



Sharing the Power of Learning

The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Pre-Beginning Level (CASAS reading scores of 153-180)

Money: Week 1 of 2

Unit Overview

In this 2-week unit learners will work with money in a variety of forms (coins, dollar amounts, making change, writing numbers) and all modalities (reading, writing, listening, speaking). Learners will also learn the names of some commonly purchased housewares and practice asking the price of these items.

Focus of Week 1

- *Recognize and name **American coins and bills** and their value*
- *Read, write, and listen for **dollar amounts**.*
- *Identifying and counting **equal amounts** of money (ex. 4 quarters in a dollar)*

Focus of Week 2

- ***Housewares vocabulary***
- ***Distinguish singular and plural nouns***
- ***Ask about the price of an item***
- ***Count out payment for a purchase***

Money Unit: Week 2, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transitions & Critical Thinking: recognize the relationship between numbers (on a number line). Identify, extend, and use patterns to solve problems.</p> <p>Life skill: read a simple story about a healthcare experience.</p> <p>Literacy: read simple statements about a story and evaluate if they are true or false.</p> <p>Listening/speaking: listen for and record beginning and ending consonant sounds of individual words from a story.</p> <p>Literacy: recognize and write ten common housewares</p> <p>Listening/speaking: listen for and pronounce common housewares vocabulary.</p> <p>Grammar: identify singular and plural nouns (ex. pot, spoons).</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A Problem at the Store • Handout: Kitchen Things <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Large pictures of housewares vocabulary <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • One set of large alphabet cards, several sets of small alphabet tiles • A large dry erase calendar or calendar pocket chart • Demonstration clock with moveable hands • Day of the week and month of the year cards • Materials for Literacy Basic Skills Review (see inst.)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills.

Materials/Prep: (see activity instructions)

Story of the Week: Life Skills, Literacy, Listening & Speaking

Description: read a story about the topic, complete comprehension questions and phoneme dictation.

Materials/Prep: copies of **A Problem at the Store**, one copy of teacher dictation script.

Unit Theme Activity: Listening & speaking, Literacy, Grammar

Description: introduce and practice housewares vocabulary

Materials/Prep: copies of **Kitchen Things** handout, single copies of large housewares pictures

Checking for Understanding: Listening & Speaking

Description: students name housewares pictures as they leave the room.

Materials/Prep: (none)

Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Step 1: Time

1. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
2. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

Step 2: Calendar

3. Point to the calendar. Ask **What month is it?** Model the answer **This month is _____** and have learners repeat. Have everyone spell the month aloud.
4. Ask **What was last month? Last month was _____.** **What is next month? Next month will be ____.**
5. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
6. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8th, the 15th, the 22nd, the 29th).**
7. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
8. Ask for volunteers to write today's date on the board. Applaud the writer.
9. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

Step 3: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

Step 1: Independent Practice

These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

1. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

2. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

3. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

l
Name: _____

Name: _____

4. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

5. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

6. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

Technology Option: iPad letter tracing

There are a wide variety of free and low cost iPad apps to help learners develop letter formation and awareness of letter names and sounds. Try searching the app store for “letter tracing” or “alphabet tracing.” Select apps with no ads, simple interface, and clear sound quality (it is important that learners can clearly hear the names and sounds of the letters).

1. Learners practice turning on an iPad, attaching headphones, and adjusting volume.
2. Teacher navigates to the appropriate app.
3. Learners practice tracing letters with their finger.

Teacher Directions: Story of the Week: Literacy, Listening & Speaking, Life Skills

-Materials: copies of **A Problem at the Store**

Step 1: Context

1. Distribute the story and **look at the pictures together**. Ask: “What do you see? What is this? What is he/she doing?”
2. Pre-teach the word ***stuck*** using pictures or pantomime.
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

The image shows two pages of a story titled "A Problem at the Store". The left page contains the story text and three illustrations: a delivery truck, a man carrying a large mattress, and a man carrying a large box. The right page contains comprehension questions and a word list.

A Problem at the Store

1. Kim got a new mattress.
2. She got a queen sized mattress at the store.
3. The next day, the man from the store came to her house.
4. They got the mattress out of the truck.
5. They took the bed to the bedroom.
6. They took the bed up the stairs.
7. But the bed did not go.
8. It was stuck.
9. The bed was too big.
10. The man got the wrong size!
11. "I'm sorry," said the worker.
12. We will come back tomorrow.
13. We will get the right bed tomorrow.

A Problem at the Store

Write YES or NO.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

1. The bed is too small.
2. The bed was stuck.
3. The workers will come back tomorrow.
4. They took the bed to the bedroom.
5. The man came in a truck.
6. The man got the wrong bed.

Listen. Write the letters.

1. ___ ized
2. ___ ay
3. ___ ouse
4. ___ ruck
5. ___ quee
6. ___ ou
7. ___ o
8. ___ ro
9. ___ e
10. ___ ex

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Practice the text again** with choral reading, partnered reading, or individual reading of separate lines of the text.

