



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***
- ***Make and count change for a purchase***

Money Unit: Week 1, Monday

Objectives <i>Learners will be able to...</i>	Materials
<p>Transition & Critical Thinking: identify tools for organizing class materials and use a consistent strategy for organization</p> <p>Life skill: read a simple story about buying something.</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>Life skill: Use words, numerals and symbols to represent money in real life situations.</p> <p>Literacy: write the dollar amount next to pictures of American currency</p> <p>Listening/speaking: verbally identify coins and bills (ex. dollar, nickel, penny)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: English Papers About... (see instruction before copying) • Handout: A New Bed • Handout: American Money <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Teacher dictation script for story <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 • Student materials for Staying Organized routine • Actual foreign currency or pictures of 1-2 types of foreign currency (ex. British Pound, Thai Bhat) • Money for counting (real coins are easier to identify than some types of plastic coins)

Lesson Plan

Opening Activity: Transitions & Critical Thinking

Description: organize student materials and clean-out materials from past units

Materials/Prep: copies of **English Papers About...**, ESL Volunteer Tutor Manual, 2013, **Staying Organized**, binders, writing paper, 3-hole punch, stapler.

Literacy Basic Skills Review

Description: choose one or two from a list of activities to help develop phonemic awareness

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

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 New Bed**, one copy of teacher dictation script.

Unit Theme Activity: Life Skills, Literacy, Listening & Speaking

Description: introduce and practice the names and values of American currency

Materials/Prep: copies of **American Money** handout, actual foreign currency or pictures of 1-2 types of foreign currency (ex. British Pound, Thai Bhat), money for counting (preferably real coins)

Checking for Understanding: Life Skills, Listening & Speaking

Description: learners will use play money to practice asking for and giving specific amounts of money

Materials/Prep: money for counting (preferably real coins)

Teacher Directions: Opening Activity: Transitions & Critical Thinking

-Materials: student organizational supplies, such as binders, 3-hole punch, etc.
See ESL Volunteer Tutor Manual, **Staying Organized**, for details. And copies of the **English Papers About...** coversheet.

Before copying the **English Papers About...** coversheet. Fill in the blank with the name of the most recently completed unit (ie. School, housing, health). Paste a picture representing that unit in the center. Learners will organize and staple together all the papers from this completed unit to leave at home.

Lead the **Staying Organized** routine in the ESL Volunteer Tutor Manual.

English Papers
About _____

Name: _____ Date: _____

Jessica Graciano, Minnesota Literacy Council, 2012 p. 12 Pre-Beginning, L2B Unit

Teacher Directions: Basic Skills Review: Literacy

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

1. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
2. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
3. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

Blending and Segmenting

1. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



2. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

What is phonemic awareness?

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

3. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

Phoneme Isolation

1. Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
2. Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

1. Give each learner or pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G, put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

Technology Option: Alphabet/Phonics Websites

1. Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
2. Learners practice independently or with a partner on an alphabet learning website such as starfall.com (*ABC* section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

Teacher Directions: Story of the Week: Literacy

-Materials: copies of **A New Bed**

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

mattress and the mattress sizes shown in the picture.

3. Ask: "**Where is the title?**" Have everyone find and point to the title. Read the title together.

A New Bed


Mattress Size Guide

Single (Twin) Double (Full) Queen King


Look at the pictures. What do you see?
Do you have a bed? What size?
What size mattress do you like? Why?

A New Bed

1. Kim wanted a new bed.
2. Her bed was too small.
3. Her husband is a big man.
4. They needed a bigger bed.



5. Kim went to the mattress store.
6. She saw the king-sized bed.
7. She liked the very big bed.
8. But their house is too small for big beds.
9. This queen bed was not too big and not too small.
10. It was perfect!



11. Kim got the queen mattress.
12. It was a lot of money.
13. It was \$300.

A New Bed

Write YES or NO.

