Teacher's Guide for Exploring English

Reading and Writing English as a Second Language

Unit 4: Workbooks A, B, C

The material in this book is
the product of the Lord's blessing
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ESL EXPLORING ENGLISH, Unit 4: Teacher's Guide

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Note to the Teacher

- Christian Light's *Exploring English—Reading and Writing English as a Second Language* program consists of each unit divided into three books. Just as Christian Light's LightUnits each have three sections, these also have three. There is too much material to fit into one book, so the sections have been divided into three books—Workbooks A, B, and C. See the *Introduction* section of this Teacher's Guide for more information.



To be adequately prepared to teach this course, read the Introduction to the Teacher's Guide.

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Notes to the Teacher:

- Questions in the Dialogue Workbook should be answered in complete sentences. Forming sentences is an important step in helping students internalize English. If there is not enough time for students to write all the answers in a lesson, consider doing some sections orally in class, still using complete sentences. Each student should be involved.
- Wording in answers may vary, but the answers need to correctly address the subject at hand.

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Exploring English

Unit 4: Workbooks A, B, C

Introduction to the Teacher's Guide

Lesson Summary and Teacher Preparation

At the beginning of the teacher's material for each lesson, find a simple summary of the objectives and content of the lesson, as well as some teacher preparation helps.

The **Lesson Focus** describes the basic skills the students are being taught in that lesson.

The **Board Preparation** section identifies things to write on the board ahead of class to save time.

The **Class Preparation** section lists objects or teaching aids needed for the lesson activities. It is important to look over these lists at least a day before teaching the lesson, as some of the things may need to be prepared, brought from home, or provided by the students.

Effectively Teaching the Lessons

ESL students vary in their abilities and speed of learning; therefore, the amount of work done in a class period may vary also. For the best outcome, consider breaking classes into student groups more similar in their progress and taking more time with the less advanced ones, even if a lesson needs to be done over a two-day period. (This course is for students from fourth grade to adult. Some third graders may be able to do it, but younger students should instead do Christian Light's *Learning to Read* course.) Some students will do fine with one lesson per day, but others will not.

Oral drill, including flash cards and dialogue, are essential to effective mastery of the course. Drill work is just as important, if not more so, as it is to finish a lesson's bookwork. Too often, if there isn't enough time, the drill work gets cut first. That is *not* a recipe for success.

So, when necessary, consider doing a lesson over two days or lengthening the class periods. Doing whatever it takes for effective learning is the key to success!

Icebreakers

Begin each day with an icebreaker—a fun game or activity that helps students warm up, loosen up, and practice some of their recently acquired skills. There is an icebreaker given for each lesson except for the review and test. Many of these are flexible enough to be used at different times throughout the course. Find a list of all the icebreakers in Appendix L.

Phonics & Grammar Review

Use this section at the beginning of class to review concepts learned in the previous lesson. Also review any sounds that were learned recently.

Vocabulary

This course aims to teach and review a specific set of vocabulary words. Each lesson has a list of new words. All these words will be reviewed regularly. By the end of five units, students will have learned and reviewed the meaning and use of over five hundred essential words.

There will be other words in everyday speech that may be taught too. Take the opportunity to teach them as you encounter them. Focus on common nouns and verbs that the students hear and use daily.

Teaching new words is more effective when we can show objects, and/or demonstrate with actions. Be creative and use a variety of methods.

Flash Card Introduction

The following process should be used in introducing and reviewing vocabulary flash cards.

1. **Introduce** each word by showing the flash card and saying the word. Have students repeat it in unison.
2. **Demonstrate** every word possible to help them understand the meaning.
3. **Say** the word again in a complete sentence and in a familiar context, if possible. Have the students repeat the sentence back to you. Select one or two students to say the word in a different sentence, but make sure that each student is engaged in some way. Ask questions about the picture.
4. **Repeat** the process for each new flash card. Then select three flash cards and have the class call out each word in unison. When all three words have been said correctly, add more flash cards to the stack.
5. **Review** flash cards from previous lessons regularly. As the number of flash cards increases, make several stacks according to how well they have been learned (e.g., drill new cards daily, almost-learned cards weekly, then biweekly until mastered, etc.). Once flash cards have been mastered, they may be returned to the box. Before retiring the cards, be sure to drill each student individually.

Introducing New Words Without Flash Cards

Many words are not represented by flash cards. Even if these words are not being taught and reviewed as reading words, it is helpful for students to have a visual representation of new words and phrases that they are saying. This can help the students remember them and will help clarify which sounds they are hearing in the words.

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Vocabulary Introduction

1. **Write** the new word or phrase on the board.
2. **Say** the word or phrase clearly several times, pointing out the sounds on the board.
3. **Demonstrate** the word meanings in as many ways as you can.
4. **Select** several students to say the word or phrase aloud.
5. **Use** the new words in a few simple sentences or phrases with other familiar words. Point at the new words on the board as you say them in these sentences.
6. **Practice** the new words by having students repeat the new sentences or phrases as a class and individually.

Consonants and Vowels

The consonants and vowels should be mastered by this time, but if not, spend some time drilling them.

Appendixes

The Appendix pages may be copied as needed for your use. However, these pages are not to be copied and shared between schools.

Practice Methods

As you, the teacher, become more familiar with the course and the characteristics of the class, you will be able to revise and adapt these methods to whatever works best for your class. You may also develop methods of your own.

