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Lesson Plan Template

Lesson Segment Focus Money Value

Lesson 1 of 4

Course & topic addressed Math and Money

Date 9/2/2019 Grade 1st

Student Outcomes

Specific learning objectives for this lesson.	Students will learn the names of coins, be able to identify each, and know their respective value.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This is connected to Math. It is the first time that students have been introduced to coins and their values.
Knowledge of students background (personal, cultural, or community assets)	The only knowledge students may have is from personal experiences with their parents at retail stores when making purchases.

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.1.MD.B.3: Identify and know the value of a penny, nickel, dime, and quarter.
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Academic Language Support

<p>What planned instructional supports might you use to assist students to understand key academic language to express and develop their content learning?</p> <p>What will you do to provide varying supports for students at different levels of academic language development?</p>	<p>Repetition of words will help students retain information, as well as required responses when asked questions about each coin. A worksheet will also be used.</p> <p>I will place students that have a firm understanding in groups to work together with students who do not. They will be given sets of coins to identify and discuss. I will also offer one on one to each student that needs further instruction at my table.</p>
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Key Vocabulary

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

Materials needed by teacher for this lesson.	inspiration 9 software, coins (pennies, nickels, dimes, and quarters), one-dollar bill, smart board, computer, identifying coins worksheet
Materials needed by students for this lesson.	identifying coins worksheet, pencil, pennies, nickels, dimes, quarters, one-dollar bill provided by the teacher

Lesson Timeline with Instructional Strategies & Learning Tasks (**This should be VERY DETAILED**)

Time of Time	Eng & Learning Activities	What YOU (teacher) will be doing and/or what STUDENTS will be doing during this part of the lesson.
15 min	<u>Introduction:</u>	Each student will be given a one-dollar bill, penny, nickel, dime, and quarter. The students will be given a few minutes to look over and explore the coins and dollars .After they have had a chance to look at the coins I will hold up a coin and ask the students if they have seen one before. I will then ask them if they know the name of the coin. I will use fair sticks to call on students to answer.
40 min	<u>Instruction:</u>	Today, we are going to learn about money. Coins and dollar bills are a form of money. Each one represents a different amount. Listen closely while I describe each coin and tell you it's value. I will use the graphic organizer I created on Inspiration 9 as I talk about each individual coin. When I am finished going over each individual coin I will begin to call on students to answer questions about each coin. I will use this as an assessment to see if the students have a firm understanding of the value and identity of each coin. After the question time students will be given an identifying coins worksheet to complete. I will give the students an opportunity to ask for additional help if it is needed as I walk around the room and observe the students while they work.

10 min	<u>Closure:</u>	<p>We will go over each coin one last time. After that we will go over the worksheet for the correct answers. When that is complete, students will put away the worksheet and the coins will be collected.</p>

Accommodations/Modifications

<p>How might I modify instruction for:</p> <p>Remediation?</p> <p>Intervention?</p> <p>IEP/504?</p> <p>LEP/ESL?</p>	<p>Videos, one on one instruction, and groups to help with understanding.</p>
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	provide students with pretend money to keep to practice identifying coins at home and school.
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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	Formative, This will be continued into future lessons when students begin to count money.
	<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.	Vygotsky socio-cultural theory
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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>