Preparing Effective Lesson Plans

for

Middle and Secondary School Teachers

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Introduction

This document is part of a series of papers focusing on various aspects of effective teaching. (All documents in this series are available from the IDOE Learning Connection.) The goal of this series is to address specific teaching-learning challenges to help new and less experienced teachers and teachers with limited preparation in teaching methodology become more effective in their classrooms. The purpose of this paper is to help teachers learn the benefits of lesson plans and to develop functional lesson plans. This material may contain useful reminders for more experienced teachers as well.

The basic component of being an effective teacher is having depth and breadth of knowledge in one's content area(s). However, that alone is not adequate preparation for teaching. Harry K. Wong and Rosemary T. Wong (*The First Days of School*, page 9, Harry K. Wong Publications, Inc., 1998) state that teachers must be proficient in three characteristics; namely, (1) have positive expectations for student success; (2) be extremely good classroom managers; and (3) know how to design lessons for student mastery. The intent of this document is to help teachers prepare effective lesson plans for student mastery of objectives and achievement of standards. A lesson plan is a road map for the teacher. In order to prepare effective lesson plans, the teacher must know the destination (the learning objectives), the mode of travel (the teaching/learning activities to use), the strategies for formative assessment that determine whether progress toward the destination is being made, and appropriate summative assessment to ascertain whether objectives and standards have been achieved (i.e., has the destination has been reached?).

Purposes and Benefits of Lesson Plans

An important component of effective teaching is having a plan for each class session for each subject taught that maximizes the potential for every student to achieve the objectives sought. Creating these plans will take time, but it will be time well spent. Someone has said, "A failure to plan is planning to fail." Lesson plans enable you to:

- Make certain state standards are implemented in the lesson/course. For Indiana, standards and related information can be found on the IDOE Web Site.
- Teach with a focus on the goals and objectives of the lesson/course. Relevant information can be obtained from the IDOE Learning Connection, textbooks, and your local school.
- State objectives that specify what students should know and be able to do at the end of the class. These objectives should be measurable. The discussion of Bloom's Revised Taxonomy of Educational Objectives (scroll down to the "Table of the Revised Cognitive Domain"); Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge; and Webb's Depth of Knowledge Guide contain helpful information on stating measurable objectives.
- Devise a relevant, interesting, effective way to get students' attention on the topic at the beginning of the lesson. Anticipatory sets are an excellent way to capture the attention of students. The paper "Anticipatory Sets for the Indiana Middle Level Business Curriculum" is based on Madeline Hunter's material on anticipatory sets and is available on the IDOE Learning Connection. These anticipatory sets can be adapted for secondary school use.
- Organize the information that will be presented.
- Identify/devise appropriate instructional strategies.
- Determine the resources/materials needed, including visual and other aids.
- Determine appropriate procedures to check for student understanding (formative assessment).
- Plan a realistic timeline for the lesson.
- Provide documentation to principals and other administrators of the content taught and the teaching procedures used.

Adhering to appropriate standards, goals, and objectives is critical to providing instruction that meets the needs of students. See the IDOE Web Site for links to Indiana standards. Links to other information about standards are available at that site also. In its explanation of "What are Standards?" the IDOE provides the following explanation.

Standards outline what students need to know, understand, and be able to do. The Indiana Academic standards are benchmark measures that define what students should

know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations. As such, they must be used as the basis for curriculum and instruction in Indiana's accredited schools. **The academic standards are NOT a curriculum**; therefore, identifying the sequence of instruction in each grade—what will be taught and how long—requires concerted effort and attention at the district/school level. Academic standards do not prescribe any particular curriculum. Curriculum tools are selected at the district/school level and adopted through the local school board. No student, by virtue of poverty, age, race, gender, cultural or ethnic background, disabilities, or family situation will ultimately be exempt from learning the required academic standards, although it is acknowledged that individual students may learn in different ways and at different rates. Academic standards focus on what students will need to learn in order to be college and/or career ready and to be competitive in the job market.

There is not a perfect "recipe" for preparing lesson plans. Focusing on content (what students need to know) in ways that promote learning for all students is an overall goal of lesson plans.

