

Saving money

WebQuest Description: Framework for the Web Quest Lesson

Grade Level: 9-12

Curriculum: English / Language Arts

Keywords: Saving money -wealthy people

Published On:

Last Modified: 2018-10-14 09:52:14

WebQuest URL: <http://zunal.com/webquest.php?w=390848>

Introduction

Thereâ€™s no one among us who does not like to have more money. If you sometimes wonder about how the rich and successful have so much of it though, you need to be in this WebQuest , you will go on a hypothetical trip to discover the importance of saving money in our life, with a group of the richest men in the world, in order to explain to you the importance of saving money of our life and their experience in saving money, as well as they, compiled a list of hacks that you can apply in your daily life to save money the way wealthy people do.

Tasks

You have just returned from your trip with a group of the richest men in the world with four of your friends, a local TV station is going to interview you about the experience. In your group, prepare an interview to present what you have experienced about the Ways followed by the world's richest people to have to save money on your virtual trip. Give your opinion about your trip and present the information you found out in an article to allow people to get the full effect of the impact that your trip had on you. To achieve this goal, you need first to practice some reading comprehension skills (identifying the main idea, skimming, and scanning) and to do a reading task in Process 1. Let's start.

Process

Phase 1: Reading comprehension skills: You will be working in groups (five students in each group). Choose your role (leader, recorder, timekeeper, presenter and supplier). Each group will be responsible for creating an online article and be ready for an interview. You have three sessions to complete this WebQuest. To complete this task you have first to familiarize yourself with some information about the importance of saving money. You will find some helpful resources in Process 2. However, do not limit yourself with the given links and feel free to search the internet, newspapers or magazines. First, work with your teacher and classmates to be familiar with three necessary reading comprehension skills (recognizing the main idea and supporting details, reading for gist (skimming), and reading for details (scanning)). Check the resources in the Reading Comprehension Skills section and do the online exercises in your groups under the guidance of your teacher. Second, finish Task 1 individually and be ready to exchange sheets with a member in your group. When the teacher discusses the task with the class, review answers with them. With the help of the teacher, evaluate your mastery of the target reading skills in this WebQuest against the reading assessment grid in the evaluation section. You will score each skill out of 12 and then interpret your mastery level on the light of a given description. Third, use the graphic organizers attached to help you identify the main ideas and supporting details (main idea and supporting details organizers) and jot down your expectations for what do you know and what you will learn (KWL chart). Use these organizers and the Venn diagram in the next section while you are reading the resources about ways to save money. 1. Predicting outcomes: <http://www.studyzone.org/testprep/ela4/o/makingpredictionsl.cfm>.<http://lion102-03.blogspot.com/2012/07/predicting-outcomes.html>.<http://www.tv411.org/reading/understanding-what-you-read/strategies-better-reading/activity/2/1.Practice>: <http://www.studyzone.org/testprep/ela4/o/makingpredictionsp.cfm>. http://www.teachology.com/worksheets/critical_thinking/predict/ver1/. 2. Compare/ contrast:
<http://www.studyzone.org/testprep/e4topic.cfm?TopicID=9>. Phase 2: Reading about different ways of saving money: 1. Before reading the resources below about different ways of saving money, look at the prediction activity on page 1 of the easy ways to save money worksheet. After reading the resources below, compare your predictions with the information you have learned. Answer the questions in the worksheet with your group under the guidance of your teacher. To activate your background knowledge about your ways of saving money, there is also a section about "The Ways followed by the world's richest people to save money". Each member of the group is going to choose one of the following ways. Choose at least one (Be careful about small expenses, focus on the future, work hard, Make a list before going shopping, buy in bulk wherever possible). The fifth member will read about ways to save money and compare between this ways, and determine the best these ways you choose, search for information about: - How often do you save money? - Why do you think it is important to save money? - What could you do to save money? 1. Before reading the resources below about different ways of saving money, look at the prediction activity on page 1 of the easy ways to save money worksheet. After reading the resources below, compare your predictions with the information you have learned. Answer the questions in the worksheet with your group under the guidance of your teacher. To activate your background knowledge about your ways of saving money, there is also a section about "The Ways followed by the world's richest people to save money". Each member of the group is going to choose one of the following ways. Choose at least one (Be careful about small expenses, focus on the future, work hard, make a list before going shopping, buy in bulk wherever possible). The fifth member will read about ways to save money and compare between this ways, and determine the best these ways you choose, search for information about: 2. Collaborate with your group, discuss and decide on the information you will include in your brochure. Review the sample travel brochure below and listen to