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete yes/no comprehension questions.** If learners cannot yet read the questions well enough to answer independently, read the questions aloud as a class.
10. **Complete the dictation exercise.** The purpose of this exercise is to help students focus on beginning and ending consonant sounds and the letters that correspond with them. For very beginners, you may want to start with a review of the letter names and sounds that appear in this exercise. Read each word aloud slowly. Learners should avoid referring back to the story to find the word and copy the correct letters. This is a listening activity.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

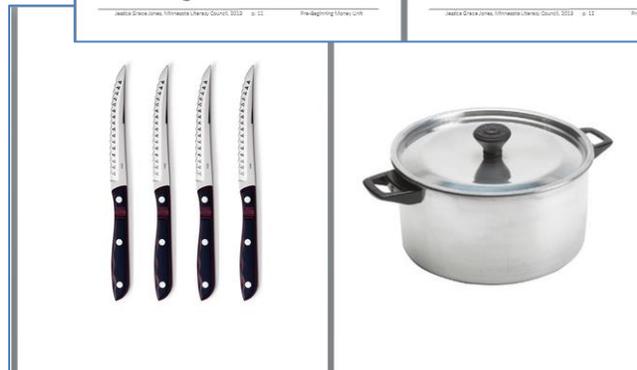
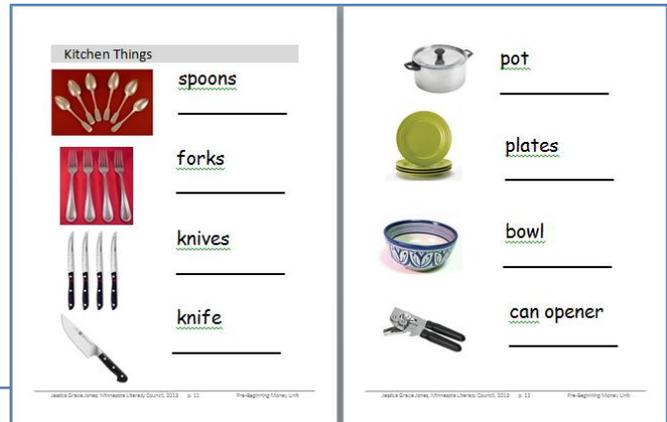
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Grammar

-Materials: copies of **Kitchen Things** handout, single copies of large housewares pictures

Step 1: Introduce new vocabulary

1. Distribute copies of the **Kitchen Things** handout. Look at the pictures and repeat the names of the items while pointing to them.
2. Learners copy the words while saying them aloud.
3. Teacher calls out the name of an item and learners point to the item.
4. Teacher shows a picture of an item and learners name the item. (Return these large pictures to your coordinator for use tomorrow.)



Step 2: Distinguish Singular and Plural Nouns

5. Write two column headings on the board: **1** _____ **2 or more**
6. Point to the picture of the spoons.

Ask: *One or more?* Copy the word spoons under the appropriate heading. Repeat with the rest of the vocabulary on the handout. Learners can take turns recording words under the headings on the board.

7. Show how to put the article "a" in front of singular nouns and underline the "s" at the end of plural nouns.

Teacher Directions: Checking for Understanding

-Materials: (none)

Using the large housewares pictures, quiz students about the names of the items as they leave.

A Problem at the Store

1. Kim got a new mattress.
2. She got a queen sized mattress at the store.
3. The next day, the men from the store came to her house.
4. They got the mattress out of the truck.
5. They took the bed to the bedroom.
6. They took the bed up the stairs.
7. But the bed did not go.
8. It was stuck.
9. The bed was too big.
10. The men got the wrong size!
11. "I'm sorry," said the worker.
12. We will come back tomorrow.
13. We will get the right bed tomorrow.



A Problem at the Store

Write YES or NO.

- | | |
|----------|---|
| 1. _____ | 1. The bed is too small. |
| 2. _____ | 2. The bed was stuck. |
| 3. _____ | 3. The workers will come back tomorrow. |
| 4. _____ | 4. They took the bed to the bathroom. |
| 5. _____ | 5. The men came in a truck. |
| 6. _____ | 6. The men got the wrong bed. |

Listen. Write the letters.