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

1. Kim is married.
2. Kim wanted a new bed.
3. Kim got a new bed.
4. Kim paid \$300.
5. Kim got a king bed.
6. The king bed was too big.

Listen. Write the letters.

1. ew
2. as
3. mall
4. tore
5. attress
6. wen
7. ki
8. i
9. usban
10. e

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: Life Skills, Literacy, Listening & Speaking

-Materials: copies of **American Money** handout

Step 1: Activate prior knowledge

Show a real dollar bill. Ask: *How much money is this?*

write on the board: **dollar**

Show a handful of coins. Write on the board: **cents**.

Say: *American money is dollars and cents.*

Show examples of other countries' currency.

Ask students: *Where are you from? What is the name of your country's money?* (do NOT write these words on the board, this discussion is only to help connect new information with their prior knowledge about currency)

Step 2: Introduce vocabulary

Use the **American Money** handout to introduce and practice the names and amounts of the currency.

Learners repeat the pronunciation of the words several times before and after writing the amounts.

Step 3: Controlled Practice

Give each learner (or pair of learners) one of each coin (real, if possible).

Say "Show me a penny." Or "Show me five cents."

Learners hold up the appropriate coin. Repeat several times with different amounts and denominations



Need a challenge?: If they have mastered the individual coins, call out amounts that require two or more coins.

Teacher Directions: Checking for Understanding

-Materials: money for counting

Write on the board: **Do you have five cents?**

Sure, here you go.

Learners work in pairs to continue the practice from the previous activity using this simple dialog and asking for different amounts or coin names each time.

Learners Struggling?: practice the dialogue in a **Circle Drill** (see ESL Volunteer Tutor Manual).

Need a challenge?: give each group a larger amount and variety of bills and coins so that they can practice with larger and more complicated amounts.

English Papers

About _____

Name: _____

Date: _____

A New Bed

Mattress Size Guide



Single (twin)



Double (full)



Queen



King

Look at the picture. What do you see?

Do you have a bed? What size?

What size mattress do you like? Why?

A New Bed

1. Kim wanted a new bed.
2. Her bed was too small.
3. Her husband is a big man.
4. They needed a bigger bed.



5. Kim went to the mattress store.
6. She saw the king sized bed.
7. She liked the very big bed.
8. But their house is too small for big bed.
9. The queen bed was not too big and not too small.
10. It was perfect!

11. Kim got the queen mattress.
12. It was a lot of money.
13. It was \$250.



A New Bed

Write YES or NO.

- | | |
|----------|------------------------------|
| 1. _____ | 1. Kim is married. |
| 2. _____ | 2. Kim wanted a new bed. |
| 3. _____ | 3. Kim got a new bed. |
| 4. _____ | 4. Kim paid \$200. |
| 5. _____ | 5. Kim got a king bed. |
| 6. _____ | 6. The king bed was too big. |

Listen. Write the letters.

- | | |
|---------------|----------------|
| 1. ___ew | 6. wen___ |
| 2. ___as | 7. ki___ |
| 3. ___mall | 8. ___i___ |
| 4. ___tore | 9. ___usban___ |
| 5. ___attress | 10. ___e___ |

Teacher Script for dictation:

1. New
2. Was
3. Small
4. Store
5. Mattress
6. Went
7. Kim
8. Big
9. Husband
10. bed

American Money

Copy the numbers and words.



\$1.00

one dollar





\$5.00

five dollars





\$10.00

ten dollars





\$20.00

twenty dollars



American Money

Copy the numbers and words.