Development of Lesson Plans

Providing instruction that meets all relevant standards cannot be left to chance. It must be planned with regard to content depth and breadth and instructional strategies.

Stating Goals and Objectives

Depth of knowledge (DOK) is important to determine the rigor of a course. Webb's Depth of Knowledge and Bloom's Revised Taxonomy (See the diagram, "Levels of Thinking in Bloom's Taxonomy and Webb's Depth of Knowledge") and "Webb's Depth of Knowledge Guide") provide guidance for stating and using goals and objectives to plan lessons that require students to be active learners and to engage in appropriate levels of critical thinking and problem solving. (The blank pages In "Webb's Depth of Knowledge Guide" are part of the formatting, not the omission of content.)

Goals and objectives are the specific outcomes intended for students at the end of a lesson or other instructional unit. Attention must be given to the way goals and objectives are

stated so effective instruction and assessment can be designed and implemented. Unless basic

criteria are followed in stating goals and objectives, they will not be functional.

The Planning for Instruction web site, funded by the Innovative Technology Center, the

University of Tennessee, lists the following characteristics of good instructional objectives (also

called performance objectives, behavioral objectives, or objectives):

- They are specific—describe precisely what the learner is expected to do.
- They are outcome based—state what the learner should be able to do after the instruction is complete; they do not pertain to the process of providing the instruction. Different people should have the same understanding of the desired outcome; objectives should not be obscured by unnecessary information.
- They are measurable—describe learning outcomes that can be measured and indicate how well (to what extent the behavior must be performed).
- They describe student behavior—relate what the student should be able to do after the instruction is complete (i.e., outcome-based objectives are demonstrated in student behavior).

Instructional objectives should be consistent with course goals. They should not include things

irrelevant to the purpose of the instruction. For example, in a course focused on learning to use

Microsoft Word, an objective pertaining to the history of computers would not be appropriate.

"The ABCDs of Writing Instructional Objectives" includes Bloom's taxonomies of the

cognitive domain, the affective domain, and the psychomotor domain and provides action verbs

appropriate for writing objectives for each domain. Weak verbs such as "will understand," "will

know," "will appreciate," "will be familiar with," etc., should be avoided. All verbs used must

be specific and contribute to observable and measurable behavior; a list of action verbs

appropriate for each level of "Bloom's/Anderson & Krathwohl's taxonomy" is provided on

page 2. The following example is from that site: "Given a sentence written in the past or present

tense, the student will be able to re-write the sentence in future tense with no errors in tense or

tense contradiction," page 1.

The article, "Articulate Your Learning Objectives," from the Eberly Center at Carnegie Mellon University, provides some helpful pointers, including illustrations, regarding learning objectives. This information focuses on using student-centered learning objectives; breaking down the skills within a desired outcome so the component parts can be learned; using action verbs; and stating the learning objectives so they are measurable. The following examples (adapted from Writing Learning Objectives) contrast acceptably stated learning objectives with poorly stated objectives.

- Acceptable: At the end of class, students will be given 10 statements of business situations and they should assign correctly one of the following terms to describe the focus of each situation: business ethics, ethics and the law, professional standards in business, or conflicts of interest. Unacceptable: The student will examine the ethical conduct of American business.

- Acceptable: Students will read a letter from the editorial page of a newspaper (provided by the teacher) and identify the type of logic employed, analyze the effectiveness of the evidence cited, and determine the validity of the argument(s) used. Unacceptable: Students will understand the processes of inductive and deductive reasoning.

Excellent examples of learning objectives for teaching digital proficiencies (which address the ISTE student standards) are available on the Web site 21 Things 4 Students. Learning objectives for each of the 21 topics are included. Some modification to meet Indiana Standards will be needed. Your perusal of these 21 items is highly recommended.