the teacher's modelling of how to prepare the brochure with the use of Microsoft power point (see the file below). Be ready to present your brochure and highlight the Ways followed by the world's richest people to save money. Publish your brochures on the class pallet "Web Quests' Projects" 3. At home, check your information about the easy ways to save money by answering the Quiz to assess how much information have you learned by doing this WebQuest. 4. Present your product (The third session): Present your final product (powerpoint brochure) to the teacher and the class. Your teacher and classmates will assess your product. Stick to the allotted time for presenting your product (10ms) listen to the feedback (5ms) and take turn assessing other group's products using the same rubric. Resources: <https://fiveyearfireescape.com/how-to-save-money-fast><http://dictionary.cambridge.org><http://www.lifehack.org/articles/money/wealthy-people-save-money-like-this.html>. <http://www.bankrate.com/finance/savings/save-money-on-a-tight-budget-1.aspx><https://americasaves.org/for-savers/make-a-plan-how-to-save-money/54-ways-to-save-money. ><http://www.thesimpledollar.com/little-steps-100-great-tips-for-saving-money-for-those-just-getting-started><http://www.wikihow.com/Save-Money. ><http://www.saludgestion.com/archives/Saving%20Lives,%20Saving%20Money,%20Jon%20Meliones,%20HBR%2001.pdf><http://www.nber.org/chapters/c4539.pdf>.

Evaluation

Analytic rubric for the evaluation of the final product: Beginning 1 Developing 2 Accomplished 3 Exemplary 4 Score Content (30%) Does not seem to understand the topic at all. Main points are not complete and are greatly lacking in detail. (30x1=3.0) Shows a good understanding of parts of the topic. Some main points and details are missing. (30x2=6.0) Shows a good understanding of the topic. Main points are covered but lack some detail. (30x3=9.0) Shows a full understanding of the topic. Information is complete and enhanced by accurate and appropriate details. (30x4=12.0) .. / 12 Language (25%) Uses several words or phrases that are not appropriate. Numerous grammatical and spelling mistakes are made. (25x1=2.5) Some words are not appropriate or misused or misspelled. (25x2=5.0) A few words are not appropriate or misused or misspelled. (25x3=7.5) Use appropriate vocabulary. No misspelled or grammatical mistakes. (25x4=10.0) .. / 10 Visual appeal (Design)(20%) Poorly chosen visuals and use of color and font style. (20x1=2.0) Visuals are somewhat appealing and some use of color and font style. (20x2=4.0) Visuals are appealing with use of color and font style. (20x3=6.0) Professional looking and visually appealing with the use of color and font style. (20x4=8.0) .. / 8 Presentation (the interview) (30%) Students answer few questions convincingly and show a beginning level of awareness of the similarities and differences between the ways to save money (30x1=3.0) Students answer some questions convincingly and show a developing level of awareness of the similarities and differences between the ways to save money (30x2=6.0) Students answer most of the questions convincingly and show a high level of awareness of the similarities and differences between the ways to save money. (30x3=9.0) Students answer all the questions convincingly and show the highest level of awareness of the similarities and differences between the ways to save money. (30x4=12.0) .. / 12 Group Work (20%) (Group work is graded based on the teacher's notes and the peer evaluation form) No teamwork, poor classroom behavior, failed to meet deadlines and project requirements. (20x1=2.0) Poor teamwork, some classroom misbehaviour, sometimes late to meet deadlines and project requirements. (20x2=4.0) Some teamwork, little classroom misbehaviour, met most deadlines and project requirements. (20x3=6.0) Excellent teamwork, good classroom behavior, worked together to meet all deadlines and project requirements. (20x4=8.0) .. / 8 Total 50

