

THIS WEEK'S LESSON ACTIVITIES

INSTRUCTOR: _____ **DATE:** _____ **CLASS LEVEL:** Advanced Basic Skills

Topic: Money-Part 1 (computer use needed)	
<p>Lesson Objectives: The students will:</p> <ol style="list-style-type: none"> 1) Identify basic saving/spending skills. 2) Evaluate options available to help with money management. 3) Analyze their own style of handling money. 	
<p>CCR Standards Aligned to this Lesson: RI/RL.4.1, RI/RL.5.1, RI.4.2, RI.5.4, RL.5.4, SL.5.1, SL.5.2, L.4.4, L.4.5, L.5.5</p>	
<p>Reading: to include text dependent questions and reading strategies as needed, such as vocabulary, grammar, spelling, phonics, sentence structure along with writing and listening/speaking activities throughout the unit.</p> <p>Pre reading: Review vocabulary and discuss handout “Starting Salaries”. (available to print from website under the “Earning” tab)</p> <p>Reading: www.themint.org Go to “Tips for Teens” tab, then “Savings” tab. Read “Saving Tricks”, “5 Step Save/Spend Plan”, and “Tricks Our Minds Play With Money”. Back to “Spending” tab and read “Cash, Check, or Credit”. “Starting Salaries” handout included.</p> <p>Vocabulary: expenses, savings account, interest, average, balance, ATM card, debit card, loan, debt, budget</p>	
Text dependent questions:	Evidence based answers:
What does it mean to “Pay yourself first?”	Put away the amount you want to save before you do anything else. (paragraph 2)
How is saving related to spending?	Expenses are variable for each person, so amount of saving may also be variable. (paragraph 5)
What reason does the “Saving Tricks” article give for you to keep a money diary?	It will teach you about your spending habits. (paragraph 7)
How does putting your money plan in writing help you?	It gives you power, and a visual. (step 4 of the 5 step plan)
What does the expression “burning a hole in your pocket” mean?	Extra money you have each month. (trick # 5)
What is meant by an average income?	Middle range, or income you can count on. (Step 2)

When does the 5 step plan say you should adjust?	If your plan isn't working. (Step 5)
In "Tricks Our Minds Play With Money", explain the 3 tricks described.	1. Thinking that \$10 off a small purchase means more than \$10 off a large purchase. (section 1) 2. Gift money isn't as valuable as worked for money. (section 2) 3. Small amounts of money aren't worth saving. (section 3)
What is the difference between an ATM card, a debit card, and a credit card?	ATM-a card which allows you to take money out of your bank account from a machine. Debit card-can be used at a machine, or in a store to pay for purchases Credit card-a loan of money from the credit card co. (Checking Account section in "Cash, Check, or Credit")
Why would a business prefer cash over a credit card?	Stores have to pay a fee to credit card companies. (Paragraph 2- Cash)
When is interest charged?	When part of the balance is not paid each month. (Paragraph 1- Credit)
What is the benefit of online banking?	Convenience and ease of paying bills. (Paragraph 11- Checking Accounts)

Day 1: Read the information on "Saving Tricks" and "5 Step Save/Spend Plan" while students follow along. With a partner, students will re-read the information and discuss the first 5 text dependent questions. Students will write a 1 paragraph summary of the information given. We will regroup as a class to review their summaries and clarify the information that was presented. (2 hrs.)

Day2: Students will read "Tricks Our Minds Play With Money" with a partner. They will write a paragraph explaining how each of the 3 tricks applies to them and their money, giving examples. The partners will compare paragraphs. (1.5 hrs.)

Day 3: Students will work with a partner to read "Cash, Check, or Credit" form the website. We will review the last 6 text dependent questions. They will use the "Spending Money" graphic organizer to compare. In small groups, they will compare which type they believe is best. (2 hrs.)

Day 4: Next, each student will take the "What Kind of Spender Are You?" quiz. Students will write an essay describing what kind of spender they are, and give both

positive and negative examples. (2 hrs.)

Day 5: In small groups, students will compare paragraphs and use the Peer evaluation form to provide feedback.

(1 hr.)

Language: Money terms and use of idioms.

How I will scaffold my lessons to reach all of my students' levels:

The students will work with partners and groups to analyze information given. They will use a graphic organizer to help process information. We will have discussions after each section as a class to clarify and elicit comments on what we've read.

How I will assess my students' mastery of the lessons:

Through discussions about the readings and their written work. We will also take a quiz, "What kind of spender are you?" (Available to print from web site). The survey puts students into 1 of 5 categories depending on how they answer the questions: avoider, collector, spender, thinker, and miser.

My reflections of the lessons (what worked, what didn't, what I might change for next time.

Spending Money

Cash	Positives	Negatives
Check	Positives	Negatives
Credit	Positives	Negatives

Student Name _____

Evaluator _____

Date _____

Criteria	Excel.	Fair	Poor	Comments
Clearly stated purpose and objective(s)?				
Good overall structure? Ideas ordered effectively?				
Supporting material persuasive?				
Unnecessary repetition avoided?				
Sentences and words varied?				
Adequate examples provided?				