

Name Ashlee Hill

Lesson Plan

Learning Segment Focus Counting Like Coins Lesson 1 of 1

Course & topic addressed Math Date 3/29/2020 Grade 1

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to count like coins (pennies, nickels, and dimes) and separate them by type.
Justify how learning tasks are appropriate using examples of students' prior academic learning.	Students have previously learned about coins and have experience using coins.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.	Students attend events at school that require the use of coins and use coins in every day life.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR.Math.Content.1.MD. B.5 Count collections of like coins (pennies, nickels, and dimes)
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	<ul style="list-style-type: none"> - Count: determine the total number of (a collection of items). - Sort: separate according to type, class, etc - Penny: a one-cent coin equal to one hundredth of a dollar. - Dime: a ten-cent coin. - Nickel: a five-cent coin; five cents.
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Academic Language Support

<p>What are the Academic Language Function(s) (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned Academic Language Supports will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Count: Students will be taught the characteristics of different coins before moving into stations. In these stations, students will sort coins by their type and record their results in a spreadsheet.</p> <p>I will guide the students through the lesson and will ensure that students understand the characteristics of different coins through the use of actual coins, pictures, and memory supports (such as a song).</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Computer, textbook, printer, Smart Board, coin stations
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Pencil, paper, textbook, Chromebook

Lesson Timeline with Instructional Strategies & Learning Tasks

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
15 minutes	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • Ask students to recall knowledge of different types of coins. • Review with students what the different types of coins are. 	<p>We will begin by having students recall on their prior or current knowledge about the different types of coins. I will then review with them what nickels, dimes, and pennies are.</p>
35 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Read textbook passage about the different types of coins. • Use manipulatives to describe characteristics of each coin. • Pass out handouts explaining the characteristics. • Discuss other concepts of coins (value, etc) • Explain how to use a spreadsheet • Coin counting stations 	<p>Students will first read a passage from our textbook that describes different kinds of coins. As they read, I will address key vocabulary words and explain them. We will then use pictures of coins and actual coins to describe their characteristics and become familiar with them. Each student will receive a handout that explains the characteristics of each coin. Afterwards, we will discuss other concepts about coins, such as their values. We will also discuss using a spreadsheet to record information by using an example spreadsheet on the Smart Board. We will then break into groups and visit the coin counting stations, where the students will record the number of pennies/nickels/dimes in a spreadsheet on their Chromebook.</p>
15 minutes	<p><u>Closure:</u></p> <ul style="list-style-type: none"> • Discuss results of coin counting stations. • Show students how to complete finding the total, etc. 	<p>We will finish the class by discussing our results from the coin counting stations and I will show the students how to find the total number of coins and other values using the spreadsheet.</p>

Accommodations/Modifications

<p>How might I modify instruction for: <i>Remediation?</i> <i>Intervention?</i> <i>IEP/504?</i></p>	<p>.</p> <p>I might modify instruction by giving students who struggle a partner to work with at the counting stations. I may also give them a guiding notecard to assist them in their task. I could also give them a paper copy of the spreadsheet to fill out. I can</p>
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<p><i>LEP/ESL?</i> (All students who have plans mandated by federal and state law.)</p>	<p>also provide students with reading buddies.</p>
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Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) to ensure all student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>I might provide more pauses during different sections of the lesson to do further questioning and/or discussion. I may also provide students with clues at the stations to help them understand the characteristics of different coins.</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>	<p><input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	<p>Students will complete a spreadsheet that includes the number of each different coin from each station.</p>
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	
	<p><input type="checkbox"/> Formative / <input type="checkbox"/> Summative</p>	

Research/Theory

<p>Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research.</p>	<p>This lesson ties into Piaget's learning theory of Cognitivism given its focus on the students reading supplemental text on their own. Piaget's theory states that this is the most effective way for students to learn.</p>
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Lesson Reflection/Evaluation

<p>What went well? What changes should be made? How will I use assessment data for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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>;
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