- | | |
|-------------|------------------|
| 1. ____ized | 6. ou____ |
| 2. ____ay | 7. ____ o ____ |
| 3. ____ouse | 8. ____ ro ____ |
| 4. ____ruck | 9. ____ e ____ |
| 5. quee____ | 10. ____ ex ____ |

Teacher Script for dictation:

1. Sized
2. Day
3. House
4. Truck
5. Queen
6. Out
7. Got
8. From
9. Men
10. Next

Kitchen Things



spoons



forks



knives



knife



pot



plates



bowl



can opener



microwave



tea kettle





















Money Unit: Week 2, Tuesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transitions & Critical Thinking: <i>sequence components, items, or ideas in a logical or structured manner (chronologically).</i></p> <p>Transitions & Critical Thinking: <i>recognize the relationship between numbers (on a number line). Identify, extend, and use patterns to solve problems.</i></p> <p>Listening/speaking: <i>retell a simple text in own words</i></p> <p>Transition & Critical Thinking: <i>scan written text or listen for specific information</i></p> <p>Literacy: <i>read and write dollar amounts with dollar signs and decimal points</i></p> <p>Listening/speaking: <i>listen for an pronounce common kitchen housewares; pronounce dollar amounts intelligibly</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A Problem at the Store (from Monday) • Handout: How Much Is It? <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • a large dry erase calendar or calendar pocket chart with removable cards • demonstration clock with moveable hands • day of the week and month of the year cards • Create a large number line from 0-\$1.00 • Real coins of different denominations • Price cards for unit theme activity (if you have learners who cannot write prices)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Numeracy Basic Skills Review: Transitions & Critical Thinking

Description: apply concepts of counting coins to a number line to reinforce mathematical concepts

Materials/Prep: create a large number line from 0-\$1.00, real coins of different denominations, ESL Volunteer Tutor Manual, 2013, **Number Line**

Story of the Week: Listening & Thinking, Transitions & Critical Thinking

Description: review the story of the week, scan for key words, and identify word families.

Materials/Prep: copies of **A Problem at the Store** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy, Transitions & Critical Thinking

Description: learners will listen for and record the prices of different housewares

Materials/Prep: copies of **How much is it?** handout, price flashcards (for very low students only), pre-record the dialogue (optional)

Checking for Understanding: Listening & Speaking

Description: learners quiz each other about the names of the housewares and their prices

Materials/Prep: (none)

Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Step 1: Time

10. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
11. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

Step 2: Calendar

12. Point to the calendar. Ask **What month is it?** Model the answer **This month is _____** and have learners repeat. Have everyone spell the month aloud.
13. Ask **What was last month? Last month was _____.** **What is next month? Next month will be _____.**
14. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
15. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8th, the 15th, the 22nd, the 29th).**
16. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
17. Ask for volunteers to write today's date on the board. Applaud the writer.
18. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

Step 3: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Numeracy Basic Skills Review: Transitions & Critical Thinking, Life Skills

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, create a large number line from 0-\$1.00, real coins of different denominations

Adapt the **Number Line** routine (see ESL Volunteer Tutor Manual) to assess and practice the following objectives:

- Learners can name coins and their values
- Learners can place coins on a number line according to their value
- Learners can use a number line to describe which coins are worth *more or less*
- Learners can use a number line to add coins together
- Learners can use a number line to show equivalent values (ex. a nickel and two dimes is equal to a quarter)
- Learners can count by 5s, 10s, 25s (quarters)

Although learners may not need a number line to accomplish these tasks, it is important for future math work that they learn how to represent these skills on a number line.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **A Problem at the Store** from Monday

Step 1: Context

1. Learners find their copy of the story and **look at the pictures together**.
Ask: "What do you see? What is this? What is he/she doing?"
2. Review the word **stuck**.
3. Ask: "**Where is the title?**" Have everyone find and point to the title.
Read the title together.

The image shows two pages of a story titled "A Problem at the Store". The left page contains the story text and three illustrations: a delivery truck, a man carrying a large mattress, and a man carrying a large box. The right page contains comprehension questions and a listening exercise.

A Problem at the Store

1. Kim got a new mattress.
2. She got a super sized mattress at the store.
3. The next day, the man from the store came to her house.
4. They got the mattress out of the truck.
5. They took the bed to the bedroom.
6. They took the bed up the stairs.

7. Out the bed did not go.
8. It was stuck.
9. The bed was too big.
10. The man got the wrong size!

11. "I'm sorry," said the worker.
12. We will come back tomorrow.
13. We will get the right bed tomorrow.

A Problem at the Store

Write YES or NO.

1. _____ 1. The bed is too small.
2. _____ 2. The bed was stuck.
3. _____ 3. The workers will come back tomorrow.
4. _____ 4. They took the bed to the bathroom.
5. _____ 5. The man came in a truck.
6. _____ 6. The man got the wrong bed.

Listen. Write the letters.

1. ___ ized ___ 6. ou ___
2. ___ ay ___ 7. ___ o ___
3. ___ ouse ___ 8. ___ ro ___
4. ___ ruck ___ 9. ___ e ___
5. ___ quee ___ 10. ___ ex ___

Step 2: Practice the Text

4. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
5. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
6. **Teacher reads and learners repeat** each line of the story.
7. **Learners practice changing the first sound to create new words (word families)**. Together find the word “**wrong**”. Each learner copies the word in their notebook. The teacher leads students in copying the word ending three times below the word and saying the resulting sound (“**ong**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - long
 - song
 - gong

NOTE: the sound “ong” should not be broken down into individual sounds when introduced. Instead, it should be taught as a “chunk” of language that makes a unique sound and is not broken apart.

