Ss with extra guidance.

Step 4: Sharing

Once there are at least three groups who have finished writing summaries from the three different paragraphs, you can regroup as a class. Call on one of the groups that read the first reading to stand

up and present their summary. Project the pictures on that handout so Ss have a reference and discuss any key terms/concepts afterward. Then have Group 2 and 3 read their summaries, etc.

Teacher Directions: Activity 2: Life Skill/Transitions/Speaking

- **Materials:** *Money Flashcards, How much is this?, Volunteer Manual, 2012: Ball Toss, p. 46; scissors*

Step 1: Prep

Make one copy of the **Money Flashcards** handout and **cut out** the cards.

Step 2: Setting the Context

Hold up one of your **Money Flashcards** and ask your class: *What is this?* If they get it right, ask them to spell it. Write the word on the board and practice pronouncing it. Do this for all of the words. Then ask: *How much is a penny?*

LOOK for them to SAY → 1 cent. Write this, and all other equivalents (5 cents, 10 cents, \$1, etc.) next to their words (nickel, dime, one dollar, etc.)

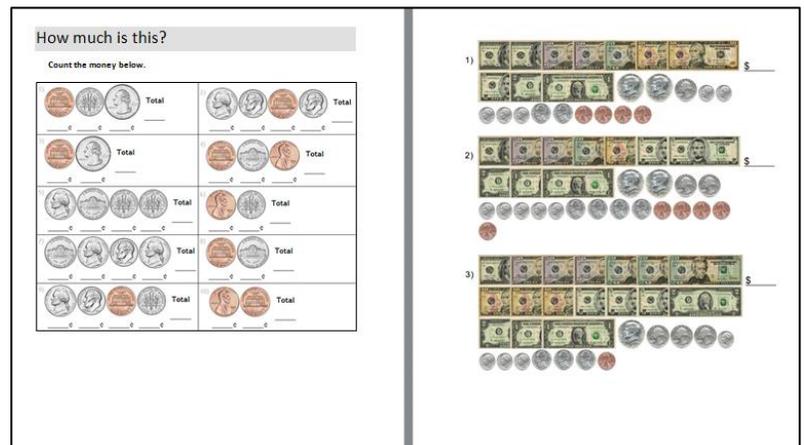


After you have all of the words on the board, hold up one of the flashcards again and ask your class: *How much is this?* Do this for all of the flashcards and make it fun by starting out slow and getting faster and faster.

Step 3: Doing the Math

Pass out the **How much is this?** handout and let your Ss work on it independently. As they finish, pair Ss up together and have them practice asking, *How much is this?*, as they check their answers.

Once everyone has finished, do the **ball toss** game to practice asking the phrase, *How much is this?*, and check the answers. Reference **Volunteer Manual, 2012: Ball Toss, p. 46** to get a general idea of how to execute this activity.



Sample Paragraph



US Seal

US Seal

The dollar bill has many interesting meanings. On the front is **George Washington**. He was the first President and symbolizes “unity” and “trust”. On the back is the Great Seal of the United States. The pyramid and **eagle** represent independence and freedom. The **pyramid** has 13 steps. The eagle has 13 stripes on its shield. These represent the 13 original colonies.

1. What is the main idea?
2. What are four important ideas?
3. Write a summary in your own words.

The Meaning of the Dollar Bill

GROUP 1



The United States dollar bill has many different meanings on the front. George Washington, America's first President, is on the front. He symbolizes **"unity"** and **"trust"**.



To the right of George Washington is the Treasury department Seal. The **scales** on this seal represent **"balance"** and **"justice"**. The thirteen **"stars"** indicate the **thirteen colonies**. The key represents **"trust"**. 1789 is the year the Department of Treasury was established. Surrounding the **"1s"** are olive branches which symbolize **peace**.

The Meaning of the Dollar Bill

GROUP 2



The United States dollar bill has many different meanings on the back. "In God We Trust" is above the "ONE". This became the official **motto** of the United States in 1956. On both sides of the ONE is the Great Seal of the United States. On the left is a pyramid. At the bottom of the pyramid are the Roman numerals, MDCCLXXVI, which means "1776". This represents the year America became **independent** from Britain. The pyramid has 13 unfinished steps representing the 13 colonies. "Annuet Coepit" means "God favors our undertaking". "Novus Ordo Seclorum" means "New Order of the Ages" which refers to the new form of American government.