\$0.01

one cent



\$0.05

five cents



\$0.10

ten cents



\$0.25

twenty five cents

Money Unit: Week 1, Tuesday

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>Listening/speaking: retell a simple text in own words</p> <p>Transition & Critical Thinking: scan written text or listen for specific information</p> <p>Life skill: use words, numerals, and symbols to represent money in real life situations</p> <p>Literacy: write dollar amounts next to pictures of American currency, read and write dollar amounts in numerals to the hundreds place.</p> <p>Listening/speaking: verbally identify coins and bills (dollar, nickel, penny)</p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 94, 97</i> • Handout: A New Bed (from Monday) <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Print and cut apart several sets of Numeral Flashcards <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

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, Life Skills

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 & Speaking, Transitions & Critical Thinking

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

Materials/Prep: copies of **A New Bed** (From Monday)

Unit Theme Activity: Listening/speaking, Literacy, Life Skills

Description: review names and values of American currency and practice listening for dollar amounts

Materials/Prep: *Longman ESL Literacy, 3rd Ed. p. 94, 97*, money for counting (preferably real coins)

Checking for Understanding: Listening/speaking, Literacy, Life Skills

Description: learners arrange numeral flashcards to create dollar amounts they hear

Materials/Prep: print and cut apart sets of numeral flashcards

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: 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 New Bed** 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 **mattress** and the mattress size vocabulary.

<p>A New Bed</p> <p>Mattress Size Guide</p>  <p>Single (Twin) Double (Full) Queen King</p> <p>Look at the picture. What do you see? Do you have a bed? What size? What size mattress do you like? Why?</p>	<p>A New Bed</p>  <ol style="list-style-type: none"> 1. Kim wanted a new bed. 2. Her bed was too small. 3. Her husband is a big man. 4. They needed a bigger bed. 5. Kim went to the mattress store. 6. She saw the biggest bed. 7. She liked the new big bed. 8. But their house is too small for big bed. 9. The queen bed was not too big and not too small. 10. It was perfect! 11. Kim got the queen mattress. 12. It was a lot of money. 13. It was \$200. 	<p>A New Bed</p> <p>Write 100 on 100.</p> <ol style="list-style-type: none"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____ <p>Listen. Write the letters.</p> <table border="0"> <tr> <td>1. <u>ew</u></td> <td>6. wen</td> </tr> <tr> <td>2. <u>as</u></td> <td>7. <u>ki</u></td> </tr> <tr> <td>3. <u>mall</u></td> <td>8. <u>l</u></td> </tr> <tr> <td>4. <u>ore</u></td> <td>9. <u>usban</u></td> </tr> <tr> <td>5. <u>attress</u></td> <td>10. <u>e</u></td> </tr> </table>	1. <u>ew</u>	6. wen	2. <u>as</u>	7. <u>ki</u>	3. <u>mall</u>	8. <u>l</u>	4. <u>ore</u>	9. <u>usban</u>	5. <u>attress</u>	10. <u>e</u>
1. <u>ew</u>	6. wen											
2. <u>as</u>	7. <u>ki</u>											
3. <u>mall</u>	8. <u>l</u>											
4. <u>ore</u>	9. <u>usban</u>											
5. <u>attress</u>	10. <u>e</u>											

3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

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 “**king**”. 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 (“**ing**”). The teacher then dictates letters to write in front of the ending to form new words. Everyone practices reading the new words together:
 - ring
 - sing
 - wing

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 **wanted, needed, got**. Underline the words **bed, mattress**.
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.

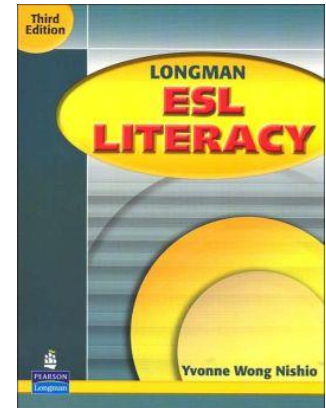
Story of the Week TECHNOLOGY options

- 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, Life

Skills -Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 94, 97*; money for counting (preferably real coins)



Step 1: Develop awareness of illustrations

1. Give each learner a copy of p. 94 and real coins in each denomination shown on the worksheet (penny, nickel, dime, quarter, half-dollar).
2. Have learners find each of the coins and place the real coin on the picture of the coin. Ask questions to develop awareness of coin differences: *Look for men with short hair. Which coins? Look for a building. Look for men with a shirt.*

Step 2: Review coin names and values

3. Learners repeat the pronunciation of the words several times before and after writing the amounts.
4. Give each learner (or pair of learners) one of each coin (real, if possible).
5. Say "Show me a penny." Or "Show me five cents."
6. Learners hold up the appropriate coin. Repeat several times with different amounts and denominations

Need a challenge?: If they have mastered the individual coins, call out amounts that require two or more coins.

