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Lesson Plan

Learning Segment Focus: Measurement and Data

Lesson: 3 of 3

Course & topic addressed: Math, Work with Time and Money Date: 1/28/20 Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to identify money (coins) and their values. This includes pennies, nickels, and dimes.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will have prior knowledge on the subject through the last two lessons including working with time and clocks.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	This lesson will allow students to further their knowledge using paper money and coins. This will help the students be able to count the different values of the coins and it helps them in their future.

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.K.MD.C.6 Identify pennies, nickels, and dimes and the value of each
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	money, coins, value, penny, nickel, dime.
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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) ?	Anchor Chart: adding these words to the chart on the wall that already includes words from the past two lessons.
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Smartboard, coins (pennies, nickels, and dimes), handouts, Inspiration
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Paper and pencil

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"> I will be going over instructions for the activity Students will be able to grab material from table 	This is when one student from each table can grab activity materials from another table.
25 minutes	<u>Instruction:</u> <ul style="list-style-type: none"> The activity 	I will be sitting up front at the smartboard giving the lesson. I will use Inspiration program where I can show students the different values of the coins. The students will also have the coins in front of them on their tables. This will allow the students to have a hands-on activity where they can physically have the coins in their hands and can trade among their table mates.
5-10 minutes	<u>Closure:</u> <ul style="list-style-type: none"> Clean Up 	This is when I will take the time to get ready for the next lesson and this is when the students will put back all the materials used for the lesson.

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 will closely watch and monitor the students who need extra help. Also provide materials to a paraprofessional or tutor. I will also be certain that the students are comprehending the lesson material.
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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.)	Having the coin's present helps the students get a feel of the different shapes and sizes of the coins. Also having the same information on the board can help them see exactly what they are holding.
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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	Formative: money (coins) and inspiration program
	<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 .	Having an actual object for the students to hold can help them learn about the object better.
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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>;
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