Category and Score					Score
				Total Score	

Conclusion

Conclusion: Now you have learned to identify main ideas in a text and skim and scan for information. You have also learned more about the place where English comes from nice work. You should be proud of yourselves! To learn other reading comprehension skills and discover other aspects of the ways of saving money, join us in the next WebQuests.

Teacher Page

7 ESL Teaching Tips for Getting Your Students in the Learning Zone: 1. Learn Your Roles and Duties :Teaching ESL can make for a demanding career. You have to learn your duties, responsibilities and everyday chores. If you're unsure, speak to the director of the school or language institute you work at. Consult with the more experienced teachers who are working there. Get to know the premises, the equipment and the materials you're expected to use. Talk to colleagues, read relevant websites and visit teacher forums or blogs so that possible questions you have about your role can all be answered. 2. Be Realistic but Ambitious :You always want to be ambitious and get your students to learn even more information. You want to challenge them and really push them to do their absolute best. However, you need to strike a careful balance here. Get to know your learners and their ages, backgrounds, skills, English levels and learning styles. From there, try to be realistic. What kinds of activities, tasks and learning goals can you set for them so that their language skills are significantly strengthened? These learning goals need to be both ambitious and realistic. Always set high goals for them so that they gain more knowledge and self-confidence. By setting high goals that are still realistically within

their reach, youâ€™ll set them up for sure success. This taste of progress will motivate them to learn even more.

3. Motivate Your Learners: Knowing how to really motivate your students is undeniably important for a good classroom experience. Learning anything new, let alone learning something as complex as a foreign language, is a process which demands serious time and effort. No matter the age of your students (young children, teenagers, young adults or adults), motivation is key to success. Youâ€™ll have to tap into their needs and desires. Why do they want to learn English? Do they need to communicate for job purposes or do they want to enroll in universities in English-speaking countries? Do they need to sit for exams to earn certificates? They might be too young to know their extrinsic motives and, in this case, learning games will be essential for teaching them English. Winning games gives them rewards for their learning, which gives them a tangible reason to keep learning. All these details are important to take into consideration before you start planning your lessons. If you donâ€™t focus your English lessons on something that really matter to them, then it might be hard to keep motivation levels up.

4. Create a Supportive Learning Climate: Students need a safe and supportive learning environment, especially when theyâ€™re learning a foreign language. Practising a language out loud might expose their weaknesses to their peers and teachers. This might make them hesitate to speak in front of everyone and really hone their language skills. As their teacher, itâ€™s your responsibility to create a supportive climate in which they can learn, practice and flourish without fear. While youâ€™ll need to draw attention to certain language errors, you canâ€™t be too critical or judgmental. Under no circumstances should you have an ironic or discouraging tone! For effective language learning to take place, students need to feel secure and encouraged to go further.

5. Improve Your Classroom Management Techniques: Time management and classroom management. Surely, youâ€™re familiar with these two basic notions. But how are they accomplished in an ESL environment? Itâ€™s important to manage your classes and deal with wonâ€™t be causing any real problems. The more challenging, engaging and fun your lessons are, the fewer discipline problems youâ€™re going to face. For this reason, remember to actively include all your learners in the lessons and, of course, take their various learning styles into consideration. For instance, your kinesthetic learners will tend to get bored and restless easily if asked to stay in the same place all the time. If your problem students are high-energy fidgeters who want to run around all the time, add some physical games to your lesson plan to channel that energy towards learning.