The Meaning of the Dollar Bill

GROUP 3



The United States dollar bill has many different meanings on the back. “In God We Trust” is above the “ONE”. This became the official **motto** of the United States in 1956. On both sides of the ONE is the Great Seal of the United States. On the right is an eagle. The eagle is the **national symbol** of the United States. Above the eagle are 13 stars. On its shield are 13 stripes. This represents the thirteen colonies and the United States flag. In its right talon are 13 arrows. In its left is an olive branch with 13 leaves and 13 olives. This represents **war** and **peace**. In the eagle’s mouth is a ribbon that says “E

Pluribus Unum”. This means “out of many [states], one [nation]”.

Questions to consider

1. Why do you think the dollar bill has the motto “In God we Trust” on it?
2. Why do you think the 13 colonies are so important to the United States?
3. What do you think “out of many states, one nation” means?

Graphic Organizer

Summarizing

Important Idea	Important Idea	Important Idea	Important Idea

Summary

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Money Flashcards







How much is this?

Count the money below.

<p>1)  Total _____ _____ ¢ _____ ¢ _____ ¢</p>	<p>2)  Total _____ _____ ¢ _____ ¢ _____ ¢ _____ ¢</p>
<p>3)  Total _____ _____ ¢ _____ ¢</p>	<p>4)  Total _____ _____ ¢ _____ ¢ _____ ¢</p>
<p>5)  Total _____ _____ ¢ _____ ¢ _____ ¢ _____ ¢</p>	<p>6)  Total _____ _____ ¢ _____ ¢</p>
<p>7)  Total _____ _____ ¢ _____ ¢ _____ ¢ _____ ¢</p>	<p>8)  Total _____ _____ ¢ _____ ¢</p>
<p>9)  Total _____ _____ ¢ _____ ¢ _____ ¢ _____ ¢</p>	<p>10)  Total _____ _____ ¢ _____ ¢</p>

1)



\$ _____

2)



\$ _____

3)



\$ _____

Money Unit: Week 1, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Transitions: Add bills and coins together to match a price.</p> <p>Literacy: Read and write dollar amounts.</p> <p>Listening/speaking: Ask and respond to the question, “How much is this?”</p> <p>Grammar: Identify the appropriate question (How much is this/are these ...?) based on the amount of items.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Money Flashcards • Handout: How much is this?, Student A & B <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Ball Toss, p. 46 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Play money • Scissors

Lesson Plan

Review: Life Skill (25-30mins)

Directions: Ss will determine the different numeracy values on flashcards and practice asking each other, “How much is this?”

Materials/Prep: copies of **Money flashcards** (do NOT make this handout double-sided); **play money, scissors; ELMO.**

Activity 1: Listening/Speaking/Grammar (50-60mins)

Description: Ss will identify shopping items and then ask each other, “How much is this?” for the items they don’t know the prices for; then, they will build on this phrase and practice asking, “How much IS THIS toothpaste?” or “How much ARE THESE oranges?”

Materials/Prep: copies of **How much is this?, Student A & B**; reference **Volunteer Manual, 2012: Ball Toss, p. 46**; **ELMO or overhead projector.**

Activity 2: Transitions (15-20mins)

Description: Ss will listen to Teacher say a price, and then they will race to add up coins and bills to make that price.

Materials/Prep: **play money**

Wrap-Up

Time permitting, have Ss get into pairs and write down 5 things they learned in class. Share afterwards.

Teacher Directions: Review

- **Materials: Money Flashcards; play money, scissors; ELMO**

Step 1: Introduce the Activity

As Ss come in, give them the **Money Flashcards** handouts and a pair of **scissors**. Tell them to cut out each card and write the amount on the back.

(Extension Activity - optional) Once they're finished, have them come up and grab a handful of **play money** and match it to the coins on their cards.



Step 2: "How much is this?"

Once everyone has finished writing the amounts on the backs of their flashcards, regroup, and hold up a few flashcards (or put them on the **ELMO**) and ask your Ss: "How much is this?"

