

## Lesson Plan Module 4: Session 21

<b>Module 4</b> Workforce and Finance	<b>Unit 11 – Session 21</b> Money and Budget
<b>Standards Alignment</b>	
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <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).</li> <li>• <u>CCSS.ELA-LITERACY.SL.1.1.C</u>: Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• <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.</li> <li>• <u>CCSS.ELA-LITERACY.RI.1.10</u>: With prompting and support, read informational texts appropriately complex for grade level.</li> <li>• <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.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.W.1.7</u>: Participate in shared research and writing projects.</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• <u>CCSS.ELA-LITERACY.L.1.2</u>: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.G</u>: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>• <u>CCSS.ELA-LITERACY.L.1.1.C</u>: Use singular and plural nouns with matching verbs in basic sentences.</li> </ul>	
<b>Goals and Objectives (SWBAT)</b>	
<ul style="list-style-type: none"> <li>• Name the US coins and value.</li> <li>• Use how much and how many to talk about money.</li> <li>• Use most to describe money.</li> <li>• Ask and answer questions about money.</li> <li>•</li> </ul>	
<b>Technology Needs and Presentation/Handouts</b>	
<b>Technology Needs</b> <ul style="list-style-type: none"> <li>• Computer with speakers and Internet access projector</li> <li>• AV cart with projector, laptop, and speakers</li> </ul>	<b>Presentation Needs &amp; Handouts</b> <ul style="list-style-type: none"> <li>• Picture dictionaries</li> <li>• Pictures of foreign coins OR actual coins</li> <li>• American coins</li> </ul> <p>Each item listed below will be available in PDF format:</p> <ul style="list-style-type: none"> <li>• <i>Ventures 1</i> pictures dictionary cards</li> <li>• <i>Ventures collaborative 1, Unit 7 D</i> concentration game</li> </ul>

- *Who's on the money?* facts and grid handout
- *AddVentures 1* Unit 7D
- Money question cards

### Vocabulary Focus

Coin, bill, how many, names of coins, cash, check, credit card

### Grammar Focus

- Future with going to
- Comparisons with “but” and “and”

### Introduction/Warm-Up/Review (35 min)

#### Warm-Up

- Review agenda. Ask what did we do last class? What are you going to do tomorrow? Write answers on board, highlighting use of *going to*.
- Check homework.
- Talk about money in different countries. Show pictures or samples of money from different countries.
- Put the grid below on the board. Model the questions with one student. Write their answers on the board.

Name	Country	Money

- Ask students to fill in the grid by talking to their classmates
  - a. What's your name?
  - b. What country are you from?
  - c. What is your money?

### Lesson Plan Activities

#### Activity 1: Introduction to coins and bills (65 min)

1. Using a picture dictionary, *Ventures* handout, or actual coins, identify US coins. Write the names of the coins and their value on the board.
2. Have students take out some coins they have: pennies, nickels, dime, and quarters. Say the name of each coin and have students point to each. Then ask students to take turns saying the name of a coin and pointing to it.
3. Ask: What can I buy for...a quarter? ...a nickel...? A penny? 2 quarters? 3 quarters?
4. Show examples of bills. Introduce the word bill, and show the denominations. Ask what can I buy for \$1? \$5, etc.
5. Play a matching game in small groups, (words to pictures of money) using the materials from *Ventures Collaborative*, Unit 7
6. Ask students to count their own coins.
7. Draw a grid for learners to copy. Ask them to work in small groups: ask/answer: How many pennies (etc.) do you have? I have \_\_\_\_\_. How many do you have? They write their answers in the grid.

Name	penny	nickel	dime	quarter	total

8. As a class go over a few together. Individuals talk about their classmates' answers. Example: Rana **has** 5 quarters and three pennies.
9. Ask: who has the most pennies? The most nickels? Etc. For higher levels, introduce fewest. Write a few sentences on the board, and then ask learners to work in small groups to write sentences about the people at their table.

### Wrap Up/Assessment

- Give each small group of students a stack of cards with different questions on them. Students take turns reading the question to their classmates. (E.g. I have 8 nickels. How many dimes do I have? I have 4 quarters. How many dollar bills do I have?)

### Activity 2: How do you pay for ...? (55 min)

1. Introduce the terms "cash" "credit card" "check" "money order" and "online."
2. Ask learners to answer in small groups. T works with lowest level. Provide sentence frames: A credit card is good because \_\_\_\_\_. Model one as a class.
  - What is good about using cash?
  - What is bad about using cash?
  - What is good about using a credit card?
  - What is bad about using a credit card?
3. Ask learners to copy the grid and fill in how they pay for each of the items.
4. Ask learners to ask their partner how they usually pay for each.
  - How do you usually pay for.....?
  - I usually pay with cash/a check/a credit card/online

#### Household Expense

	Me	My Partner
Food		
Electricity		
Bus or subway		
Phone		
Gas (stove, heat)		
Cable TV		
Clothes		

### Wrap Up/Assessment

- Students write sentences comparing how they and their partner pay for things, e.g., I pay my phone bill with a money order but Ahmed pays with a credit card. Provide sentence frames for lower level learners.

### **Overall Wrap Up: Vocab/ Review and Assessment (30 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:** Choose one of the grid activities from today's lesson. Ask them to interview 3 people outside of class.
- **Reading/Writing:** *AddVentures 1 Unit 7D*,
- **Technology:** Continue on USA Learns and/or use Ventures Arcade Unit 7,
- **Vocab:** practice the 5 new words.

### **Online Resources**

- Ventures Teachers Resources: <http://www.cambridge.org/ventures/resources/>
- [www.usalearns.org](http://www.usalearns.org)
- [www.elcivics.com](http://www.elcivics.com)