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Lesson Plan Template

Lesson Segment Focus: Economics/money

Lesson 1 of 1

Course & topic addressed: Social Studies/growth and stability

Date: 4-22-19 Grade: First

Student Outcomes

Specific learning objectives for this lesson.	Students will evaluate economic growth and stability.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	There are other lessons that are going to follow this up and we have used a few apps and gone over money before this lesson.
Knowledge of students background (personal, cultural, or community assets)	Some students may know about money and saving money before this lesson and some may not know anything about it.

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.	E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks) D2.Eco.9.K-2
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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 will give the students many examples of things that people can do with there money and I can ask many questions about this to see what the students think about this subject. This is a great way to open the floor up for discussion and get to know what they are thinking more.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Savings account Banks Piggy Banks Wallet
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Materials

Materials needed by teacher for this lesson.	Access to Padlet and apps
Materials needed by students for this lesson.	Access to Padlet and apps.

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.
3 min	<u>Introduction:</u> <u>Explanation</u>	I will explain to the students what Padlet is and I will let them know we will be using it to guide our lesson and that I have added information to it and that they made need to add something later as well. I will make sure they understand what we are talking about and why it is important.
15 min	<u>Instruction:</u> Padlet lesson	I will split them into groups I will send them a link to get to the Padlet board and have them look it over first. I will have them make sure the apps are downloaded on their iPads. I will have them play the apps and get familiar with in their groups I will go around and answer any questions they might have about them. I will then have them explore the websites and as a class we will go over them.
20 min	<u>Closure:</u> Assessments	I will have the students in their groups list ways people save money and make sure they know to go above and beyond the original ones I added. I will have them list these on the Padlet board with their group names on them.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I will put them in groups together so I can help them all at once on mostly the same level. I will give extended time when needed. I will make seating accommodations if needed. And I will read websites and other information if I need to.
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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 will use the group project to see if the students are understanding and learning from the information on the Padlet. I will monitor students and groups during the app time to make sure everyone is following directions and equally getting a turn.
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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>;

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