6. Use Your Imagination, Creativity and Instincts: Okay, youâ€™ve prepared your lesson plan but the tasks youâ€™ve designed seem a little stiff, inappropriate and unimaginative for your learnersâ€™ level or needs. Perhaps they seem too basic or too clichÃ©. This is all too common. What can you do at this point? Well, redesign! Why not follow a more creative path instead of following the traditional path? Conventional teaching methodology will be well within your comfort zone, but it can be rather unchallenging for your students. Shake things up! This can actually be applied to any language skill (listening, speaking, writing or reading). Shake up your lesson, get multimedia materials involved, talk about a popular culture that everyone loves, let students express themselves and play with language. Your students will have fun but also benefit from the experience as well.

7. Be Authentic: Twenty or thirty years ago, ESL teachers didnâ€™t have the multitude and range of resources and materials that we have today. Technology has undeniably assisted us in this area. At the click of a button or the tap of a touchscreen, we can explore thousands of textbooks, worksheets, lesson plans, games, activities and PowerPoint presentations. We can share our most successful materials with one another, expanding the reach of our knowledge and building upon each otherâ€™s experiences. However, the great number of available resources and material can confuse and disorient us. What should we choose and how do we know when the given material or resource is appropriate for our learners? Do your research, visit trusted sites, talk to other colleagues and come up with the best material and resources that you feel will fit your learners in the best possible way. Oh, and you can always check out what we post here at FluentU. Our blogs are filled with hand-picked resource recommendations from across the internet. Donâ€™t forget that youâ€™re teaching a foreign language that, in most cases, isnâ€™t spoken as a first language in your learnersâ€™ households. As a result, youâ€™ll need to include authentic material that will familiarize your students with the language they are taught. Nowadays, we ESL educators definitely canâ€™t complain about struggling to find authentic material. The Internet has given us thousands of convenient solutions to this problem. We can dive into websites, videos, films, song lyrics, online magazines, video games or even social media. The FluentU language learning program is loaded with its own collection of authentic English video content. FluentU takes real-world videos-like music videos, movie trailers, news, cartoons and inspiring talks-and turns them into personalized language learning lessons. Say â€œgoodbyeâ€ to spending hours searching for good videos on YouTube and say â€œhelloâ€ focusing on actually teaching your students.

Standards

The general objectives of teaching English in Saudi Arabia according to the new curriculum document published in 2017 aims for the students to be able to:

1. develop their intellectual, personal and professional abilities.
2. acquire basic language skills in order to communicate with the speakers of English Language.
3. acquire the linguistic competence necessarily required in various life situations.
4. acquire the linguistic competence required in different professions.
5. develop their awareness of the importance of English as a means of international communication.
6. develop positive attitudes towards learning English.
7. develop the linguistic competence that enables them to be aware of the cultural, economic and social issues of their society in order to contribute in giving solutions.
8. develop the linguistic competence that enables them, in the future, to present and explain the Islamic concepts and issues and participate in spreading Islam.
9. develop the linguistic competence that enables them, in the future, to present the culture and civilization of their nation.
10. benefit from English speaking nations, in order to enhance the concepts of international cooperation that develop understanding and respect of cultural differences among nations.
11. acquire the linguistic bases that enable them to participate in transferring the scientific and technological advances of other nations to their nation.
12. develop the linguistic basis that enables them to present and explain the Islamic concepts and issues and participate in the dissemination of them.

Educational standards covered in this WebQuests:

- 1- Recognize the main idea and supporting details (literal comprehension skill).
- 2- Read for gist (literal skill).
- 3- Read for detailed information (Literal comprehension skill).
- 4- Identify importance save money.
- 5- Create an article and conduct an interview about the ways of saving money.
- 6- Use advanced thinking skills such as evaluation, synthesis, and analysis.
- 7- Develop their collaborative learning skills through group work.

Credits

Other