Step 3: Practice listening for amounts

7. Use a projector to show p. 97. Model how to listen for the number and circle just one of the numbers in each line (use a piece of paper to cover up subsequent lines, if needed).
8. Dictate the amounts while learners circle the amounts that you say.
9. As a class and/or with a partner, read *all* the amounts on p. 97 for extra practice.

Teacher Directions: Checking for Understanding

-Materials: print and cut apart sets of numeral flashcards

Step 1: model the activity

1. Say: *three dollars and fifty cents.*
2. Place the **3**, **5**, and **0** cards on the board.
3. Show where to put the dollar sign and decimal point cards.
4. Say again: *three dollars and fifty cents.*

The image shows two numeral flashcard grids. The left grid is titled "Numeral Flashcards" and contains a dollar sign (\$), a decimal point (.), and digits 0, 1, 2, 3, 4, and 5. The right grid contains digits 6, 7, 8 in the top row, 9, 1, 2 in the middle row, and 3, 4, 5 in the bottom row. Both grids are 3x3 tables.

Step 2: Guided Practice

5. Give each learner or pair of learners a set of flashcards.
6. Dictate a dollar amount, students arrange their cards on the table to show the dollar amount

Step 3: Independent Practice

7. In pairs, learners choose and dictate an amount to their partner. Partner's arrange cards to show the amount.

Numeral Flashcards

\$.	0
0	1	2
3	4	5

6	7	8
9	1	2
3	4	5

Money Unit: Week 1, 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 buying something.</i></p> <p>Listening & Speaking: <i>retell a simple text in own words.</i></p> <p>Life skill: <i>recognize authentic U.S. currency and pictures of currency</i></p> <p>Literacy: <i>read and write dollar amounts with dollar signs and decimal points</i></p> <p>Listening/speaking: <i>verbally identify coins and bills, (ex. nickel, penny, dollar), listen for and record dollar amounts to the hundreds place (with change).</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A New Bed (from Monday) • <u>Textbook:</u> <i>Longman ESL Literacy, 3rd Ed. p. 112-113</i> <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"> • 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 • one set of large alphabet cards • several sets of small alphabet tiles • an assortment of real coins

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: Life Skills, Listening & Speaking

Description: choose one or two from a list of activities to help develop phonemic awareness

Materials/Prep: One set of large alphabet cards, several sets of small alphabet tiles

Story of the Week: Life Skills, Listening & Speaking

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

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

Unit Theme Activity : Listening/speaking, Literacy, Life Skills

Description: learners talk to each other about the change they have and play a simple money “bingo” game

Materials/Prep: copies of **Longman ESL Literacy, 3rd Ed. p. 112-113**, an assortment of real coins

Checking for Understanding: Literacy, Listening & Speaking, Life Skills

Description: dictate 5 dollar amounts for them to write in their notebooks.

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: Basic Skills Review: Literacy

-Materials: Several sets of small alphabet cards or tiles (lowercase on one side, upper case on reverse)

*The following suggestions address a range of phonemic awareness skills. If learners have never learned to read in any language or read a non-alphabetic language, such as Chinese, these concepts may be very difficult and the instructions confusing. **Don't give up!** Work on the same activity for several classes until learners catch on.*

Choose 1-2 activities from those below.

