

Name Leticia Caballero

Lesson Plan Template

Lesson Segment Focus Minilesson

Lesson 1 of 1

Course & topic addressed Math & Money: Ability to make change

Date 12/4/18 Grade 4th

Student Outcomes

Specific learning objectives for this lesson.	Learning to make change when dealing with money.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have to use the previous information learned from previous lessons such as subtraction and decimals. How to properly subtract decimals.
Knowledge of students background (personal, cultural, or community assets)	Students will have to use their observations from their environment have to know that money is needed to purchase things and all items have a different price.

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.	AR.Math.Content.4.MD.A.2 (money including the ability to make change)
--	---

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?	N/A
--	-----

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	N/A
---	-----

Materials

Materials needed by teacher for this lesson.	Electronic device, online tool (Kahoot) & Osmo Pizza Co.Game
Materials needed by students for this lesson.	N/A

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.
5-10 minutes	<u>Introduction:</u>	
	<u>Instruction:</u>	Minilesson: Students will play the game Pizza Co. where they will be running a digital pizza shop. The students will have to make pizza, collect payments, and give out the change to the customers. This will allow students to use their skills learned on how to make change. Students will be playing this game in partners. One student will be in charge of making the pizza and the other student of giving out the change, for ten minutes and then they are to switch responsibilities for the next ten minutes. When they are done playing Pizza Co. the class will play Kahoot. Students will answer short word problems dealing with money (making change). Example: Mary bought a cake with the cost of \$12 and she gave the cashier a \$20 bill. What is Mary's change?
	<u>Closure:</u>	N/A

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	N/A
--	-----

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	N/A
--	-----

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.	
--	--

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>
---	---------------------------------------

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>