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Lesson Plan

Learning Segment Focus Money Lesson 1 of 2Course & topic addressed Social Studies – Economics Date 11/7/2020 Grade 2nd

Student Outcomes

Specific learning objectives for this lesson.	Students will learn why it can be beneficial to save money in banks and how interest rates affect savings.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will already be familiar with the reasons that people save money and the places where people save money (piggy banks, wallets, banks, etc.).
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Students will know what banks are from seeing them around town. Some students may have visited a bank with their parents or know which bank their parents use.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	E.6.2.2 Describe reasons for saving money in banks
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Bank, interest, interest rate, earn, gain
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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>	I will provide visuals such as laminated cards with pictures of different illustrated banks. I will stick these on the board and write the information for each bank underneath it. This will help students grasp the concept of the differing banks. I will also play a video that explains interest for kids, so that it is not an abstract concept to them.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	SmartBoard, Excel spreadsheet, laminated bank picture cards, fake money
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Journal

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	<u>Introduction:</u> <ul style="list-style-type: none"> Class discussion about banks and interest 	I will stick three different laminated cards with illustrated banks on them on the board. I will ask the class to tell me what they know about banks and if anyone has heard of interest. We will have a short class discussion about how money is saved in banks, and I will play a video explaining interest for kids on the Smart Board.
30 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> Storyline Excel spreadsheet Journaling 	Once students have an understanding of banks and interest, I will begin the lesson, which will be an imagination based learning experience. I will explain to the students that in our “town” there are three different banks. The three banks will be the illustrated pictures on the board. I will label the banks by writing on the board above them. I will go on to explain that each bank has a different interest rate . I will tell them which bank has a 0.5% rate, 1% rate, and 2% rate. I will write this information on the board underneath the corresponding bank as well. I will assign each student an amount of money, either \$10, \$100, or \$500. I will give them fake money that matches their amount. We will then walk through an imaginary storyline where each student is needing to put their amount of money in their savings. I will have three students save their money in Bank 1, three students in Bank 2, and three students in Bank 3. They will come up and stick their fake money on the board under their bank. I will have students write down in their journals which bank they think will increase their money the most and which student will make the most money in interest. I will then pull up the Excel spreadsheet to show students the results from each bank.
10 minutes	<u>Closure:</u> <ul style="list-style-type: none"> Journal reflection 	Students will take some time to journal about what they have learned about banks and interest and their opinions on whether or not they think saving money in a bank is something they would do in the future.

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.)	I would provide a deeper explanation of interest for students in need of remediation or intervention. I would do this through videos or interactive learning experiences. For ESL students, I would provide first language subtitles during the video and would give them key vocabulary words and definitions in both English and their first language.
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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.)	I would provide books and videos about economics, savings, money, and interest for kids. The spreadsheet it also color coded to help students categorize the information in their minds.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	I will review students' journal entries to check for comprehension
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

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 .	By using the imagination storyline experience, students will get more immersed in the concept and better understand the lesson in a real world application. This style of teaching, when it comes to a difficult and traditionally "boring" concept, is very beneficial, especially for students who have attention difficulties.
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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>;
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