

SUPER DOLLAR SPECIAL

Student/Class Goal

The student wants to improve his ability to read so that he can pass the GED, but is also looking for ways to make some extra money and is interested in selling several household items in the classified ads.

Outcome *(lesson objective)*

Student will read information from the Super Dollar Special and use this information to decide whether to submit an advertisement to the newspaper.

Time Frame

1 hour

Standard *Read with Understanding*

NRS EFL 2-3

Purpose	Benchmarks	Word Knowledge	Benchmarks	Comprehension	Benchmarks
Purpose for reading	2.1, 3.1	Decoding skills		Strategy use	2.11, 3.11
Select text		Word parts	2.4, 3.4	Text structural elements	2.12, 3.12
		Context clues	2.5, 3.5	Genres	
		Reference materials		Literary analysis	
		Word relationships		Drawing conclusions	2.15, 3.15
		Content vocabulary	2.8, 3.8	Making connections	2.16, 3.16
		Figurative language			
		Fluency			

Materials

SDS Coupon
 Super Dollar Special Rubric
 Local Newspaper Classified Ad
 Super Dollar Learning Objects

Learner Prior Knowledge

The standard is displayed in the classroom and students keep a copy in their folders. Each reading activity includes a review or reminder of the standard. Also, students have been working on identifying their reading strategies and a chart of strategies is on the wall. Ask students to read the first two lines of the SDS coupon and stop. Use this question to start a discussion:
What do you do before reading? (ask questions, predict what it will be about, or think of what I already know about the topic)
What do you know about classified ads? (make a list of your ideas) *What do you think the Super Dollar Special will be about?*
 Write down your predictions as questions (i.e. How much does this special cost?) *Questions I would like to have answered by the Super Dollar Special information? Other questions?* (number your questions)

Instructional Activities

Step 1 - Ask students to choose one of the four purposes for reading that best answers the question: What is your reason for reading the SDS? Note: Students may choose either “to be informed” or “to solve a problem” based on the connections among budgeting, the special, and the need to make a decision.

Step 2 - Redirect attention to the reading standard on the wall or from the folder and remind students to use strategies and monitor while reading. Together, review some of the strategies on the strategy poster. Ask what one or two strategies might be good to use. Remind them that they will be summarizing the content of the coupon after the reading is finished.

Step 3 - At this point, you may target some of the discrete skills that need practice; such as practice sheets from a workbook on context clues and finding context clues in additional authentic readings. In this activity, the student will be asked to identify “prepaid” from the definition which appears right before it or use other clues in the reading and define “per” using surrounding words (e.g., one item, one coupon). Students can keep track of unfamiliar words on sticky notes and teacher can do a mini-lesson on word families.

Step 4 - Ask each student to read silently and answer the questions created about the SDS as they read.

Step 5 - Engage students in discussion about the advertisements by asking them to summarize what the SDS is and how to do it.

TEACHER NOTE Students may wish to use the prediction questions/answer list completed during the reading to prompt his summary. Ask the students to predict under what circumstances an advertisement may not be accepted. Ask students to identify a personal item that would fit the selling criteria for the SDS.

Step 6 - Each student will write a brief explanation using a minimum of two reasons why they would accept or reject the SDS. Students will complete coupon if desired. Option: Students may give advice to classmates about the value of the SDS deal using a minimum of two reasons from the information to support his point of view.

Step 7 - Ask students to explain how they used the entire reading standard in this activity. This could be included in a reading journal if one is used in the classroom. Students might also mention how they felt the process worked for them (e.g., problem areas and how he solved them).

Step 8 - Students will find the classified ad section of the local newspaper and follow the steps needed to place an ad for a household item they want to sell and share the outcome with the class.

Assessment/Evidence *(based on outcome)*

Brainstormed questions and answers on prediction list.
Oral summary of the contents of the ad (what the deal is and how to complete the form)
Written justification of acceptance or rejection of the advertisement.
Completion of the coupon, if appropriate.

Teacher Reflection/Lesson Evaluation

The student still needs the teacher to discuss and model the reading standard at this level, especially as the type of text may become more complex. If the teacher and student establish a routine in approaching a reading selection, this could be helpful in supporting continued effort and engagement with text.

Next Steps

Provide the student with continued practice on the reading standard, being sure to focus instruction on strategies for analyzing information. Use both workbook samples and authentic materials. Super Dollar Learning Objects will give students additional information about financial literacy.

Technology Integration

Purposeful/Transparent

Classroom practice includes stating why the reading selection or activity supports the students' goals. Students are also encouraged to bring their own materials to serve as text for applying the reading standard.

Contextual

More students are interested in buying and selling household items, as evidenced by actually completing a classified ad coupon and sending it to the newspaper.

Building Expertise

Because we frequently review progress and goals, the student knows that the reading activity will help build his reading expertise thus allowing him to move closer to taking the GED.

Super Dollar Special Rubric

Name

Instructor

Site

Date

Standard *Read With Understanding*

CRITERIA				
COPS	Beginning	Developing	Competent	Outstanding
Determine the purpose for reading	Chooses whatever purpose the teacher suggests or other classmates are using.	Chooses purpose randomly without thought of which is a better match.	Chooses "to be informed" or "to solve a problem" to respond to interest in SDS after explanation from teacher about the two.	Chooses either "to be informed" or "to solve a problem" to respond to interest in SDS without prompting.
Select strategies appropriate to the purpose.	Writes statements and not questions.	Writes some questions that don't match the reading topic.	Writes only yes/no questions for prediction list to use while reading.	Writes yes/no and open-ended questions for prediction list to use while reading.
Monitor comprehension and adjust reading strategies.	Answers one question from the prediction list and answer may be incorrect.	Answers only 1-2 questions on the prediction list while reading.	Answers all questions on the prediction list while reading.	Answers all questions on prediction list and may add more during the reading.
Analyze the information and reflect on its underlying meaning.	Includes unrelated details or incorrect details.	Includes details for only "what or how" to do the SDS in the summary.	Includes most of the important details of what and how to do the SDS in the summary.	Includes every important detail of what and how to do the SDS in the summary.
Integrate it (new information) with prior knowledge to address purpose.	Struggles to explain SDS choice and confuses details from the reading.	States SDS choice but uses only one detail from the reading.	Explains SDS choice using details from the reading but details chosen provide weak support for the choice.	Explains SDS choice clearly and makes effective use of at least two details from the reading.

Teacher Comments

Student Comments

SUPER DOLLAR SPECIAL

CASH IN ON THE DEAL!



2 printed lines (8 words) for 7 days only \$1.00 *

- ◆ Ads will start immediately.
- ◆ One coupon per envelope.
- ◆ One item per ad, must be priced at \$65.00 or less.
- ◆ Price must appear in the ad.
- ◆ No garage sales, pets, real estate, or firewood.
- ◆ No telephone orders.

Customer Name: _____

Customer Address: _____

City: _____ State: _____ Zip: _____

Customer Phone: _____

Ad (one word per line)

***Send \$1.00 with coupon – Prepaid ads only
Offer available until June 1, 2004**

**Mail coupon to: Super Dollar Specials
123 E. Water St.
Oakview, OH 45678**

**All ads will appear in both
The Weekly Gazette and The Oakview Daily Digest**



<http://www.wisconline.org>

Best Buy Shopping

Author: Michele Williams

School: Fox Valley Technical College **Date:** 4/23/2002

Description: The learner is introduced to the concept of financial literacy.

http://www.wisc-online.com/objects/index_tj.asp?objID=ABM3402

