Lesson Title: Financial Literacy – Credit Cards

Level: ESOL High Beginning – Level 3

Class Length: 2.5 hrs.

Performance Objective
Students will:
- Identify, compare, and use methods for purchasing goods.

Teacher Note: Write objectives on the board.

<table>
<thead>
<tr>
<th>Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading CCR 1 Level A: Ask and answer questions about key details in a text.</td>
</tr>
<tr>
<td>- ELP Anchor 1: Can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</td>
</tr>
<tr>
<td>Writing CCR 8 Level A: With guidance and support, will recall information from experiences or gather information from provided sources to answer questions.</td>
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<tr>
<td>- ELP Anchor 5: Can research and evaluate and communicate findings to answer questions or solve problems.</td>
</tr>
<tr>
<td>Language CCR 1 Level A: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>- ELP Anchor 10: Can demonstrate command of the conventions of standards English to communicate in level-appropriate speech and writing.</td>
</tr>
<tr>
<td>Speaking and Listening CCR 3 Level A: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</td>
</tr>
<tr>
<td>- ELP Anchor 6: Can analyze and critique the arguments of others orally and in writing.</td>
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</tbody>
</table>

FL DOE CF - Consumer Economics - 4.2: Interpret credit card offers and applications.
FL DOE CF - Mathematics: Use decimal notation for fractions with denominators 10 or 100.

<table>
<thead>
<tr>
<th>Enabling Skills</th>
<th>CASAS Listening Task Areas</th>
<th>CASAS Reading Task Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Cooperative learning skills</td>
<td>☐ 1. Picture Prompts</td>
<td>☐ 1. Forms</td>
</tr>
<tr>
<td>✓ Participates in class discussion and group/pair activities</td>
<td>☒ 2. Comprehension Question</td>
<td>☒ 2. Table/Chart/Graph/Map</td>
</tr>
<tr>
<td>✓ Oral Fluency/Vocabulary</td>
<td>☐ 3. Predict next line of dialogue</td>
<td>☒ 3. Articles/Parag/Directions/Pictures</td>
</tr>
<tr>
<td>✓ Written Discourse</td>
<td>☒ 4. Identify true statements based on prompt</td>
<td>☐ 4. Sign/Label/Ad/Product Label/Tag</td>
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<td></td>
<td></td>
<td>☐ 5. Measurement scales/Diagram</td>
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<table>
<thead>
<tr>
<th>Materials and Equipment</th>
<th>Language Skills</th>
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<tbody>
<tr>
<td>☒ Computer</td>
<td>☒ Reading</td>
</tr>
<tr>
<td>☒ Projector</td>
<td>☒ Writing</td>
</tr>
<tr>
<td>☐ Document Camera</td>
<td>☒ Listening</td>
</tr>
<tr>
<td>☐ Electronic Tablet</td>
<td>☒ Speaking</td>
</tr>
</tbody>
</table>

Websites:
Materials for Financial Literacy
https://www.otan.us/images/publicarchive/ArchivesDigitalFiles/ELCivics/Financial_Lit/003370financial_literacy_esl.pdf (See pages 78-107)
https://www.englishpage.com/conditional/futureconditional.html
https://www.bing.com/images/search?q=picture+of+credit&qpvt=picture+of+credit&FORM=IGRE (Visuals)

Vocabulary Focus: debt, late fee, risk, advance, interest, balance, dangerous

Grammar Focus: Present real conditional, future real conditional
Instructional Plan

Warm Up/Review
Brainstorming Activity: Explain to students what a brainstorming activity is. Share with students that when brainstorming, they should say the first thing that comes to mind with no explanation or judgements.

Draw a T-Chart on the board or on chart paper. Write the words “credit” and “cash” on the chart and ask students what is the first thing that comes to mind. Write their responses on the chart. Use the words that students have identified to introduce the topic.

Introduction
Describe to students how credit is used in the United States and explain the benefits of using cash and the benefits of using credit cards. Share an experience or an occasion when you used a credit card. Encourage students to share their experiences. Ask the following question:

What credit cards useful for?

Write their responses on the board or on chart paper. Conduct a class survey. Write the following on the board or on chart paper and tally the responses:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I often see TV ads for credit cards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is easy to apply for new credit cards.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit cards interest rates are very high.</td>
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</tbody>
</table>

Process
Continue the lesson by presenting the information through the following gradual release model.