The Line-Up Method

Have students form two lines. Select one student at the end to begin practicing a phrase to the person across from him—you choose the phrase. The first set of students show how the example is done. Then everyone in Line 1 speaks to the person across from them in Line 2, and the people in Line 2 respond. All the sets speak at the same time. Then Line 1 moves one person to the left while Line 2 remains stationary. The person at the end of Line 1 who gets "pushed off" walks around to the other end of his line. Students continue practicing the same phrase with a different person across from them until each student in Line 1 again reaches his starting position.

The Peel Method

Have students form a circle. Select one student to begin by turning to the person to his left and practicing a phrase. The first student then moves on to the next student and then by turn to each student in the circle. The second student follows the first, practicing with each consecutive student. The third student follows the second and so on. Each student continues around the circle until he reaches his starting position. This is a good way to practice simple conversation exchanges repeatedly with the entire group at once.

The Group Demonstration Method

Divide the class into groups of three or more students and have each student in the group demonstrate or take the lead part in the conversation element being practiced. The rest of the class watches this group demonstrate the skill for them. Once the group is successful, a new group attempts it. Each student should get a chance to be part of a group. This method is good for practicing more complex conversations that include more than one person.

The Multiple Chain Method

Choose two or more students that are seated far apart from each other to start chains of conversation that move in a given pattern through the class. Each student first takes the responding role, and then turns to the next student in the pattern and takes the lead role, while that next student takes the response role. All the chains of conversation keep moving through the class, with the teacher giving direction to any chain as needed. You may need to start with one chain, get it going smoothly, and then start the next one. The chains can continue moving indefinitely until you are confident that most of the students are communicating clearly with each other. After a few rounds, the pattern or direction of the chain could be changed so the students can practice with someone else.

Read, Write, Say

This section covers the new material for each lesson. Much of it will require teacher involvement as the students fill in the answers.

We Remember

The *We Remember* section consists of review activities in the student workbooks. Some of them may require teacher involvement and direction.

Correct the students' work as they go.

While students are doing the *We Remember* section, work with students who need extra help with reading, pronunciation, or other problem areas.

Spelling Words

Say each spelling word aloud. Say it in a familiar sentence. Then say it again. Have the students all together say the words and spell them out loud.

Students should write the words in their spelling notebooks as you say them.

Note: Do not wait to correct the entire list later and give it back to the student after a lapse of time. Research shows that a delay between the incorrect spelling of a word and its correction results in a greater tendency to repeat the original wrong spelling. It is best to correct it immediately.

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Optional Extra Practice

This section in the Teacher's Guide contains class activities and extra material that may be used to reinforce concepts as time allows.

Dialogue Workbook

The Dialogue Workbook is a separate book that coordinates with the Workbooks. The lessons in this book are not graded. The Dialogue Workbook sections in the Teacher's Guide contain review exercises and discussion ideas. Before each class, display the poster that accompanies that day's lesson.

Pictures in this book are busy scenes with a variety of details that can take discussions in different directions. You can discuss things that are correct and things that are wrong in that setting. There are lists of words or sentences to aid in identifying details in the picture, and some have questions to answer. The questions are closely interwoven with the picture and stories. Some lessons may require switching back and forth between sections to find the answers.

Vocabulary words from the lesson appear in bold print the first time they are used in the story. Not every story uses all the vocabulary words.

Most stories also have some "extra words" that are not vocabulary words. Have students say these words with you before reading the story.

Questions in the Dialogue Workbook should be answered in complete sentences. Forming sentences is an important step in helping students internalize English. If there is not enough time for students to write all the answers in a lesson, consider doing some sections orally in class, still using complete sentences. Each student should be involved.

You may choose to read parts of the story; however, students should also be involved. This is a valuable opportunity for them to practice their reading skills.

Various methods could be used in reading these stories. Here are a few ideas:

- Students take turns reading by sentences or paragraphs.
- Teacher calls out the name of the next person to read (in random order).
- Student reads his assigned part and then chooses the next student.

Unit Quizzes

The first part of the lesson is called *Review for the Quiz.* It reviews various things from that specific workbook—vocabulary, phonics sounds, spelling words, and grammar concepts. The teacher decides what to review, according to the students' needs.

The second part is called *Conversation Exercises.* The groups listed under this section refer to headings from *Review for the Quiz.* The concepts listed under these groups will be quizzed. In this part, students come up to the teacher's desk in pairs or small groups. With each pair, work through one of the activities listed. Work through a different group of activities with all the students, having each student appear up front several times until they have attempted all the activities.

The quizzes are in the back of the students' books and should be removed before the books are given out.

Unit Review

Lesson 16 in each unit is a Unit Review. This is similar to the quizzes, except that it covers material from the entire unit. Total mastery of the material is not the goal at this level. Make it your goal for students to be familiar and comfortable with the things they have learned.

Unit Test

Follow these guidelines when administering the Unit Test:

- The test must be completed on the day administered.
- Once the Conversation Exercises are completed, have everyone hand in all their books and papers. Anything they have that is related to the course must be put out of sight.
- Make sure the instructions are clear to each student.

Students who fail the test should be given extra help in the areas of difficulty. They should not be held back and sent through the previous unit again. *This test is more of a progress report, not something that one fails or passes.* Only consider redoing a unit if most of the class badly fails a Unit Test.

Alternate Test

There is an Alternate Test in Appendix J that may be given to a student who fails the regular test. Before using the Alternate Test, the student should study the areas missed.

Unit Quiz and Test Grades

To obtain a final Unit score, average the three quiz grades, and then add that average to the test grade and divide it by two. This average will be the final score for the Unit.

Example:
Quiz A – 96%
Quiz B – 98%
Quiz C – 95%
Average – 96%
Test Score – 93%
Average/Unit Score – 95%

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Spelling Grade

To obtain a spelling test score, divide the number of correct words by the total number of words.

