References to Money

Objectives

In this mini-lesson, students will:

• Identify references to money in sentences.
• Practice using references to money in sentences.

Preparation

Materials Needed

• Chart paper and markers
• References to Money (BLM 10)
• Interactive whiteboard resources

Advanced Preparation

If you will not be using the interactive whiteboard resources, copy the modeling text and the practice text onto chart paper prior to the mini-lesson. If necessary, write the symbol, words, and numerals from “Strategies to Support ELs” onto index cards to use with ELs.

1. Focus

Explain Using References to Money

Say: Knowing how to write about money is important to report writers because they aim to inform readers, and the amount something costs is often important information. There are different ways to write the amounts of money. If you include only a few references to small amounts of money in your report, and the references are spread out through the text, you generally spell the amounts as words, such as the words three dollars. However, if you have a few references to money close together, or the amounts are larger, or an amount is a mix of dollars and cents, then you can use symbols and numerals to tell the amounts, such as in the sentence, “The price of pizza at the shop ranged from $11 to $22.” Whole numbers larger than one hundred are written as numerals in references to money, just as everywhere else.

Write the following sentence on chart paper and read it aloud: “Building the highway would cost about $44 billion.” Say: Amounts of a million dollars or more are a special case. We often use a mix of the currency symbol and numerals followed by the word million or billion. In the example, $44 billion means forty-four billion dollars. For reports that are published in the United States, we assume that we should tell amounts in U.S. dollars and cents, with the dollar sign and the cents symbol.

Model Using References to Money

Display the modeling text on chart paper or using the interactive whiteboard resources and read it aloud to students.

Modeling Text

1. Transporting the materials for the road cost about $5 million.
2. Each person received about $15,000 to move out of the way of the road building.
3. The spices I bought at the outdoor market cost about five dollars.

Read sentence 1. Say: I see that the amount of money in this sentence is five million dollars. Because the word million is included, we use the dollar sign, the numeral 5, and the word million.

Read sentence 2. Say: In this sentence, the amount of money is fifteen thousand dollars. I know that this is well over one hundred dollars, but well under a million dollars. It makes sense that the writer used the dollar sign followed by the numeral 15,000.
**Read sentence 3. Say:** In this sentence, the amount of money is a small, round number. As far as I can tell, it is just one isolated mention of money. It makes sense to me that the writer has spelled out the words for this amount of money.

### 2. Rehearse

**Practice Changing References to Money**

Display the practice text on chart paper or using the interactive whiteboard resources. Read the sentences aloud. If necessary, help students understand the amounts of money involved. Ask students to think about how to change the dollar amount reference in each sentence to its generally preferred form.

If your class includes English learners or other students who need support, use “Strategies to Support ELs.”

1. The people in the city collected ten thousand dollars to help those affected by the road building.
2. China spent $40,000,000 on the new waterway system.
3. The people in the market were bargaining for a price of $8.

#### Practice Text

**Share Sentences with References to Money**

Invite volunteers to tell how they would revise the sentences. Ask students the following questions:

- What is the amount of money in the sentence?
- How can you change the amount into the form that most writers use?

### 3. Independent Writing and Conferring

**Say:** We learned that writers use references to money in their research reports when facts about money are included in the text. There are different ways to write amounts of money: using numbers for small isolated references, symbols and numerals for larger amounts, and a mixture of numerals and words for amounts over a million. We will remember this when we make references to money in our research reports.

If you would like to give students additional practice using symbols, numerals, and words to refer to money, have them complete BLM 10.

### 4. Share

Review and provide corrective feedback based on students’ answers to BLM 10. Ask students to share what they learned about making references to money in writing.

**Strategies to Support ELs**

**Beginning**

Focus on words, symbols, and numerals used for simple, round amounts of money. Write the symbol $ and the word **dollar** and ask students to repeat after you say the word. Write the phrase **one dollar**, say the phrase aloud, and hold up one finger for the number **one**. Hold up a dollar bill if you have one available. Write the dollar sign and numeral **200** and say this amount aloud. Encourage students to choose a number and say it aloud. Show them how they would write that number in dollars.

**Intermediate and Advanced**

Pair EL students with fluent English speakers to complete the practice activity.