

A Visual Approach to Improving the Vocabulary of ELL Students



*You don't have to reinvent the wheel. **Use Internet Resources.***

This activity was retrieved from

http://edhelper.com/Classroom_Checkbook_Challenge.htm

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Common Core State Standards

English Language Arts

1. CCSS.ELA-LITERACY.L.4.3.A Speaking and Listening: Comprehension and Collaboration; Presentation of Knowledge and Ideas
2. CCSS.ELA-LITERACY.L.4.3 Language Vocabulary Acquisition and Use
3. CCSS.ELA-LITERACY.W.4.2 Writing: Test Types and Purposes
4. CCSS.ELA-LITERACY.RL.4.1 Reading: Literature: Key Ideas and Details, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity
5. CCSS.ELA-LITERACY.RF.4.3 Reading: Foundational Skills: Phonics and Word Recognition, Fluency

Mathematics

1. CCSS.MATH.CONTENT.4.OA.A.3 Compare Numbers
2. CCSS.MATH.CONTENT.4.OA.A.2 Operations and Algebraic Thinking

In the final days of the study, students were presented with the **Classroom Checkbook Challenge**. This was a multi-task activity that gave students an opportunity to write checks, receive payment, and complete a checkbook register. Additionally, as a student received a check from a classmate, they gave that classmate a pre-determined clue for solving a logic puzzle. Students had to read the customized worksheets independently and follow the directions given.

Goals of the Lesson

1. to practice the appropriate way to read money notations and write a check, (i.e., reading, writing, and orally communicating about money and financial expressions in English)
2. to keep accurate records of bank and personal financial transactions
3. to read carefully and follow directions in order to complete the logic puzzle associated with the money transactions
4. to verbally communicate with group members to provide clues for the logic puzzle
5. to work cooperatively with classmates on a common task

Teacher Preparation

Prior to starting this activity, it was necessary for the investigator and the special education consultant to work through each section of the assignment in order to determine which prerequisite skills would be needed.

Class Procedures and Observations

To ensure accuracy each student wrote their first and last names on a chart to be used by the others for check writing purposes.

The activity cover sheet was read aloud as the students followed along. Each activity sheet was explained carefully.

The students were familiar with check writing and record-keeping because of prior lessons with the investigator. Students briefly reviewed proper check completion as well as how to complete a register. Additionally, students were directed to use the word walls to find the correct spelling for number words.

The first day of the assignment, each student wrote one check and recorded it in their registers, subtracting from their beginning balance. The students first had to do their calculations on scrap paper but were allowed to check their work with a calculator. They then distributed the checks, recorded the amount they received and gave the appropriate logic puzzle clue. The investigator and the special education coordinator monitored and guided them through each step of the activities.

On the second day, students were encouraged to work more independently. If someone was confused about what to do next, they were directed to look back to see how they had completed the activity the previous day.

The ultimate purpose of this activity was to have the students work independently on a multi task activity. The last two days of the activity were used as an evaluation. Students were given their materials and directed to go to separate parts of the room to write their last two checks and to complete the corresponding activities. Again, students were encouraged to use the word wall for number words and to refer back to what they had already completed. The students were very excited about this part of the activity. Four of the five were quite confident and eagerly went about the task. One of the students, while certainly as capable as the others, lacked the confidence. He asked for help several times. Rather than telling him what he needed to do, he was asked, "Where can you find that word?" or "How did you complete this part yesterday? Go back and look." He was able to find the information he needed, but still wanted a nod of affirmation.