

MONEY

Lesson Length: 1.25 hours + Extension Activity

Vocabulary & Expressions: Common words related to money and denominations; How much __?; The (item) costs __.

Language/Culture Point: Colloquialisms for stating prices

Objective: Students will become familiar with American money and will be able to count money, make change, and talk about prices.

Materials: Play money, pictures of TVs sold at local stores, picture of items to “buy” both with prices and without, red/green/yellow Signal Cards, dry erase boards/plain paper, fly swatters or similar instrument



STEP 1: ACTIVATE BACKGROUND KNOWLEDGE

| Time Frame | Materials | Teaching Strategies |
|--------------|--------------|--|
| 5-10 minutes | - Play money | - Authentic Materials - Brainstorming |

TEACHING ACTIVITY

1. Have bags of plastic coins and paper money on the tables for each student.
2. As a class, brainstorm different vocabulary about money, such as the names of coins/bills, cash, pay, change, etc. List key vocabulary on the board.

STEP 2: MINI-PRESENTATION WITH PROMPT

| Time Frame | Materials | Teaching Strategies |
|------------|--|--|
| 10 minutes | - Pictures of TVs sold at local stores - Play money | - Authentic Materials - Using Pictures - Think Aloud |

TEACHING ACTIVITY

1. Explain that you are going to tell students a story about going shopping for a new television.

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2. Have a few students volunteer to represent different stores in your area (e.g. Sears, Best Buy, Walmart). From the companies' websites, print pictures of TVs sold at the stores and their corresponding prices.
3. Do a Think Aloud as you narrate the process of visiting different stores, comparing prices, and dealing with confusing American money. Each time you consider an item, count out the money you need to buy it.

STEP 3: DISCUSSION AND COMPREHENSION CHECK

| Time Frame | Materials | Teaching Strategies |
|------------|---|--|
| 10 minutes | <ul style="list-style-type: none"> - Pictures of items to "buy" (no prices shown) - Red, green, and yellow Signal Cards | <ul style="list-style-type: none"> - Using Pictures - Signal Cards |

TEACHING ACTIVITY

1. Have pictures of various items to buy, such as a television, a bicycle, a used car, a cake, a guitar, etc.
2. Hold up each picture and verbally state its price.
3. Write a price on the board, hold up a picture, and ask students to indicate with Signal Cards whether or not the price matches the picture. Repeat with the remaining pictures.

STEP 4: HIGHLIGHT LESSON FOCUS AND MODEL TASK

| Time Frame | Materials | Teaching Strategies |
|------------|--|--|
| 5 minutes | <ul style="list-style-type: none"> - Pictures of items to "buy" (with prices shown) - Play money | <ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Think Aloud |

TEACHING ACTIVITY

1. Tell students, "Today we're talking about buying and selling things using American money."

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2. Briefly talk about the difference between buying things in a store vs. at a garage sale. For example, in a store the prices are usually set so you can't bargain; if you're buying used items at a garage sale, you can bargain to get a lower price. Write out sample dialogues for buying things, such as:
 - A: How much is that television?
 - B: It costs \$195.
 - A: Okay. Here's \$200.
 - B: Let me get your change.
 - A: Thank you.

3. Choose a picture of an item you want to "buy." Do a Think Aloud as you take out different bills, finally settling on the bill that will cover the item's price (e.g., a \$50 bill to purchase a pair of sneakers that cost \$42).

4. Tell students, "The sneakers cost \$42. I paid \$50. How much money do I get back?" Model how to find the correct amount of change.

STEP 5: GUIDED PRACTICE

| Time Frame | Materials | Teaching Strategies |
|------------|--|---|
| 10 minutes | <ul style="list-style-type: none"> - Pictures of items to "buy" (with prices shown) - Play money | <ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play - Question Asking and Answering |

TEACHING ACTIVITY

1. Have a student volunteer to come up and buy something. Role Play telling the student the price and counting out the change.

2. Switch roles with the student and repeat the same Role Play, practicing asking about an item's price, paying, and getting back change.

3. Ask for another student volunteer to join the first student in modeling the Role Play. Have each student practice the role of clerk and customer.

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STEP 6: PAIR OR SMALL GROUP WORK

| Time Frame | Materials | Teaching Strategies |
|------------|--|---|
| 15 minutes | <ul style="list-style-type: none"> - Pictures of items to “buy” (with prices shown) - Play money | <ul style="list-style-type: none"> - Authentic Materials - Using Pictures - Role Play - Question Asking and Answering |

TEACHING ACTIVITY

1. Have students get into pairs. Give each pair a bag of play money and a set of pictures.
2. Partners should take turns playing the clerk and the customer, focusing on asking about an item’s price, paying, and counting change.
3. Allow students ample time to take turns and practice.

STEP 7: HIGHLIGHT HOW ENGLISH WORKS

| Time Frame | Materials | Teaching Strategies |
|------------|--|---|
| 5 minutes | <ul style="list-style-type: none"> - Dry erase boards/plain paper | <ul style="list-style-type: none"> - Dictation |

TEACHING ACTIVITY

1. Write a number on the board (e.g. 1,500). Show the different ways to break down a number into a price. In the example of \$1,500, it can either be one thousand five hundred dollars, or fifteen hundred dollars.
2. Continue to write various numbers and break them down into parts. Be sure to include the colloquial “buck” as one of your examples, as in “ten bucks.”
3. Say the name of a number aloud, and have students write it down on a dry erase board or blank piece of paper and show you what it looks like.



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STEP 8: QUICK CHECK AND REVIEW

| Time Frame | Materials | Teaching Strategies |
|------------|---|---------------------|
| 10 minutes | - Fly swatter, rolled up magazine/ newspaper, etc. | - Fly Swatter |

TEACHING ACTIVITY

1. Write a variety of numbers in random order all over the board.
2. Divide students into two teams and give each one a fly swatter or fly swatter-like instrument.
3. Choose one person from each team to stand about 10 feet away from the board while holding his/her team's fly swatter.
4. Call out a number on the board, and have the two students race to the board to be the first one to hit the correct number with the fly swatter. Continue until each student has had a turn. Be sure to vary how you say the numbers, as demonstrated in Step 7.

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EXTENSION ACTIVITY: INCORRECT CHANGE

| Time Frame | Materials | Teaching Strategies |
|------------|--|--|
| 20 minutes | <ul style="list-style-type: none"> - Pictures of items to “buy” (with prices shown) - Play money | <ul style="list-style-type: none"> - Authentic Materials - Role Play |

TEACHING ACTIVITY

- Set up a Role Play in which a cashier gives incorrect change to a customer. For example: A customer pays \$20 cash for an item that costs \$8. Instead of getting \$12 back, the customer only gets \$2. A sample dialogue could be:
 - Customer: Excuse me, I was supposed to get \$12 back. I gave you a \$20.
 - Cashier: How much do you have?
 - Customer: \$2
 - Cashier: I’m sorry, here you go.
- Model the dialogue for the class and then pair up students to practice together. Use the pictures of items with prices as prompts.