Example:

Total word amount: 15

Total spelled correctly: 13

Divide 13 by 15 = 87%

Final spelling score: 87%

Sample Class Schedule #1

This is based on a 1.5-hour class period for students who are taken out of regular classes for that time. If you have more time to work with students, adjust the schedule as needed.

Review, review, review. Spend a thorough amount of time reviewing previously learned material. The focus is not getting more or even a whole lesson done in a day; it is getting quality learning done.

Review ideas: Memory games, building sentences with flash cards and words they have learned, speaking exercises, having students answer in complete sentences, etc.

New material: Plan to spend time completing about half the lesson in the student material. A lesson broken into two class segments leaves room for two review periods per lesson. This should help the student grasp the material well.

Any extra time can be spent reviewing difficult concepts.

Sample Class Schedule #2

Here is another suggestion for dividing a lesson into two days' worth of work. The different sections do not always need to be done in the same order.

Day 1:

- Introduce new vocabulary words
- Spelling words
- Dialogue Workbook
- We Remember (or a section of it)

Day 2:

- Review vocabulary words
- Review spelling words
- Read, Write, Say
- Finish the We Remember
- Spelling test

The Teacher's Guide lists the required oral activities and flash card drill. These should be done at the time each section is worked on in the student workbooks.

Symbols in the Workbooks and Teacher's Guide

◯ **Teacher check:** Exercises marked with this symbol need a teacher's involvement. The teacher needs to evaluate or assist students with this exercise. The students may continue working past this symbol even though the exercise has not been checked.



This symbol corresponds with the page number of the student workbook.

Ⓐ The circles with capital letters match with the same letters in the student workbook.

☆ Exercises marked with a star are optional. The teacher decides whether or not to assign them.

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Unit 4: Workbook A

Lesson 1 — How Much Money? *(Pages 1-7)*

Lesson Focus

- Read and write the vocabulary words.
- Learn the value of a penny, nickel, dime, quarter, and dollar.
- Introduce the /oi/ sound.
- Differentiate between count and noncount nouns (*many* vs. *much*).
- Read and write prices.
- Read and write the spelling words.

Board Preparation

- Write the words *dollar* and *cent* with their signs.
- Write *buy, pay,* and *sell.*
- Write these sentences:
  - I'm buying a hat from him.
  - I'm selling a hat to him.
  - I'm paying him for the hat.
- Write *price* and *price tag.*
- Write the following questions and answers:
  - How many dollars does this book cost? This book costs ten dollars.
  - What is the price of this book? The price of this book is ten dollars.
  - What does the price tag on the book say? The price tag on the book says ten dollars.
- Write *cost, how much,* and *how many.*
- Write the following questions and answers:
  - How many dollars does this book cost? This book costs ten dollars.
  - How much money does this book cost? This book costs ten dollars.
  - How much does this book cost? This book costs ten dollars.
- Write some prices in standard money notation. (You may use examples from Part H.)

Class Preparation

- Gather small objects on a tray to use in the Icebreaker.
- Several types of cards: credit, debit, gift, birthday, greeting, thank-you, postcard, etc.
- A $1, $5, $10, and $20 bill; four quarters; and ten each of pennies, nickels, and dimes
- Real money or cutout money from Appendix N—enough to practice *buying, selling,* and *paying*
- Make price tags for at least ten different items from the classroom or home. Make the prices realistic for the items. Write some with even dollars, and some with dollars and cents.
- A scale or a few items tagged with their weight
- If available: a flyer from a grocery store showing prices for familiar items, including some price per weight items
- Four clear jars or glasses and one jug of water
- Unit 4, Dialogue Workbook for each student
- Unit 4, Workbook A for each student
- A notebook for spelling words for each student

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- Poster for Dialogue Workbook Lesson 1
- Vocabulary flash cards: 391-406

Icebreaker

- How's Your Memory? Gather a number of small objects and display them on a large tray. After giving the students about fifteen seconds to look at the objects, put the objects out of sight. Have students write down everything that they remember seeing on the tray.

Phonics & Grammar Review

- Review the following items and have students read and write familiar words with these sounds.
  - *ar, er, ere, eir, air, are, arr* = /ĕr/
  - *er, ir, ur, ear, or* = /ər/
  - *al, au, aw* = /ȯ/
  - *al, el, il, le* = /əl/
  - any sounds from previous units that your class needs practice with

Workplaces and Dress Codes

- Initiate a discussion about different workplaces. (This was addressed in Lesson 14 of Unit 3.)
- Help students talk about different workplaces that have and do not have dress codes, and what the employees wear to work. Contrast work clothes for a farm vs. a hospital or a bakery vs. a store. Focus on the proper use of *so* and *because*.

Vocabulary

Vocabulary Flash Cards & Exercises

- Review these words from Unit 3: *always, usually, sometimes,* and *never.*
- Review the idea of adding *y* to nouns to create adjectives with words such as *rainy, stormy, sunny,* and *cloudy.*



A

- Introduce the new vocabulary flash cards.
- Use credit, debit, and gift cards to explain how different kinds of payment cards work.
- Expand the discussion to birthday cards, greeting cards, postcards, and thank-you cards.
- Teach *coin, bill, gold,* and *silver,* using objects and flash cards.
- Demonstrate that *money* refers to all of these.
- Refer to the words *dollar* and *cent* with their signs on the board, and show the flash cards.
- Introduce each of the coins and bills by name and amount, starting with pennies. For each one, talk about what you can get with that amount.
- Drill the names and amounts of the coins.
- Distribute the coins among the students. Hold up the coin flash cards one by one. Students must see if their coin matches the flash card. If it does, they should hold up the coin and say its name.