The 2016 version of the ISTE student standards are discussed in "Redefining learning in a technology-driven world," a June 2016 report to support adoption of the ISTE Standards. This document focuses on seven student standards: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovator Designer, Computational Thinker, Creative Communicator, and Global Collaborator. Although students need to be proficient in foundational technology skills, the emphasis in these standards is not on the tools; it is on learning that is empowering. As cited in the document, "the 2016 ISTE Standards for Students have been designed to prepare students for

work and life in an uncertain future." The following is a statement of the overall intent of these

standards ("2016 ISTE Standards for Students," page 3):

> The 2016 ISTE Standards for Students emphasize the skill and qualities we want for students, enabling them to engage and thrive in a connected, digital world. The standards are designed for use by educators across the curriculum with every age student, with a goal of cultivating these skills throughout a student's academic career. Both students and teachers will be responsible for achieving foundational technology skills to fully apply the standards. The reward, however, will be educators who skillfully mentor and inspire students to amplify learning with technology and challenge them to be agents of their own learning.

It is clear that statements of goals and objectives and student learning are closely related

to instructional methodology.

Gaining Students' Attention (Anticipatory Sets)

If students are not paying attention to the instruction given, they are not learning. The

use of anticipatory sets is an excellent way to gain students' attention on the lesson topic.

(Information on anticipatory sets is available in the document "Anticipatory Sets for the Indiana

Middle Level Business Curriculum," which is available on the IDOE Learning Connection.

Please consult that document for additional information and examples of the use of anticipatory

sets.)   As explained below, anticipatory sets can be an extremely effective tool.

Anticipatory sets (sometimes referred to as "bell ringers" or "hooks") have been shown to

be one of the most effective and versatile ways to get students thinking about the topic of an

upcoming class. Madeline Hunter (*Madeline Hunter's Mastery Teaching*, Corwin Press, 2004,

updated by Robin Hunter) developed this procedure to focus students' attention on (and whet

their appetite for) content with which they will be engaged during a class period. The following

site, "Shooting for Success!" gives further information about anticipatory sets, provides help on

how to write them, gives specific examples of hooks, and lists effective ways to use hooks in

classes. The following paragraphs are quoted to whet your interest in taking a look at that site.

Madelyn Hunter's Anticipatory Set or Set Induction is sometimes called a "hook" to grab the students' attention. During the anticipatory set, actions and statements are made by the teacher to relate the experiences of the students to the objectives of the lesson. During this point in the lesson, the teacher puts students into a receptive frame of mind.

The purpose of the anticipatory set is to focus students' attention on the lesson. It may create an organizing framework for the ideas, principles, or other information included in the lesson to extend understanding and the application of abstract ideas through the use of examples or analogies. The "hook" can be used any time a different activity or new concept is to be introduced.

An anticipatory set activity should continue only long enough to get students "ready and set to go," so that the major portion of instructional time is available for the accomplishment of the current objective. Anticipatory sets are more than just words and discussion with the students. They can include a brief activity or question-and-answer session to begin the lesson in a participatory and active manner.

An anticipatory set grabs the attention of students and focuses it upon learning. By having an activity related to what will be learned, students' attention is shifted to the learning process. An anticipatory set can also establish a readiness or anticipation for what is to follow. For the "hook" to do so, it must pique students' interest. Otherwise it might do the opposite and turn students' thinking away from the topic.

An anticipatory set is an activity which prepares and motivates students for learning the lesson at hand. An effective anticipatory set does one or more of the following:

- Engages the prior knowledge of students in association with the current lesson.
- Discovers gaps in students' knowledge and understanding required for the current lesson.
- Introduces new vocabulary associated with the current lesson.
- Creates student interest in some aspect of the current lesson.
- Relates an instructional objective to the current lesson.
- Tells students what they are about to learn in a motivational manner.
- Gets student buy-in to a procedure or methodology that is used during the class period.

It is important to note (as indicated in each of the preceding bullets), an **effective anticipatory set must relate to the upcoming lesson as well as grab students' attention.** Otherwise, the problem of gaining student interest for the upcoming lesson will not be addressed.

Anticipatory sets are intended to get students ready for instruction that focuses on achieving a learning objective; the sets are not the learning objective. Generally accepted guidelines for developing anticipatory sets include the following:

- Keep anticipatory sets short; be concise—for most, use no more than a maximum of five minutes.
- Develop them for transition into the lesson—an anticipatory set that does not set the stage for the learning objective is not appropriate.
- "Grab" students' attention—an anticipatory set should contribute to a dynamic tone, not a passive one; students' minds must be actively engaged.
- Use unique anticipatory sets—do not repeat the same anticipatory set for different lessons; adapt anticipatory sets to capitalize on student interests.
- Create anticipatory sets that you can use comfortably.
- Make the anticipatory set relevant to the background of the students.
- Show how the learning will benefit the students.