Then pair your Ss up together and have them do the same thing to each other for each one of the flashcards → one student should hold up a flashcard and say "How much is this?". The other student should then answer. Once the first student has finished asking all of the questions they should switch roles.

Teacher Directions: Activity 1: Listening/Speaking/Grammar

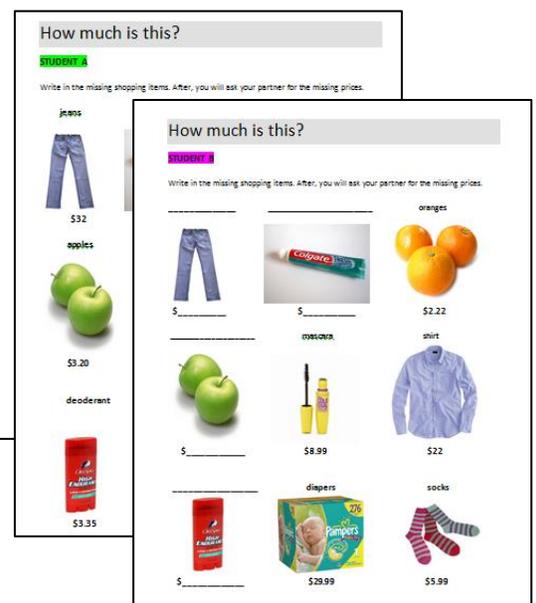
- **Materials: How much is this?, Student A & B; Volunteer Manual, 2012: Ball Toss, p. 46; ELMO or overhead projector**

Step 1: Prep

Make copies of the **How much is this?** handout. If you have 14 Ss, you will need to make **7 copies of Student A** and **7 copies of Student B**. Make them on different colored paper if possible, as this makes things easier to keep track of.

Step 2: Setting the Context

Tell your Ss that you want to go shopping and that you have a \$20 budget. Walk around the room and pick up items that you want



to buy, asking, “How much is this?”, along the way. Write down the values on the board and have your class add them up for you. If you are over budget, ask them what item(s) you should take away in order to stay within \$20.

Finally, ask them: *What question did I ask to find out the price of each item?* Look for them to say: *How much is this?*

Step 3: Asking for prices

Tell your class that they are now going to go shopping and will have to ask each other “How much is this?” for the prices not listed on their handout.

Project the first page of **How much is this?, Student A** on the board and explain that the blank items’ names need to be filled out (i.e., “oranges”). The prices, however, do not, as they will ask their partner for those prices later on. Then project **Student B’s** handout and show them that Student B has the price for the oranges.

Put your Ss in pairs. Give one student the **Student A** copy and the other student the **Student B** copy. Tell them to fill in the missing words; then when both partners are finished, they should ask each other for the prices. Tell them that Student A should ask the prices first.

Step 4: Grammar

After everyone has finished, regroup and build on the phrase, “How much is this?” Point to the *toothpaste* on the handout and ask your class, “How much IS THIS toothpaste?” After your Ss answer, then write *How much is this _____?* on the board. Then point to the mascara and have your class ask a question about how much the mascara costs (*How much is this mascara?*)

Next, point to the *oranges* and ask your class, “How much ARE THESE oranges? Write *How much are these _____?* on the board. Then point to the socks and have your class ask how much they cost (*How much are these socks?*) Discuss when you use which question with your class.

NOTE: Write “is this” and “are these” in a different color if you can. This will draw your Ss’ attention to the grammatical difference.

Next, do the **ball toss** to practice with the items on page 2 of the handout (i.e., have one student ask a question and then toss the ball to another student who will then answer with the price, and so on.) Reference the **Volunteer Manual, 2012: Ball Toss, p. 46** if necessary.

Step 4: More Grammar Practice – time permitting

Have your Ss write the questions and answers to each of the items on the handout in their notebooks.

Teacher Directions: Activity 2: Transitions

- **Materials: play money**

Step 1: Introduce the Activity

Put your Ss in to groups of 3 and give them a bunch of **play money**. Tell them that you are going to say a price and that they are going to have to RACE to put the correct dollars and coins together. Whoever finishes first should bang on their table. You should then check to make sure they are correct; if they are, have one student come up to the board and write the amount on the board. **(NOTE:** If your site doesn't have play money, then have your Ss write down what dollars or coins would add up to the amount you say, for example, "\$1.50" = *one dollar bill and two quarters*.

