

Name _____ Rachel Holt _____

Lesson Plan

Learning Segment Focus _____ Identifying and Counting Coins _____ Lesson
 _____ 1 _____ of _____ 1 _____

Course & topic addressed _____ Coin Collection _____ Date _____
 Grade _____ 1st _____

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to count collections of like coins and know the value of different types of coins.
Justify how learning tasks are appropriate using examples of students' prior academic learning .	Students should be able to count and organize collections of similar objects and be familiar with the four types of basic coins.
Justify how learning tasks are appropriate using examples of students' personal, cultural, linguistic, or community assets .	Knowing the value of coins and being able to identify them is a crucial part of the real financial world that students should become knowledgeable of.

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.1.MD. B.4: Identify and know the value of a penny, nickel, dime, and quarter. AR.Math.Content.1.MD. B.5: Count collections of like coins
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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
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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>Functions: Students will <u>compare</u> the number of coins and the total amount of money that they each have collected. This data will be organized and <u>classified</u> in the Spreadsheet, which the students will help the teacher to complete.</p> <p>Supports: Students will collect their own coins and bring them to class to complete this activity. Students will get to physically see and count the number of coins that they have, as well as compare their total to that of their classmates. By using real coins, the students can better understand the value of each coin, and what they look like and feel like.</p> <p>Demands: Vocabulary such as data, compare, coins, and total will be used.</p>
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Materials

Materials needed by teacher for this lesson. (such as books, writing materials, computers, models, colored paper, etc.)	Teacher must have a computer and access to Excel Spreadsheets to organize the data
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Materials needed by students for this lesson. (computers, journals, textbook, etc.)	Students must collect and bring their own coins
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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)
5 minutes	Introduction: Teacher will use the Excel Spreadsheet template and fill in the students' names.	
45 minutes	<p>Instruction:</p> <p>Teacher will perform lesson about the value of each coin and how to identify them. After each student says their amount, the teacher will enter that information into the spreadsheet. Once the students have all counted their coins, the total number for each should be displayed. The class will count their totals to make sure the spreadsheet is correct. This will be repeated for the amount of money.</p>	<ul style="list-style-type: none"> • Students will bring coins they found or collected from home • Teacher will teach/remind students of the value of each coin, as well as the name of each coin and how to identify it • Students will go around the room telling how many coins they have. E.g., Susie will say that she has 4 pennies, 2 nickels, 5 dimes, and 1 quarter. • Teacher will enter this data into the Spreadsheet. The sheet should be projected on the screen so the students can see the information and help fill in the sheet. • Once every student has told how many of each coin that they have, the spreadsheet will display the total number of coins that they have. To check this, the students must count their coins and see if that number is correct. E.g., Susie counts her coins and says that she has 12 coins. The spreadsheet is correct. • Now the students will go around and figure up the amount that each coin is worth. This information will also be entered into the spreadsheet. Teacher and classmates will help each other with this portion. • Teacher will make clear that a penny is worth 1 cent, a nickel is 5 cents, dime is 10 cents, and a quarter is 25 cents. • E.g., Susie has three pennies, so she has 4 cents. 2 nickels=10 cents. 5 dimes=50 cents, 1 quarter=25 cents. • Once this information has been entered into the spreadsheet, the total amount of money for each child should be displayed.

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)
		Students will work together to check those answers.
	<u>Closure:</u>	Students will have practiced counting coins and their values, as well as identifying each based on their name and worth.

Accommodations/Modifications

<p>How might I modify 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>Since the class will be working together in this activity, if a student has difficulty counting or identifying coins, the teacher and other students can help them. If a student has vision problems or trouble seeing the board, they can sit closer or view the spreadsheet from a student issued computer/screen.</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 student needs are met? (All students who are not on specific plans mandated by federal and state law.)</p>	<p>By using real coins, they are incorporated as like a manipulative that the students can physically touch and analyze. The spreadsheet can be edited to where the font is larger or more colorful, making it easier to understand and read for the young children.</p>
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Assessments: Formative and/or Summative

<p>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).</p>	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Students are learning about coins and counting as part of the instructional process.</p>
	<input checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	<p>Teacher is able to plan and improve instruction based off of students' displayed knowledge.</p>
	<input type="checkbox"/> Formative / <input type="checkbox"/> Summative	

Research/Theory

<p>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.</p>	<p>“Learning the value of dollars and cents is an important part of being financially literate.” -Stash Team “Learning to count coins can help develop kids’ numeracy and understanding of currency.” -Stash Team https://learn.stash.com/counting-pennies#:~:text=In%20an%20age%20when%20money,numeracy%20and%20understanding%20of%20currency.&text=But%20cash%20and%20coins%20are,in%20adolescence%20and%20as%20adults.</p>
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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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