

Name: Mollie Rose

Lesson Plan Template

Lesson Segment Focus: Saving money

Lesson 1 of 2

Course & topic addressed: Social Studies and saving money

Date: 9/7/19 Grade: 1st

Student Outcomes

Specific learning objectives for this lesson.	The student will be able to identify the different places that people keep their money
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	The student knows what money is and that it can be saved.
Knowledge of students background (personal, cultural, or community assets)	Within my classroom there are several students that are part of the lower socioeconomic standings in society. Majority of these students are being raised by single parents, grandparents, extended family, or being left alone with siblings.

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.	E.6.1.2 Identify places people save money (e.g., piggy banks, wallets, banks) D2.Eco.9.K-2
--	---

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?	As a teacher, I could show them pictures of money and places to save money. Include a word wall with important words on it.
What will you do to provide varying supports for students at different levels of academic language development?	

Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">• savings• bank• money• wallet• piggy bank• invest
---	---

Materials

Materials needed by teacher for this lesson.	White board, erase marker, glue, scissors, handouts
Materials needed by students for this lesson.	Pencil

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.
5-10 minutes	<u>Introduction:</u>	Show the students money and ask them if they know what it is, then ask what you do with it and to name off things to buy with it. Ask them what to do with it they do not want to spend it and where are some places to keep it.
45 minutes	<u>Instruction:</u>	Tell the students that one place to keep money is at a bank. Ask them what a bank is and go into detail that it is a place where people and businesses store money. Ask them if they know what a wallet is and explain that it is a place that the adults keep money when they are saving it to spend some time in the near future and keeps the money close to them. Most usually store a wallet in a purse or pocket, and they carry this with them almost everywhere they go. Ask them if they know what a piggy bank is, and if any of them have one, and if they keep their money in it and bring one to show them. Explain that the purpose of a piggy bank is to save money for a rainy day. Pass out the web to the students and fill it out as a class. Also, pass out pictures of all these three places with blanks beside them. After the web is filled out, have the students cut out the words we, as a class wrote down. Have them glue the word to the picture.
5 minutes	<u>Closure:</u>	Ask them basic question about all three of those are and whatnot.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try) Help student that need help cutting and gluing. Move children with hearing issues to the front. Extended time if needed
--	---

Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	(try) Walk around and notice if any students need help, listen to their conversations, tell them to ask if they need help.
--	---

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, walking around, asking, and discussing to make sure students get the information
	<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.	I am unsure what this is
--	--------------------------

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>
---	---------------------------------------

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>