

Name Megan Adams

Lesson Plan Template

Lesson Segment Focus: Counting Coins

Lesson 3 of 5

Course & topic addressed: Math & Counting Coins

Date 4/07/19

Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students should be able to count collections of like coins.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students should be able to identify the correct coin and its respective value.
Knowledge of students background (personal, cultural, or community assets)	Students will have seen parents pay for things using money and should have learned how money is used.

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.	1.MD.B.5: Count collections of like coins.
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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?	I could review and then leave a handout on the big screen so if students were troubled, they could look up and see the value and name of each coin.
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Key Vocabulary

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

Materials needed by teacher for this lesson.	Coins, Excel Program, Spreadsheet handout, marker, Envelope
Materials needed by students for this lesson.	Coins, handout, pencil, plastic baggie

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>	Who is ready to work with money again today? We will start by singing and dancing to a coin song on Youtube which students should know by now. (The students will be aware of how this process works and know what to do because the coin drive has been going on all week long. We will repeat the same procedure every day.)
	<u>Instruction:</u>	I will have counted and collected the coins at the beginning of the day. When math time comes around, we will start the lesson with the coin drive counting. Each day I will make new groups so students get to work with new students. Each student will be given the same number of coins so no student feels left out if they did not bring any that day and to make sure it is fair to all. Since it is towards the end of coin drive, tables will see different coins. (In the beginning, each student at a table got the same number of coins and the same type of coin.) Students will have to count their own coins and then check their neighbors before adding up the numbers to come up with a table total and filling out their handout. I will come around and check tables to make sure they counted correctly and then have them move each type of coin into its own plastic bag.
	<u>Closure:</u>	As a group, we will come together and go over the results for each table and the day's total. Then we will add up the previous total with today's new money brought in. I will give the students the leading standing from yesterday so they know what place we are in to help make this competitive and have students looking forward to counting the money to see where they are on the leaderboard. Then I will

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.
		go around and collect the handouts and put the coins from each group in an envelope to send to the office.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	I could have a worksheet and on this worksheet provide a picture of a coin and then enough squares for that coin to make a dollar. For example, if a student was working with dimes, there would be 10 boxes and the student would place one in each box and then know the amount was a dollar. I would have students put their coins in piles of a dollar and then have them count at the end how many piles/ leftover coins they had.
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	I could handout coins to each student and have them write down that they found. Then after a while, allow group work so students are able to talk and collaborate and then come up with a table total. This allows each student to work at their own pace and not allow one student to dominate the activity.
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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	This would be a formative assessment. The fifth assessment will be a summative assessment.
	<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>