Buy, Pay,* and *Sell

- Refer to *buy, pay,* and *sell* on the board. Read them together. Demonstrate the actions with real objects and a helper. Use real money or money cutouts from Appendix N to enhance practice.
- Use *give* and *get* to explain the transactions.
- Point out that you buy and sell *things* but pay *money.*

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Lesson 1

How Much Money?

Vocabulary

A Write the new vocabulary words.

1.



bill ___bill___



buy ___buy___



coins ___coins___



sell ___sell___



dollar sign ___dollar sign___



silver ___silver___



cent sign ___cent sign___



gold ___gold___



penny ___penny___



counter ___counter___



nickel ___nickel___



cashier ___cashier___

1

silver, gold, counter, cashier: derived from Getty Images Plus

- Make several sentences like the ones below that show that we buy things <u>from</u> people, sell things <u>to</u> people, and pay <u>for</u> things.
- Refer to these sentences on the board.
  - I'm buying a hat <u>from</u> him.
  - I'm selling a hat <u>to</u> him.
  - I'm paying him <u>for</u> the hat.
- Recite these phrases together over and over to build association between the verbs and prepositions. Emphasize the prepositions.
  - buying <u>from</u> . . . selling <u>to</u> . . . paying <u>for</u> . . .
  - buying <u>from</u> him . . . selling <u>to</u> him . . . paying him <u>for</u> . . .
  - buying this <u>from</u> him . . . selling this <u>to</u> him . . . paying him <u>for</u> this . . .
- Use real objects and get the students to buy, sell, and pay for those objects and make sentences about them.
- *Sell* usually uses indirect objects, which can be confusing. Demonstrate their usage and meaning, using sentences like the ones below.
  - I am selling him this book. That means I am selling this book to him.
- Recite the following pair of phrases several times, using different names and pronouns.
  - selling this to him – selling him this
- Use real objects and get the students to make both sentence types shown below with *sell* and the object.
  - I'm selling a/an (object) to (Name).
  - I'm selling (Name) a/an (object).
- Expand to include dollar figures:
  - I'm selling a/an (object) to (Name) for __ dollars.
  - I'm selling (Name) a/an (object) for __ dollars.

1. Write the new vocabulary words.

Teacher Tip: If your students use a different currency, teach those denominations instead, and then teach them how to talk about their money in English.

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2

B

- Introduce more new vocabulary words without pictures.

Prices

- Refer to *price* and *price tag* on the board. Show and say the price for each item with price tags.
- Refer to the questions and answers on the board. Read them aloud.
  - How many dollars does this book cost? This book costs ten dollars.
  - What is the price of this book? The price of this book is ten dollars.
  - What does the price tag on the book say? The price tag on the book says ten dollars.
  - Ask different students the questions above, using real items with given prices.
- Pass each item through the class in a chain drill, asking the same question for each item. The student responds correctly and then turns with the item and asks the same question to the next student.

Cost

- Refer to *cost, how much,* and *how many* on the board and read them together.
- Refer to the following questions and answers on the board. Read them aloud.
  - How many dollars does this book cost? This book costs ten dollars.
  - How much money does this book cost? This book costs ten dollars.
  - How much does this book cost? This book costs ten dollars.
- Recite the following questions together a few times.
  - How many dollars? – How much money?
- Point out that *price* and *cost* are often used interchangeably:
  - The price of the book is ten dollars.
  - The cost of the book is ten dollars.
- Use the same type of exercise as in the *Prices* section with the current questions and answers, using the tagged items.

Weight

- Use a small scale or the tagged items to introduce the idea of *weighing* things. Introduce the word *pound* and/or the common units used in your country.
- Have students put items on the scale. Ask, "How much does it weigh?" *(It weighs ___ pounds.)*
- Teach the use of *about* as in *It is about two pounds.*

Lesson 1



quarter quarter



dime dime



card card



price tags price tags

B Read more new vocabulary words and sentences.

○ 2. cash register cost much price pay each pound weigh

How much does this cost?
That costs five dollars and eight cents.
It costs $5.08.

How much does this weigh?
That weighs two pounds.

How much are these?
Those are two dollars each.

How much are you selling this for?
We're selling that for seventeen dollars.

What is the price for these cherries?
The price is three dollars for one pound.

What do you want for this?
We want twenty dollars and fifty cents for that.

Where do you put the money?
We put money in the cash register drawer.

Who should we pay for these shirts?
We should pay the cashier for these shirts.

C Write a number to show how much each coin or bill is worth.

○ 3. penny 1 ¢ nickel 5 ¢ dime 10 ¢ quarter 25 ¢ dollar bill 100 ¢

D Write vocabulary words.

cash register	nickels	gold	card	counter	dollar sign
quarters	cashier	buy	sell	pennies	cent sign
price tag	dimes	coins	bills	silver	

4. a. Pennies, nickels, dimes, and quarters are all coins.

b. Gold, silver, bills, and coins are all money.

2

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- Talk about different types of fruit and vegetables.
- Demonstrate *How much do they cost?* and the answer: *They are ___ dollars for a pound*.
- Look at the poster for the Dialogue Workbook and have students ask each other about the prices of items on it. Use a grocery store flyer for further practice.

2. Read more new vocabulary words and sentences.

c. I don't have any money! Can I use a card to pay for these things?

d. Please set the jugs on the counter.

e. The cashier is standing behind the cash register.

f. We buy things *from* people. We sell things *to* people.

g. A price tag shows the price for something.

h. The dollar sign looks like an *s* and is written with any amount of money.

i. The cent sign looks like a *c* and is usually written with money amounts less than one dollar.

