

Lesson Plan Module 4: Session 22

Module 4 Workforce and Finance	Unit 11 – Session 22 Money and Budget
Standards Alignment	
<p>Speaking and Listening</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.SL.1.1</u>: Participate in collaborative conversations with diverse partners about <i>grade level topics and texts</i> in small and larger groups. • <u>CCSS.ELA-LITERACY.SL.1.1.A</u>: Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). • <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion. <p>Reading</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.RI.1.4</u>: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. • <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level. • <u>CCSS.ELA-LITERACY.RI.1.6</u>: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. <p>Writing</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects. <p>Language</p> <ul style="list-style-type: none"> • <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). • <u>CCSS.ELA-LITERACY.L.1.1.C</u>: Use singular and plural nouns with matching verbs in basic sentences. 	
Goals and Objectives (SWBAT)	
<ul style="list-style-type: none"> • Find and tell the charges owed on a bill • Write a check • Ask and answer questions about coins • Ask and answer questions about money with who, where and how much 	
Technology Needs and Presentation/Handouts	
Technology Needs <ul style="list-style-type: none"> • Computer with speakers and Internet access, projector • AV cart with projector, laptop, and speakers • Laptop or tablet or mobile phone for every 2 students 	Presentation Needs & Handouts <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> • Copies of sample bills • <i>Who's on the money?</i> facts and grid handout • Photo for money story • Sample checks
Vocabulary Focus	

Owe, due, bill, pay, last month, this month, pay, late fee, balance due

Grammar Focus

- Future with going to
- Ask and answer questions with wh- words

Introduction/Warm-Up/Review (35 min)

Warm-Up

- Review agenda. Ask what did we do last class? What are you going to do after class? Write answers on board, highlighting use of *going to*.
- Check homework.
- Play a quick game to check money vocabulary, either using Kahoot, or using the money question cards from the last session.

Lesson Plan Activities

Activity 1: Reading a bill (45 min)

1. Handout copies of a sample Con Edison bill
2. Write questions on the board:
 - What's this?
 - How much does she owe for last month?
 - How much does she owe for this month?
 - When must she pay?
 - How can she pay?
 - How much is the late fee?
3. Go over the Con Edison Bill as a class. Then, ask learners to work with a partner to find the answers to a second bill.
4. Discuss paying by check. Using some sample checks, explain how to fill out a check. You can find some sample checks here <http://financeintheclassroom.org/downloads/CheckingUnitLessonPlans.pdf>

Wrap Up/Assessment

- Give each individual learner a sample bill. Have the learners write a check to pay the total amount due.

Activity 2: Who's on the money? (35 min)

1. Handout a blank chart to the learners.

Money	Who is on the ____?	Who is he?	Was he president? When?	When was he born?
Penny				
Nickel				
Dime				
Quarter				
One dollar bill				
Ten dollar bill				
Five dollar bill				
Twenty dollar bill				
One hundred dollar bill				

2. Give each individual the answer to one question.
3. Modeling the activity first, ask them to talk to classmates to complete the information on the chart. If your class is low level, you can omit some of the questions – “Who is he?” is the most difficult

Wrap Up/Assessment

- Play a kahoot game quiz with questions from the grid, or randomly call a few questions and have students answer.

Activity 3: Stories about money (50 min)

1. Show or project an interesting picture about money, such as people with a large amount of money in an unusual place. (One interesting picture is in *A Picture is Worth a Thousand Words*, Molica 1992).
2. Elicit questions from the group about the picture – what they want to know? If not included add these questions: Who are the men? What are they wearing? Where are they? Why do they have so much money? What are they going to do?
3. Divide class into groups. Ask each group to write a story on chart paper, then display on wall as they finish. As they finish, ask group to circle the verbs and check for correct format.
4. Ask students to walk around and find a story that is DIFFERENT from theirs. Be ready to tell how.

Wrap Up/Assessment

- Ask students to tell which their favorite story was. Tell why.

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

1. What is one fact you learned today?
2. What are 5 new words for you?
3. Assign homework.

Homework/Project (Extension Activity)

- **Listening/Speaking:** Interview a friend about how they pay for things. Be ready to share in class.
- **Reading/Writing:** 1 Read more about Benjamin Franklin, who is on the \$100 bill. Write one new fact at http://www.elcivics.com/bio_benjamin_franklin.html (note: for lower levels, you will need to simplify this or have them practice with money words on Ventures arcade 1, lesson D: Money.)
- **Technology:** Continue on USA Learns
- **Vocab:** practice the 5 new words.

Online Resources

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>
- getkahoot.com
- http://www.elcivics.com/bio_benjamin_franklin.html