**Materials Needed:** Sheet of blank paper (1-5), each type of coin, “Farmer Sufficiency Matrix,” Deposit Slip (Lesson Three), Blank Check (Lesson Three), vegetable flash cards, Interpreter Dictionary

**Time:** 30-45 minutes

**Count to 100**

Arrange students in a circle or as much as possible. Prompt one student to begin counting. Stop them abruptly at a random number past 10 and model continuing counting where the first farmer left off. Prompt the next student to continue counting where the first student left off. Continue doing this so every person has a chance to exhibit their abilities. If the student pauses or has some trouble, try to prompt with the first sound of the next number or let the other students help them. This is just to gauge everyone’s’ level.

**Identify coins**

Place coins in the middle of the students. Pick up one and ask one person how much it is. Repeat with each coin and each student. Then return coins to the center and ask one student to identify the dime. Repeat with quarter, nickel, and penny- can follow up with repeat question how much is it.

**Identify bills**

Ask each farmer how much each bill is by pointing and showing the specific bill. Repeat with every student. Then ask an individual to identify the $10, and repeat with each student varying the bills.



**Write a deposit slip**

Show the example deposit slip found in lesson 3. Ask what it is. If no student knows, explain deposit-putting money into a bank. Ask if any student has every used one. If they answer yes, give an example sheet to them to practice filling one out.

**Write a check**

Show the example check found in lesson 3. Ask what it is used for. Elicit the vocabulary- check. If they have used have them practice writing one. Monitor if they can spell numbers easily and know where the information is placed on the check. If they cannot finish the check, do not correct or help, just affirm what they have done.

**Check the time with Analogue**

Show the example clock on the evaluation matrix to a student and ask what the time is. For each student, either draw or show a picture of a different analogue clock asking what time it is. For an additional test you can draw a couple blank analogue clocks and have the students listen to a time and draw the correct placement of hands.

**Check digital time**

On the same sheet of paper, write a time using numbers and have each student say the time. Change the time with each student. Give each student a piece of paper or rotate one paper telling each student a time orally and having them write it out. If one student gets stumped allow other students to help.

**Days of the week**

Ask a student what day of the week it is currently. Then ask another student what day is tomorrow, following with a prompting of each consecutive student after that to say every day of the week.

**Days of the Month**

Follow the same outline for days of the week, but ask about what month it is. Repeat random or consecutive listing of the months.

**Recognize numerical dates**

On a spare sheet of paper write an example date, possibly starting with 01/02/17 and have a farmer say what the day, month, and year is. Write a new date for each student. If they can do this easily, give the paper to a student and practice listening by telling them a date and having them write it down. Repeat with each farmer.

**Seasons**

Ask the group to name all four seasons. Ask what season they are currently in. You can ask follow up questions: What is the weather like in winter/spring/summer? What season do you plant in the greenhouse/harvest for market? Which season is hot?

**Test vegetable vocabulary**

Display the vegetable flash cards in the middle of the students with the pictures facing up. Choose one student to identify a vegetable. Repeat with each student. Flip the flash cards over to test reading skills and repeat exercise. Return the flash cards to picture up and assign a vegetable picture to each farmer, not telling them the name and have them write the name of the vegetable on a scrap piece of paper. Encourage anything they put down and have them flip the card to check spelling.

**Test cooking vocabulary**

Using the veggie flash cards, assign each student a vegetable. Ask each student to describe how to cook their vegetable, using any vocabulary or hand motions. Ask clarifying questions to prompt next steps in preparing the vegetable.

**Identify tools**

Using the Farm Vocabulary for Interpreters spreadsheet, point to different tools present and ask what its name is. For more advanced students, ask how to use it and what it is used for. See if they can identify tiller, sprayer, t-posts, trellis, twine, water hose, drip tape, etc.