Step 2: Play the Game

Do a couple of practice rounds and then play the game!

Money Flashcards

Cut out the flashcards and write the amount for each card on the back.





How much is this?

STUDENT A

Write in the missing shopping items. After, you will ask your partner for the missing prices.

jeans

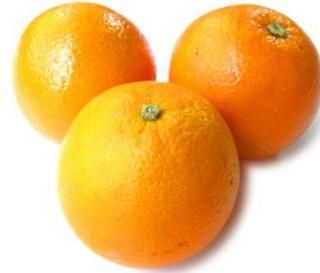


\$32

toothpaste

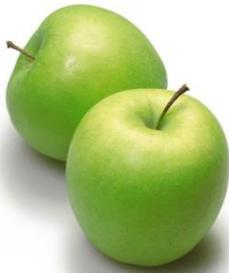


\$2.99



\$ _____

apples



\$3.20

mascara



\$8.99



\$ _____

deoderant



\$3.35



\$ _____



\$ _____

shampoo



\$ _____



\$3.32



\$ _____

rice



\$ _____



\$4.50

chips



\$2.99

TV



\$599



\$ _____

baby food



\$0.91

How much is this?

STUDENT B

Write in the missing shopping items. After, you will ask your partner for the missing prices.

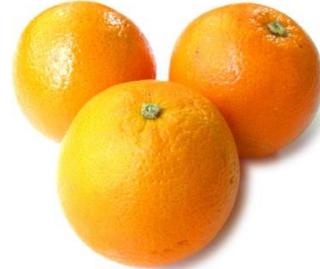


\$ _____



\$ _____

oranges



\$2.22



\$ _____

mascara



\$8.99

shirt



\$22



\$ _____

diapers



\$29.99

socks



\$5.99

soap



\$3.25



\$ _____

pens



\$1.25

notebooks



\$4.99



\$ _____



\$ _____

basketball



\$ _____



\$15.99



\$ _____

Money Unit: Week 1, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Literacy: Read a short informational paragraph about money and answer questions.</p> <p>Listening/speaking: Pronounce dollar amounts intelligibly.</p> <p>Transitions: Use subtraction to determine the correct amount of change needed.</p> <p>Grammar: Determine which question is correct, How much is this/are these---?, based on the amount of items.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: How much is this/are these? • Handout: The Meaning of the Dollar Bill <p>Make Single Copies or Reference</p> <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector • Play money

Lesson Plan

Review : Grammar (30mins)

Description: Ss will write *How much is this/are these...?* for the appropriate number of items being sold.

Materials: copies of ***How much is this/are these?***

Activity 1: Listening/Speaking (30mins)

Description: Ss will practice pronouncing dollar amounts intelligibly.

Materials/Prep: use the handout from the previous activity.

Activity 2: Life Skill/Transitions (30-40mins)

Description: Ss will use subtraction to make the correct amount of change.

Materials/Prep: use the handout from the previous activity; **play money.**

Activity 3: Life Skill/Literacy (20mins)

Time permitting

Description: Ss will read an informational paragraph and answer questions.

Materials/Prep: copies of ***The Meaning of the Dollar Bill***; **ELMO or overhead projector.**

Wrap-up

Ask Ss to tell you what they learned today.

Teacher Directions: Review: Grammar

- **Materials: How much is this/are these?**

Step 1: Introduce the activity

As Ss come in, give them the **How much is this/are these?** handout. Explain what they need to do, and then let them work on it by themselves for about 15 minutes.

Step 2: Checking Comprehension

After about 15 minutes, regroup and go over the handout together as a class. Review the grammar point: *How much IS THIS* = one item; *How much ARE THESE* = two or more items. Then call on one student to read the question and another for the answer. Discuss.

How much is this/are these?

Write questions about how much each item is. Then you then need to answer them correctly.

Remember: If you have ONE item, you say *How much IS THIS* → IT IS ...
If you have TWO or MORE items, you say *How much ARE THESE* → THEY ARE ...

