

Lesson Plan Template

Lesson Segment Focus: Where to save money

Lesson: 1 of 2

Course & topic addressed: Social Studies & Where to save money

Date: 2/3/19

Grade: 1st grade

Student Outcomes

Specific learning objectives for this lesson.	The students will learn where to put their money when they are trying to save it.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	We have just done a lesson over how much each coin is worth and how much dollar bills are worth. We also talked about how to identify which coin is which and which dollar bill is what.
Knowledge of students background (personal, cultural, or community assets)	The students all come from a place where money is talked about. Most students have seen where their parents go to get money from the bank.

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.	E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks) D2.Eco.9.K-2
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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?	I will provide students with fake money and something they have to save for. For students who do not understand the lesson I will give them more examples of why people save their money and show them more visual representations.
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Key Vocabulary

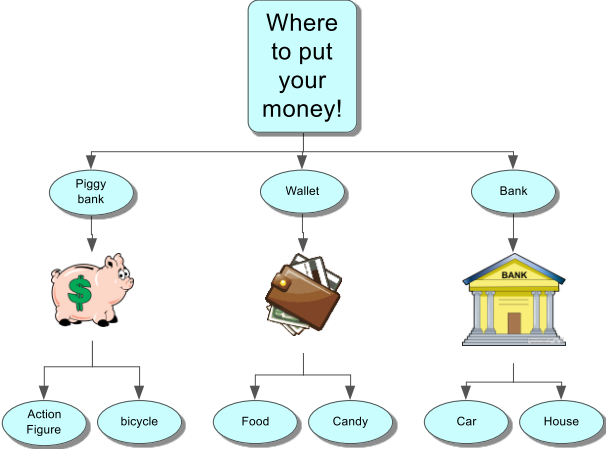
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Students will need to know the following terms: piggy banks, wallet, banks, save, money, coins, and dollar bills.
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Materials

Materials needed by teacher for this lesson.	Piggy bank, wallet, fake money, and access to the internet.
Materials needed by students for this lesson.	All material will be provided.

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.
5 minutes	Introduction: I will be showing students what a wallet, piggy bank, and a bank looks like.	At the front of the class I will be showing the students what an actual wallet, piggy bank, and bank look like. I will ask the students if they have ever seen these items before. Most students have from their parents or people they are around. I will have fake money in the wallet and piggy bank to show them. For the bank I will show them a picture of local banks and ask them if they have ever been to one before.
30 minutes	Instruction: During this part students will receive their money and the items they have to save for.	Once the students have passed the visual examples back to me I will give them each fake money. Each student will receive two \$1 bills, two \$5 bills, two \$10 bills, two \$20 bills, 5 pennies, 5 nickels, 5 dimes, and 5 quarters. Each student will be provided with 1 of the 3 items that they will be saving for. These items will include: a doll, baseball, and action figure. I will have the piggy bank and wallet at the front of the class. For the bank, I will act as the bank teller and have a station set up called the bank. I will allow the students who want to put their money in the piggy bank to come up first, then wallet, and last the bank. When each student brings me their money and tells me how much they are giving me, I will ask them why. Once they have correctly told me how much and why the game will be

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>over. Once we finished the game we will go over different things that people save for and where they would put their money and why. We will go over items such as a car, food, an action figure, candy, bicycle, and house. I will explain to the students why you would put money or a car into a bank, why you would put money for an expensive toy in a piggy bank, and why we would put money for food into your wallet. I will use inspiration to allow the students to visually see how the types of money storage go with what you put in it.</p>  <pre> graph TD Root[Where to put your money!] --> Piggy[Piggy bank] Root --> Wallet[Wallet] Root --> Bank[Bank] Piggy --> Action[Action Figure] Piggy --> Bicycle[bicycle] Wallet --> Food[Food] Wallet --> Candy[Candy] Bank --> Car[Car] Bank --> House[House] </pre>
5 minutes	<p>Closure: This will be a time where the students ask questions and they will be asked if they fully understand the lesson.</p>	<p>Once each student has sat back down from the game we will review the 3 items they were given to save for and how much they were. I will have the students tell me the hardest part of the lesson and why it was the hardest. I will ask the students to give me examples of things they want and I will tell them how much the item is so they can save up.</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could modify the lesson by having the children who have action figure be in one group, the students who have the baseball be in a group, and the students who have a doll be in one groups. This will allow them to discuss how much money they will need to save together and which coins and dollar bills they will need to use.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	There was a visual representation. There was a hands-on activity. There was conversation between students for better understanding.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I used a formative assessment by passing around the items and having the students place it in the objects themselves.
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	There was a summative assessment by asking the students where items would go.
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Identify theories or research that supports the approach you used.	None
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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>;
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