

Name Lauren Perkey

Lesson Plan Template

Lesson Segment Focus Grouping and Counting Coins

Lesson 1 of 1

Course & topic addressed Mathematics/ Measurement and Data

Date 01-30-2019 Grade 1st

Student Outcomes

| | |
|---|--|
| Specific learning objectives for this lesson. | Students will learn the way to count how many of each type of coin they have (not necessarily how much money they have). |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students are already familiar with counting and know what each type of coin looks like. |
| Knowledge of students background (personal, cultural, or community assets) | |

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 (New Standard) Count collections of like coins (pennies, nickels, and dimes) |
|--|--|

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? | The students will always have access to their workbook and textbook that has a chapter about money. The students will also have access to the internet in terms of helping them solve a question that is necessary to the lesson. I will put the children in inclusive groups. I will not exclude the diverse learners. I will also help kids if they need it. |
|--|---|

Key Vocabulary

| | |
|---|---------------------------------------|
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Pennies, nickels, dimes, sort. |
|---|---------------------------------------|

Materials

| | |
|---|---|
| Materials needed by teacher for this lesson. | Smartboard, Smartboard pen(s), Inspirations software. |
| Materials needed by students for this lesson. | Smartboard, Smartboard pen(s), printer, paper. |

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. |
|----------------|---|--|
| 15 Minutes | Introduction: I will show a video, as a refresher, so that the students remember what each coin looks like. | I will be observing my students while they watch the video. I will watch for faces of confusion and then focus on helping those students during the project time. The students will be watching and listening to the video. They will hopefully remember everything that they had learned before about coins. |
| 25 Minutes | Instruction: The Smartboard will have the instruction/sorting game on it. | <p>I will be printing out the final products of each groups as well as helping if any students have questions.</p> <p>The groups of students will go one at a time up to the Smartboard to sort the coins. The categories for sorting the coins will be: pennies, nickels, and dimes. After each group sorts the coins by their type (ie., penny, nickel, or dime) they must count the number of coins in each pile or row that they made. Then, the students must write the number of coins from each category they got beside the corresponding category. The students will easily figure out that it is better to place coins in rows or columns when they want to see how many they have, rather than just putting them in a pile.</p> <p>The students' final product should look like this:</p> |

| 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. |
|----------------|--|--|
| 10 Minutes | Closure: I will be reviewing with the class. | I will review with the class about their final products. I will create one on the board for the class as a whole. I will ask for help from the class along the way. The students will be listening to the conversation as well as asking questions or answering questions. Students will compare their final product to my final product. |

Accommodations/Modifications

| | |
|--|---|
| How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL? | I will help the best I can with my diverse learning students. If I do not think I will be able to help all my students that need it, I will ask the office for a substitute to help me. This ensures that I have enough helping hands in the classroom. I will also ask the special education teacher what to do in situations such as interventions and remediations during this lesson. I will trust what the special education teacher has to say. |
|--|---|

Differentiation:

| | |
|--|--|
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | I could help when students raised their hands. I could do a lesson by standing at the board and teaching. I could create a song to go along with the project. I could also create some dance moves to go along with it. |
|--|--|

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 | In a formative assessment, each group will print out their final products and hand them in to me after we go over the correct answers. |
| | <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 | <i>TO BE FILLED IN AFTER TEACHING</i> |
|--|---------------------------------------|

| | |
|--------|--|
| steps? | |
|--------|--|

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>