Now Practice!

\$1.90
 How many tubes of toothpaste are there? ONE
QUESTION: How much **IS THIS** toothpaste?
ANSWER: IT IS \$1.90.

\$3.13
 How many oranges are there? _____
QUESTION: How much **ARE THESE** _____?
ANSWER: **THEY ARE** _____.

\$1.40
 How many apples are there? _____
QUESTION: How much **are** _____?
ANSWER: **They** _____.

\$22
 How many shirts are there? _____
QUESTION: How much **is** _____?
ANSWER: **It** _____.

Teacher Directions: Activity 1: Listening/Speaking

- **Materials: How much is this/are these?**

Step 1: Setting the Context

Write a few dollar amounts on the board and ask Ss how they say them (i.e., \$2.99 = two ninety-nine OR two dollars and ninety-nine cents). Discuss the differences and which ones Americans say more often (two ninety-nine – we shorten it to make it quicker to say. Therefore, that’s the pronunciation rule you should focus on for this activity.)

Step 2: Pronunciation Rule

Then write \$2.50 and \$2.15 on the board. Ask a student to pronounce one of the prices. Circle which one you heard. Even if the student pronounces their choice correctly, use this opportunity to teach them the pronunciation rule:

- For numbers that end in “teen”, English uses RISING intonation at the end → fifTEEN
- For numbers between 20 and 90 (20, 30, 40), there is FALLING intonation at the end → FIFty

Have Ss practice this with you and then write a few more examples on the board: \$3.30 vs. \$3.13.

Step 3: Practicing

Put Ss in pairs, and using the **handout** from the previous activity have one student say the price, and the other write down what they hear in their notebook. **NOTE:** The student listening should NOT be

looking at the handout; they should only be listening for the price; then they should switch parts. Remind them that if they need their partner to repeat something that they can say, “Can you repeat that please?”

When they finish, have them check their answers with the handout, and then practice asking/answering the questions on the handout until everyone is finished with the activity.

Teacher Directions: Activity 2: Life Skill/Transitions

- **Materials:** *How much is this/are these?*; play money

Step 1: Setting the Context

Project the first page of **How much is this/are these?** handout from the Review and ask Ss what cash they could use to pay for the toothpaste → *three dollar bills, five dollars, etc.* Depending on what your Ss say, ask them what amount of CHANGE they would receive back. Do some simple subtraction problems on the board so everyone can see how you are getting your answers.

Step 2: Making Change

Then put Ss in to pairs and pass out the **play money**. (**NOTE:** If your site doesn't have play money, your Ss will have to determine the amount of money they want to use to pay for the items, similar to what they did in the Setting the Context portion of this activity.)

Next, using the handout from the previous activities, have one student be the “cashier” and the other student be the “customer”. The customer then asks, “How much is this/are these...?”, the cashier responds, and then the customer pays for the item. The cashier then makes change. They should assume the same roles until all of the items have been paid for; then they should switch parts.

How much is this/are these?

Write questions about how much each item is. Then you then need to answer them correctly.

Remember: If you have ONE item, you say *How much IS THIS* → *IT IS* ...
If you have TWO or MORE items, you say *How much ARE THESE* → *THEY ARE* ...

Now Practice!

\$2.90
 How many tubes of toothpaste are there? ONE
QUESTION: How much IS THIS toothpaste?
ANSWER: IT IS \$2.90.

\$3.13
 How many oranges are there? _____
QUESTION: How much ARE THESE _____?
ANSWER: THEY ARE _____.

\$2.40
 How many apples are there? _____
QUESTION: How much are _____?
ANSWER: They _____.

\$22
 How many shirts are there? _____
QUESTION: How much is _____?
ANSWER: It _____.

Teacher Directions: Activity 3: Life Skill/Literacy

- **Materials:** *The Meaning of the Dollar Bill*; ELMO or overhead projector

Step 1: Setting the Context

Ask Ss who is on the one dollar bill. Discuss why he is significant and why they think the United States put him on the one dollar bill (instead of say, the fifty or one hundred dollar bill).

Step 2: Reading

Pass out the **The Meaning of the Dollar Bill** handout and have Ss work on it independently. As they finish, pair them up together and have them read the paragraph out loud before they ask/answer the questions.

