

Lesson Plan Template

Lesson Segment Focus: Math

Course & topic addressed: Money and Adding

Date: October 10, 2018 Grade: 4th

Student Outcomes

Specific learning objectives for this lesson.	Students will learn more about how to add money
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students have prior knowledge to recognizing money amounts and in this lesson they will add the addition of money.
Knowledge of students background (personal, cultural, or community assets)	Students from wealthy suburban homes with a few lower income families.

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.4.NBT.B.4 Add and subtract multi-digit whole numbers with computational fluency using a standard algorithm Notes: • Computational fluency is defined as a student's ability to efficiently and accurately solve a problem with some degree of flexibility with their strategies. • A standard algorithm can be viewed as, but should not be limited to, the traditional recording system. • A standard algorithm denotes any valid base-ten strategy
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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 might demonstrate some addition problems with money before hand and remind them about how we have compared things before.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Amounts Addition Comparison
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Materials

Materials needed by teacher for this lesson.	Microsoft Excel/Computer/Smartboard
Materials needed by students for this lesson.	Computer/Microsoft Excel

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: Have all of the students bring me a list of how much money they receive for each chore	I will have the students bring me a paper filled out from home with a list of how much money they receive for doing each chore(Making bed, taking out the trash, washing dishes, and folding laundry).
30 Minutes	Instruction: I will tell students that will be using these amounts of money to add together and create tables and graphs to compare and add.	I will take the amounts and compute them into a chart in excel and have the students follow along so that they will not get lost. I will show them that when we compute these amounts we can add them together to get a total amount. I am using Excel to teach students how to add money together. After we create the chart I will teach the students how to create a graph from the chart so that they can learn about comparisons.

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 Minutes	Closure: Discuss and compare the outcomes	Make sure students know how to add the amounts of money together and how to compare the amounts.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.For remediation or intervention I do not think I would change much because the numbers are small enough and easy to add together.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I might make sure that all students are able to see and hear what I am doing so that they have no trouble following along with the lesson.
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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>