Read, Write, Say

E **Read the sounds and the words.**

○ 5. **oi, oy** = /oi/ coin point boy toys

Fill in the blanks with *oi* or *oy*. Use *oi* at the beginning or in the middle of a word. Use *oy* at the end of a word even if a suffix follows it.

6. t oy t oi let b oy b oy s p oi nt c oi n

F **Use *many* to talk about things you can count. Use *much* to talk about things you cannot count.** Example: *How many* cups of juice do you have? *How much* juice do you have?

7. **Underline *many* or *much* in each set of parentheses.**

a. How (many, much) money?
b. How (many, much) coins?
c. How (many, much) water?
d. How (many, much) silver?
e. How (many, much) dollars?
f. How (many, much) quarters?
g. How (many, much) milk?
h. How (many, much) vests?
i. How (many, much) cents?
j. How (many, much) gold?
k. How (many, much) nickels?
l. How (many, much) cash?

Can you count these things? Write *yes* or *no*. Then write a question for each one. Two are done.

8. a. bills yes How many bills are there?
b. silver no How much silver is there?
c. coins yes How many coins are there?
d. loaves yes How many loaves are there?
e. bread no How much bread is there?
f. milk no How much milk is there?

C

3. Write a number to show how much each coin or bill is worth.

D

4. Write vocabulary words.

3

Read, Write, Say

E

- Introduce the following item and have students read and write familiar words with this sound. *oi, oy* = /oi/ – *coin, boy*

5. Read the sounds and the words.

6. Fill in the blanks with *oi* or *oy*. Use *oi* at the beginning or in the middle of a word. Use *oy* at the end of a word even if a suffix follows it.

F ***How much is there?* or *How many are there?***

- Demonstrate the different usage of *how much* and *how many*.
  - How many dollars? – How much money?
  - We can count dollars—one, two, three . . . dollars. So we say, "How many?"
  - How many dollars do we have? We have three dollars.
- We can't count water. We can't count ___ . Make sentences with some of the nouns below.

blood	jam	hair	tea
water	juice	dust	time
milk	bread	trash	sugar
coffee	cereal	glue	grass

- We say, "How much is there?" Model questions with some of the noncount nouns above.
- We can count (insert count nouns). We say, "How many (objects) are there?" Model more questions with count nouns.
- Recite together several times: "How much is there? How many are there?"
  - Say all of the noncount nouns from above at least once, as well as several dozen count nouns, and select students to answer the question, Do we say, "How much is there?" or "How many are there?"
  - They answer with a complete statement: "We say 'How much/many ___ is/are there?' "

7. Underline *many* or *much* in each set of parentheses.

8. Can you count these things? Write *yes* or *no*. Then write a question for each one.

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4

G

- Pour differing amounts of water in four jars or glasses and ask, "How much water is there?" Teach the responses below.
  - There <u>isn't any</u> water. There is none.
  - There's <u>a little bit of</u> water.
  - There's <u>some</u> water.
  - There's <u>a lot of</u> water.
- Use the same format with at least one or two other substances. Then ask the question given in the student workbook: *How much bread is there?* Have students supply the answers.

9. Use contractions to answer these questions about how much there is.
10. Answer these questions.

H

- Refer to the prices on the board in standard money notation. Read them to the students, pointing out that we say *dollars and . . .* when we get to the decimal point and *cents* at the end.
- Recite the rest of the money amounts on the board together. Select students to read several money amounts. Have students use coins to show those amounts.
- Dictate simple prices for the students to practice on the board.

11. Students read the prices.

Lesson 1

G **Use contractions to answer these questions about how much there is.** One is done.

9. a. How much bread is there?

not any = none	There isn't any bread. There is none.
a little bit	There's a little bit of bread.
some	There's some bread.
a lot	There's a lot of bread.

b. How much water is there?

not any = none	There isn't any water. There is none.
a little bit	There's a little bit of water.
some	There's some water.
a lot	There's a lot of water.

c. How much time is there?

not any = none	There isn't any time. There is none.
a little bit	There's a little bit of time.
some	There's some time.
a lot	There's a lot of time.

d. How much money is there?

not any = none	There isn't any money. There is none.
a little bit	There's a little bit of money.
some	There's some money.
a lot	There's a lot of money.

Answer these questions. Answers will vary.

10. a. How much coffee do you have at your house?

_____

b. How much glue is in your classroom?

_____

H **Read these prices.**

○ 11. $1.00 – one dollar
$0.01 – one cent
$1.01 – one dollar and one cent
$2.00 – two dollars
$0.10 – ten cents
$2.10 – two dollars and ten cents
$56.00 – fifty-six dollars
$0.29 – twenty-nine cents
$34.91 – thirty-four dollars and ninety-one cents
$0.67 – sixty-seven cents

4

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Write the prices your teacher says. Use numbers.

12. $5.00 $5.08 $24.10 $0.93

Write these prices with words.

13. a. $1.00 one dollar
b. $2.00 two dollars
c. $0.02 two cents
d. $0.12 twelve cents
e. $1.79 one dollar and seventy-nine cents
f. $4.13 four dollars and thirteen cents
g. $18.05 eighteen dollars and five cents
h. $54.00 fifty-four dollars

We Remember

I **Circle the correct sound.**

14.

their	(ër) ər	wear	(ër) ər	early	ër (ər)
parents	(ër) ər	learn	ër (ər)	there	(ër) ər

Circle the correct sound.