Step 2: Reading

Time permitting, project the handout on the board and read it together as a class. Then go over the questions and answers.

The Meaning of the Dollar Bill	
	<p>Now answer the comprehension questions below</p> <ol style="list-style-type: none">1. What does George Washington symbolize?2. Why do you think he is on the one dollar bill?3. Why is the number 13 important to the United States?4. What do olive branches symbolize?5. Why do you think they are on the one dollar bill?
	<p>The United States dollar bill has many different meanings on the front. George Washington, America's first President, is on the front. He symbolizes "unity" and "trust".</p> <p>To the right of George Washington is the Treasury department seal. The colors on this seal represent "peace" and "justice". The thirteen "stars" indicate the thirteen colonies. The key represents "trust". 1789 is the year the Department of Treasury was established. Surrounding the "17" are olive branches which symbolize peace.</p>

How much is this/are these?

Write questions about how much each item is. Then you then need to answer them correctly.

Remember: If you have ONE item, you say *How much IS THIS ---? IT IS ---.*

If you have TWO or MORE items, you say *How much ARE THESE---? THEY ARE ---.*

Now Practice!

\$2.90



How many tubes of toothpaste are there? ONE

QUESTION: How much **IS THIS** toothpaste?

ANSWER: **IT IS** \$2.90.

\$3.13



How many oranges are there? _____

QUESTION: How much **ARE THESE** _____?

ANSWER: **THEY ARE** _____.

\$2.40



How many apples are there? _____

QUESTION: How much **are** _____?

ANSWER: **They** _____.

\$22



How many shirts are there? _____

QUESTION: How much **is** _____?

ANSWER: **It** _____.

\$29.99



How many diapers are there? 276

QUESTION: How much _____?

ANSWER: **They** _____.

\$5.50



How many socks are there? _____

QUESTION: _____

ANSWER: _____

\$1.25



How many bars of soap are there? _____

QUESTION: _____

ANSWER: _____

\$4.16



How many bottles of shampoo are there? _____

QUESTION: _____

ANSWER: _____

\$3.70



How many notebooks are there? _____

QUESTION: _____

ANSWER: _____

The Meaning of the Dollar Bill



The United States dollar bill has many different meanings on the front. George Washington, America's first President, is on the front. He symbolizes **"unity"** and **"trust"**.



To the right of George Washington is the Treasury department Seal. The **scales** on this seal represent **"balance"** and **"justice"**. The thirteen **"stars"** indicate the **thirteen colonies**. The key represents **"trust"**. 1789 is the year the Department of Treasury was established. Surrounding the **"1s"** are olive branches which symbolize **peace**.

Now answer the comprehension questions below

1. What does George Washington symbolize?
2. Why do you think he is on the one dollar bill?
3. Why is the number 13 important to the United States?
4. What do olive branches symbolize?
5. Why do you think they are on the one dollar bill?

Money Unit: Week 1, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Life skill/Literacy: Read a short informational paragraph and answer questions</p> <p>Listening/speaking: Pronounce dollar amounts intelligibly; pronounce the /n/ sound in isolation and context.</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: Say the Amount • Handout: The Meaning of the Dollar Bill • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • <u>Volunteer Manual, 2012</u>: Letter/Sound Drill, p. 113 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • ELMO or overhead projector

Lesson Plan

Review: Listening/Speaking (40mins)

Description: Ss will practice writing and saying different dollar amounts.

Materials/Prep: copies of **Say the Amount**; **ELMO or overhead projector**.

Activity 1: Life Skill/Literacy (30-40mins)

Description: Ss will read a short informational paragraph and answer questions.

Materials/Prep: copies of **The Meaning of the Dollar Bill**.

Activity 2: Listening/Speaking (20-30mins)

Description: Ss will practice the /n/ sound in isolation and context

Materials/Prep: reference **Volunteer Manual, 2012: Letter/Sound Drill, p. 113**; **The Meaning of the Dollar Bill**.

Activity 3: CASAS Practice Test

Description: Ss will take a practice CASAS Reading Test.