Whole Group Practice

Rhyming

4. Without writing, teacher says a list of rhyming words one at a time and learners repeat.
5. Without writing, teacher says two words and learners determine if they rhyme by saying “yes/no” or holding up individual “yes/no” cards.
6. Without writing, teacher says two rhyming words and elicits additional words that rhyme from learners. At this stage, even nonsense words are okay if learner demonstrates and understanding of rhyming.

Blending and Segmenting

4. “I say it slow, you say it fast”: without writing, teacher says the individual sounds in a 3-sound word (ex. /k/, /a/, /t/). Begin by saying them with large pauses in between and gradually blend them closer and closer together until you say the word (“cat!”). Encourage learners to guess the word early by listening to the individual sounds and trying to blend them together.



5. “I say it fast, you say it slow”: without writing, teacher says a 3-sound word (ex. “hat”). Hold up three fingers. Say each of the sounds in the word as you point to a different finger (“/h/, /a/, /t/, hat!”). Ask, “What’s the first/last sound?”

6. Give each learner or pair a set of small letter cards. Call out individual sounds of a 3-sound word. Learners select the letters to match those sounds and

What is phonemic awareness?

This is a pre-reading skill that refers to the ability to distinguish individual sounds that make up words. For example, learners need to develop awareness that the word “cat” is comprised of three sounds /c/, /a/, and /t/.

This skill is sometimes taught without referencing specific letters or written words. Although often challenging to teach and learn, phonemic awareness is the foundation of strong reading and spelling skills.

It is best to use words that are familiar and meaningful to learners. This should not be a time for learning new word meanings. Attention and energy should be focused on letters and sounds.

place them together. Learners try to read the word formed by the cards. Class repeats the word and the individual sounds together.

Phoneme Isolation

- Without writing, teacher says a familiar word (including words from the current unit). Ask “What is the first *sound*?” Learners listen for and say the first sound (not letter). Once learners have mastered initial sounds, practice with final sounds.
- Teacher creates a worksheet of 5 familiar words from this unit, with the first missing from each word (choose words with easy beginning consonant sounds). Dictate each word and ask learners to write the missing letter. Once learners have mastered initial sounds, try the same activity with missing final letters/sounds.

Phoneme Substitution and Deletion

- Give each learner of pair a set of small alphabet cards. Call out the first word and its spelling (“*bag, B-A-G*”). Learners select the letters and form the word. Call out a spelling change (“take away G , put T”). Sound out and say the new word together. Continue changing either the first or last sound to create new words. At this level, keep the medial vowel sound the same.

Technology Option: Alphabet/Phonics Websites




- Learners practice turning on the computer, attaching headphones, and opening an Internet browser.
- Learners practice independently or with a partner on an alphabet learning website such as starfall.com (ABC section is excellent for reinforcing letter names and sounds, *Learning to Read* section has some word building activities that help reinforce initial and final consonant sounds.)

Teacher Directions: Story of the Week: Literacy

-Materials: extra copies of **A New Bed** from Monday

Step 1: Context

- 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?”

<p>A New Bed</p> <p>Mattress Size Guide</p>  <p>Single (Twin) Double (Full) Queen King</p> <p>Look at the picture. What do you see? Do you have a bed? What size? What size mattress do you like? Why?</p>	<p>A New Bed</p>  <ol style="list-style-type: none"> Kim wanted a new bed. Her bed was too small. Her husband is the man. They needed a bigger bed. Kim went to the mattress store. She saw the long good bed. She liked the very big bed. But their house is too small for the big bed. The queen bed was not too big and not too small. It was perfect. Kim got the queen mattress. It cost a lot of money. It was \$200. 	<p>A New Bed</p> <p>Write YES or NO.</p> <ol style="list-style-type: none"> _____ 1. Kim is married. _____ 2. Kim wanted a new bed. _____ 3. Kim got a new bed. _____ 4. Kim had \$200. _____ 5. Kim got a king bed. _____ 6. The king bed was too big. <p>Listen. Write the letters.</p> <ol style="list-style-type: none"> 1. <u>ew</u> 6. wen _____ 2. <u>as</u> 7. <u>ki</u> _____ 3. <u>mall</u> 8. <u>i</u> _____ 4. <u>tore</u> 9. <u>usban</u> _____ 5. <u>attress</u> 10. <u>e</u> _____
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Review the word ***mattress*** and the mattress size vocabulary.
3. Ask: “**Where is the title?**” Have everyone find and point to the title. Read the title together.