Being knowledgeable regarding the following information can help Indiana teachers

prepare meaningful anticipatory sets:

- The Indiana Business and Information Technology standards for the courses/content being taught; these are available from the Indiana Department of Education web site. Standards for other content areas being taught are available from this site also.
- National Standards for Business Education from the National Business Education Association (NBEA) —OR, the national standards for another content area being taught.
- International Society for Technology in Education/National Educational Technology Standards (ISTE/NETS) and other relevant national standards for technology related to the content area.
- What the students have learned previously about the subject matter to be taught.
- The relationship between the subject matter to be taught and course/curriculum objectives.
- Instructional objectives for the current lesson.
- Students' past experiences and interest in the subject area.

Anticipatory sets can be presented in many different contexts and formats. Teachers should use

their creativity in developing them. The following items (obtained from a variety of resources)

may suggest possibilities for anticipatory set development:

- Pictures
- Art
- Music
- Short sections of video
- Artifacts
- Humor
- Questions that challenge students to take a stand on or react to some position; e.g., "what if" questions

- Riddles
- Advertisements
- News items
- "Shocking/provocative" statements—statements that contradict "conventional" wisdom
- "Essential questions" that focus on the objectives of the lesson
- Role-playing situations
- Scenarios
- Demonstrations (with unexpected outcomes)
- Question and answer formats
- Journal writing
- Charades
- Rationale for why a task is important
- Relevant personal stories
- Visualizations
- Analogies
- Debate Formats

If efforts to gain students' attention are not effective, a lesson plan will have limited success.

Identifying Lesson Plan Elements

The Madeline Hunter Model of Mastery Learning (unfortunately, this pdf file contains some uncorrected typographical errors) presents some excellent information. It defines the terms in Hunter's model of mastery learning, provides insight into the components/activities included in a lesson plan, and discusses critical attributes of these components/activities, which are listed below:

1. Purpose (objective): The purpose outlines the objective of that day's lesson and the standards that are being met. Here the teacher emphasizes how students will benefit from the session and how they will go about learning from it.
2. Anticipatory Set (focus): This refers to a short activity that gains the students' attention before the lesson begins. This can be a handout, an example problem, a simple question, etc.
3. Input: Input refers to the vocabulary, skills and other concepts the teacher intends to incorporate in the session. Basically, it summarizes what students need to know in order to successfully master the lesson.
4. Modeling (show): It's no secret that most students are only able to master a new lesson if the teacher has taken the time to show how it's done. Simply walk through a problem without student participation, allowing them to learn how it's done.
5. Guided Practice: Here, the teacher leads the students through the steps necessary to perform the skill emphasized using what is called the tripodal approach, or

see/hear/do. Show the students how to successfully work through problems as they attempt to do them.

6. Check Understanding: Be sure your students understand the lesson. Ask questions that reveal whether students understand; then adjust the lesson pace accordingly. (Use formative assessment procedures.)
7. Independent Practice: Allow the students to practice completing lessons on their own, offering assistance when necessary. Be sure all students understand the lessons of the day, including any homework assignments.
8. Closure: Wrap up the lesson. Ask the students to recap what you have taught them, telling or showing you what they have learned.

The preceding eight items are explained further in the lesson plan examples shown on pages 12-16 of this document. These instructional elements are not necessarily a hard and fast recipe to be followed for planning instruction regardless of the situation. They are elements to be considered when making plans for instruction. The goal of planning is to select strategies that will be most effective in enabling students to achieve the objective of the lesson. The four levels of the DOK (Depth of Knowledge (DOK) Overview Chart) correspond to the elements involved in "mastery learning," (with the exception of Step 8 in "mastery learning." The DOK may include an extended activity created by the students to demonstrate their mastery of the desired rigor depth (ordinarily this rigor corresponds to DOK level 3 or 4).