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

Teacher Directions: Review: Listening/Speaking

- **Materials:** *Say the Amount*; ELMO or overhead projector

Step 1: Setting the Context

Write this price on the board: \$2.30. Ask your Ss how they say this price → *two dollars and thirty cents* OR *two thirty*. If your Ss don't come up with both of these answers on their own, supply them. Then ask them which one native English speakers use most often (*two thirty*).

Step 2: Writing Dollar Amounts

Pass out the **Say the Amount** handout and have your Ss work on it independently. Allow about 10-15 minutes for this, which will provide a buffer for those late Ss.

Step 3: Saying Dollar Amounts

Project the handout on the board. BEFORE you go over it, ask them what the difference is when we say "90" vs. "19" (this is review from yesterday) → *when we say 90, our voice goes down at the end (NINEty), when we say 19, our voice goes up at the end (nineTEEN); this rule holds true for the rest of the numbers (13/30, 14/40, 15/50, etc.)*

Say the Amount

Write out the two ways to say the following dollar amounts.

Example

\$2.90
1) two dollars and ninety cents
2) two, ninety

\$4.50
1)
2)

\$4.15
1)
2)

\$10.30
1)
2)

\$7.13
1)
2)

\$22.70
1)
2)

\$36.17
1)
2)

Once you feel like they have the hang of it, then go over the worksheet together. Make sure they pronounce the numbers correctly.

EXTENSION: Pair Ss up and have them practice saying the amounts to each other. One person says an amount, and the other person listens and writes the amount they hear in their notebook. When they're finished, they can look at their answers. Then they should switch parts.

Teacher Directions: Activity 1: Literacy

- **Materials:** *The Meaning of the Dollar Bill*

Step 1: Setting the Context

Ask your class why there are 13 stars and stripes on the United States flag. Discuss this significance and importance to American history. Then ask if this significance is portrayed on our currency anywhere, and if so, where. **NOTE:** This should be review for most.

Step 2: Reading

Put Ss in pairs and pass out **The Meaning of the Dollar Bill**. Give one copy for each pair. Consider pairing a stronger student with a weaker one. Tell your Ss to read the paragraph out loud together twice BEFORE they start answering the questions.

Once almost everyone is finished, regroup and go over the paragraph and questions/answers.

<p>The Meaning of the Dollar Bill</p>  <p>The United States Dollar Bill has many different meanings on the bill. The Big One "One" is also on the bill. This is the actual number! The United States is 1800. On both sides of the bill is the Great Seal of the United States. On the left is a pyramid. It is the same as the pyramid on the Roman numeral 1000000. It all means "1776". This represents the year America became independent from Britain. It happened on 13 United States representing the 13 colonies. "E Pluribus Unum" means "Out of Many Comes One". "E Pluribus Unum" means "Out of Many Comes One". It is the motto of the American government.</p>	<p><u>Directions/Questions</u></p> <ol style="list-style-type: none"> 1. What is the real meaning of the United States? 2. Why do you think it is included on the dollar bill? 3. Why is the year 1776 included on the dollar bill? 4. Why are there 13 stars on the top of the bill?
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Teacher Directions: Activity 2: Listening/Speaking

- **Materials:** *Volunteer Manual, 2012: Letter/Sound Drill, p. 113, The Meaning of the Dollar Bill*

Step 1: Setting the context

You will be working on the /n/ sound for this activity, so write down the words “nap”, “one”, “ton”, and “nine” on the board. Say each word and ask your Ss to repeat after you. Then ask them what sound is the same in each word → *look for them to say ‘n’*. If they don’t, then supply the answer for them.

Step 2: Letter/Sound Drill

Follow the instructions on **p. 113** of the **Volunteer Manual**, and use **The Meaning of the Dollar Bill** for the story (step 7 in the Volunteer Manual directions).

Teacher Directions: Activity 3: CASAS Test Practice

- **Materials:** *Reading Test Practice; ELMO or overhead projector*

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 Ss’ papers.

Say the Amount

Write out the two ways to say the following dollar amounts.