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Complete or review yes/no questions and dictation, as needed**. Re-read the yes/no questions and dictation words as a group.
10. **Learners underline and circle key words**. This activity helps learners with scanning skills and comprehension of oral instructions. Teacher gives each instruction orally. Learners listen and circle or underline the appropriate word. circle the words **bedroom, truck, worker**. Underline the words **wrong, big**.
11. **Learners evaluate their own comprehension**. Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.
12. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy

-Materials: copies of **How Much Is It?** handout, price flashcards (for very low students only) –see instructions

Step 1: Preparation

You may want to pre-record the dialogue for this activity so that the learners can hear two voices speaking.

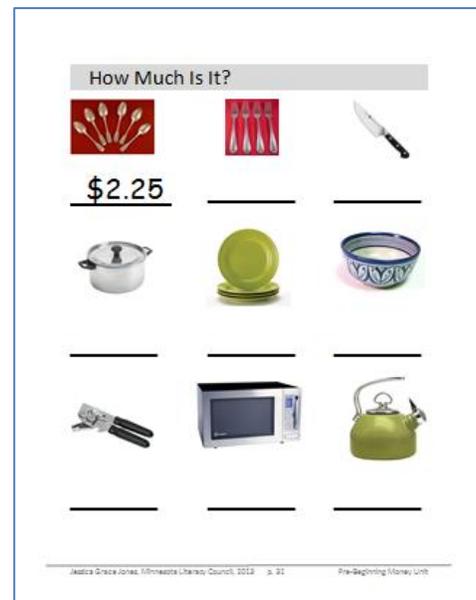
Also, if you have some learners in your class who are not yet able to write a dollar amount independently, create small flashcards with the answers for this activity (below). Those learners can choose the correct answer from the flashcards and copy it onto their worksheet.

Step 2: Context

1. Ask: *Where do you go shopping? What do you buy? Where do you see the price? (write a dollar amount on the board to illustrate price).*
2. *When I go shopping...sometimes I see the price...but sometimes I don't see the price....I ask a worker, "How much is this?"*
3. *Today, you're going to listen and write the prices.*

Step 3: Model the activity

4. Use a projector to show the worksheet: **How Much Is It?**
5. Review the names of the items by saying them aloud, learners repeat.
6. Read (or play) the first item in the dialogue (below).
7. Demonstrate how to find the picture of the item on the worksheet and write the price below the item.



Step 4: Independent Practice

8. Read (or play) the dialogue, repeating items as necessary, until learners are able to write the prices on their worksheet.
9. Review answers as a class.

Listening Dialogue

- CUSTOMER: Excuse me, how much are the spoons?
CASHIER: The spoons? They are **\$2.25**
- CUSTOMER: Can you tell me, how much is the bowl?
CASHIER: Sure. The bowl is **\$13.00**
- CUSTOMER: I'm wondering, how much is the microwave?
CASHIER: Of course. The microwave is **\$40.00**
- CUSTOMER: Hi there. How much are the forks?
CASHIER: The forks are on sale for **\$3.50**
- CUSTOMER: Excuse me, how much is the can opener?
CASHIER: The can opener? It is **\$1.74**
- CUSTOMER: Hello. How much are the plates?
CASHIER: The plates are **\$6.89**
- CUSTOMER: Can you tell me...how much is the tea kettle?
CASHIER: The tea kettle? It's **\$25.00**
- CUSTOMER: How much is the knife?
CASHIER: The knife is only **\$4.75**
- CUSTOMER: Hi there. How much is the pot?
CASHIER: The pot is **\$37.28**

Need a challenge?: read the script at an authentic pace of American speech.

Teacher Directions: Checking for Understanding: Listening & Speaking

-Materials: *(none)*

1. Write on the board: **What is this? How much?**
2. Practice the questions as a class. Model how to point to items on the previous worksheet and quiz a partner.
3. Learners work in pairs or small groups to quiz each other. Observe which words are still difficult to remember or pronounce as well as who is still struggling with saying dollar amounts. Report your observations to tomorrow's teacher for further review.

How Much Is It?



\$2.25





Money Unit: Week 2, Wednesday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transitions & Critical Thinking: <i>sequence components, items, or ideas in a logical or structured manner (chronologically).</i></p> <p>Life skill: <i>read a simple story about a healthcare experience.</i></p> <p>Listening & Speaking: <i>retell a simple text in own words.</i></p> <p>Life skill: <i>use words, numerals, and symbols to represent money in real life situations</i></p> <p>Grammar: <i>distinguish singular and plural nouns (ex. pot, spoons)</i></p> <p>Grammar: <i>form questions about price with correct subject verb agreement (ex. How much is the knife? How much are the spoons?)</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A Problem at the Store (from Monday) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Single copies of large housewares pictures (from Monday) • Single copies of large currency pictures <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • Colored pencils or thin highlighters • a large dry erase calendar or calendar pocket chart with removable cards • demonstration clock with moveable hands • day of the week and month of the year cards • materials for Basic Skills Review (see inst.)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: Practice calendar related vocabulary and writing of dates.

