

USDOE English Literacy & Civics Education "Project Literacy Challenge" 2003-2004 grant project

TIES (Total Immersion of English Strategies)

ADULT ESOL LESSON PLANS

<p>TOPIC:</p> <p>LEVEL:</p>	<p>Weekly and Monthly Budgeting</p> <p>Low Intermediate / High Intermediate (Revised May 2006)</p>	<p>SKILL:</p>	<p>Grammar, Reading, Writing</p>
<p>COMPETENCIES: (Please use ESOL Curriculum checklists to list these)</p>	<p>(G) 59.04 (B) Identify budget-planning strategies</p> <p>(W) 62.03 (B) Interpret housing costs</p> <p>Content Competencies: Curriculum Standards</p> <p>(R) 66.06 (B) Skim and scan to locate information</p> <p>(R) 66.08 (B) Read and interpret graphs, tables, maps and charts</p> <p>(G) 59.0 (B) Demonstrate English Skills necessary to understand US. Concepts of Time and money and how to use these skills to function</p> <p>(G) 59.01 (B) Recognize correct and incorrect change, estimate cost and various means of providing payments</p> <p>(G) 59.04 (B) Identify budget planning strategies</p> <p>(W) 62.03 (B) interpret housing costs (first, last, and security, utility costs)</p> <p>(W) 63.02 (B) locate and access different businesses, government and community services to meet needs.</p> <p>(W) 66.02 (B) Demonstrate ability to recall or summarize</p>	<p>CULTURAL FOCUS</p>	<p>Students will learn personal economic differences between their native country and the United States</p>

	<p>information provided in writing</p> <p>(W) 66.19 (B) Write a paragraph using correct format, recognize sentence completeness, write/ plan simple outline for a paragraph.</p>		
<p>CLASSROOM PROCEDURES:</p>	<p>The following procedures can be implemented or modified in three 50 minute classes. The textbook is merely a reference, not necessarily to be used in class</p> <p><u>Day 1</u></p> <p>1) The instructor will introduce the topic of weekly and monthly budgeting to the class and explain various bills that must be included in a household budget.</p> <p>2) The teacher will show a copy of utility and cable bill and other bills in enclosed handouts... (See handouts 1-8) Elicit vocabulary used in budgets and bills).</p> <p>3) Ask students to share their experiences from their native countries concerning bills and other living expenses. Preview Vocabulary terms and definitions and do the exercise sheet.(See handout A, and B-Teacher’s answer Key provided for exercise)</p> <p><u>Day 2</u></p> <p>1) Elicit from the class what kinds of things appear on a monthly budget and demonstrate on the board how to write a personal monthly budget using the figures from the bottom of handout C. Explain that whoever in the house pays the bills or handles the money must decide what creditors get paid based on income. If the students’ household income can handle all monthly expenses, instructor should explain the concept that sometimes income varies and will not always meet the necessary outgoing expenses.</p> <p>2) Teacher will give students figures from top of handout C and give Handout D for students to prepare a monthly budget using those figures.</p> <p>3) The teacher will then break the monthly budget into a</p>	<p>GRAMMATICAL FOCUS:</p>	<p>Past and Present verb tense</p>

	<p>weekly budget.</p> <p>4) Using Handout D have students prepare their monthly budgets</p> <p>5) The teacher will then demonstrate a basic weekly budget and ask students to write a basic weekly budget using the budget handout form (C, D, and E) by asking students to find the appropriate monthly budget figures to write on the weekly budget form (See Handout E).</p> <p>6) Teacher will bring in a phone book to find the correct address for the utility company students are interested in visiting.</p> <p>7) Students will be assigned the task of going to their utility, cable, or telephone companies to interview a customer service representative to discuss their bill (see Handout F). Students must carry a language log with them and write down any new terms with definitions. Students will also be assigned to bring to the next class answers to the questions on the form for each interview using the new terms. This assignment must be completed in one week.</p> <p>Day 3</p> <p>6) Students will be given an opportunity to discuss their experiences with the various companies they visited</p> <p>7) then give a quiz on terms. (see handout G)</p>		
TEXT BOOKS:	<i>Longman Dictionary of English, Webster Handy College Dictionary, Lifeskills 3(pags28) by Judy DeFilippo</i>	PRONUNCIATION:	Stress, rhythm, intonation
MATERIALS/ ADDITIONAL RESOURCES:	. Actual bills and maps to the local utility ,cable, and telephone companies, vocabulary sheet, vocabulary exercises, example of	VOCABULARY:	Past due, financial services customer services, collections department, insurance premiums transactions,

	a family weekly and monthly budget, blank budget forms and language log, addresses, telephone book.		payments and credits, previous balance, new balance, closing date, weekly, monthly, quarterly, debts, creditors, bills, account number, late payment charge, due date, minimum payment
COMMUNITY RESOURCES:	Utility ,cable, and telephone companies	EVALUATION:	Teacher will evaluate Handout F once completed, vocabulary quiz, weekly and monthly budget forms, instructor review language logs and grade as they see fit, as groups discuss their interview experiences

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