15.

people	ó (əl)	saw	(ó) əl	nickel	ó (əl)
talk	(ó) əl	bottle	ó (əl)	faucet	(ó) əl

J **Add the suffix *s, es,* or *ing* to each verb.**

16.

buy	**drive**
She buys and sells clothes.	My dad never drives to work.
We are buying two cows.	Where are you driving the truck?
pay	**plan**
Are you paying for this?	They are planning the school picnic.
She pays him for his work.	Our principal plans the school trips.

Add the suffix *ed* to each word.

17.

change	**unzip**
Dexter changed into his jeans.	He unzipped his coat after going inside.

5

12. Students write prices with numbers as the teacher dictates them: *$5.00, $5.08, $24.10, $0.93.*

13. Write these prices with words.

We Remember

I

14, 15. Circle the correct sound.

J

- Point out the noncount nouns from this lesson that do not form plurals: *gold* and *silver.*
- Introduce the irregular past tense of these verbs: *pay – paid, buy – bought, sell – sold.* Have the students go to page 29 in their workbooks and read the irregular verbs (Appendix C in the Teacher's Guide).
- Refer to Appendix D to review suffixes from previous units as needed. The suffixes *y* and *ly* may need extra attention.
- Note: After this lesson, the suffix sections will not specify which suffix to use. Students should be able to supply the correct one.

16. Add the suffix *s, es,* or *ing* to each verb.

17. Add the suffix *ed* to each word.

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6

J. continued

18. Add the suffix *y* to each word.

19. Add the suffix *ly* to each word.

K

20. Write the contraction for each word. Find a list on page 30 of Workbook A or Appendix H in the Teacher's Guide.

L

21. Write the plural form of each word.

M

22. Underline the verb in each sentence and also the word *will* in the sentences that have *will*. Write *past, present,* or *future* to tell the tense.

Lesson 1

Add the suffix *y* to each word.

18. **sun** **shade**

What a beautiful sunny day! Let's sit in the shady place under the tree.

Add the suffix *ly* to each word.

19. **cost** **bad**

This book is too costly. Nora badly needs a new coat.

K **Write the contraction for each word. Find the list of contractions on page 30.**

20. do not don't | does not doesn't | did not didn't
will not won't | that is that's | there is there's
when is when's | where is where's | who is who's
cannot can't | what is what's | how is how's

L **Write the plural form of each word.**

21. penny pennies | dime dimes
glass glasses | bus buses

M **Underline the verb in each sentence and also the word *will* in the sentences that have *will*. Write *past, present,* or *future* to tell the tense.** One is done.

22. a. Grace will cook potatoes for supper. future
b. Tony zipped his coat. past
c. Tammy will work at the hospital tomorrow. future
d. Mr. Mills fixes cars. present
e. BJ pointed at the semitruck. past
f. Karissa walks fast. present
g. Lewie bought pizza. past
h. Bill milked the cows. past
i. Angela will open the bakery. future

6

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Lesson 1

Spelling Words

(N) **Write spelling words to complete the sentences.**

fruit	bottle	peaches	cabbage	popcorn	potato	cherries
cucumber	soup	loaf	tomato	vegetables	lettuce	pumpkin

23. a. Mom sliced the ___loaf___ of bread for dinner.
    b. Dad popped some ___popcorn___ for a snack on Sunday evening.
    c. Sara bought a ___bottle___ of ketchup at the store.
    d. I picked some ___peaches___ and ___cherries___ off the trees in our orchard so that I could make pies.
    e. "Ben, please go get some ___lettuce___, a ___tomato___, and a ___cucumber___ from the garden for a salad," said Mom.
    f. Because he was trying to lose weight, Brian ate mostly ___fruit___ and ___vegetables___.
    g. At Thanksgiving, my family eats ___pumpkin___ pies.
    h. I still need to add some ___cabbage___ leaves and a ___potato___ to the ___soup___; then it will be finished.

○24. **Write the spelling words as your teacher says them. Take them home to study.**

7

Spelling Words

(N) Read and spell the words in the box with your students.

23. Write spelling words to complete the sentences. Mention the differences between cabbage and lettuce before students begin this part.

24. Students write the spelling words in their notebooks as you say them. Say each word, read the sentence, and say the word again. Students take their notebooks home to study.

loaf	I bought a loaf of bread.	loaf
bottle	The bottle of milk was full.	bottle
peaches	The fresh peaches tasted delicious.	peaches
cabbage	Shana will buy cabbage.	cabbage
popcorn	I like to eat buttery popcorn.	popcorn
potato	I peeled the last potato for supper.	potato
cherries	The cherries are ripe.	cherries
pumpkin	Do you like pumpkin pie?	pumpkin
cucumber	I cut up the cucumber.	cucumber
soup	Mom made soup for lunch.	soup
fruit	What is your favorite fruit?	fruit
tomato	The tomato isn't ripe yet.	tomato
vegetables	Look at all those vegetables.	vegetables
lettuce	The lettuce in the garden is growing fast.	lettuce

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Optional Extra Practice

Price Lists

- Tell students to make a list similar to the one in the Dialogue Workbook. The items should be related, such as school supplies, kitchen items, or furniture. The student writes a reasonable price beside each item.

Past, Present, and Future Tense Verbs

- Reinforce standard verb conjugations with this exercise. Set up columns on the board like the following with words students know:

Present	Past	Future
add(s)	added	will add
call(s)	called	will call
watch(es)	watched	will watch
figure(s)	figured	will figure
rain(s)	rained	will rain
shop(s)	shopped	will shop
travel(s)	traveled	will travel

Weather and Outerwear

- Review the different ways we talk about the weather, using these weather words from Lesson 11 in Unit 3: *blow, ice, thunder, lightning, shine, rain(y), wind(y), snow(y), storm(y), icy, sunny,* and *cloudy.*
- Have the students make statements about today's weather, what they're wearing, and why. Focus on the use of *so* and *because.*
- Present different weather scenarios and ask students what they should wear or have them ask each other.

