



English

Year **6**

#сбережения
#накопления
#English
#6 класс

Lesson Topic: Grandfather's Coins, or What can I do with my money?

Lesson created by Maria Garder

Teacher's comments: In this lesson, students do a combined reading/listening activity with a text, Grandfather's Coins, by Pedro Pablo Sacristan, about children's money managing competition. Before reading, they revise and practice some topic-related vocabulary. After the first reading/listening reading they explore the text again for the information on saving/investment strategies mentioned. This pairwork activity is followed by a whole-class discussion of various saving and investment strategies and their pros and cons.

Aims. By the end of the lesson the students will have managed the following, grouped by category:

1. **English** : practice reading/listening for specific information and note-taking; practice verbs related to money managing such as spend, bet, sell, afford, and loan; practice fluency speaking in pairs and in whole-class discussion.
2. **Financial Literacy:** analyse and compare various strategies of saving and investing money, understand comparative value of quick return and slow return investment, think about the potential of investing in education.

Key vocabulary and structures: to save (for sth), to spend money (on sth), to manage your money, to do sth with your money, to bet money (with sb) in games, to place a bet on sth, to sell sth to sb, to have enough money left (for sth), could/couldn't afford sth, to loan sth (to sb).

When to teach: To benefit from the lesson, students should be familiar with vocabulary related to basic operations with money, such as to sell, to buy, to pay, to spend. Students should be able to understand a simple narrative in the past tense.

Time: 40 minutes.

Resources: Whiteboard, markers, OHP and screen / computer, paper, pens, handouts (see the Handouts file).

Lesson procedure

Timing	Activities	Goals
Before the lesson	Draw a copy of What Can I Do With My Money table (see Teacher's Materials file) on the whiteboard and cover it up until it is time to check answers during the Reading stage. If you are using an IWB, ignore this stage and simply display the table as you begin the whole-class check at the reading stage.	
Warm up 5 min	Start by asking your students to imagine they have a small sum of money (I worked with the amount of 100 rubles in 2016 Russia). Give them a time limit of 1 minute and ask them to think what they could do/buy with that money. After 1 minute, do a whole-class brainstorm. Accept all ideas at this stage, but don't evaluate or ask them for their reasons. Put the ideas on a separate section of the whiteboard.	To activate money schemata; to prepare students to speak about money issues later in the lesson.
Vocabulary revision 5 min	Hand out copies of the vocabulary revision exercise and give your students one minute to match words with their definitions. Let them check in pairs first and then check together, as a whole class.	To revise vocabulary necessary for the following activities.
Listening 5 min	Tell your students they are going to listen to a text about some children and their task is to write down all the names they hear. Read the text aloud (it may take around 3-4 minutes depending on your pace), then quickly let students check the names they heard in pairs, then check together, making a list of names on the whiteboard.	To practice listening and note-taking, to give students a general idea of the text and prepare them for the second, deeper, reading and exploration.
Reading 5 min	Tell students they are going to read the text again, this time looking for the information about each child and how they managed their money in the competition. (One of the easiest ways would be to simply underline the lines in the text.) Hand out copies of text and set a time limit of 2 minutes. Let them check answers in pairs. Open the whiteboard with the What Can I Do With My Money table and quickly do a whole-class check, writing down ways of saving/investing in the left column of the table.	To give students some ideas about saving and investment strategies and their relative merits and risks, to practice reading for specific information.
Speaking 10 min	Tell your students to think about every saving/investment strategy mentioned in the text and what's good and bad about it. (Why would you do this? Why wouldn't you do this?) To give students support, do a demo of one possible advantage of not saving your money at all ("You don't need to think about it!"). Assign pairs for this activity and give them	To enable students to analyse and compare possible saving/investment strategies by imagining how they might use them and what the

Timing	Activities	Goals
	<p>a time limit of three minutes. Walk around the class, monitoring and helping if necessary. Keep a record of their mistakes but don't correct now unless absolutely necessary for understanding.</p> <p>After three minutes, stop the students and do a whole-class brainstorm of advantages and disadvantages. Some of the possible answers are given in the Key file, but do not push your students towards those too much – let their imaginations work. If they overlook something important you can always add it later by eliciting ideas from your class.</p>	<p>outcome might be; to practice fluency speaking; to practice finance-related vocabulary.</p>
<p>Discussion 5 min</p>	<p>Give your students the following questions for a whole-class discussion:</p> <p>Which way of investing money was not mentioned here? (opening a bank account)</p> <p>Which way do you think is the best (quickest, safest, wisest)?</p> <p>What could you do to start investing in your own education today?</p>	<p>To enable students to think about some investment choices they could take home and think about later in life; to practice fluency speaking; to practice vocabulary related to investing and saving.</p>
<p>Closure 5 min</p>	<p>Do a whole-class correction of mistakes you noted down during the speaking stage. Praise the students' important discoveries and finish the lesson.</p>	<p>To consolidate ideas of the lesson, to give closure to the discussion, to give feedback on the use of vocabulary and other accuracy issues.</p>

Potential problems and solutions

1. In the first stage, the students may already need some of the active vocabulary of the lesson. In fact, this problem is easily turned into another chance to introduce and practice relevant vocabulary. However, do not let this warm-up activity turn into vocabulary input, give minimal vocabulary support at this stage and keep record of your students' vocabulary needs in order to work with them in the next stages of the lesson or later on;
2. The listening and note-taking activity in this lesson is an easy one and prepares students for their further reading and exploration activity. However, if you would like to save time, simply hand out copies of the text and turn it into scan-reading.

References

1. <http://freestoriesforkids.com/children/stories-and-tales/grandfather's-coins>