Differentiating Instruction

An essential component of lesson planning is differentiating instruction for various student learning levels in the classroom. Ways of creating differentiation include how objectives are stated and the way teaching procedures and formative assessments are used. Content, process, and product need to be considered in differentiated instruction. The article, "What Is Differentiated Instruction?" discusses practices for differentiating instruction in the classroom. The author uses reading instruction to demonstrate differentiation of instruction.

As classrooms continue be characterized by diversity, providing differentiated instruction is key to meeting the needs of students. The white paper "Differentiating Instruction in

Responsive Middle and High School Classrooms" provides insight into what must be done to attain effective differentiation. Five steps necessary for developing a differentiated unit of instruction are discussed.

In Indiana, the RISE 2.0 document provides criteria for evaluating teacher effectiveness. The "Indiana Teacher Effectiveness Rubric: Overview," shown on page 9 of the RISE document reflects the need for differentiated instruction, especially in Domain 2: Instruction. Many of these items require incorporating appropriate differentiation in lesson plans.

Organizing the Lesson Plan

There are many lesson plan formats. Most of them incorporate the content described in Hunter's Model of Mastery Learning on pages 9 and 10 of this document. The format chosen should enable the teacher to reap the benefits of lesson planning (see page 2 of this document, "Purposes and Benefits of Lesson Plans"). If the school corporation prescribes a lesson plan format, obviously that format should be followed. Lesson plans are not set in concrete. In fact, a lesson plan can help the teacher be more flexible. It can help the teacher feel more prepared and confident and better able to handle the need for flexibility. One example of an effective lesson plan format (an adaptation of the Madeline Hunter Lesson Plan), with explanation of the components, is presented on the pages that follow. Teachers should modify this lesson plan to show how differentiated instruction will be included. For Indiana teachers, RISE 2.0 should be used to make appropriate modifications.

Madeline Hunter Lesson Plan Format

Class: Date:
Lesson: Teacher:

Objectives

Before the lesson is prepared, the teacher should have a clear idea of what the teaching objectives are. What, specifically, should the student be able to do, understand, and care about as a result of the teaching? Bloom's Taxonomy of Educational Objectives can be helpful in stating objectives in meaningful, measurable terms. Please see:

> http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/
> http://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/
> http://www.aps.edu/re/documents/resources/Webbs_DOK_Guide.pdf, especially pages 7-13

Standards

The teacher needs to know what standards of performance are expected and when pupils will be held accountable for what is expected. The pupils should be informed about the standards of performance.

Anticipatory Set

An anticipatory set, sometimes called a "hook," is used to grab students' attention. It includes actions and statements by the teacher to relate the experiences of the students to the objectives of the lesson. An anticipatory set can get students into a receptive frame of mind (see pages 6-9 of this document).

Teaching: Input

The teacher provides the information and activities needed for students to gain the knowledge/skill identified in the objectives. Differentiation of instruction to meet the needs of students should be included in input. Procedures can include lecture, film, tape, video, pictures, etc.

Teaching: Modeling

Once the material has been presented, the teacher uses it to show students examples of what is expected as an end product of their work. The critical aspects are explained through labeling, categorizing, comparing, etc. Students are taken to the application level (problem-solving, comparison, summarizing, etc.). The teacher demonstrates an example of the "finished outcome."

Teaching: Checking for Understanding

Determine whether students "got it" before proceeding. It is essential that students practice doing it right so the teacher knows that students understand before proceeding to practice. Questioning strategies can be used to check for understanding. For example, ask questions that go beyond mere recall to probe for the higher levels of understanding and to ensure memory network binding and transfer. Bloom's Taxonomy of Educational Objectives provides a structure for questioning that is hierarchical and cumulative. It provides guidance to the teacher in structuring questions at the level of proximal development, i.e., a level at which the pupil is prepared to cope. Questions progress from the lowest to the highest of the six levels of the cognitive domain of the Taxonomy of Educational Objectives: remember, understand, apply, analyze, evaluate, and create and/or the four levels of the Depth of Knowledge model. (Use formative assessment strategies.)
If there is any doubt as to whether the class has understood, the concept/skill should be retaught (with a different approach) before practice begins.

Guided Practice

Provide an opportunity for each student to demonstrate grasp of the new learning by working through an activity or exercise independently under the teacher's direct supervision. The teacher should move around

the room to determine the level of mastery and to provide individual remediation as needed. If students make mistakes, the teacher should show them how to do it correctly.