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 specific sentences.

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). The target letter/sound for this story is **w**.
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

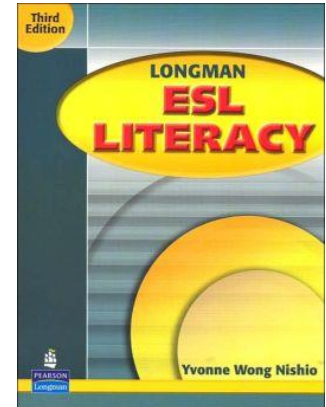
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

Materials: copies of *Longman ESL Literacy, 3rd Ed. p. 112-113* and an assortment of real coins

Step 1: Review coin names and values

1. Learners repeat the pronunciation of the words several times before and after writing the amounts.
2. Give each learner (or pair of learners) one of each coin (real, if possible).
3. Say "Show me a penny." Or "Show me five cents."
4. Learners hold up the appropriate coin. Repeat several times with different amounts and denominations



Need a challenge?: If they have mastered the individual coins, call out amounts that require two or more coins.

Step 2: Model the activity

12. Give one learner an assortment of 4-10 coins.
13. Use a projector to show a copy of p. 112 (do not handout worksheets yet.)
14. Ask the learner the questions in the box on p. 112 and help him or her answer, as needed.
15. Record the learner's answers in the table at the bottom of the page.
16. Repeat with two more learners.

Step 3: Independent Practice

17. Give everyone a copy of the worksheet and a new assortment of coins.
18. Learners mingle around the room and complete their worksheets.
19. For learners who finish early, write some questions on the board: ***How much money does Halima have? How many quarters does Jose have?***

Teacher Directions: Checking for Understanding

-Materials: (none)

Dictate five dollar amounts, learners record the amounts in their notebooks.

Note who is still having difficulty and what is causing confusion. Report this to tomorrow's teacher for further review.

Money Unit: Week 1, Thursday

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>Literacy: <i>identify text elements, including title, paragraph, and sentences. And read with fluency and expression, pausing at the end of each sentence.</i></p> <p>Listening & Speaking: <i>verbally identify coins and bills and their amounts (nickel, five cents)</i></p> <p>Literacy: <i>read and write dollar amounts with decimal points and dollar signs</i></p> <p>Listening & Speaking: <i>read and say dollar amounts intelligibly, listen for and record dollar amounts to the hundreds place (with change).</i></p>	<p>Make Student Copies</p> <ul style="list-style-type: none"> • Handout: A New Bed (paragraph format) • Handout: Reading Test Practice <p>Make Single Copies or Reference</p> <ul style="list-style-type: none"> • ESL Volunteer Tutor Manual, 2013 • Walking Dictation sheets • One set of coin and bill pictures <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

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: Literacy

Description: review the story of the week and practice reading fluency with a paragraph formatted text.

Materials/Prep: copies of **A New Bed** (paragraph format)

Unit Theme Activity: Listening/speaking, Literacy

Description: Review names and amounts of American currency and lead a walking dictation activity to practice writing dollar amounts

Materials/Prep: an assortment of real coins, single copies of walking dictation amounts

Checking for Understanding: Literacy

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

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

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: 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 New Bed** (paragraph text)

Step 1: Context

1. Distribute new copies of **A New Bed** 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.
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.


A New Bed



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

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

Kim got the queen mattress. It was a lot of money. It was \$250.



Jessica Grace Jones, Minnesota Literacy Council, 2013 p. 36 Pre-Beginning Money Unit

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.

Step 5: 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.

