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| **TEXAS CTE LESSON PLAN**[www.txcte.org](http://www.txcte.org) |
| **Lesson Identification and TEKS Addressed** |
| **Career Cluster** | Career Development |
| **Course Name** | Applied Mathematics for Technical Professionals |
| **Lesson/Unit Title** | Piggy Bank vs. Bank – Choosing and Maintaining Your Account |
| **TEKS Student Expectations** | **127.13. (c) Knowledge and Skills**(5) The student uses mathematical processes with graphical and numerical techniques to study patterns and analyze data related to finance. The student is expected to:(C)analyze data to make decisions about banking and finance |
| **Basic Direct Teach Lesson**(Includes Special Education Modifications/Accommodations and one English Language Proficiency Standards (ELPS) Strategy) |
| **Instructional Objectives** | **Students will:*** Investigate the different types of banking accounts and services available
* Determine the best type of banking account and services to fit their needs
* Outline the requirements for opening and maintain a bank account
* Understand methods for withdrawing and depositing funds, including the use of debit cards, and writing checks
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| **Rationale** | Do you have a pocket full of money and need a place to store your funds? You’re too old to carry a piggy bank, but don’t want to take the chance of losing your wallet. After choosing the banking service that is best for you, you can withdraw and deposit funds while maintaining your account. |
| **Duration of Lesson** | Four 45-minute class periods |
| **Word Wall/Key Vocabulary***(ELPS c1a, c, f; c2b; c3a, b, d; c4c; c5b) PDAS II (5)* | **Automated Teller Machine (ATM):** An electronic banking machine that dispenses cash, accepts deposits, and performs other services when a customer inserts a plastic card and pushes the proper coded buttons**Check:** A written order, usually on a standard printed form, directing a bank to pay money**Debit Card:** A plastic card that resembles a credit card but functions like a check and through which payments for purchases or services are made electronically to the bank accounts of participating retailing establishments directly from those of card holders**Deposit:** To place for safekeeping or in trust; to give as security or as part payment**Direct Deposit:** A plan in which salaries or other payments are transferred by the paying agency directly to the accounts of the recipients**Individual Account:** A bank account in the name of one person**Interest:** A sum paid or charged for the use of money or for borrowing money**Joint Account:** A bank account in the names of two or more persons or parties and subject to withdrawals by each**Overdraft:** A withdrawal of money in excess of the credit balance**Savings Account:** A bank account on which interest is paid, traditionally one for which a bankbook is used to record deposits, withdrawals, and interest payments**Teller:** A bank employee who receives and pays out money**Transaction:** The process of paying for an item or service**Withdraw:** To remove from the banking account |
| **Materials/Specialized Equipment Needed** | **Equipment:*** Computer with projector for PowerPoint presentation
* Copies of handouts
* Computers with internet access for research

**Supplies*** Poster board

**PowerPoint:*** Piggy Bank vs. Bank – Choosing and Maintaining Your Account

**Websites:*** The Mint: It Makes Perfect CentsInteractive check writing activity <http://www.themint.org/kids/writing-a-check.html>
* Practical Money Skills Excellent financial management resources<https://www.practicalmoneyskills.com>
* Debit Card BasicsPractical Money SkillsIf credit cards mean “pay later,” debit cards mean “pay now.” These cards are tied to your bank account and are like paying with cash. With debit cards, you’ve got to have the money in the bank to cover your purchases. These cards look similar to credit cards so make sure you know what type of card your financial institution issued you.<https://www.practicalmoneyskills.com/downloads/pdfs/PMS_Guide_DebitCard.pdf>