Closure

Closure is actions or statements by a teacher that are designed to bring a lesson presentation to an appropriate conclusion. It is used to help students bring things together in their own minds, to make sense out of what has just been taught. Asking: "Any questions? No. OK, let's move on" is not closure. Closure is used to:

- Cue students that they have arrived at an important point in the lesson or the end of a lesson
- Help organize student learning
- Help form a coherent picture; consolidate
- Eliminate confusion and frustration, etc.
- Reinforce the major points that were to be learned
- Help establish the network of thought relationships that provide a number of possibilities for cues for retrieval

Closure is the act of reviewing and clarifying the key points of a lesson, tying them together into a coherent whole, and ensuring their utility in application by securing them in the student's conceptual network.

Independent Practice

Once pupils have mastered the content or skill, it is time to provide for reinforcement practice. It is provided on a repeating schedule so that the learning is not forgotten. It may be home work or group or individual work in class. It can be utilized as an element in a subsequent project. It should provide for de-contextualization; use enough different contexts so that the skill/concept may be applied to any relevant situation--not just in the original context. A failure to provide adequate independent practice is responsible for most student failure to be able to apply something learned.

Materials -- List materials needed for the lesson.

Duration

The amount of time needed to complete the entire lesson should be estimated. Time estimates for specific components of the lesson may be helpful, too.

This document was adapted from*:* [Madeline Hunter's Lesson Plan Format](#)

The following lesson plan for teaching a class on budgeting in personal financial literacy

is an example of applying the Madeline Hunter plan to a class in business. Indiana Personal

Financial Literacy standards are used.

Lesson Plan: Budgeting

Class: **Personal Financial Literacy** *(appropriate for Grades 9-12)*   *Date:* **9-7-20xx**
Lesson: **Personal Budgets   75-minute period**   *Teacher:* **Ms. Smmithe**

Objectives:

> [Background Facts](#): Only 40 percent of adults keep a budget and track their spending. Three-fourths of American families say they live paycheck to paycheck. More than one-fourth of American families have no savings at all. These statistics are the basis for framing the objectives students should achieve at the conclusion of this class session.
> > Students will be able to articulate the purposes and goals of budgeting.
> > Students will be able to analyze potential budget items in terms of financial planning appropriate for individual situations.
> > Students will be able to explain the meaning of budget vocabulary and use terms correctly in preparing budgets.

Standards:

> **Standard 1.0 – Demonstrate management of individual and family finances by applying reliable information and systematic decision making.**
>
> **At the conclusion of this class session, students will be able to:**
> > Contrast the benefits of financial responsibility with the costs of financial irresponsibility for individuals and families.
> > Analyze the difference between economic wants and needs and give examples of each and discuss their potential impact on individual and family finances.
> > Identify and analyze examples of opportunity costs and trade-offs of personal choices.
>
> **Standard 3.0 – Manage money effectively by developing financial goals and budgets.**
>
> **At the conclusion of this class session, students will be able to:**
> > Explain basic budget categories, including income, taxes, planned savings, and fixed and variable expenses.
> > Analyze the relationship between spending practices and achieving financial goals.
> > Create a personal budget to achieve financial goals.
> > Create an example of a family budget.

Anticipatory Set – **5** minutes

Describe the following situation to the class: Edwin receives $10 a week as an allowance from his parents. In addition, he does various jobs for which they pay him $10 a week. Ask each student to write a line or two to answer the question "Does Edwin need a plan to handle his money?" Reasons, not a "Yes" or "No," should be given. (Use Think, Pair, Share: Each student writes one or two sentences to answer the question (1 minute); each student talks to a partner for one or two minutes; then the teacher calls on a few students to share their thinking. Students should be instructed to jot down points they agree with or disagree with during the sharing (2 minutes).

