

T E X A S   A D U L T   E D U C A T I O N   S T A N D A R D S  
L E S S O N   P L A N

**Before you begin**

**Title:** Let's Go Shopping

**Setting:** ABE/ASE

**NRS Level(s):** Level 3: Low Intermediate Basic Education  
Level 4: High Intermediate Basic Education

**Open entry/exit:** Yes

**Context:** Family

**Standard(s):** Use Math to Solve Problems and Communicate

**Benchmark(s):** 1.3, 1.4, 4.3, 10.3, 15.4

**Objective:** To learn to work within a budget, compare sales ads, write checks, and balance a checkbook.

**Materials:** Overhead, chalkboard, store ads, simulated checks, simulated check register, chart to record selections, calculators, paper and pen

**Estimated time needed to prepare for this lesson plan:** 30 minutes

**Estimated time needed to complete this lesson plan:** Several class periods

**The Lesson Plan**

**Introduce the lesson:**

Review basic addition, subtraction, multiplication, and division (inverse operation) principles. Students should use calculators or pen and paper to work teacher selected problems that illustrate these principles. Explain to students how these principles can be used to calculate sales tax and balance their checkbooks.

**Teach the lesson:**

Using the overhead, demonstrate to students how to properly fill out a blank check. Further explain to students that each time a check is written, the amount is recorded in a check register. Demonstrate a sample check register, how to document a purchase, substrate the amount and determine the remaining checking account balance.

**Practice the lesson:**

Each student gathers at least 3 store ads. Students will be provided simulated checks and a simulated check register. Students will then “shop” for work shoes appropriate for their work needs from the store ads. If more than one shoe is found that suits the students’ needs, each student should construct a chart (see Figure 1) similar to the one below to compare prices, brands, and quality (e.g. vinyl vs. leather). A sample chart might be projected on the overhead or the chalkboard as an example. Students will calculate the cost of the shoes, including an 8% sales tax.

**Figure 1.**

<b>Brand</b>	<b>Quality</b>	<b>Price</b>	<b>Tax</b>	<b>Final Cost</b>

After making a final selection, students write a check for their purchases and balance their checkbooks.

**Assess the lesson:**

Teacher gives individual feedback.

**Apply the lesson to the real world:**

This lesson should help students learn to work within a budget, compare sales ads, write checks and balance a checkbook.

**Submitted by:** Jan Whisonant