

Name Mandi Baker

## Lesson Plan Template

Lesson Segment Focus Measurement & Data - Money

Lesson 1 of 5

Course & topic addressed Math, Money

Date 11/11/2019 Grade K

### Student Outcomes

Specific learning objectives for this lesson.	TSW be able to identify at least pennies, nickels and dimes and know the value of each.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is an introductory lesson but we will be identifying numbers, as in previous lessons.
Knowledge of students background (personal, cultural, or community assets)	As a class, we will connect the significance and use of money within and outside of school and home.

### 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.K.MD.C.6 – Identify pennies, nickels, and dimes, and know the value of each.
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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?	Real world objects, pictures, physical activities, whole and small group
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<b>Penny, nickel, dime, quarter, dollar</b>
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## Materials

Materials needed by teacher for <b>this lesson.</b>	Powerpoint, Smartboard, Ebook, real money
Materials needed by students for <b>this lesson.</b>	NA

## 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	<b><u>Introduction:</u></b>	TTW introduce the students to the powerpoint and instruct them on activity. TTW explain the significance, presence and value of money.
30 min	<b><u>Instruction:</u></b>	TTW pass around the Ebook while also showing it on the Smartboard. She will also pass around real money. Students will have open discussion on the significance and use of money. TTW ask the students what their parents use money for. She will ask what they like to use money for. TTW focus on each individual money piece and the value of them. After thorough but open and free discussion, students will be provided a worksheet with pictures on it where they will be instructed to identify the money on the sheet.
10 min	<b><u>Closure:</u></b>	TTW ask the students to retell what they discussed and learned. TTW provide a homework sheet for them to fill out over the remainder of the week. TSW instructed to write down everything they spend money on and how much they spend and return the worksheet on Friday.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages
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**Differentiation:**

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	Larger print materials, one on one and/or individual instruction and participation, longer time periods, reading materials and/or instructions aloud, peer grouping, individual work, paper/pencil, material in other languages
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	Pencil/paper money identification assessment
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	Activity monitoring
	<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>