Teaching: Input

(**10** minutes)   Using student responses to the Think, Pair, Share anticipatory set, the teacher provides the information and guidance for students to develop a simple personal monthly budget similar to the following.   Discuss: How would this budget help **you** make sound financial decisions?
(Adapted from http://www.handsonbanking.org/nav_elements/teachers_guide_PDF/Teen_T_Guide.pdf)

MY PERSONAL MONTHLY BUDGET			
Description	**Income** (+)	**Expense (-)**	**Available**
Allowance and earnings from various jobs	$80		
College fund		$20	$60
Entertainment/snack money/other		$30	$30
Contributions to charity		$10	$20
Savings		$20	None

(**30** minutes) The teacher can point out that the concept of budgeting is simple—balance money coming in with money going out, including providing for savings. However, some families find stretching income to cover expenses is a challenge. Budgeting is about choosing available options to create a workable budget. Let's consider a family situation: husband and wife work outside the home. The husband's monthly net pay is $4,000; the wife receives $500 monthly net pay from her part-time job. The family has two children—a son 14 and a daughter 10. Discuss the difference between gross and net pay. Determine the monthly income of the family. Work together in groups of 3 and compile a list of the types of expenses for which families would probably need to budget.   Call on a few groups to share their lists; ask other students to respond to the lists and determine which of the expenses are fixed and which are variable.   Work with students to summarize their items into a list similar to the following: Housing costs (mortgage payment and insurance), food, clothing, transportation (car payment, insurance, bus fare, etc.), medical (insurance and other medical expenses), savings, entertainment, and contingency ("just in case" funds). Have students explain why these categories are important to a family; discuss how the use of some of the items could be flexible; e.g., entertainment money could be saved for the year and used for a vacation; discuss "What are the options for situations when items go over budget for a month or under budget for a month?" Discuss fixed and variable expenses. Differentiate instruction to benefit all students.

Have the students set up a monthly family budget based on the percentage of monthly income spent on each category of expense. (Discuss the appropriateness of the percentages.) The following diagram could be used.

Monthly Family Budget				
Item	**Percentage**	**Dollar Amount**		
		Income	**Expenses**	**Available**
Monthly Income	100%			
Housing Costs (mortgage payment and insurance)	30%			
Food	20%			
Clothing	10%			
Transportation (car payment, insurance, bus fare, etc.)	12%			
Medical (insurance and other expenses)	12%			
Savings	10%			
Entertainment	4%			
"Just in Case" Funds"	2%			

Teaching: Modeling (**2** minutes)
The teacher should show (project the image) how a completed budget for the preceding example should look.

Teaching: Checking for Understanding (**15** minutes)
Ask some "what if" questions and have students respond with how the budget would be impacted. Invite students to ask "what if" questions. Review terminology: income, gross and net income, variable expenses, fixed expenses, and savings. Introduce debt and interest. Ask students to volunteer explanations of how these impact a budget.

Divide students into three groups.
Group 1 should prepare a computer document (e.g., Word) to teach the 14 and 10 year old children in this illustration about what the budget is and how it affects them.
Group 2 should prepare a computer document (e.g., Word) of rules for the family to abide by to make the budget work.
Group 3 should prepare a computer document (e.g., Word) of things that indicate the budget needs to be revised.

If there is any doubt as to whether the class has understood, the concept/skill should be retaught (with a different approach) before practice begins.

Guided Practice (**8** minutes)
Have students work in teams of 2 to apply their knowledge of budgeting to planning for a party for five people to be held at one individual's home. The party is to involve watching a movie (rented and approved by the parents) and refreshments. They should assume their budget for the party is $50. Prepare a budget that includes all expenses for the party—movie rental, food, paper products, etc. Ask some teams to present their budgets; have class discussion.

Closure (5 minutes)
Tell students to assume they are volunteering with an organization that provides free services to help families and individuals plan so they will not overspend their income. Call on a student to explain the concept of budgeting to one of the clients of that organization.

Independent Practice
Homework requiring use of budgeting knowledge/information/decisions would be appropriate.

Materials
All materials will be provided through copies distributed or through retrieval of computer files.

Duration
Total time estimate: 75 minutes

Note: Review questions about budgets should be incorporated into class at various times in the future.

Sources drawn upon for the lesson plan: Madeline Hunter's Lesson Plan Format and Budgeting information from http://handsonbanking.org/en/resources/Teen_T_Guide_Budgeting.pdf, retrieved August 2015