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## Lesson Plan Template

Lesson Segment Focus: **Adding and Counting money** Lesson \_\_\_\_\_ of \_\_\_\_\_

Course & topic addressed **Adding money** Date: September 28<sup>th</sup> 2019 Grade: 1st

### Student Outcomes

Specific learning objectives for this lesson.	Students will learn more about how to add money
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will already be able to recognize money amounts and in this lesson they will add the addition of money
Knowledge of students background (personal, cultural, or community assets)	

### 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.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 (pennies, nickels, and dimes) AR.Math.Content.1.MD.C.6 ○ Organize, represent, and interpret data with up to three categories, using tally tables, picture graphs and bar graphs ○ Ask and answer questions about the total number represented, how many in each category, and how many more or less are in one category than in another
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### 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?	
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### Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	
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## Materials

Materials needed by teacher for this lesson.	Microsoft excel Computer smartboard
Materials needed by students for this lesson.	Computer Microsoft excel

## 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 minutes	<p><b><u>Introduction:</u></b> Have all of the students bring me a list of how much money they receive for each chore they do at home</p>	I will have the students bring me a paper filled out from home with a list of how much money they receive for doing chores around the house like; taking out the trash, feeding the pets, making the bed, and cleaning the dishes after the dinner.
30 minutes	<p><b><u>Instruction:</u></b> I will tell my students that we will be using these amounts of money to add together and create tables and graphs to compare and add</p>	I will take the amounts and compute them into a chart in excel and have the students follow along so that they will not be lost. I will show them that when we compute these amounts we can add them together to get a total amount. I am using excel to teach students how to add money together. After we create the chart I will teach the students how to create a graph from the chart so that they can learn about comparisons.

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.
10 minutes	<p><b>Closure:</b> We will discuss and compare the amount of money each student gets from doing chores.</p>	Make sure students know how to add the amounts of money together and how to compare the amounts.

**Accommodations/Modifications**

How might I modify instruction for:  Remediation? Intervention? IEP/504? LEP/ESL?	
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**Differentiation:**

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