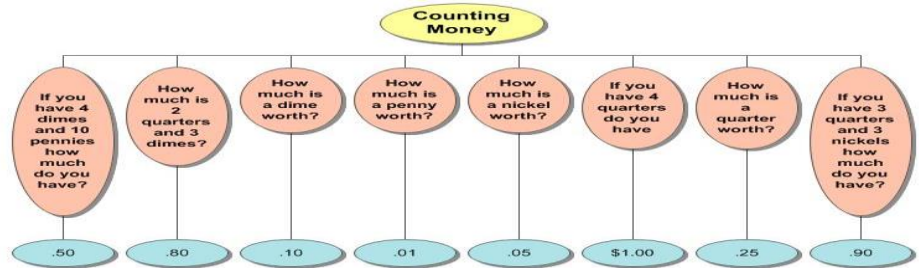


Lesson Plan

Learning Segment Focus- Money Lesson 129 of 160

Course & topic addressed Math- Counting Money Date April 27, 2020 Grade 1st

Student Outcomes



Specific learning objectives for this lesson.	Knowing how to count money and know how to money you have.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	They have to know how to count and also know how much each coin is worth.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	They will need to know to count money for the rest of their lives. Money is currency and to do anything they will need to count money.

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 (New Standard)	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?	Penny, Nickel, Dime, Quarter and Dollars.
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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>	
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Money manipulatives, PowerPoint, and books.
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Money manipulatives, pencils, paper, and folder.

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)
2- 5 mins	Introduction: Show the students the different materials and how they work. Go over objectives.	As the teacher, I will be at the front of the room showing them the different manipulatives and how they work. I will be explaining what they will be doing that day.
15-20 min	Instruction: The students will work on their handout, play with the manipulatives and find different combinations that money will make. They will answer the questions. Students will be interactive with the PowerPoint.	As the teacher, I will be walking around showing them how to use the manipulatives. I will be going through the PowerPoint having them interact. I will be answering questions as they go through the handout.
2-5 min	Closure: They students will pack up their materials and ask questions. They will state rather they understood the lesson or if they need more practice.	As the teacher I would ask if they understood and if they had questions. I would answer them and see if they needed more practice or if they got it.

Accommodations/Modifications

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.)	.
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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>	
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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 checked="" type="checkbox"/> Summative	<p>End of lesson discussion.</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	<p>Visual assessment as I help with them with the lesson.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>End of chapter quiz.</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>Students who are hands on tend to learn easier. They need to fill what they are doing, see it and touch it.</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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