



## STAT Lesson Plan for English-Language Learners

### Cashing a Check/*Cobrando un cheque*

Lesson Duration: 30-40 minutes

#### Standards (as needed or required):

##### Lesson Objectives:

- Student will be able to **use** the target vocabulary to cash a check at a bank or credit union.
  - *El/la estudiante podrá utilizar el vocabulario objetivo para cobrar un cheque en un banco o en una cooperativa de crédito.*
- Student will be able to **match** words given with the correct image.
  - *El/la estudiante podrá emparejar las palabras dadas con la imagen correcta.*
- Student will be able to **identify** items on a check.
  - *El/la estudiante podrá identificar palabras comunes sobre un cheque.*

##### I Can Statements:

- I can use the target vocabulary to cash a check at a bank or credit union.
  - *Puedo utilizar el vocabulario objetivo para cobrar un cheque en un banco o en una cooperativa de crédito.*
- I can match words given with the correct image.
  - *Puedo emparejar las palabras dadas con la imagen correcta.*
- I can identify items on a check.
  - *Puedo identificar palabras comunes sobre un cheque.*

#### Lesson Instructions

**Language Note:** *The following lesson may be taught in the students' native language for Beginning English Language Learners. If your students are more advanced, these same lessons can be taught using as much English as is appropriate.*

While there may be a variety of available activities, it is important to select the particular activities that can be used for group or individual practice to meet the needs of students. The objective is for students to learn through engaging activities that will enable them to practice what they are learning.

#### Materials Needed

- Laptop or other mobile device (optional)
- Lesson Plan
- [Vocabulary & Image Guide Sheet](#)
- [Vocabulary Practice Worksheet](#) & [Vocabulary Practice Answer Key](#)
- [Vocabulary Images](#) (Paper Flashcards)
- Quizlet Activities: [Flashcards](#), [Matching](#)
- Edpuzzle Video: [How to Cash a Check: Instant Check Cashing](#)
- Copies of [Pre-Test](#), [Post-Test](#) & [Test Answer Key](#)

## Target Vocabulary

- Check
- Ones
- Fives
- Tens
- Twenties
- Hundreds
- Identification (ID)
- Credit Union
- Fee
- Cash
- Sign
- Endorse
- Date

## Target Phrases

- On the back
- I would like
- Do you have?
- May I see?

## Pre-Test Questions

1. Another word for identification is \_\_\_\_\_.
2. Money is counted in ones, fives, tens, twenties, and \_\_\_\_\_.
3. Endorse also means \_\_\_\_\_.
4. The cost to cash a check is a \_\_\_\_\_.
5. I sign my check \_\_\_\_\_.

## Introduction/Opener/Activate Prior Knowledge

- What do you already know about this topic?
- Ideas for questions to begin discussion:
  - Example: In what situations would I use these words?

## Introduce Key Vocabulary

Distribute the Vocabulary & Image Guide. The instructor will introduce each word in English and Spanish and practice pronunciation.

- Practice out loud as a group.
- Say the terms in English and have students repeat them.
- Give students feedback on pronunciation.
- Repeat the term and give feedback until the student closely mimics your pronunciation.
- Flashcards on Quizlet (or paper)
  - English-Spanish (students can switch to start with Spanish)
  - English to image
  - English with descriptions
- Comprehension activities on Quizlet
- Interpretive comprehension activities with videos using EdPuzzle
- Vocabulary Practice Worksheet

## Extension Activity/Connections to Other Topics

- Use simple dialogue scripts to role-play. Learners read a role.
  - **Customer:** Hello, I would like to cash a check. Is this the Credit Union?
  - **Teller:** Yes. There is a fee of \$10 to cash a check. May I see your ID, please?
  - **Customer:** Yes. Here it is.
  - **Teller:** Thank you. Could you endorse and date it on the back, please?
  - **Customer:** I do not understand “endorse”
  - **Teller:** Excuse me, could you sign (making signing motion)
  - **Customer:** OK.
  - **Teller:** How would you like it—fives, tens, twenties, or Hundreds?
  - **Customer:** Hundreds and twenties, thank you.
  - **Teller:** Here you go.
  - **Customer:** Thank you.
- Direct students to the English for Daily Life Lessons for [Banking and Numbers](#) to extend their learning.

## Post-Test Questions

1. Another word for identification is \_\_\_\_\_.
2. Money is counted in ones, fives, tens, twenties, and \_\_\_\_\_.
3. Endorse also means \_\_\_\_\_.
4. The cost to cash a check is a \_\_\_\_\_.
5. I sign my check \_\_\_\_\_.

**Bonus Question:** I can cash my check at the bank, the store, or the \_\_\_\_\_.

**Wrap-Up/What Have Students Learned?**

- Revisit the “I can” statements at the beginning of the lesson to determine what students have learned and what they can practice more on their own.

**Next Steps for Individual Student Practice**

- Students visit a bank or credit union and attempt to cash a check.

**Instructor Reflection**

- When did students struggle?
- When did students experience success?
- Where to continue for the next lesson?
- Other ideas for the future?