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Lesson Plan Template

Lesson Segment Focus: Money Lesson 2 of 2

Course & topic addressed: Mathematics/Money Date: 10/15/2019 Grade:1st

Student Outcomes

Specific learning objectives for this lesson.	While learning how to successfully use QR Codes, the students will also master the skill of identifying and using coins from the United States.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Within the first lesson, students will learn about coins. They will learn the difference between the four coins, certain distinguishing factors of coins, and their value.
Knowledge of students background (personal, cultural, or community assets)	Students will have been exposed to coins in their daily life. Some students with different cultural backgrounds may have been exposed to different sets of coins, but within the United States, students must learn about our coins that we use.

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.
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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?	I will make it a point to have a decorative poster on a wall in my room, which displays pictures of the coins, and the value of them. This can be used for students to look back on when they may be confused.
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<ul style="list-style-type: none">- Penny- Nickle- Dime- Quarter
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> - Various items for a 'store' setting. (empty cereal boxes, toys, empty bottles, etc.) - QR Codes for the 'price tags.'
Materials needed by students for this lesson.	<ul style="list-style-type: none"> - iPad or iPod - Coins or fake coins

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.
	<u>Introduction:</u>	<p>At first, I will introduce us talking about coins once again with song about coins. Since the students have already seen it in the first lesson, they should be able to sing along and dance along with the song.</p> <p>Afterwards, I will show the students the 'store' that is in the front or the side of the room. After showing the class the coins once again, along with their values, students will be provided with 50 cents worth of money. As I walk around the class, I will provide each student with 5 pennies, 2 nickels, 1 dime, and 1 quarter. Before beginning the lesson, the students will talk in their group about how much money they believe they have individually, and all together.</p>
	<u>Instruction:</u>	<p>Students will take turns (in groups) going to the 'store.' Students should have counted their coins and came to their individual total of 50 cents. One by one, the students will use their iPad or iPod to scan the QR code located on the side of the item that they are wanting to 'buy.' After using the QR Scanner app on their apple device, the student will then hand me the appropriate amount of money. After paying for their item, they will sit back down with their group, and discuss what they bought, how much it was, and how much money they have left over.</p>

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.
	<u>Closure:</u>	After each student has bought their items, and discussed with their group, I will close the lesson once again with the coin video. The students will be able to sing and dance in their seats. The students will then return the money that they received, clean up their area, and get ready for the next lesson.

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	.(try)
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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).	<u>Formative</u>	For this assessment, after the two-part lesson, students will receive a paper quiz over the values of the coins previously learned. They must be able to know the values of each, and how to add two different coins together.
	<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?	<i>TO BE FILLED IN AFTER TEACHING</i>
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How will I use assessment data for next steps?	
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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.

COIN VIDEO: <https://www.youtube.com/watch?v=MbtmucV-U2c>

*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>