## Money Unit

### Objectives

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

- **Life skill/Literacy:** Read a short informational paragraph and answer questions.
- **Listening/speaking:** Pronounce dollar amounts intelligibly; pronounce the /n/ sound in isolation and context.

### Materials

- Make Student Copies
  - Handout: *Say the Amount*
  - Handout: *The Meaning of the Dollar Bill*
  - Handout: *Reading Test Practice*
  
- Make Single Copies or Reference
  - *Volunteer Manual, 2012: Letter/Sound Drill, p. 113*

### Lesson Plan

**Lesson Plan**

<table>
<thead>
<tr>
<th>Review: Listening/Speaking (40mins)</th>
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<tbody>
<tr>
<td><strong>Description:</strong> Ss will practice writing and saying different dollar amounts.</td>
</tr>
<tr>
<td><strong>Materials/Prep:</strong> copies of <em>Say the Amount.</em></td>
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<table>
<thead>
<tr>
<th>Activity 1: Life Skill/Literacy (30-40mins)</th>
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<tbody>
<tr>
<td><strong>Description:</strong> Ss will read a short informational paragraph and answer questions.</td>
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<td><strong>Materials/Prep:</strong> copies of <em>The Meaning of the Dollar Bill.</em></td>
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<tr>
<th>Activity 2: Listening/Speaking (20-30mins)</th>
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<tr>
<td><strong>Description:</strong> Ss will practice the /n/ sound in isolation and context</td>
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<th>Activity 3:</th>
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<tr>
<td><strong>Description:</strong> Ss can take an optional Reading Test.</td>
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<tr>
<td><strong>Materials/Prep:</strong> copies of <em>Reading Test Practice.</em></td>
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</table>
Teacher Directions: Review: Listening/Speaking

- Materials: *Say the Amount*

Step 1: Setting the Context
Write this price on the board: $2.30. Ask your Ss how they say this price → *two dollars and thirty cents* OR *two thirty*. If your Ss don’t come up with both of these answers on their own, supply them. Then ask them which one native English speakers use most often (*two thirty*).

Step 2: Writing Dollar Amounts
Pass out the *Say the Amount* handout and have your Ss work on it independently. Allow about 10-15 minutes for this, which will provide a buffer for those late Ss.

Step 3: Saying Dollar Amounts
Tape the handout on the board. BEFORE you go over it, ask them what the difference is when we say “90” vs. “19” (this is review from yesterday) → *when we say 90, our voice goes down at the end (NINEty), when we say 19, our voice goes up at the end (nineTEEN)*; this rule holds true for the rest of the numbers (13/30, 14/40, 15/50, etc.)

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

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

Teacher Directions: Activity 1: Literacy

- Materials: *The Meaning of the Dollar Bill*

Step 1: Setting the Context
Ask your class why there are 13 stars and stripes on the United States flag. Discuss this significance and importance to American history. Then ask if this significance is portrayed on our currency anywhere, and if so, where. **NOTE:** This should be review for most.
Step 2: Reading

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

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

Teacher Directions: Activity 2: Listening/Speaking


Step 1: Setting the context

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

Step 2: Letter/Sound Drill


Teacher Directions: Activity 3: fi 2 `03 48 ə e ə

- Materials: Reading Test Practice

Step 1: Independent Practice

Pass out the Reading Test Practice handout. Give everyone 5 minutes to complete questions 1-4. 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

Review the questions. Invite students to share the correct answer. They should also say which information in the question helped them find the correct answer.
Say the Amount

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

**Example**

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

$4.50
1)

2)

$4.15
1)

2)

$10.30
1)

2)

$7.13
1)

2)

$22.70
1)

2)

$36.17
1)

2)
$59.16
1)
2)

$77.60
1)
2)

$40.33
1)
2)

$14.76
1)
2)

$90.66
1)
2)

$19.34
1)
2)

$100.40
1)
2)

$10.14
1)
2)
The Meaning of the Dollar Bill

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

1. What is the official motto of the United States?

2. Why do you think it’s included on the dollar bill?

3. Why is the year 1776 included on the dollar bill?

4. Why are there 13 steps on the pyramid? What do they represent?
Reading Test Practice

1. Where is this receipt from?
   A. Target
   B. CVS Pharmacy
   C. ExtraCare
   D. Park Ave

2. How much was the total?
   A. $7.80
   B. $11.48
   C. $20.00
   D. $12.20
3. How did this person pay?

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

4. How much change did this person receive?

A. $20.00
B. $.72
C. $7.80
D. $11.48
LETTER/SOUND DRILL

Learners at all levels of English language learning struggle with the letter sound correspondence in English. At low levels this interferes with their reading because they can't sound out new words. At higher levels it makes spelling a challenge. This drill, when used regularly, can help learners develop a better understanding of letter sound correspondence.

**OBJECTIVE:** to reinforce letter sound correspondence in the context of a broader lesson

**MATERIALS:** Colored pencils or thin-tipped highlighters.

**DESCRIPTION:**

1. Choose a spelling pattern that occurs several times in a previously taught story or worksheet.
2. Write the letter or letters on the board (ex. Sh)
3. Tutor repeats the spelling and sound several times (ex. “S-H says /sh/”)
4. Tutor models writing the letters 5 times while repeating the spelling and sound (ex. “S-H says /sh/”)
5. Learners trace the letters on the table 5 times with their finger while repeating the spelling and sound.
6. Learners write the letters in their notebook 5 times while repeating the spelling and sound.
7. Learners use colored pencils or highlighters to trace the letters where they appear in the story or worksheet.
8. Review responses as a class.
9. Learners practice reading the copied words with a partner.

**SUGGESTIONS:** Begin with consonants that have only one sound and work into spellings that have multiple sounds (ex. G as in giraffe or girl) When working with a spelling that has multiple sounds, introduce only one sound at a time. Learners should only highlight words with that sound. (ex. If you are teaching that “G says /g/ [like goat]” learners would highlight the G in girl and garden but not the Gs in laughing.)