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 6: 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

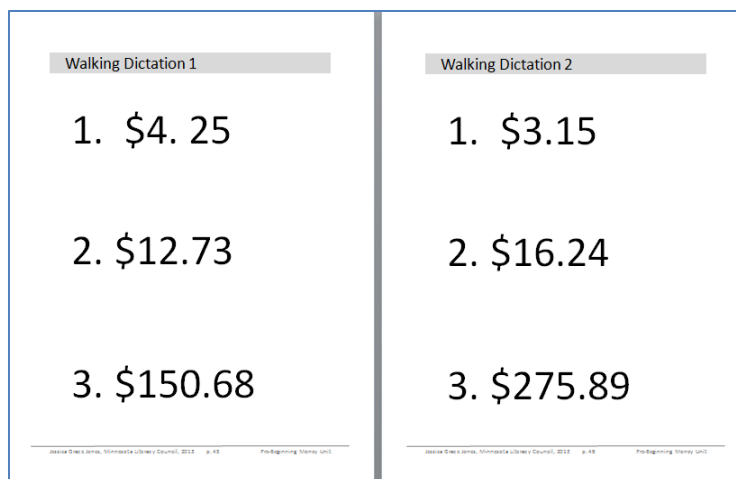
- Open a word processing program. In pairs, learners type 1-2 sentences from the story.
- Teacher pre-records audio of the text. Learners listen to the story independently using iPads or computers.
- Learners record themselves reading the text using a digital recorder, iPad, etc. Learners listen back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

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

-Materials: an assortment of real coins, single copies of **Walking Dictation** handouts, ESL Volunteer Tutor Manual, 2013, **Walking Dictation**

Step 1: Review coin names and values

1. Learners repeat the pronunciation of the words several times before and after writing the amounts.
2. Give each learner (or pair of learners) one of each coin (real, if possible).
3. Say "Show me a penny." Or "Show me five cents."
4. Learners hold up the appropriate coin. Repeat several times with different amounts and denominations



Need a challenge?: If they have mastered the individual coins, call out amounts that require two or more coins.

Step 2: Walking Dictation

5. Post the first **Walking Dictation** handout in the hallway.
6. Model and lead a **Walking Dictation** (see ESL Volunteer Tutor Manual)

Teacher Directions: Checking for Understanding: Literacy

-Materials: copies of **Reading Test Practice** handouts, single copies of large coin and bill pictures

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 coin or bill images on the board in a row. Above them write the name of or amount of one of the images (ex. *nickel*). 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.

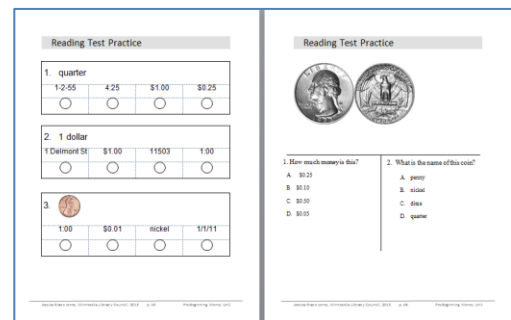
Erase the word at the top and replace it with a different word or phrase to match one of the other pictures. Repeat the process above.

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.

A New Bed



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

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

Kim got the queen mattress. It was a lot of money. It was \$250.















Reading Test Practice

1. quarter

1-2-55



4:25



\$1.00



\$0.25



2. 1 dollar

1 Delmont St



\$1.00



11503



1:00



3.



1:00



\$0.01



nickel



1/1/11



Reading Test Practice



1. How much money is this?

- A. \$0.25
- B. \$0.10
- C. \$0.50
- D. \$0.05

2. What is the name of this coin?

- A. penny
- B. nickel
- C. dime
- D. quarter

Walking Dictation 1

1. \$4.25

2. \$12.73

3. \$150.68

Walking Dictation 2

1. \$3.15

2. \$16.24

3. \$275.89