Materials/Prep: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Literacy Basic Skills Review

Description: choose 1-2 from a list of activities to practice basic writing skills

Materials/Prep: (see activity instructions)

Story of the Week: Life Skills, Listening & Thinking

Description: review the story of the week and lead a letter/sound drill

Materials/Prep: extra copies of **A Problem at the Store** (From Monday), ESL Volunteer Tutor Manual, 2013, **Letter/Sound Drill**, colored pencils or thin highlighters

Unit Theme Activity: Life Skills, Grammar

Description: review singular and plural nouns and practice asking about the price of kitchen housewares

Materials/Prep: single copies of large housewares pictures (from Tuesday)

Checking for Understanding: Life Skills

Description: practice reading skills for the CASAS Life and Work Reading Test

Materials/Prep: copies of **Reading Test Practice**, single copies of large currency pictures

Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Step 1: Time

19. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
20. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

Step 2: Calendar

21. Point to the calendar. Ask **What month is it?** Model the answer **This month is _____** and have learners repeat. Have everyone spell the month aloud.
22. Ask **What was last month? Last month was _____.** **What is next month? Next month will be ____.**
23. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
24. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8th, the 15th, the 22nd, the 29th).**
25. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
26. Ask for volunteers to write today's date on the board. Applaud the writer.
27. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

Step 3: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Basic Skills Review: Literacy

-Materials: (listed below each activity)

Step 1: Independent Practice

These activities are designed to help students with very basic writing skills, such as letter and number formation, spelling one's name, and filling out simple forms. The following suggestions progress from basic to more complex. Once you are aware of the abilities of your learners, you may want to assign different tasks to individual learners or small groups of learners.

7. Learners complete letter tracing worksheets (1-3 different letters at a time). You can find these by searching online for "letter tracing worksheets."

Materials: letter tracing worksheets

8. Learners trace letters with their finger in a tray of sand or on a carpet square while repeating the name and/or sound of the letter aloud. The tactile sensation combined with saying it aloud helps build new pathways in the brain.

Materials: sand tray or carpet square

9. Learners practice tracing and copying the individual letters in their name and then transferring the letters onto a line (see sample image). Create a similar worksheet, place it in a plastic sleeve and write on it with a dry erase marker to use repeatedly. The same type of worksheet can also be used to practice basic personal information, such as telephone number.

Materials: teacher-created tracing and copying sheets

H	a	l	i	m	o

l
Name: _____

Name: _____

10. Learners practice filling out simple forms with personal information (first name, last name, telephone, address, date of birth). These can be placed in a plastic sleeve and written on with a dry erase marker to use repeatedly.

Materials: simple personal information forms

11. Teacher calls out a letter and learners write it in their notebook or on a small whiteboard. After some practice, learners dictate letters to a partner.

12. Teacher calls out a letter, students write it down on a small whiteboard or piece of scratch paper. When all have finished, they pass the whiteboard to the person on their right. Teacher calls out another letter. Write, pass again, and continue until a familiar word has been written. Compare and check to make sure letter formation is correct.

Materials: small whiteboards/markers or scratch paper

Step 3: assess comprehension

8. **Learners re-tell the story** in as many of their own words as they can. They may use pantomime, single words, or full sentences. The objective is to show their comprehension of the text.
9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Sound/Spelling Correspondence

10. **Lead a Letter/Sound Drill** (see ESL Volunteer Tutor Manual, 2012, p. 113). Possible target letters/sounds for this story are /n/, /t/, /g/. **Choose ONE** based on your observations of learners weaknesses.
11. **Remind learners to keep their copy** of the story. They will read it every day this week. Help learners find an appropriate place to put the story in their notebook, folder, or binder.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Life Skills

-Materials: single copies of large housewares pictures (from Monday)

Step 1: Context

1. Ask: *Where do you go shopping? What do you buy? Where do you see the price? (write a dollar amount on the board to illustrate price).*
2. *When I go shopping...sometimes I see the price...but sometimes I don't see the price....I ask a worker, "How much is this?"*
3. *Today, you're going to listen and write the prices.*



Step 2: Introduce the target language

4. Write on the board: **How much is the knife?**
How much are the knives?
5. Point out the singular and plural nouns and the difference in the verbs.

Step 3: structured practice

6. Using the full-page images, say the appropriate question for each item and have the learners repeat the question.
7. Distribute one picture to each student. Designate a corner of the room for singular items and a corner for plural items. Learners look at their picture and decide which corner to stand in. Check as a class. Point to the questions on the board and show again that we use “is” for singular and “are” for plural.
8. In their corners, learners practice asking each other about the price.

