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## Lesson Plan

**Learning Segment Focus:** Purpose of saving money Lesson 1 of 1

**Course & topic addressed:** Social Studies, Reasons people save money Date: 9/20/2020

**Grade:** Kindergarten

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will learn why people save some of their money when they receive it.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Learning the reasons why people save money will help them understand and give students an idea of what their guardians mean if they are ever given money and told to save it.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Learning reasons why people save money will help students understand why their parents might be saving their extra cash. Sometimes students won't be able to buy new shoes or video games because their guardians are saving extra money to pay for bills or their cars. It is important for students to understand why their guardians and other people save money in the first place.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>E.6.K.2</b> <b>Discuss reasons people save money</b> <b>D2.Eco.9.K-2</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	
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### Academic Language Support

What are the <b>Academic Language Function(s)</b> (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? What planned <b>Academic Language Supports</b> 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 <b>Academic Language Demands (vocabulary, syntax, and discourse)</b> ?	
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### Materials

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Marker board, Erasable markers, Computer, projector
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Desk, chair, paper, pencils +

### 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)
5-10 Minuets	<p><b><u>Introduction:</u></b></p> <ul style="list-style-type: none"> <li>• Ask what students what they know about saving money</li> <li>• Ask if their guardians save money</li> </ul>	<p>All students will be at their desks facing the board as I will be teaching the lesson up front near the board. I will start the lesson off by asking students if they know what saving money is and the reasons people do it. I will then ask if there parents mention saving money, if so what are they saving for?</p>
10-15 Minuets	<p><b><u>Instruction:</u></b></p> <ul style="list-style-type: none"> <li>• Explain what saving money is and why people might do it</li> <li>• Show them the inspiration graphic and go over my ideas on what people save money for</li> <li>• Ask for volunteers to see what students think people might save money for</li> <li>• Create a list of other reasons people might save money as a class using examples students give</li> </ul>	<p>I will begin explaining what saving money is and why people might save some money that they may receive. I will pull up my inspiration graphic and show it on the board through the projector and explain some examples of saving money I have chosen. I will then ask for students to get out a piece of paper and a pencil and we will have a class dissection on other reasons people might save money. During the discussion the students will write more examples down on the page.</p>
5-10 minuets	<p><b><u>Closure:</u></b></p> <ul style="list-style-type: none"> <li>• Ask for questions</li> <li>• Ensure students understand the concept of saving money better than they did before the lesson</li> </ul>	<p>At the end of the lesson I will ask if anyone still has questions and answer the students that do. I will again briefly describe what saving money is and that will complete the lesson.</p>

### Accommodations/Modifications

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>.</p>
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### Differentiation

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials,</p>	
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<p>highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	
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**Assessments: Formative and/or Summative**

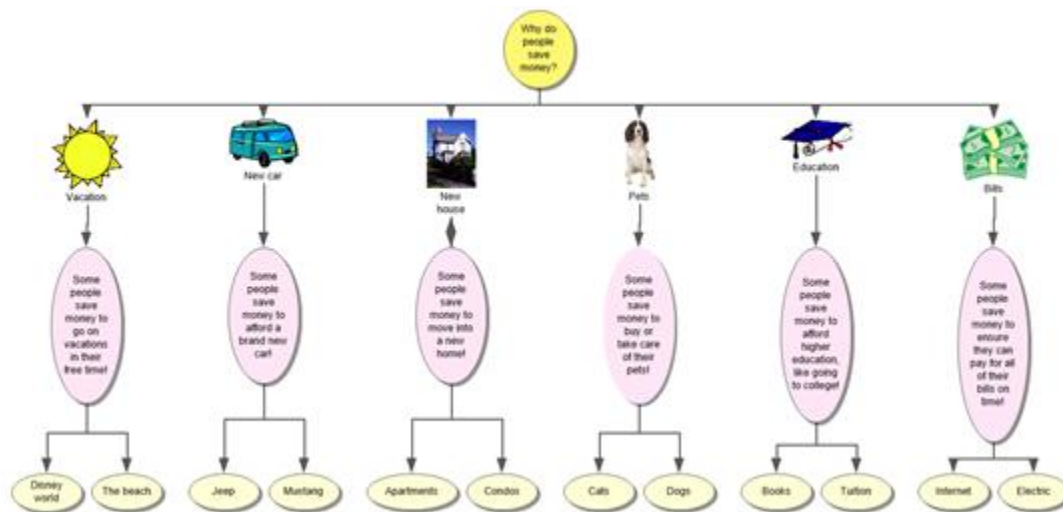
Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment & what is assessed).	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b>	
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**Lesson Reflection/Evaluation**

What went <b>well</b> ? What <b>changes</b> should be made? How will I <b>use assessment data</b> 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>;

Updated 12-17-19 NLC

<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;  
<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanTemplate.docx>