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Lesson Plan Template

Lesson Segment Focus: Learning what coins look like and how much the coins are worth

Lesson: 1 of 3

Course & topic addressed: Math/Money

Date: 10/06/18

Grade: 3rd

Student Outcomes

Specific learning objectives for this lesson.	The student will learn the amount of what each coin (Penny, Nickle, Dime, Quarter). The students will then learn how to count the money they have. After, they do this on their own, they will then group with 3 partners then 4 to have more coins that will equal a bigger amount. The student will also learn the place values that coins represent. (IE Penny \$.01)
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	N/A
Knowledge of students background (personal, cultural, or community assets)	Students could have prior knowledge of what money looks like and may know what an amount is. However, some students may not know what a coin is worth or the place value.

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.3.NBT.A.1- Student will learn the place values of what a coin is worth and how to write it correctly.
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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?	Students will use coins to figure out what the coin is worth, they amount all together, and the place values of writing the amount out. They will understand the key concepts by being shown and lecture to learn the activity. Students will have the worksheet that I am showing and lecturing with them following along. Students will also have coins on their desk to show what coin I am speaking of. If the coin was not provided, they will have a table partner to look at.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Place value Amount Worth
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Materials

Materials needed by teacher for this lesson.	Excel Program for Smartboard Coins (Penny, Nickle, Dime, Quarter)
Materials needed by students for this lesson.	Excel worksheets Coins (Penny, Nickle, Dime, Quarter) Pencil

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 mins.	<u>Introduction:</u>	Students will only be watching as I explain the activity. I will show the students each individual coin and tell them what the worth is of each coin. I will then show them my excel spreadsheet and what it looks like. I will go over what they will be doing and how to do the activity.
35 Mins.	<u>Instruction:</u>	After the lecture, students will receive the excel worksheets. They will receive 3 pages: one for how many coins, one for the amount, and one for their group for how many coins and amount all together. Students will already have coins on their desk. Students will begin with how many coins they have and write this in the box. Once everyone is done, the class will move to the amount of they have of each coin. Once everyone is finished, we will then talk about the results to make sure everyone grasps the concept. Students will also learn the place value for the coins and where the decimal is located when writing the amount. Once this is taught, students will then work a group to add more coins and have a higher amount.

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.
	Closure:	At the end of the lesson, we will compare groups and the amounts that everyone received. To check work to make sure everyone gained understanding.

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation? Intervention? IEP/504? LEP/ESL?</p>	<p>I can modify this lesson by having the students use multiplication to figure out the amount instead of addition.</p> <p>Students in remediation and intervention will receive an extra worksheet with amounts such as a word bank. Students will then know if their amount is not on it, then they do not have to correct answer. Guidelines for each individual IEP/ 504 Plan will be followed. Students with LEP/ESL will have a helper to help explain the assignment.</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>I will provide basic instructions and modified worksheets for students that need the extra help.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<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

<p>Identify theories or research that supports the approach you used.</p>	
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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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