Step 4: Independent practice

9. Shuffle and redistribute pictures. Learners mingle around the room and ask each other about the price of the item on their card. Partners respond with a price of their choosing. When they have finished, they exchange pictures and find a different partner.

Teacher Directions: Checking for Understanding: Life Skills

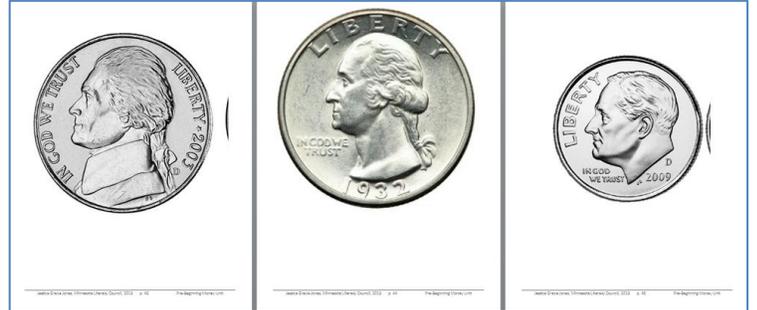
-Materials: copies of **Reading Test Practice**

There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.

Step 1: Group Practice

You can skip this step if you are not using the 27/28 style practice test.

Tape 4 full-page currency images on the board in a row. Above them write the name or value of one of the images. Draw a circle below each picture. (the result should look like the 27/28 CASAS test).



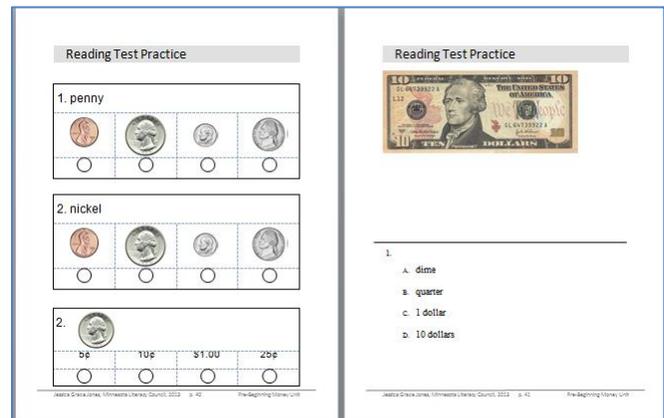
Talk about each picture. “What do you see?” Read the word above the pictures together. Invite a learner to come to the board and fill in the circle below the corresponding picture.

Erase the word at the top and replace it with a different word or phrase to match one of the other pictures. Repeat the process above.

Step 2: Independent Practice

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk or look at other learners’ papers.

Ask learners to identify how many questions are on the page and how many answers they should circle for each question.



Give everyone 3-5 minutes to complete the questions. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

Step 3: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. If applicable, circle the information above the questions that helped them find the correct answer.

Reading Test Practice

1. penny



2. nickel



2.



5¢



10¢



\$1.00



25¢



Reading Test Practice



-
1.
 - A. dime
 - B. quarter
 - C. 1 dollar
 - D. 10 dollars













Money Unit: Week 2, Thursday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transitions & Critical Thinking: sequence components, items, or ideas in a logical or structured manner (chronologically).</p> <p>Transitions & Critical Thinking: recognize the relationship between numbers (on a number line). Identify, extend, and use patterns to solve problems.</p> <p>Literacy: identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</p> <p>Life skill: use words, numerals, and symbols to represent money in real life situations</p> <p>Grammar: form questions about price with correct subject verb agreement (ex. How much is the knife? How much are the spoons?)</p> <p>Listening & Speaking: pronounce dollar amounts intelligibly; count out payment for an item</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A Problem at the Store (para. Format) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Single copies of large housewares pictures (from yesterday) <p>Props, Technology, or Other Resources</p> <ul style="list-style-type: none"> • a large dry erase calendar or calendar pocket chart with removable cards • demonstration clock with moveable hands • day of the week and month of the year cards • Create a large number line from 0-\$1.00 • Real coins of different denominations • Play money for counting
Lesson Plan	
<p>Opening Activity: Transitions & Critical Thinking <u>Description:</u> Practice calendar related vocabulary and writing of dates. <u>Materials/Prep:</u> a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.</p> <p>Numeracy Basic Skills Review: Transitions & Critical Thinking <u>Description:</u> apply concepts of counting coins to a number line to reinforce mathematical concepts <u>Materials/Prep:</u> create a large number line from 0-\$1.00, real coins of different denominations, ESL Volunteer Tutor Manual, 2013, Number Line</p> <p>Story of the Week: Literacy <u>Description:</u> review the story of the week and practice reading fluency with a paragraph formatted text. <u>Materials/Prep:</u> copies of A Problem at the Store (paragraph format)</p> <p>Unit Theme Activity: Listening/speaking, Literacy, Grammar <u>Description:</u> practice asking for the price and counting out payment for items <u>Materials/Prep:</u> single copies of large housewares pictures, play money for counting</p> <p>Checking for Understanding <u>Description:</u> practice reading skills for the CASAS Life and Work Reading Test <u>Materials/Prep:</u> Reading Test Practice</p>	

Teacher Directions: Opening Activity: Life Skills, Literacy, Listening & Speaking

-Materials: a large dry erase calendar or calendar pocket chart with removable cards, demonstration clock with moveable hands, day of the week and month of the year cards.

