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Lesson Plan Template

Lesson Segment Focus: Money Counting, Adding, Subtracting

Lesson _____ of _____

Course & topic addressed: Math/Counting

Date: 4/15/19 Grade: First Grade

Student Outcomes

Specific learning objectives for this lesson.	Quickly add and subtract number sentences and money.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students know how to add and subtract one-two digit numbers.
Knowledge of students background (personal, cultural, or community assets)	Students should be able to distinguish American coins and bills.

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.1.MD. B.5: Count collections of like coins (pennies, nickels, and dimes) AR.Math.Content.1.NBT.C.4: Add within 100 using concrete models or drawings, relate the strategy used to a written expression or equation, and be able to explain the reasoning AR.Math.Content.1.NBT.C.6: Subtract multiples of 10 from multiples of 10 (both in the range of 10-90) using concrete models or drawings, relate the strategy to a written method, and explain the reasoning used
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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?	
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Addition Subtraction Money
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Materials

Materials needed by teacher for this lesson.	Math jeopardy presentation, SmartBoard
Materials needed by students for this lesson.	Whiteboard, expo markers, erasers

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.
	<u>Introduction:</u>	This is a review lesson to review basic math problems. Introduce the game to the students.
	<u>Instruction:</u>	Students will divide into groups of three for the game. At each table, students will each have a white board, expo marker, and eraser. Pull up the PowerPoint on the Smartboard. Going group by group, have the students pick a category and work out the problems on their boards. One person in the group will be the speaker and announce their answer. Once all categories have been done and there is a winner, the game is over. Reward the winning team with a treat.
	<u>Closure:</u>	Go over each problem on the board to review the game.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	Have students who are below grade below or who can't contribute quick enough to solve the problem be the speaker or person who states the answers. Print out the problems for students who have trouble reading the board. Give coin amount to students who still haven't grasped the concept.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Visual: The game on the board Hands On: working the problems on white boards Audible: Talking with their groups
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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>; <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>