Pretend Store – *Do you want this, or that?*

- Review and practice the use of *or* with these examples from Lesson 13 in Unit 3.
  - Caleb is very hot. Does he want to sit in a shady place or a sunny place?
  - The dog is nice, but Samuel is crying. Is Samuel hurt or scared?
  - Sarah says bad things about her friends. Is Sarah a kind girl or an unkind girl?
- Have students make a list of things that they want at a store and take turns saying what they want to get, referring to their list. Ask them questions using the word *or* and adjectives to get specific details from them. For example, *Do you want green apples or red apples?*
- Select students to take your place asking the questions and taking the "orders" from other students.

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Lesson 1

How Much Money?

4.1 Picture Exercises

A **Find and discuss the objects by the cash register. Number them in the boxes.**

1. 1) screen
   2) nickels
   3) ten-dollar bills
   4) cash drawer
   5) keyhole
   6) twenty-dollar bills
   7) keypad
   8) five-dollar bills
   9) quarters
   10) one-dollar coins
   11) one-dollar bills
   12) dimes
   13) receipt slot
   14) pennies

B **Use the picture to answer the questions with sentences.**

○ 2. What does *lb.* mean? It means "pound."

3. Do you buy eggs by the pound or by the dozen? You buy them by the dozen.
4. How much does one pound of peaches cost? One pound of peaches costs $2.95.
5. How many dollars do you pay for one pumpkin? You pay $5.00 for one pumpkin.
6. Tony has twenty-five dollars. How many pumpkins can he buy?
   He can buy five pumpkins.
7. Which costs more—apples or bananas? Apples cost more than bananas.
8. How many pounds of potatoes are in one bag? Ten pounds of potatoes are in one bag.
9. How much does milk cost? It costs $3.35 a jug.
10. How much is one head of lettuce? One head of lettuce is $2.49.
11. How much do two loaves of bread cost? Two loaves of bread cost $5.18.
12. How many cupcakes are in a dozen? There are twelve cupcakes in a dozen.
13. Tom buys a large and a small watermelon. How much do they cost? They cost $8.00.
14. Ed buys a pound of apples. He gives $1.45. How much does he get back?
    He gets six cents back.
15. What coins does the cashier give Ed? She gives him a nickel and a penny.
16. Brad has $2.00. Is that enough to buy half a pound of tomatoes? Yes, it is.
17. How many ears of corn can Betty buy with $6.00? She can buy twelve ears/one dozen ears of corn.
18. Angela pays for three onions with a five-dollar bill. How much change does she get back?
    She gets fifty cents back.

2

The lesson stories from the Unit 4 Dialogue Workbook include vocabulary words that the students have learned or that can easily be picked up in the context of the story.

The stories are not totally fine-tuned to their learned vocabulary. Most of the stories also have some "extra words" that need to be introduced before reading the story.

Always display the poster for each lesson. This will enable you . . .
1) to see the picture magnified and
2) to keep the class together as you discuss the picture.

Use the Dialogue Workbook wherever it fits best into your class schedule.

4.1 Picture Exercises

- Discuss the use of the cash register and how it works.
- Discuss the price list and how to use it.
- Discuss the different buttons and the coins and bills in the register.
- Have students work in pairs asking each other about the price of different items, buying things, calculating totals, giving specific amounts, and calculating change.

A

1. Read the list of words together. Students number the items in the picture.

B

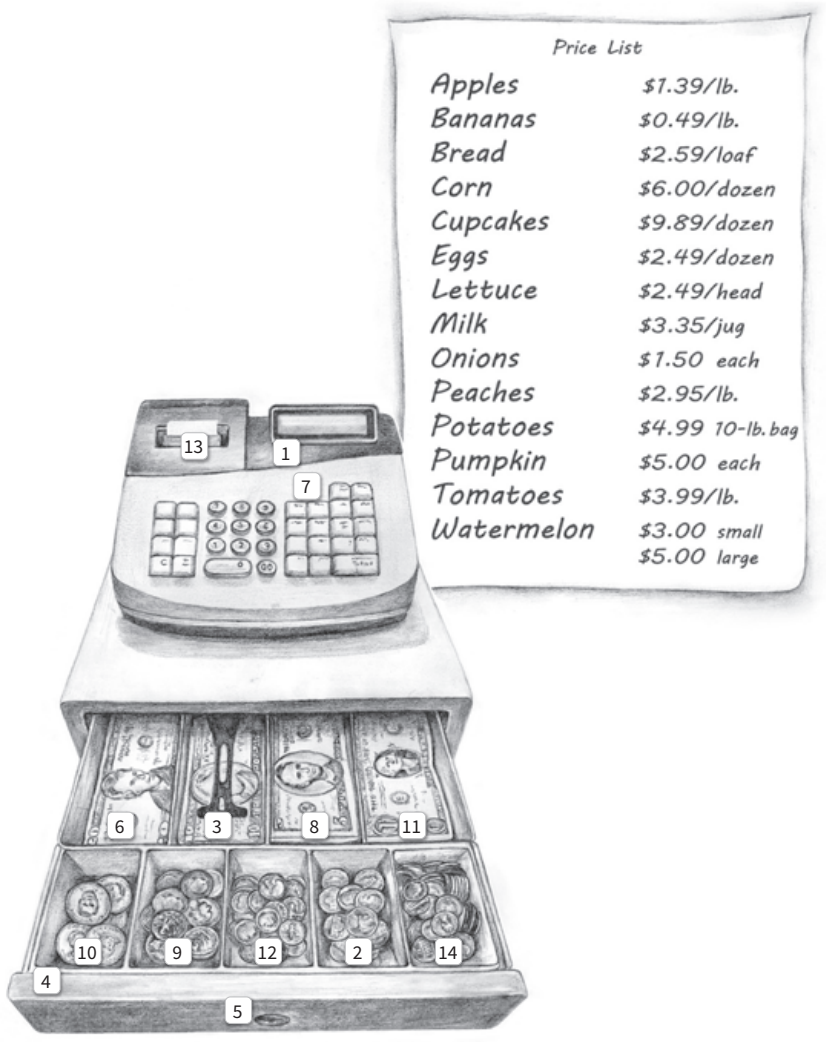
2-18. Study the picture to find answers. Write sentences. Some answers will require a basic knowledge of math.