Step 1: Time

28. Point to the clock. Ask **What time is it now?** Write the time on the board or have a student write it.
29. Ask other questions about time **What times does English class start/begin? What time does class end? What time is break?** Show each time on a demonstration clock.

Step 2: Calendar

30. Point to the calendar. Ask **What month is it?** Model the answer **This month is _____** and have learners repeat. Have everyone spell the month aloud.
31. Ask **What was last month? Last month was _____.** **What is next month? Next month will be _____.**
32. Ask some questions about this calendar month: **How many days are there in (October)? How many days are there in a week? (October) begins on what day? Ends on what day?**
33. Ask **How many Saturdays are there in (October)?** Practice reciting the ordinals in conjunction with this question. For example, **How many Tuesdays are there in May?** (five). **Let's count. 1, 2, 3, 4, 5. What are the dates? (The first, the 8th, the 15th, the 22nd, the 29th).**
34. Ask **What is the day/date today? Tomorrow? Yesterday?**, referring to the calendar.
35. Ask for volunteers to write today's date on the board. Applaud the writer.
36. Ask if anyone can write it a different way or model how to write the date in a different format. All learners write the date in their notebook.

Step 3: Additional Calendar Activities, as needed

Days of the week/Months of the year:

- Sing or chant the days of the week.
- Toss a ball as each person says the next day of the week.
- Learners put days of the week cards in order.
- Learners write days of the week in their notebooks in order.
- Learners practice matching abbreviations with full words.

Any of these activities can also be used to practice months of the year.

Reading a Calendar/ writing dates

- Distribute copies of a calendar for the current month. Give oral instructions for learners to follow. For example, *circle October 6th, put an X on all the Sundays, draw a star on the first Friday of the month, circle the last day of the month.*
- Put date cards in order (11/2/05, 3/7/10, 5/3/10) or (Tuesday, March 11th, Monday, March 19th)
- Practice writing meaningful dates from learners' lives (birth dates, arrival in U.S., due date, moved to different country...)

Teacher Directions: Numeracy Basic Skills Review: Transitions & Critical Thinking, Life Skills

Materials: ESL Volunteer Tutor Manual, 2013, **Number Line**, create a large number line from 0-\$1.00, real coins of different denominations

Adapt the **Number Line** routine (see ESL Volunteer Tutor Manual) to assess and practice the following objectives:

- Learners can name coins and their values
- Learners can place coins on a number line according to their value
- Learners can use a number line to describe which coins are worth *more or less*
- Learners can use a number line to add coins together
- Learners can use a number line to show equivalent values (ex. a nickel and two dimes is equal to a quarter)
- Learners can count by 5s, 10s, 25s (quarters)

Although learners may not need a number line to accomplish these tasks, it is important for future math work that they learn how to represent these skills on a number line.

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **A Problem at the Store** (paragraph text)

Step 1: Context

1. Distribute new copies of **A Problem at the Store** story. This version is written in paragraph format, instead of list format.
2. Ask: **“Where is the title?”** Have everyone find and point to the title. Read the title together.
3. Ask: **“How many paragraphs?”** Model how to identify and count the paragraphs.

A Problem at the Store

Kim got a new mattress. She got a queen sized mattress at the store.

The next day, the men from the store came to her house. They got the mattress out of the truck. They took the bed to the bedroom. They took the bed up the stairs.

But the bed did not go. It was stuck. The bed was too big. The men got the wrong size!

“I’m sorry,” said the worker. We will come back tomorrow. We will get the right bed tomorrow.



Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 34 Pre-Beginning Money Unit

4. Point to paragraph 1. Ask “**How many sentences?**” Model how to identify sentences by looking for capital letters and periods or question marks. Count the sentences together. If this is difficult, refer back to the copy of the story they received on Monday. Practice finding each sentence in the list version within the paragraph version of the story.

Step 2: Practice the Text

5. Give learners a minute or two to **quietly look at the text**. Some may begin to read at this point. For those who cannot, encourage them to look at the pictures, study the letters, number of sentences, and number of words. This “pre-reading” of the text may help them build text awareness.
6. **Teacher reads the story aloud** while learners follow the words with a pencil or finger *silently*.
7. **Teacher reads and learners repeat** each line of the story.
8. **Practice the text again** with choral reading, partnered reading, or individual reading of specific sentences.

