

Lesson Plan Module 4: Session 19

Module 4 Finance and Housing	Unit 10 – Session 19 Money and Budget
Standards Alignment	
<p>Speaking and Listening:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.5.1.B</u>: Follow agreed-upon rules for discussions and carry out assigned roles. • <u>CCSS.ELA-LITERACY.SL.5.1.C</u>: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <p>Reading:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RF.5.4</u>: Read with sufficient accuracy and fluency to support comprehension. • <u>CCSS.ELA-LITERACY.RF.5.4.A</u>: Read grade-level text with purpose and understanding. <p>Writing:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.5.2.D</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Language:</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.4.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.5.1.C</u>: Use verb tense to convey various times, sequences, states, and conditions. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Use phrasal verbs <i>afraid of</i>, <i>interested in</i> and <i>pay off</i> to discuss spending • Use money related vocabulary to discuss budgets (expense, income, pay off, increase, decrease) • Accurately use <i>should</i> for advice and <i>could</i> for suggestions • Use comparatives to discuss income • Discuss the advantages and disadvantages of various methods of payment. 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Projector, laptop, and speakers • Tablets (if available) • Internet connection • Access to Ventures arcade (see link under resources) 	Presentation Needs & Handouts <ul style="list-style-type: none"> • <i>Ventures 3</i> • Pictures for money stories <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Handouts from Mohammed’s story
Vocabulary Focus	
<p>Afford, earn, spend, deposit, invest, budget, save, pay</p>	
Grammar Focus	
<ul style="list-style-type: none"> • Could vs should (suggestion and advice), relative clauses with <i>when</i>. 	
Introduction/Warm-Up/Review (15 min)	
Warm-Up	

Lesson Plan Activities

Activity 1: What can we do with money? (55 min)

1. Tell the Ss they are going to make a list of all the things we can do with money. Give an example and write on board: We can deposit money in a bank account. Ask them to think in terms of 3 categories: Things we do in a bank, things we do with friends and family, things we do in a store.
 - a. Ask Ss to work in partners or small groups, ask students to make a list of things we can do with money. Then, circle the verbs. Have a student volunteer put class ideas on the board.
 - b. Discuss the meanings of the different verbs and review past tenses of each verb.
 - c. If not mentioned, introduce: afford, earn, spend, deposit, invest, lend, borrow, (these two words are review) save, pay, (optional: exchange, withdraw, and transfer).
2. Using picture prompts (from the picture file, Internet or magazines), create a story about a money using the above verbs. Begin the story with "Last week..." to encourage use of the past tense. Include at least one sentence with a *when clause*.
3. Read through the story that has been created. Discuss if the order makes sense. Revise it.
4. Ask students to work in partners to create a story related to money and spending using one of the pictures. Ask learners to begin their story with Last week and include a sentence with a when clause."
 - a. Circulate to assist. Have the learners circle the verbs and check for past tense usage.
 - b. Learners trade stories with another pair. Ask the other pair to write 2 questions about the story. (E.g. Why was the man upset about his bills?) Pass the story back to the original group.

Wrap Up/Assessment

- Ask the learners to share something that was new in this activity. Assign them to revise their story at home to include answers to the other group's questions.

Activity 2: Saving versus spending (45 min)

1. Look at picture on p. 84 *Ventures* 3. As a group or with a partner, write the story. Groups trade and read each other's. (Note: picture is available online).
2. Play the recording. Ask Ss to listen to Julie and Ken to confirm their prediction.
3. On the second listening: fill in the chart on 85 (B and C) OR write a chart on the board and then a *cloze* for the listening.
4. Discuss differences between Julie and Ken's points of view. What should they do?
5. Review use of could/should. Practice giving suggestions for types of financial issues (*Ventures* 87 or use another source).

Wrap Up/Assessment

- Ask learners to share some of their advice. Assess for correct usage of could/should.

Activity 3: Creating and using a budget (50 min)

1. Discuss the idea of a budget and why one might prepare one.
2. As a pre-reading activity for Mohammed's Story" from http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf review the word goal (something you would like to do in the future) and ask learners to give some examples of 3 goals for a high school students, a college student, a worker at a restaurant, a parent of two children.
3. Ask learners to read the story and make a list of Mohammed's goals.
4. Ask some questions about the story:
 - a. What does he do now?
 - b. Who does he live with?
 - c. Is he happy in his living situation? Why or why not?
 - d. What are his plans for the future?
5. Draw a goals map on the board (following Mohammed's goals).
6. Ask learners to work in groups to list his goals and place them on the goals map.
7. Ask learners to circle the goals that require money.
8. Tell the learners that Mohammed worked with a counselor to figure out his income and expenses. This

will let him know which things he can afford now, and which he cannot.

9. Ask the learners to work in groups to brainstorm for a list of Mohammed's expenses. Then have groups compare.
10. Divide learners into partners or groups of 3. Hand out a blank budget sheet to each group. Post the filled in budget on the wall. Ask each group to choose a runner and a recorder. The runner goes to the wall and reports back item costs on the budget. Recorder fills in the list. Halfway through, switch jobs.
 - a. Display the actual budget items on a PowerPoint or the board for them to check their work.
11. Have learners consider Mohammed's goals and discuss whether he will achieve them given his current expenses and income. Have them work together to find ways for him to both earn more money and to save more.

Wrap Up/Assessment

- Ask learners to share their budget recommendations with the class.

Overall Wrap Up: Vocab/ Review and Assessment (10 min)

1. Ask learners to think of one new concept they learned today. Share with a partner.
2. Ask for a few volunteers to report out.

Homework/Project (Extension Activity)

- **Reading:** Revise the story from activity 1
- **Speaking:** Go into a bank and ask for information about opening an account (review some possible questions)
- **Reading/Writing:** Read online: <http://www.consumer.gov/articles/1002-making-budget> making a budget. Or review the information about budgeting at: <http://www.consumer.gov/videos> Ask learners to write: What information was new to you?

Online Resources

- www.newslevels.com/
- www.elcivics.com/
- <http://www.cambridge.org/us/esl/venturesadulted/venturesarcade/>
- <http://www.consumer.gov/videos>
- <http://www.consumer.gov/articles/1002-making-budget>
- www.ustreas.gov/
- www.federalreserve.gov/consumerinfo/
- www.usmint.gov/
- www.wceca.org/
- <http://www.livingwage.geog.psu.edu/>
this site has an up to date living wage chart
- http://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf
a financial literacy curriculum