

Name: Emily Hirons

Lesson Plan

Learning Segment Focus: Mathematics

Lesson: 1 of 1

Topic: Money

Date: 4/27/21

Grade: First Grade

Student Outcomes

<p>Specific learning objectives for this lesson.</p>	<p>Students will examine bills and coins. Students will learn about the value of money. Students will choose the way they want to create a certain value with their bills and coins. Students will practice their learned knowledge through games, activities, and questions.</p>
<p>Justify how learning tasks are appropriate using examples of students' prior academic learning.</p>	<p>Students will simply only know prior knowledge of money simply from what their previous teachers or their parents have taught them. This will be an introductory lesson that will allow me to see how much they know and what else they need to know.</p>
<p>Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets.</p>	<p>This lesson is very appropriate for students age, culture, and community. This is a vital lesson that must be taught for children to understand everything else that proceeds this. This can also be a lesson that allows me to incorporate a discussion about money from all around the world and how it looks different and has different values.</p>

State Academic Content Standards

<p>List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).</p>	<p>AR.Math.Content.1.MD. B.5 (New Standard) Count collections of like coins (pennies, nickels, and dimes) AR.Math.Content.1.MD. B.4 (New Standard) Identify and know the <i>value</i> of a penny, nickel, dime, and quarter</p>
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Key Vocabulary

<p>What vocabulary terms/content specific terminology must be addressed for students to master the content?</p>	<p>Bill Coin Value Money</p>
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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? 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>Through our class discussion, and through doing activities and playing games on Peter Pigs Money Counter, students will hear these vocabulary terms frequently. These vocabulary terms are vital to understand this lesson. I will use these words frequently and will allow them to put it into practice. Students learn best in the way they know how, so as I ask the students to show me a bill or a coin, or as I talk about the value and they must make that value, it allows them to hear it, see it, and do it. These vocabulary terms are vital for my students to know and I will make sure that they thoroughly understand them.</p>
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Materials

<p>Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)</p>	<p>Splash Learn Computer Internet Access Projector Fake Bills and Coins</p>
<p>Materials needed by students for this lesson. (computers, journals, textbook, etc.)</p>	<p>iPads Peter Pig's Money Counter App Exit Slip Pencil</p>

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)
<p>30 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> - Explore Splash Learn as a class 	<p>I will introduce the lesson by having all the students come to the carpet. I will have Splash Learn pulled up, and as a class we will learn, play games, and do group activities. This will allow me to (in an interesting way) introduce Money to my students. This will be an introduction. This will also allow me to see where my students are in terms of their prior knowledge of money.</p>

<p>1 hour</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> - Explore and brainstorm with bills and coins as a class - Out loud “quiz” of how to make a certain value of money <p>Explore Peter Pig's Money Counter App</p>	<p>Every student will go back to their seat and I will hand every student a box. In each box there will be:</p> <ul style="list-style-type: none"> - (5) \$1 bills - (2) \$5 bills - (1) \$10 bill - (1) \$20 bill - (1) \$100 bill - 10 pennies - 5 nickels - 5 dimes - 4 quarters <p>I will individually put every bill and every coin under my projector, and we will talk about it. We will brainstorm about the looks, value, and usage of every bill and coin.</p> <p>Then, they will have a chance to do some practice. I will write an amount on the board (for example, \$1.05) And they will have to show me what bill and coin combination makes that value possible.</p> <p>Next, every student will get out their iPad. Every child will have access to “Peter Pig's Money Counter App”. I will direct them to click on it and I will go through how to work the app. Then, they will have time to explore. This app allows them to practice the value and identification of money</p> <p>I will walk around the room and help any child that needs assistance.</p>

5 minutes	<p>Closure:</p> <ul style="list-style-type: none"> - Exit Slip 	Every child will have to fill out a simple Exit Slip that simply allows them to connect the bill and coin to its value.
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Technology Integration

<p>Provide your rationale for your technology choices that accurately reflects those choices within your teaching context. Identify what technology(s) you are using as part of your lesson plan. Describe how the use of technology aligns to your learning objectives, content standards, and central focus. Explain how technology-based instructional strategies are essential to students accomplishing the learning objectives (beyond what could be accomplished without using the technology). Specify how the technology selections meet or exceed the needs/strengths of all students. Justify the “fit” of chosen technologies, showing how the content, instructional strategies, and technology “fit” together.</p>	<p>Slash Learn is a great way for me to introduce money to my class. This will pop up big images of each coin and we will examine it, discuss it, answer questions about it, and play games with it. This will allow me to teach the necessary objective to my students as it assists me to meet the needs of my visual, auditory, and hands on learners. This will allow me to get my class to work as a team and to learn about the value of each coin. This is perfect for the introduction of money and is age appropriate in every way. This interactive activity will allow me to enhance my lesson.</p> <p>Peter Pig's Money Counter App is a great app to allow kids to put what they learned into practice. This allows them to learn on their own and to learn from their mistakes. This will meet the need of every child as they hear, see, and do the activities to learn the concept. This also allows them to continue to see and hear those vocabulary terms.</p> <p>These technologies fit well together as they assist and enhance this lesson in every way. The children will love the variety and hands on aspect of the lesson.</p>
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Accommodations/Modifications

<p>How might I modify 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>Considering I do not know what specific IEP’s I might have; I do not know how I will specifically accommodate my students or modify this lesson.</p> <p>However, if a child has a learning disability, I could allow someone, or myself to assist them as they navigate through the activity.</p> <p>I could allow them to sit closer to the board if they cannot see.</p> <p>I can make sure that every child always understands what we are learning and how to use the app so that no one is confused.</p>
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	I could provide extra time for assistance for struggling students.
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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 can provide detailed instructions so that children who have ADHD or other disorders can always know what is expected of them.</p> <p>I can assist them as they deal with their money and explore on the app.</p> <p>I can allow extra time for students who are not quite getting it all yet.</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	<p>The matching Exit Slip will allow me to see if my students comprehend the vocabulary terms and see how well they comprehend each bills/coin with its value.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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>I chose this lesson's approach because it is effective, and it allows me to meet the needs of every students learning preference. It allows me to meet the needs of auditory, hands on, and visual learners. This lesson will simply be the beginning of a life time of learning more and more about money and its value.</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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