Step 3: assess comprehension

Ask inference questions. Based on the text, ask questions such as “How does he/she feel? What will happen next?” Encourage learners to guess, even if it is not explicit in the text.

9. **Learners evaluate their own comprehension.** Introduce three gestures for describing comprehension: thumbs up=very good, flat hand with palm down = “so-so,” thumbs down=I don’t understand. Practice the gestures together. Ask all learners: “Do you understand this story?” Learners choose a gesture to describe their level of understanding.

Step 4: Practice Reading Fluency

Write two or three sentences from the story on the board in paragraph form (not a list).

Read the sentence aloud. Read it again in a “robotic” voice. Don’t pause for punctuation and put equal spaces between all the words. Read it normally again.

Talk about which was easier to understand and why.

Reading fluency is an important part of being a good reader. Reading fluency refers to how quickly, accurately, automatically and expressively someone reads.

Better reading fluency results in better reading comprehension. This activity will help learners develop better reading fluency by paying attention to simple punctuation.

Step 2: Introduce the words **period** and **question mark**

Circle the periods and question marks. Read the sentence again, drawing attention to the way we pause for each period and question mark.

Step 3: Practice with this week's story

Read the story aloud while learners follow. Ask them to listen for pauses and look for periods and question marks.

Ask learners to read out loud to themselves, practicing the pauses. Learners practice reading out loud with a partner. The partner should listen for pauses and look for periods and question marks.

Story of the Week TECHNOLOGY options

- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back to their own voice as they follow the text.

Teacher Directions: Unit Theme Activity: Listening & Speaking, Literacy, Grammar

-Materials: single copies of large housewares pictures (from Monday), play money for counting

Step 1: Context

1. Ask: *Where do you go shopping? What do you buy? Where do you see the price? (write a dollar amount on the board to illustrate price).*
2. *When I go shopping...sometimes I see the price...but sometimes I don't see the price....I ask a worker, "How much is this?"*
3. *Today, you're going to ask about prices and count money.*



Step 2: Introduce the target language

4. Write on the board: **How much is the bowl?**
How much are the spoons?
5. Point out the singular and plural nouns and the difference in the verbs.

Step 3: structured practice

6. Using the full-page images, say the appropriate question for each item and have the learners repeat the question.
7. Distribute one picture to each student. Designate a corner of the room for singular items and a corner for plural items. Learners look at their picture and decide which corner to stand in. Check as a class. Point to the questions on the board and show again that we use “is” for singular and “are” for plural.
8. In their corners, learners practice asking each other about the price.

Step 4: Independent practice

9. Shuffle and redistribute pictures. Learners mingle around the room and ask each other about the price of the item on their card. Partners respond with a price of their choosing. When they have finished, they exchange pictures and a different partner.
10. Divide the class into two groups: store workers and customers. Give each customer some play money and have them stand up. Give each customer a few housewares pictures and have them sit with their pictures in front of them so that customers can browse.
11. Model being a customer by walking up to one of the store workers and asking about the price. Then count out appropriate payment using the play money.
12. After everyone has had a chance to “buy” one or two items, switch roles.

Teacher Directions: Checking for Understanding: Life Skills

-Materials: copies of **Reading Test Practice**

There are two different styles of practice test questions. Talk with your Learning Center Coordinator about which test learners in your class are taking. You may choose to use both styles, one style, or a combination of different styles for different learners.

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 or look at other learners' papers.

Ask learners to identify how many questions are on the page and how many answers they should circle for each question.

Give everyone 3-5 minutes to complete the questions. 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. If applicable, circle the information above the questions that helped them find the correct answer.

The image displays two sample pages of a 'Reading Test Practice' worksheet. The left page contains three questions:

1. quarter
\$0.05 \$0.10 \$1.00 \$0.25
2. Now only \$35
\$85 \$35 \$36 \$25
3. On sale for \$72. This week only.
\$72 \$7 \$172 \$12

The right page features a one-dollar bill and two questions:

1. How much money is this?
A. One dollar
B. Five dollars
C. Twenty dollars
D. Twenty dollars
2. How much is 1/4 of this?
A. 1 dollar
B. 10 dollars
C. 20 dollars
D. 40 dollars

A Problem at the Store

Kim got a new mattress. She got a queen sized mattress at the store.

The next day, the men from the store came to her house. They got the mattress out of the truck. They took the bed to the bedroom. They took the bed up the stairs.

But the bed did not go. It was stuck. The bed was too big. The men got the wrong size!

“I’m sorry,” said the worker. We will come back tomorrow. We will get the right bed tomorrow.



Reading Test Practice

1. quarter

\$0.05

\$0.10

\$1.00

\$0.25

2.



Now only \$35

\$85

\$35

\$36

\$25

3.



On sale for \$72. This week only.

\$72

\$7

\$172

\$12

Reading Test Practice



1. How much money is this?

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

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

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