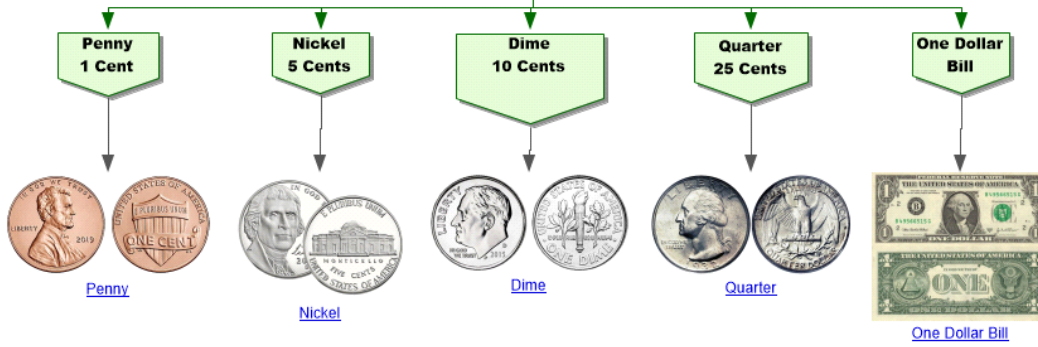




Money



Name: Mary E Gardner

Lesson Plan

Learning Segment Focus: Working on word problems involving dollar bills, quarters, dimes, nickels and pennies.

Lesson: 1 of 1

Course & topic addressed: Money **Date:** 9-20-20 **Grade:** 2nd

Student Outcomes

Specific learning objectives for this lesson.	-To be able to add and subtract money in word problems -To know when to use the cent sign and dollar sign
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students will use prior knowledge of adding and subtracting and apply it to the knowledge they know about money.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	These tasks are appropriate in that the students will need these skills for personal and community use.

State Academic Content Standards

List the state academic content standards with which this lesson is aligned. Include abbreviation, number & text of the standard(s).	AR. Math.Content.2.MD.C.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the content?	Penny Nickel Dime Quarter One Dollar Bill Cent Dollar Add Subtract
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Academic Language Support

<p>What are the Academic Language Function(s) (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 Academic Language Supports 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 Academic Language Demands (vocabulary, syntax, and discourse)?</p>	<p>Taking word problems and t into a math problem. I will provide a chart for other words that mean to subtract or add. This will help students to recognize when they need to add when a word problem says "more" or to subtract when a word problem says something like "less".</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Fake money, smart board, writing materials, piggy banks, kahoot
Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Fake money, piggy bank, writing materials and paper

Lesson Timeline with Instructional Strategies & Learning Tasks

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)
20 minutes	Introduction: money review and word problems	Reviewing money together, explaining word problems involving money and doing examples together.
15 minutes	Instruction: Kahoot game	Practicing word problems playing kahoot

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)
15 min	<p>Closure:</p> <p>Students working silently on worksheet</p>	<p>Helping students on worksheets and figuring out where students are struggling and which students are having the most trouble</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p><i>Remediation?</i></p> <p><i>Intervention?</i></p> <p><i>IEP/504?</i></p> <p><i>LEP/ESL?</i></p> <p>(All students who have plans mandated by federal and state law.)</p>	<p>Give multiple choice</p> <p>Follow blueprint for 504/IEP</p> <p>Provide first language along with second language</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.) to ensure all</p>	<p>Use hands on with the money and piggy banks, provide visuals on smartboard, provide charts to help students with word problems</p>
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student needs are met? (All students who are not on specific plans mandated by federal and state law.)	
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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 checked="" type="checkbox"/> Summative	Review of money
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	Money word problems
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

Explain connections to theories and/or research (as well as experts in the field or national organization positions) that support the approach you chose and justify your choices using principles of the connected theories and/or research .	Hands on approach using fake money and a piggy bank, I think these visuals will help the students to see the math problem in front of them and allow them to think about the problem and what it is asking them to do.
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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>;
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<https://www.uwsp.edu/education/Documents/edTPA/SpecEdLessonPlanGuide.docx>;
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