**Name\_\_\_\_\_\_\_\_\_\_Madi Goins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Lesson Plan Template**

**Lesson Segment Focus\_\_\_\_Counting Coins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Lesson \_\_\_\_\_\_2\_\_\_\_\_\_of\_\_\_\_\_\_\_\_2\_\_\_\_**

**Course & topic addressed \_\_\_\_\_\_Recognizing and Counting Coins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_10/28/19\_\_\_\_\_\_\_\_\_\_\_\_ Grade\_\_1st\_\_\_\_\_**

**Student Outcomes**

|  |  |
| --- | --- |
| Specific learning objectives for this lesson. | Students will learn to count collections of similar coins. |
| Describe the connection to previous lessons. (Prior knowledge of students this builds upon) | Students should be able to recognize and correctly identify coins and its value. |
| Knowledge of students background (personal, cultural, or community assets) | Students have seen change throughout their lives, for example when their parent pay for things. |

**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. |

**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 would show all of the coins to the students, and help the identify them and their value. |

Key Vocabulary

|  |  |
| --- | --- |
| What vocabulary terms/content specific terminology must be addressed for students to master the lesson? | Quarter, dime, nickel, penny, coins |

Materials

|  |  |
| --- | --- |
| Materials needed by teacher for **this lesson**. | Various coins, Excel Program, Spread Sheet Handout, marker, envelope |
| Materials needed by students for **this lesson**. | Coins, handout, pencil, plastic bag |

**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.** |
| --- | --- | --- |
| 5 | **Introduction**: | What are some of the different kinds of coins we have been talking about this week? What value does that coin have? Today we are going to learn how to count money today! How many of you have a piggy bank at home? This lesson is going to teach you how to count that money. |
| 25 | Instruction: | Our class is participating in a coin drive. Each day student bring in different amounts of change. In this lesson, the students will work on coin counting by counting the coins brought in by coin drive. Students have a handout that they will record their information on. We will do this every day until the drive is over. I will count out the money before handing it to the children. Then I will divide the students up into groups of four. Each group will have a bag of coins and will tally how much of each coin they have. At the end of the lesson I will check to make sure the numbers add up. |
| 10 | **Closure:** | We will come together and go over the results. We will add the day’s total. Then we will add that total to the total from previous days.  I will be going from group to group assisting students in their counting. |

**Accommodations/Modifications**

|  |  |
| --- | --- |
| How might I modify instruction for:  Remediation?  Intervention?  IEP/504?  LEP/ESL? | .(try) |

**Differentiation:**

|  |  |
| --- | --- |
| How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met? | (try) |

**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). | ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |
| ☐ Formative /☐ Summative |  |

**Research/Theory**

|  |  |
| --- | --- |
| Identify theories or research that supports the approach you used. |  |

**Lesson Reflection/Evaluation**

|  |  |
| --- | --- |
| What went well?  What changes should be made?  How will I use assessment data for next steps? | *TO BE FILLED IN AFTER TEACHING* |

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>