**SUPER DOLLAR SPECIAL**

**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

**Activity Addresses Components of Performance**

<table>
<thead>
<tr>
<th>COPS</th>
<th>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.</th>
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</thead>
<tbody>
<tr>
<td>Select reading strategies appropriate to the purpose.</td>
<td>Two important strategies for this activity would include: being able to summarize the content of the coupon and the ability to check for context clues. A review of strategies presented during lessons so far would be beneficial for reinforcement and introduction to new students.</td>
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<tr>
<td>Monitor comprehension and adjust reading strategies.</td>
<td>As students answer questions from the prediction list, the teacher will be able to determine whether or not students were able to understand the reading selection. Written reflections in their journals will also help pinpoint any difficulties in the reading process and give the teacher clues as to how to provide instruction in self-monitoring.</td>
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<tr>
<td>Analyze the information and reflect on its underlying meaning.</td>
<td>Students will orally summarize the SDS and make predictions about the usability of the coupon.</td>
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<tr>
<td>Integrate it (i.e. new information) with prior knowledge to address the reading purpose.</td>
<td>The final explanation helps students formulate their reasoning by drawing on past experiences and current need for submitting an advertisement to the newspaper. They may also discuss other options (pawn shop, garage sales, ebay) as ways to buy and sell items.</td>
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**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**

1. **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.

2. **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.

3. **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

<table>
<thead>
<tr>
<th>Name</th>
<th>Instructor</th>
<th>Site</th>
<th>Date</th>
</tr>
</thead>
</table>

**Standard**: Read With Understanding

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>COPS</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Determine the purpose for reading</strong></td>
<td>Choose whatever purpose the teacher suggests or other classmates are using.</td>
<td>Choose purpose randomly without thought of which is a better match.</td>
<td>Chooses &quot;to be informed&quot; or &quot;to solve a problem&quot; to respond to interest in SDS after explanation from teacher about the two.</td>
<td>Chooses either &quot;to be informed&quot; or &quot;to solve a problem&quot; to respond to interest in SDS without prompting.</td>
<td></td>
</tr>
<tr>
<td><strong>Select strategies appropriate to the purpose.</strong></td>
<td>Writes statements and not questions.</td>
<td>Writes some questions that don't match the reading topic.</td>
<td>Writes only yes/no questions for prediction list to use while reading.</td>
<td>Writes yes/no and open-ended questions for prediction list to use while reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Monitor comprehension and adjust reading strategies.</strong></td>
<td>Answers one question from the prediction list and answer may be incorrect.</td>
<td>Answers only 1-2 questions on the prediction list while reading.</td>
<td>Answers all questions on the prediction list while reading.</td>
<td>Answers all questions on prediction list and may add more during the reading.</td>
<td></td>
</tr>
<tr>
<td><strong>Analyze the information and reflect on its underlying meaning.</strong></td>
<td>Includes unrelated details or incorrect details.</td>
<td>Includes details for only &quot;what or how&quot; to do the SDS in the summary.</td>
<td>Includes most of the important details of what and how to do the SDS in the summary.</td>
<td>Includes every important detail of what and how to do the SDS in the summary.</td>
<td></td>
</tr>
<tr>
<td><strong>Integrate it (new information) with prior knowledge to address purpose.</strong></td>
<td>Struggles to explain SDS choice and confuses details from the reading.</td>
<td>States SDS choice but uses only one detail from the reading.</td>
<td>Explains SDS choice using details from the reading but details chosen provide weak support for the choice.</td>
<td>Explains SDS choice clearly and makes effective use of at least two details from the reading.</td>
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**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 $6.50 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
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