

Teacher: _____

Class: _____

TEKS: _____

FRAME THE LESSON

Objective: We will work in collaborative groups and develop a financial plan using a post-secondary setting.

Closing product: I will present my financial plan to another group or I will ask a presenting group a question about their financial plan.

ELPS: Students will be asked to engage in reflective writing during assigned class intervals.

CLASSROOM DYNAMICS

Differentiated Instruction (ELL/SPED):
Scaffolding of the "intentional question"

Technology Integration (Teacher Driven/Student Driven): Kahoot quiz to get the students thinking about net worth

Grouping arrangements used: Students will be assigned to a group of 4.

LESSON ACTIVITIES AND TEACHING POINTS

Engaging Activity for start of class:

Students will begin the class by participating in Kahoot quiz where they will explore net worth. The quiz can be teacher created or a pre-created Quiz on [Kahoot](#).

Activity One: Have students complete the writing assignments found in the "[Building Wealth](#)" booklet. The questions will be answered using post it notes or similar. A group director will assign questions to be answered individually and others to be answered by shoulder partners and then whole group. (10 minutes)

Activity Two: When they complete their answers, divide them up into a "Learn the Language Group," "Budget to Save Group," "Save and Invest Group" and a "Build Credit and Control Debt Group." Each member of the group will become an expert.

Activity Three: They will come together as an expert group. Their goal is to provide information on their section using a poster and then presented to the class as a gallery walk. Students will be responsible for their closing task here.

Note: Teacher will stop the class at their discretion to complete the writing critically task.

Resources Needed: [Building Wealth](#) Website from the Federal Reserve

FREQUENT SMALL GROUP PURPOSEFUL TALK ABOUT THE LEARNING

Intentional Questions:

Students will focus on Section 2 and answer the question "What would you like your network to be?"

(page 4 of resource guide)

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 complete several reflective writings based on the intentional questions. The questions will be scaffolded by the teacher to get the students to answer the question using supporting details.