

## Lesson Plan

**Learning Segment Focus: Counting Money/Addition and Subtraction**      Lesson 1 of 1

**Course & topic addressed** Mathematics, Algebraic Thinking, Graphing    **Date** 3-28-20  
**Grade** 2nd

### Student Outcomes

Specific learning <b>objectives</b> for this lesson.	Students will be able to add and subtract within 100 within a coin drive. The students will be able to add and subtract within 100 by modeling the coins.
Justify how learning tasks are appropriate using examples of <b>students' prior academic learning</b> .	Students recently practiced adding within 50, and subtracting within 50. They will use their knowledge of the previous lesson to help understand how to add and subtract within 00.
Justify how learning tasks are appropriate using examples of <b>students' personal, cultural, linguistic, or community assets</b> .	Students must be able to recognize the U.S. currency. The teacher should take foreign students who may be new to the United States into consideration when using U.S. currency as a tool in the classroom.

### State Academic Content Standards

List the <b>state academic content standards</b> with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	<b>AR.Math.Content.2.OA.A.1 • Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions</b> <b>• Represent a strategy with a related equation including a symbol for the unknown number</b>
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### Key Vocabulary

What <b>vocabulary terms/content specific terminology</b> must be addressed for students to master the content?	<b>Money, Coins, Penny, Nickel, Dime, Quarter, Addition, Subtraction, Currency, Skip Counting, Collections</b>
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### Academic Language Support

<p>What are the <b>Academic Language Function(s)</b> (the content and language focus of the learning task represented by the active verbs within the learning objectives/outcomes) and explain how they are utilized in the lesson plan?</p> <p>What planned <b>Academic Language Supports</b> will you use to assist students in their understanding of key academic language to express and develop their content learning and to provide varying supports for students at different levels of Academic Language development? How do these supports address all three <b>Academic Language Demands (vocabulary, syntax, and discourse)</b>?</p>	<p>I will have a vocabulary wall that states exactly what subtraction and addition are, along with examples.</p> <p><b>Addition: The operation that joins groups to find a total or a sum. Ex. 2+4=6</b></p> <p><b>Subtraction: The operation that takes an amount away from a number. Ex. 8-2=6</b></p> <p>I would also have a Key Words Wall, with words like sum, and difference.</p> <p><b>The Coin Wall:</b>                  Penny: 1 cent                  Nickel: 5 cents                  Dime: 10 cents                  Quarter: 25 cents</p>
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**Materials**

Materials needed by <b>teacher</b> for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Coins collected by the students, paper, laptop, smartboard, pen, pencil, colored markers, PowerPoint, Spreadsheet
Materials needed by <b>students</b> for this lesson. (computers, journals, textbook, etc.)	Coins collected, paper, pencil, ziplock bags

**Lesson Timeline with Instructional Strategies & Learning Tasks**

<b>Amount of Time</b>	<b>Teaching &amp; Learning Activities (This should be a BULLETED LIST)</b>	<b>Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)</b>
5-10 Minutes	<u><b>Introduction:</b></u>	The teacher will go over the expectations of the class during this time, along with in depth instructions of how everything will play out for the day. It is important for students to know what is expected of them. I will then do a quick review about Coins and how much money each coin is worth, along with practice addition and subtraction.
25-30 Minutes	<u><b>Instruction:</b></u>	<ol style="list-style-type: none"> <li>1. The students will work individually but I will be around to help at any time.</li> <li>2. Students will then count all of their coins they bring in, along with how many of each type of coin. There will be a data worksheet for each student to fill out. (I would have already counted all of the coins from the drive and equally placed them in bags, so each child got the same amount at this point)</li> <li>3. Students will also practice addition and subtraction within this activity which will also be on the fun data worksheet.</li> <li>4. After the students got their data on the worksheet, they will get to come to my desk and enter their data into the class spreadsheet.</li> </ol>
5-10 Minutes	<u><b>Closure:</b></u>	I will collect materials. As a class we will have a discussion about the data found by looking at the spreadsheet.

Amount of Time	Teaching & Learning Activities (This should be a BULLETED LIST)	Describe what YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson. (This should be VERY DETAILED)
		I will also ask the students what they learned, and what they liked/disliked about the lesson.

**Accommodations/Modifications**

<p>How might I <b>modify</b> instruction for:  <i>Remediation?</i>  <i>Intervention?</i>  <i>IEP/504?</i>  <i>LEP/ESL?</i>                  (All students who have plans mandated by federal and state law.)</p>	<p>If there is a student that is unable to understand U.S. currency, I would make sure to have aids. I would also make sure each student only counted and took data on their specific bag I gave them.</p>
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**Differentiation**

<p>How might you provide a variety of techniques (enhanced scaffolding, explicit instruction, contextualized materials, highlighters/color coding, etc.) <b>to ensure all student needs are met?</b>                  (All students who are not on specific plans mandated by federal and state law.)</p>	<p><b>The use of coins is a very good hands-on activity for students to learn addition and subtraction within 100. The students could also draw out the coins that they are counting.</b></p>
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**Assessments: Formative and/or Summative**

<p>Describe the <b>tools/procedures</b> that will be used in this lesson to monitor students' learning of the lesson objective(s) (include type of assessment &amp; what is assessed).</p>	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>At the end of the lesson, I would ask the students a few questions about addition and subtraction of coins, along with what they enjoyed about the lesson and activity.</p>
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

**Research/Theory**

<p>Explain <b>connections to theories and/or research</b> (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using <b>principles of the connected theories and/or research.</b></p>	
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**Lesson Reflection/Evaluation**

<p>What went <b>well</b>?                  What <b>changes</b> should be made?                  How will I <b>use assessment data</b> for next steps?</p>	<p><i>TO BE FILLED IN AFTER TEACHING</i></p>
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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.

Updated 12-17-19 NLC

\*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>;  
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