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4.1 Picture Exercises, continued

Lesson 1

4.1



3

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Lesson 1

C

Grocery Shopping

19. **Introduction:** *Simon and Oscar met at Good Food Grocery where they were trying to find fruits and vegetables for their mothers.*

Extra words to introduce: *onion, Georgia, Nevada, vending machine.*

Read the story: *Grocery Shopping*

Simon Mills opened the door of Good Food Grocery and walked in. "Hello," said the woman behind the **cash register.** "Welcome to Good Food! Let me know if I can help you find something."

"Thanks! I need some things for my mom, but I think I can find them."

Simon looked at the vegetables and fruit. He saw Oscar looking into a big box. "Well, hey, Oscar!" he said. "What are you doing here?"

Oscar looked up with a smile. "I'm looking for a watermelon for my mother. What do you think of this one?" He held up a big round watermelon.

"Nice," said Simon. "How **much** do the watermelons **cost?**"

"These cost $5.00 **each.** But those small ones over there cost only $3.00."

"Mom wants some tomatoes. These look nice and juicy," Simon said, pointing to a box full of red tomatoes. "How much do these tomatoes cost? I can't find the **price tag.**"

"It looks like it is missing. There it is on the floor!"

Simon picked up the price tag. "One **pound** for $3.99," he read. He looked around for a bag. "Are there any bags here?"

"Over there beside the corn."

"You're a big help, Oscar." Simon laughed. "You can see I don't come here much. I am supposed to get some of these peaches too. Now I just need milk. I think that is in the fridge. See you later."

"I can wait for you outside," Oscar said. "Let's walk home together."

"Sure!"

Oscar walked to the cash register and put the watermelon and an onion on the **counter.**

"That is $6.50, please," said the **cashier**.

Oscar gave the cashier a ten-**dollar bill**.

"Your change is $3.50." She gave Oscar the money and put the onion in a bag.

Oscar looked at the two **quarters** in his hand. "I'm saving the state quarters," he said. "I don't have the quarter for Nevada. These are both Georgia quarters."

Simon came to the counter. "I think this is everything I need, but I can't find the **price** for the peaches. How much do they cost?"

"Let me look," said the cashier. She looked at a paper on the counter. "They are $2.95 a pound. Your total is $12.94."

Simon gave the cashier a twenty-dollar bill.

She gave Simon his change. Simon looked at the **coins** and said, "Sorry, Oscar, no quarters for you!"

Oscar laughed. "That's okay. I want to find the Nevada quarter myself, without help."

4

C

19. Read the introduction to the students. Explain and demonstrate the new vocabulary words and extra words in the story, using the story picture and flash cards.

- Read the story: *Grocery Shopping.*
- Ask questions about the story. Refer to the questions in the Dialogue Workbook for ideas.

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D

20-33. Find answers in the story and write sentences.

E

34-37. Read the conversation and answer with sentences.

Lesson 1

D **Find answers in the story and write sentences.**

20. What was the name of the store? The name of the store was Good Food Grocery.
21. Where was the woman? The woman was behind the cash register.
22. Was the woman friendly or unfriendly? She was friendly.
23. Who did Simon see at the store? He saw Oscar there.
24. Whose mom wanted a watermelon? Oscar's mom wanted a watermelon.
25. How much did each of the small watermelons cost? They cost $3.00 each.
26. How did the tomatoes look? They looked nice and juicy.
27. Where was the price tag for the tomatoes? It was on the floor.
28. How much did the tomatoes cost for one pound? They cost $3.99 for one pound.
29. Where was the milk? It was in the fridge.
30. How much money did Oscar give to the cashier? He gave her ten dollars.
31. How many quarters did the cashier give to Oscar? She gave him two quarters.
32. How many onions did Oscar buy? He bought one onion.
33. How many dollars did Simon give to the cashier? He gave her twenty dollars.

E **Read this conversation.**

Simon: Oh! I am supposed to stop at May's Minimart and get buns for supper.

Oscar: Okay. I can wait outside. You know what? I'm thirsty! I am getting a soda from the vending machine. Oops! I don't have a one-dollar bill. I have only three quarters.

Simon: The machine can take a five-dollar bill.

Oscar: But I don't have a five. All I have is a twenty-dollar bill.

Simon: Here's a quarter for you. Don't forget to **pay** me back sometime.

Oscar: Thanks, Simon!

Answer with sentences.

34. What was Simon supposed to get at May's Minimart? He was supposed to get buns.
35. How much did a can of soda cost? It cost one dollar.
36. How many coins did Simon give Oscar? He gave him one quarter/coin.
37. How much money did Simon give Oscar? He gave him twenty-five cents.

5

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