

Lesson Plan Template

Lesson Segment Focus Value of Money

Lesson 1 of 1

Course & topic addressed Mathematics

Date 10/31/18 Grade 2

Student Outcomes

Specific learning objectives for this lesson.	Students will express ability to count money efficiently.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have learned about the value of dollar bills and change in the past few weeks.
Knowledge of students background (personal, cultural, or community assets)	Students understand that items cost money.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include state abbreviation and number & text of the standard.	AR. Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately
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Academic Language Support

What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning? What will you do to provide varying supports for students at different levels of academic language development?	To help students understand key academic language, the teacher will refresh students' memory with a short video over money. This video will go over the value of each dollar bill and coin.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none"> • Money • Spend • Deposit • Save • Penny
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	<ul style="list-style-type: none"> • Nickel • Dime • Quarter • Cent
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Materials

Materials needed by teacher for this lesson.	iPad Qrafter-QR Code App Boxes Shoes Clothes School Supplies Paper Paper Money Plastic Coins
Materials needed by students for this lesson.	iPad Pencil Journal (Math)

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
10 mins.	<u>Introduction:</u>	The teacher will begin the lesson by asking the students a series of questions concerning shopping. After students answer the questions, a short video will be shown reviewing the value of each bill and coin.
40 mins.	<u>Instruction:</u>	The teacher will have the objects and their QR codes ready before the lesson begins. Qrafter allows the user to create new QR codes and can scan them.

Amount of Time	Teaching & Learning Activities	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
		<p>The students will be instructed to grab their assigned iPads and access Qrafter on the iPad.</p> <p>The teacher will have multiple stations set up throughout the classroom that consist of an item with a QR code on it and fake money in front of it.</p> <p>The students will walk around the room from station to station scanning the QR codes of each item to find out their prices. At each station, after scanning the code, the student will count out the amount of money the item costs. Once the correct amount is selected, the student will draw out this amount in his or her math journal. The student will draw out specific bills and coins and the amount of each that are necessary in order to purchase the items.</p> <p>Students will continue with this process at each station.</p>
5 mins.	<u>Closure:</u>	<p>The teacher will close the lesson by asking the students to write in their math journals about the most expensive item and the cheapest item using vocabulary that was discussed in the beginning of the lesson.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>For students with learning disabilities, the teacher could modify the lesson by allowing the students to scan the QR codes only. These students may receive worksheets with multiple choice options for the money instead of having to draw the amounts out in their math journals.</p>
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Differentiation:

<p>How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?</p>	<p>To provide a variety of instructional methods, the teacher could allow the students to work with a partner or in a small group if needed.</p>
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Assessments: Formative and/or Summative

Describe the tools/procedures that will be used in this lesson to monitor students' learning of the lesson objective/s (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	
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Lesson Reflection/Evaluation

What went well? What changes should be made? How will I use assessment data for next steps?	<i>TO BE FILLED IN AFTER TEACHING</i>
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Include supporting material such as slides, pictures, copy of textbook, and handouts for any activities students will be using as part of your lesson.

*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1ZoJ:web.mnstate.edu/harms/StudentTeachers/edTPA-LessonPlan.doc+&cd=2&hl=en&ct=clnk&gl=us>; <http://www.moreheadstate.edu/getmedia/cd3fd026-939f-4a47-a938-29c06d74ca01/Lesson-Plan-and-Reflections.aspx>; <http://www.mcneese.edu/f/c/9cb690d2/Lesson%20Plan%20Rubric%20Aligned%20with%20InTASC.docx>; <https://www.uwsp.edu/education/Documents/edTPA/Resource12.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/Resource11a.pdf>; <https://www.uwsp.edu/education/Documents/edTPA/LessonPlanTemplateSOE.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>; <https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>