

5th Grade Lesson Plan Personal Essays / Financial Literacy

I. Objectives:

Activity A: The student will develop an outline, draft, and write a personal essay that can be used to demonstrate the importance the college admissions essay.

Activity B: The student will learn about the relationship between budgeting, cost of living, and career choice through the Texas Reality Check website.

(Activities can be presented independently or as a whole, over several class periods or days.)

II. Lesson Plan:

Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. (A) plan a first draft and developing a thesis or controlling idea; (B) develop drafts by choosing an appropriate organizational strategy; (C) revise drafts; (D) edit drafts for grammar, mechanics, and spelling; (E) revise final draft in response to feedback from peers and teacher.

Students will write about their own experiences. Students are expected to write a personal narrative that conveys thoughts and feelings about an experience.

Personal financial literacy. (E) describe actions that might be taken to balance a budget when expenses exceed income; and (F) balance a simple budget.

III. Materials:

Activity A:

Printed worksheets: Essay Brainstorming, Essay Outline

Activity B:

Projector with connection to computer for internet access

Website: www.texasrealitycheck.com

IV. Procedure:

Activity A

Warm-up Activity:

Begin by talking about admissions to college. Identify the importance of writing well to express details about yourself via a prompt through a college essay.

My First College Essay.

Identify the importance of a personal essay with students. Activity can be modified to time constraints, or spread out over several class days/periods. Supplemental worksheets also provided for differentiated learning.

- I. Brainstorm Ideas Worksheet: Activity A, Part I Worksheet
- II. Story Notes: Activity A, Part II Worksheet
- III. Writing Draft of Personal essay
- V. Final Draft

Activity B

Warm Up Activity:

Introduce the subject by letting students know that the focus is on budgeting, cost of living and career choice. Utilize some of the following questions:

- Why is a budget important?
- Why is saving important?
- Do you understand “needs” vs “wants”?
- Does your career choice affect your lifestyle?
- Do you know how much education it will take to have the career you want?

Utilizing your classroom projector, go to the website <http://www.texasrealitycheck.com/>. Apply learning from budgeting to making real-life choices as an adult. This presents a chance for students to make decisions now as if they were an adult, from choosing where to live in Texas to types of housing and entertainment. Walk classroom through the “Reality Check” process, asking questions. Allow students to select various scenarios for cost of living. Emphasize “needs” vs. “wants”. Focus on degree/college selection and ask students to look at salary differences between certificate/associate degree/bachelor’s degree/and master’s degree earnings.

V. Check for Comprehension:

- Why is a personal statement important?
- Why do you think revising your essay is important?
- Who might be some good people to ask to revise your personal statement?
- Why is budget important?
- Why is saving important?
- Which careers require the most education? Do you think these careers pay more?
- *Add any other questions you might find helpful.

Activity A

Getting Started: Choosing an Essay Prompt

Choosing your topic can be the hardest part. Use these prompts as a jumping-off point.

Prompts:

Please write about...

- A. ... a time or incident when you **experienced failure**. How did it affect you, and what did you learn from the experience?
- B. ... a time when you **challenged a belief or idea**. What prompted you to act? Would you make the same decision again? How did it feel?
- C. ... an event or experience that marked your **transition from childhood to adolescence** within your culture, community or family. When did you realize you were becoming a teenager? What changed?
- D. ... a **problem you've encountered and solved**, or a **problem you'd like to solve**. It can be anything that is of personal importance to you, no matter the scale. Why is it significant to you? What steps could (or did) you take to solve it?
- E. ... a **background, identity, interest, or talent** that is so meaningful to you that sharing it is important. If this sounds like you, then please share your story.

Reminders:

- Make sure this a story YOU want to be telling.
- Make sure it's real.
- Make sure it shows growth or transformation, and highlights your positive attributes.

Name: _____

Date: _____

Activity A

Essay Development: Brainstorming Ideas

Use this page to help you generate ideas in response to some or all of the prompts.

Prompt:	Brainstorm Ideas Here:
... a time when you experienced failure.	
... a time when you challenged a belief or idea.	
... an event or experience that marked your transition from childhood to adolescence.	
... a problem you've encountered and solved, or a problem you'd like to solve.	
... a background, identity, interest, or talent that is so meaningful to you that your application would be incomplete without it.	

Name: _____

Date: _____

Activity A

Putting it Together: Essay Writing

Use this page to help outline your essay as a story.

Introduction:	
<p>What's your hook? A hook can be an anecdote that frames your story, or a statement, fact, definition, or question that grabs the readers' interest. Start in the action! Make sure you set the scene. Where were you? How old were you? Provide information.</p>	
Thesis:	
<p>State your thesis (what you learned, or how the event was significant to you):</p>	
Body Paragraph 1: Beginning Action	
<p>Beginning Action: this is how your narrative begins and builds.</p>	
<p>Brainstorm powerful details that relate to the beginning action: Smells? Sounds? Touch? Light? Other?</p>	



Body Paragraph 2: Middle Action	
Middle Action: This is the main conflict or climax of your story.	
Brainstorm powerful details that relate to the middle action: Smells? Sounds? Touch? Light? Other?	
Body Paragraph 3: End Action	
End Action: This is how the story resolves.	
Brainstorm powerful details that relate to the end action: Smells? Sounds? Touch? Light? Other?	
Conclusion:	
Analyze and reflect on the actions in your story. How did you change? What did you learn? Revisit your stakes: why is this important now?	