

Lesson Plan TemplateLesson Segment Focus Counting Money

Lesson _____ of _____

Course & topic addressed Mathematics-Working with MoneyDate 10/10/18 Grade 2**Student Outcomes**

Specific learning objectives for this lesson.	Solve problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have prior knowledge of currency value and how to add. They will use this prior knowledge to compare total monetary values to determine the greatest value
Knowledge of students background (personal, cultural, or community assets)	By second grade students have developed an understanding of money and the general value. This lesson will build on that knowledge and encourage them to keep track of money earned by the class fundraiser

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
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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?	Pictures of currency will be posted with their values as well as a printed word to help students make connections. Students will also receive a hand out with this information- students with a varying level of language development will be provided with a copy in their native tongue and be allowed to utilize the resource during independent work activities.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition, Difference, Total, Value, Decimal Point, Greater, Pennies, Nickels, Dimes, Quarters, Dollars
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Materials

Materials needed by teacher for this lesson.	There needs to be 4 jars, one for each class, that will hold the money that is collected. A projector also needs to be used to display the excel spreadsheet on the board for the students to rely on for guidance.
Materials needed by students for this lesson.	Since this is a class competition raising money, students will provide the money for this lesson. The students also need access to the excel spreadsheet that follows the lesson plan.

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	<p><u>Introduction:</u></p> <ul style="list-style-type: none"> • APK for the value of coins and dollars 	<p>To introduce the lesson, I will assess the prior knowledge of the students by having a class discussion over the value of a penny, nickel, dime, quarter, and dollar bills. Students will have a handout with pictures of each coin and dollar bill and they can write the value beside each. This handout can be used to references throughout the week since this lesson will be over a period of five days and will only have an introduction on Monday. Student will also be allowed to pass around the various monetary pieces in order to facilitate tactile learning connections. The students were informed of the competition the previous Friday, so Monday should be the start of the collection process.</p>
15 minutes	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Have students get out their handouts • Collect the money • Sort the money • Count each number of coins and dollar bills • Find out the value of each type of coin and dollar bills • Find the total amount of money collected for the day • ON FRIDAY ONLY we will add the total for each day 	<ul style="list-style-type: none"> • I will have the students take out their money handouts in order for them to reference back to when adding the money. • I will allow the helper for the day to collect all of the money • On the overhead projector, I will sort the money into groups • As a class, we will count each number of each type of coin and dollar bill Ex: There are 25 pennies, 15 nickels, 10 dimes, 8 quarters, and 5-dollar bills • We will then find the value for each coin and dollar bill Ex: 25 pennies equals C25, 15 nickels equals C75, 10 dimes equals \$1.00, 8 quarters equals \$2.00, and 5-dollar bills equals \$5.00 • Then we will add that all together to get the total amount collected for the day

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.
	together to get the overall total for each class. We will then compare the four totals to see which class raised the most money	<ul style="list-style-type: none"> ON FRIDAY ONLY after completing all of the above steps, we will add the total for each day and find the overall total amount of money that was raised for the week. We will then compare the totals to see which class raised the most money.
5 Minutes	Closure: Kahoot Game (Which is a game website)	For the closure of this lesson the class will play a Kahoot game. The game will be a competition of how can count the money on each slide the fastest.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	<p>Student who are not grasping the concept in a whole group setting will be pulled into small groups of 3-5 students in order to pin point areas of weakness.</p> <p>If needed, students with IEP or 504 plans will be given an opportunity to complete the assignment with simplified instructions, additional resources, or multiple-choice questioning.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	<p>-Provide a money sort for students to identify coins/bills and their values</p> <p>-allow students to work in small groups and conversate with classmates, while creating a list of questions to bring back and present whole group</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>





Name _____





Date _____



KNOW YOUR COINS

Draw lines to match the pictures of the coins to their correct names and values.

<u>COIN</u>	<u>NAME</u>	<u>VALUE</u>		
	penny	1 cent	=	1¢
	nickel	5 cents	=	5¢
	dime	10 cents	=	10¢
	quarter	25 cents	=	25¢

Coin				
Name	penny	nickel	dime	quarter
Value	1 cent = 1¢	5 cents = 5¢	10 cents = 10¢	25 cents = 25¢