<table>
<thead>
<tr>
<th>Presentation “I do”</th>
<th>Guided Practice “I do”</th>
<th>Communicative Practice “We do”</th>
<th>Evaluation “You Do”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credit Card Reading Passage</strong></td>
<td>Grammar focus: Present real conditionals using “if clause”</td>
<td>Flash Card Activity 10 minute activity</td>
<td>Reflect on the Learning</td>
</tr>
<tr>
<td>Use one of the following reading strategies:</td>
<td>Use the reading passage to teach the “if clauses”</td>
<td>• Divide class in groups (3-5); give each group a flash card.</td>
<td>• Ask students to complete “Show what you know” activity.</td>
</tr>
<tr>
<td>Choral reading is reading aloud in unison with a whole class or group of students.</td>
<td>Model</td>
<td>• Ask students to discuss the question presented on each card.</td>
<td></td>
</tr>
<tr>
<td>Listen-read-discuss strategy helps students comprehend text.</td>
<td>Write on the board “If I apply for too many credit cards, I might not be able to pay them.”</td>
<td>• Call on students to share their responses.</td>
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</tbody>
</table>
Before reading, students listen to a short lecture delivered by the teacher. The students then read a text selection about the topic. After reading, there is discussion or students engage in small group discussions about the topic.
- After the reading, ask students to answer questions individually.
- Call on class to share their answers.

| two sentences using an “if” clause. |
| Call on students to come up to the board and write their sentences. |

**Note:** Walk around classroom to support and assist.

**Math – Word problem**
If my credit card balance is $300, and the interest rate is 13.99%, how much interest is charged in a month?

<table>
<thead>
<tr>
<th>Application</th>
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<tbody>
<tr>
<td>Pair Activity: Students will practice applying for a credit card by completing a credit card application. Provide guidance and support.</td>
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</tbody>
</table>

**Post Class Reflection:** *(complete after class)* “Exit slip”

Use a KWL Chart.

<table>
<thead>
<tr>
<th>What Do I Know</th>
<th>What Do I Want to Learn (what more you want to learn)</th>
<th>What Did I Learn</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
HANDOUTS – MATERIALS

(A) Credit Cards – Lesson Plan Reading Passage
(B) Flash Cards Activity
(C) Financial Literacy – Show what you know
(D) Credit Card Application
Credit Cards – Lesson Plan Reading Passage

1. Credit cards are an essential part of our lives. They make life easier and more convenient. They help us shop online and pay bills over the phone, as well as use in emergency situations. However, the use of credit cards can be dangerous if not used wisely. Some credit cards have very high interest rates which can lead to serious financial problems.

2. Credit cards are issued by different sources such as banks and retail stores. Banks advertise credit cards on TV, in newspapers, and on the Internet. They are always looking for new customers. The banks can charge an annual fee for using the credit card and they can also change the interest rate at any time. Banks also issue debit cards, which are not credit cards. Debit cards are directly connected to the cash available in your credit or savings account.

3. For those who paid off their card balances every month the debt is minimal. However, with interest rates of 18-23%, people can carry a large balance that often winds up in a cycle of debt. In many cases, people have to use credit cards to borrow money to pay their bills. This makes the cycle of debt even worse.

Questions About the Reading

Choose the best answer.

1. What is the main idea?
   (A) Credit cards might be convenient, but they can be a financial problem.
   (B) The interest rates for credit cards are very high.
   (C) Internet shopping makes it easy to buy things we need.
   (D) People should only buy things they need.

2. The meaning of the word dangerous in paragraph 1 means:
   (A) Using credit cards is fun.
   (B) Using credit cards sometimes is fine.
   (C) Using credit cards all the time is best.
   (D) Using credit cards can be a financial problem.

3. Which of the following is true?
   (A) Most credit cards users are in debt.
   (B) Carrying a large credit card balance is better.
   (C) The average credit card interest rate is 18-23%
   (D) Banks do not advertise credit cards on TV.
Flash Cards Activity

GROUP 1

If you have large amount of debt, what can be the consequences? (Describe causes)

GROUP 2

You can have bad credit if you . . . (Describe)
GROUP 3

When is it better to use cash? (Explain)

GROUP 4

If a credit card has a high interest rate, what can be the consequences? (Explain)
GROUP 5

What is the difference between a credit card and a debit card?
Financial Literacy – Credit Cards

Show what you know

Is this a true statement? Explain

1. Some credit cards have annual fees.

2. When you are shopping for a credit card, try to find one with a high interest rate?

3. Interest rate on your credit card can change
Handout D

Credit Application

Name: __________________________ Telephone #: _______________________
Address: __________________________ Apt./Suite #: __________________
City: ______________ State/Zip: ___________ Email: ______________________
Date of Birth: _____________________ Social Security Number: DO NOT WRITE HERE

Employment Information

Current Employer
Company Name: ______________________ Telephone #: _______________________
Business Address: ____________________ Time in Position: __________________
Position Held: _________________________ Salary: __________ Hourly / Monthly

Previous Employer
Company Name: ______________________ Telephone #: _______________________
Business Address: ____________________ Time in Position: __________________
Position Held: _________________________ Salary: __________ Hourly / Monthly

Bank Information
Name of Bank: ________________________ Branch: _________________________
Bank Contact: _________________________ Telephone #: _______________________
Requested Credit Amount: ______________ Type of Account: __ Checking __ Savings
Have you ever filed for bankruptcy before? _____ Yes _____ No
Have you ever defaulted in payment of credit before? _____ Yes _____ No
If yes, please explain: ________________________ ______________________________