

Teacher: _____
Class: _____
TEKS: _____

FRAME THE LESSON

Objective: We will gain an understanding of the question: “Do I need money for college?”

Closing product: I will talk with my shoulder partner and provide them with advice about paying for college.

ELPS: Students will be encouraged to discuss in groups and with partners topics related to financial aid.

Note: Checklist may be handed out as identified in “lesson 3”.

CLASSROOM DYNAMICS

Differentiated Instruction (ELL/SPED): Role assignment of students using literature circles

Technology Integration (Teacher Driven/Student Driven): Formative assessment using [online quiz](#).

Grouping arrangements used: Students will work collaboratively in a literature circle.

LESSON ACTIVITIES AND TEACHING POINTS

Engaging Activity for start of class:

Students will be shown three pictures: a car, a house and a collection of electronics. They will be asked to choose which they would want to purchase and how they would proceed to buy it. They will be asked to use their prior knowledge of the free enterprise system.

Activity One: Students will use their initial response to the bellringer and will group themselves according to their response. They will assign themselves a role from the literature circle.

Activity Two: Students will be given 10 minutes to read the pamphlet. For five minutes they are to look at their role activity and complete that activity.

Activity Three: Have students participate in 2-minute discussion where the Discussion Director initiates the discussion and then is followed by the other roles.

Activity Four: Teacher will act as the discussion director and guide the students to the closing product.

Activity Five: Students will complete online quiz.

Resources Needed: [Federal Student Aid pamphlet](#) from the US Department of Education

FREQUENT SMALL GROUP PURPOSEFUL TALK ABOUT THE LEARNING

Intentional Questions:
“How will I pay for college?”
“What is financial aid?”
“Who should fill out the FAFSA?”

RECOGNIZE AND REINFORCE REMINDERS

(Look for, Say, Do)
Students will be reminded to think about FAFSA as a process and not just a checkmark in their post-secondary education.

WRITE CRITICALLY

Prompt: Students will be asked to interview another student in class and ask them one of these two questions:

**Who gets federal students aid?
How do I apply for federal student aid?**

Once they ask the interview question they are to summarize the response.

CRITICAL ASSIGNMENT

For homework or as an inclass activity, have students create or retrieve their [FSA id](#).