**Graphic Organizers:*** Quick Write – Banking Services

**Handouts:*** Terms to Know
* The Guide to Banking
* Maintaining Your Account Practice
* Checking Account Research Assignment
* Debit Card Basics
* Lesson Quiz
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| **Anticipatory Set**(May include pre-assessment for prior knowledge) | **Before class begins:**On a table in the center of the room, place various items related to banking.* Brochures from various banking institutions
* Money
* Wallet
* Piggy bank/jar of coins
* Sample credit/debit card
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| **Direct Instruction \*** | Note to teacher: Preview slide presentation prior to lesson. Certain slides correlate to the activities below. Example: Slides 1-7 will lead students to the first activity. The number of activity per class period will depend on the time frame of your class.Activity 1Distribute handout, Terms to Know, and introduce PowerPoint, Piggy Bank vs. Bank – Choosing and Maintaining Your Account? Students will use the handout to follow along and take notes during the slide presentation. Stop at slide 7.Activity 2Following the Checking Account Research presentations, lead the class in a discussion about the pros/cons of the various banking information presented.Activity 3Ask students to take out their Terms to Know handout and distribute The Guide to Banking. The PowerPoint presentation for activity 3 will begin on slide 8. Students will use The Guide to Banking, to follow along and complete as a class. At the end of slide 10, allow students a few minutes to practice filling out a deposit slip. Once finished, view slide 11 to reveal answers and check for understanding. Continue presentation to slide 13 and discuss methods for withdrawing and accessing funds.Debit Card Basics – slide 14Prior to viewing slide 14, distribute handout Debit Card Basics from Practical Money Skills. Allow students a few minutes to read about debit cards and discuss their findings.Check WritingSlide 16Lead students through interactive check writing activity <http://www.themint.org/kids/writing-a-check.html> – slide 17.After presenting slides 16 and 17, and discussing the parts of the check, allow students to practice writing a check. Once finished, go to slide 18 to reveal answers and check for understanding.Balancing Your Check Book -slide 21If you have access to a computer lab, allow students to play the interactive game, Balancing Your Check Book <http://www.themint.org/teens/balance-your-checking-account.html.> Allow students the opportunity to practice filling out a check registry. Once finished, go to the last slide to reveal answers, and check for understanding.*Individual Education Plan (IEP) for all special education students must be followed. Examples of accommodations many include, but are not limited to:** checking for understanding
* providing assistance with note-taking
* supplying student with a copy of the PowerPoint presentation
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| **Guided Practice \*** | Day 1- Distribute handout, Checking Account Research Assignment. Inform students that the project may be completed with a partner. Explain that the information obtained will come from the banking institution websites. Students will use the remaining class time to complete their handout. Handout must be completed by the beginning of the next class period. Assist students in locating the appropriate websites for their research. Keep students focused and on task.Day 2- Students will present their findings at the beginning of class and place their worksheets on the front table for other students to view as needed. After all students have presented, lead the class in a discussion about the banking institution they feel would be the best to use.Day 3- Throughout the PowerPoint, students will use the handout The Guide to Banking, to practice filling out deposit slips, writing checks and completing a check registry.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** providing peer tutoring
* extended time to complete the assignment
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| **Independent Practice/Laboratory Experience/Differentiated Activities \*** | Day 1- Students will work independently or with a partner to complete their Checking Account Research Assignment handout.  Day 2- After students have chosen the bank they feel best fits their needs, they will write a short essay explaining the reasoning behind their choice.  Day 3- Students will independently complete the handout Maintaining Your Account Practice.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** assisting students in locating information
* provide students with feedback
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| **Lesson Closure** | Have students discuss the importance of choosing a bank to fit their needs and the importance and skills needed to ensure your account is properly maintained. |
| **Summative/End of Lesson Assessment \***  | Students will independently complete the formative assessment Lesson Quiz, in which they will demonstrate their knowledge of banking service and ability to complete deposit slips, write checks and document account activity using a check registry.*Individualized Education Plan (IEP) for all special education students must be followed. Examples of accommodations may include, but are not limited to:** extended time to complete assessment
* use of calculators
* list vocabulary for test
* do not grade for spelling
* use of notes to complete assessment
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| **References/Resources/****Teacher Preparation** | **Websites:*** Debit Card BasicsPractical Money Skills for LifeIf credit cards mean “pay later,” debit cards mean “pay now.” These cards are tied to your bank account and are like paying with cash. With debit cards, you’ve got to have the money in the bank to cover your purchases. These cards look similar to credit cards so make sure you know what type of card your financial institution issued you.<https://www.practicalmoneyskills.com/downloads/pdfs/PMS_Guide_DebitCard.pdf>

Interactive Check Writing<http://www.themint.org/kids/writing-a-check.html> |
| **Additional Required Components** |
| **English Language Proficiency Standards (ELPS) Strategies** | * Word wall
* Rewrite definitions in their own words
* Draw visual representations of terms on word wall
* Add terms and definitions to personal dictionary
* Utilized four corners vocabulary/ word wall activity
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| **College and Career Readiness Connection[[1]](#footnote-1)** |  |
| **Recommended Strategies** |
| **Reading Strategies** | * Locate articles in magazines or on the internet related to the topic.
* Encourage students to connect content to their life experiences or prior knowledge.
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| **Quotes** | A penny saved is a penny earned.**-Benjamin Franklin**If you would be wealthy, think of saving as well as getting.**-Benjamin Franklin** |
| **Writing Strategies****Journal Entries + 1 Additional Writing Strategy** | **Journal Entries:*** I chose to bank with (insert name) because…
* I feel I’m ready/not ready to have my own bank account because…

**Writing Strategy:**RAFT (Role/Audience/Format/Topic) writing strategy:* Role: Teller
* Audience: Potential Banker
* Format: Informal Letter
* Topic: Difference between debit cards and check writing
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| **Communication****90 Second Speech Topics** | * What responsibilities come along with opening a bank account?
* Discuss the advantages and disadvantages of using debit cards vs. check writing.
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| **Other Essential Lesson Components** |
| **Enrichment Activity**(e.g., homework assignment) | Listen to the Podcasts from Practical Money Skills and discuss with the class. <http://www.practicalmoneyskills.com/>* Debit Card Use
* Debit Card Holds
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| **Family/Community Connection** | Have students contact banks in their community to determine the financial education opportunities available. Compile a list of the opportunities available and distribute them throughout the community. |
| **CTSO connection(s)** | **Family Career and Community Leaders of America (FCCLA)**<http://texasfccla.org>**STAR Events:**Applied Technology- An individual or team event: Recognizes participants who develop a project using technology that addresses a concern related to Family and Consumer Sciences and/or related occupations. The project integrates and applies content from academic subjects. |
| **Service Learning Projects** | Successful service learning project ideas originate from student concerns and needs. Allow students to brainstorm about service projects pertaining to lesson. For additional information on service learning see:<http://www.servicelearning.org>See Family/Community Connections. |

1. Visit the Texas College and Career Readiness Standards at <http://www.thecb.state.tx.us/collegereadiness/CRS.pdf>, Texas Higher Education Coordinating Board (THECB), 2009. [↑](#footnote-ref-1)