Name: Kristyn Belk

Lesson Plan Template

Learning Segment Focus: Solving Money Problems

Lesson 1 of 1 Topic: Math Date: 05/04/2021 Grade: 2nd

Student Outcomes

Specific learning **objectives** for this lesson.	Given the Osmo Pizza Co. game and assigned Splash Learn activities on the iPad, students will solve practical word problems involving money using bills and coins.
Justify how learning tasks are appropriate using examples of **students' prior academic learning**.	Students will have already learned various strategies to add and subtract multi-digit numbers. They will use this knowledge to add and subtract money to solve real-world problems.
Justify how learning tasks are appropriate using examples of **students' personal, cultural, linguistic, or community assets**.	Regardless of background, it is essential to know how to do basic math with money. Money impacts everything we do as citizens of this country. It allows us to access our basic needs and wants such as food, housing, entertainment, travel, and just about everything else.

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.2.MD.C.8 – Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.

Key Vocabulary

What **vocabulary terms/content specific terminology** must be addressed for students to master the content?	Dollar bills, coins, quarters, dimes, nickels, pennies, decimal point, $ and ¢ symbols

Academic Language Support

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)?**	Students will solve money math problems using the Osmo Pizza Co. game and assignments on Splash Learn. Each activity will deal with dollar bills up to 20 and all four of the common coins. They will use their knowledge of both addition and subtraction as well as the decimal to solve the problems. The Osmo game will help them to see a real-world example of needing to add and subtract with money. They will be able to figure out the problems with trial and error, and the software will help them through a tutorial and prompts. The Splash Learn activities will be more assessment based so I can use them to monitor progress. I will be walking around the room during the entire activity to help students however they need.

Materials

Materials needed by the teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	3 Osmo sets with Pizza Co. games 3 Osmo compatible iPads
Materials needed by **students** for this lesson. (computers, journals, textbook, etc.)	iPads with access to Splash Learn

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 minutes	**Introduction**: • Brief explanation of activity	I will first explain to my students what all we are doing so that they will know exactly what is expected of them. They will be instructed to get their iPads and begin working on their assigned Splash Learn activities. I will pull them 6 at a time to come play on the Osmo iPads in pairs.
40-50 minutes	**Instruction:** • Splash Learn money math assignments • Osmo Pizza Co. game	They will get started on their Splash Learn assignments. I will set up the Osmo games with space for partners. I will pull 6 at a time to play on the Osmo for about 10-12 minutes each before rotating. When it is not their turn to play on the Osmo, they will work on their Splash Learn assignments.
5 minutes	**Closure:** • Clean up	When everyone has had a chance to play on the Osmo iPads, I will ask for volunteers to help me clean them up while everyone else puts iPads away.

Technology Integration

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.	Students will use the Osmo Pizza Co. game and Splash Learn app assignments to practice addition and subtraction word problems with money. The Osmo game will give them an interactive way to practice their skills as well as a real-world example of when they would need to use their money math skills. The Splash Learn assignments on the app can help me to conduct quick formative and summative assessments through games and activities.

Accommodations/Modifications

How might I **modify** instruction for: *Remediation?* *Intervention?* *IEP/504?* *LEP/ESL?* (All students who have plans mandated by federal and state law.)	Accommodations and modifications will depend on the students in my classroom. Most of the students will do the same activities on the iPads. Some may need easier problems to solve, and some may need more challenging ones. Students may need text to speech features as well. Many other strategies could be implemented depending on the students present.

Differentiation

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.)	Differentiation will come somewhat naturally in this lesson. Most students will be doing the same activities on the iPad. They will work together on the Osmo games to solve the problems, so they will be able to help each other and bounce ideas off one another. I will be available to help whoever needs it throughout the activity so I can individualize my instruction for each student.

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).	☐ **Formative** / ☐ ~~Summative~~	I will be walking around during the entire activity to help whoever needs it. While I am doing this, I can see how students are doing on each assignment and game.
	☐ ~~Formative~~ / ☐ **Summative**	I can use the data I get from their Splash Learn activities to assess how well they are understanding the material.

Research/Theory

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.**	This lesson correlates well with Skinner's transfer of learning theory which explains that students can absorb information in one setting and apply it to something else. Students will have already been taught how add and subtract to the thousandths place and can apply this information to solving real-world money word problems. This activity also allows for multisensory instruction. They will have a chance to take a break and play on the Osmo to practice their money math skills. They are engaging with the material instead of just passively listening to a teacher lecture to them.

Lesson Reflection/Evaluation

What went **well**? What **changes** should be made? How will I **use assessment data** for next steps?	*TO BE FILLED IN AFTER TEACHING*

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