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Lesson Plan Template

Lesson Segment Focus: Money

Lesson 1 of 6

Course & topic addressed Math and Money

Date 1/29/2019 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Learn the names of coins, their respective value, and be able to identify each
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This connects to Math and will be the first time being introduced to students. They will need this information when we move to the next lesson, which is to count collections of like coins.
Knowledge of students background (personal, cultural, or community assets)	Students will have seen money before because they will have seen their parents pay with it.

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.3: Identify and know the value of a penny, nickel, dime, and quarter.
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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?	<p>I will repeatedly say the terms and when students give answers, I will make them do the same. If students aren't sure of an answer, I will not give them answers, but ask thought provoking questions to make them work for it.</p> <p>After listening and watching children, I will regroup them into how well they understand the lesson. Those who understand this concept will be given more coins and as a group, they must tell the value of each section of coins.</p>
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Key Vocabulary

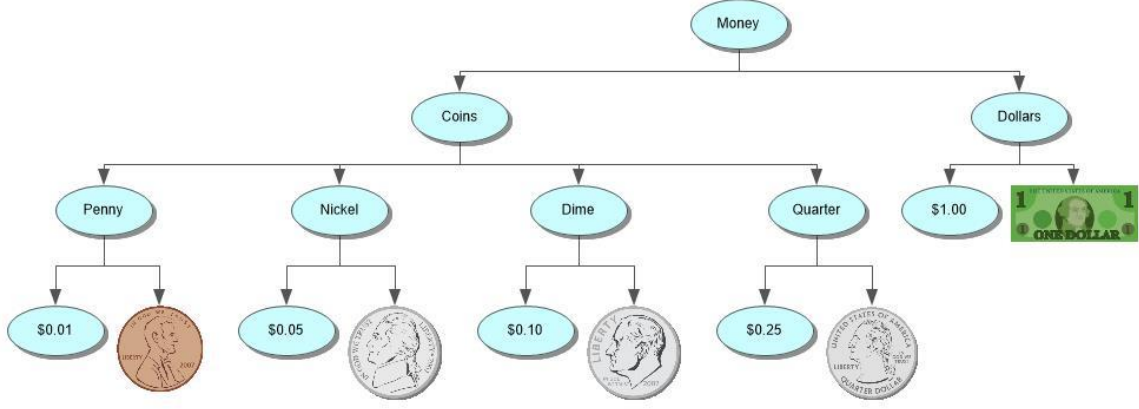
What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	Penny, nickel, dime, and quarter
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Materials

Materials needed by teacher for this lesson.	Pennies, nickels, dimes, quarters, one-dollar bill, Inspiration 9 software, Elmo projector
Materials needed by students for this lesson.	The Inspiration handout, pennies, nickels, dimes, quarters, one-dollar bill, paper and pencil

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.
10 min	<u>Introduction:</u>	Give each table a one-dollar bill, penny, nickel, dime, and quarter and allow them to observe. Before going into the detail of money, I will hold up a penny and say, “raise your hand if you know what this is.” Then I will call on some students to give their guesses before I dive into the topic of money. I will tell children that when you go to the toy or grocery store all those items must be purchased with money. I will ask a few students to give some items they want that they would have to purchase with money.
40 min	<u>Instruction:</u>	“You all gave such good answers! So as you guessed, today, we are going to learn about money. It can be tricky, so I’m going to need your eyes and ears for this lesson. Coins and dollar bills are a form of money, but each one represents a different amount. I am going to give you a handout and I want you to follow along with me as I go over it.” *Give students the handout and go more in-depth about coins and their values. Special emphasis will be placed on the dollar bill value so students know it is not the same as a coin. It will be very confusing but very important to make sure students know the difference between \$1.00 and \$0.01. * “Now, I want you flip over all the coins at your table. It is the same coin but there is a different back than it is on the front. Each side of a single coin has a different name. There is a heads and a tails side, which side do you think is which and why?” *Allow students to answer. We will go over the answer for each coin including the head/tail, value, and name. Then I will have students arrange the money from least to greatest as a table and then review with a partner the names and values of each.*

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.
		
20 min	Closure:	<p>*As a class, we will review the value, names, and pictures of each coin. Then go over what their answer should have been from least to greatest. * “I want you to show me how well you understood today’s lesson on your fingers 1 through 5. A 5 means you understand it completely and a 1 would be you need lots of extra practice. If you’re in-between those choose which side you are closer to (2,4) or if you aren’t sure, you would be a 3.” *After seeing results* “I know today’s lesson was a little confusing, but we will be working on it a lot more this week so don’t worry. Today is only the introduction, so we will go over all this more when we start counting money.” *Then, I will collect money from each table and have students put the handout away. *</p>

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	To help those who struggle learning from handouts or who struggle with numbers, I could find an engaging video, so they have audio and step by step instruction that goes slower to help them understand the crucial points of the lesson.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional	Instead of only giving a worksheet, I could physically bring enough coins for each person as well. This could help kids see the front, back of each coin, and see the size differences. I could also have children do
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strategies to ensure all student needs are met?	silent work by drawing each coin and pinpointing certain differences between each. These different methods will hopefully help a variety of different learners.
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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	Today's lesson would be formative. We will be continuing this idea in future lessons such as the next one when we focus on counting like coins.
	<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>

Money Handout