Example

\$2.90

1) two dollars and ninety cents

2) two ninety

\$4.50

1)

2)

\$4.15

1)

2)

\$10.30

1)

2)

\$7.13

1)

2)

\$22.70

1)

2)

\$36.17

1)

2)

\$59.16

1)

2)

\$77.60

1)

2)

\$40.33

1)

2)

\$14.76

1)

2)

\$90.66

1)

2)

\$19.34

1)

2)

\$100.40

1)

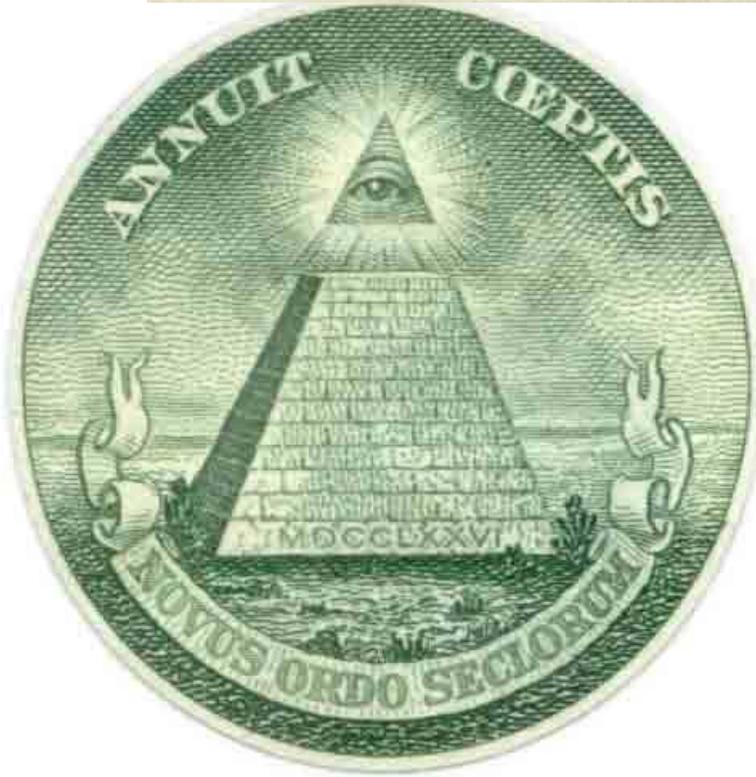
2)

\$10.14

1)

2)

The Meaning of the Dollar Bill



The United States dollar bill has many different meanings on the back. “In God We Trust” is above the “ONE”. This became the official **motto** of the United States in 1956. On both sides of the ONE is the Great Seal of the United States. On the left is a pyramid. At the bottom of the pyramid are the Roman numerals, MDCCLXXVI, which means “1776”. This represents the year America became **independent** from Britain. The pyramid has 13 unfinished steps representing the 13 colonies. “Annuet Copetis” means “God favors our undertaking”. “Novus Ordo Seclorum” means “New Order of the Ages” which refers to the new form of American government.

Now answer the questions

1. What is the official motto of the United States?
2. Why do you think it's included on the dollar bill?
3. Why is the year 1776 included on the dollar bill?
4. Why are there 13 steps on the pyramid? What do they represent?

Reading Test Practice

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- B. CVS Pharmacy
- C. ExtraCare
- D. Park Ave

2. How much was the total?

- A. \$7.80
- B. \$11.48
- C. \$20.00
- D. \$12.20

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PHARMACY: 792-3866 STORE: 792-3870

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ExtraCare Card #: *****8836

1 THERAFLU F&S 6CT	6.49T
1 CVS NT DECON 10Z	4.99T

2 ITEMS

SUBTOTAL	11.48
MA 6.25% TAX	.72
TOTAL	12.20
CASH	20.00
CHANGE	7.80



2500 6571 0476 3240 24
RETURNS WITH RECEIPT THRU 04/17/2011

FEBRUARY 16, 2011 4:39 PM

EARN 2% BACK ON ALMOST EVERYTHING
IN THE STORE AND ON CVS.COM WHEN
YOU USE YOUR EXTRACARE CARD.

THANK YOU. SHOP 24 HOURS AT CVS.COM

3. How did this person pay?

- A. Cash
- B. Check
- C. Credit Card
- D. Debit card

4. How much change did this person receive?

- A. \$20.00
- B. \$.72
- C. \$7.80
- D. \$11.48