

Lesson Plan Template

Lesson Segment Focus: Coins

Lesson: 1 of 1

Course & topic addressed: Mathematics

Date: 09/04/2019

Grade: Kindergarten

Student Outcomes

Specific learning objectives for this lesson.	Students will be able to correctly identify a penny, nickel, and dime, and will be able to name their correct value. The students will also be introduced to a quarter, even though these will be focused on more in the coming grades.
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	Students will have learned that there are different amounts of money. They also will have learned that coins and paper bills pay for the things that we need to survive.
Knowledge of students background (personal, cultural, or community assets)	Some students may live in low income or even high income households. I will keep this in mind when teaching them about the different forms of money.

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.K.MD.C.6- Identify pennies, nickels, and dimes, and know the value of each.
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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>In order to assist my students with the subject, I will continuously use coins around the classroom. I will use a system in my classroom, where students can receive fake 'coins' for being good students. These coins will be used for the treasure box at the end of the week.</p>
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Key Vocabulary

What vocabulary terms/content specific terminology must be addressed for students to master the lesson?	<p>Penny</p> <p>Nickel</p> <p>Dime</p> <p>Quarter</p>
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Materials

Materials needed by teacher for this lesson.	<ul style="list-style-type: none"> - Computer - “Coins!” video by ABCMouse.com - Smart Board or Screen - Inspiration 9 - Stations set up around the room with amounts of money (provided at bottom)
Materials needed by students for this lesson.	<ul style="list-style-type: none"> - Fake coins - Worksheet (provided at bottom) - 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.
10 Minutes	<u>Introduction:</u>	At the beginning of the lesson, I will hold up a penny. I will ask the students if they have ever seen this object before, and ask if they know anything about it. I will continue doing this for each coin, till we reach a quarter. After this, I will go back over each coin, stating the value of each coin, requiring the students to repeat after me. I will then play the “Coins!” video by ABCMouse.com, allowing the students to get up behind their seats and dance, to get them excited for the lesson.
35 Minutes	<u>Instruction:</u>	After the video, as the students get back in their seats, I will grab the plastic coins from the designated area. Each student will receive 5 pennies, 3 nickels, 2 dimes, and 1 quarter. As the students begin looking through their coins, I will pull up the Inspiration document. In this web, the students will be able to see each coin, and their values. As we go through the web, the students will pick up the prospective coin, making them more familiar with what the coin looks like. Before explaining to them the lesson, and the activity for the day, I will get the students excited to learn about coins. I will start by telling them that coins are valuable, and that they buy the things that we need and want. Just as real coins buy things, these fake coins will be valuable to them. The students will receive coins for doing good deeds in the classroom, being quiet and respectful, making good grades, etc. Around the room, there will be stations with (small) amounts of money. The students must give the correct amount of money within the coins that they received.
	<u>Closure:</u>	In the end, the students will go back to their seats, and will work on the “Color By Coin” worksheet. This worksheet is simply for fun, just to see if the students are paying attention to the lesson, and if they are comprehending what is being taught to them. Afterwards, each student will receive a “quarter” to keep in their cubby if they participated in the lesson, and behaved.

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?	I used a visual approach when using the Inspiration web, and when the students will be watching the video. I used a hands on approach when the students are provided with the fake coins, so that they can add coins on their own.
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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 checked="" type="checkbox"/> Formative / <input type="checkbox"/> Summative	The formative assessment will be the coloring worksheet that I will provide the student. Although it is for fun, it will truly give me an idea on which students are grasping the lesson.
	<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.

Station Labels:


→ STATION ONE ←



Lollipop

4¢

→ STATION TWO ←



Cotton Candy

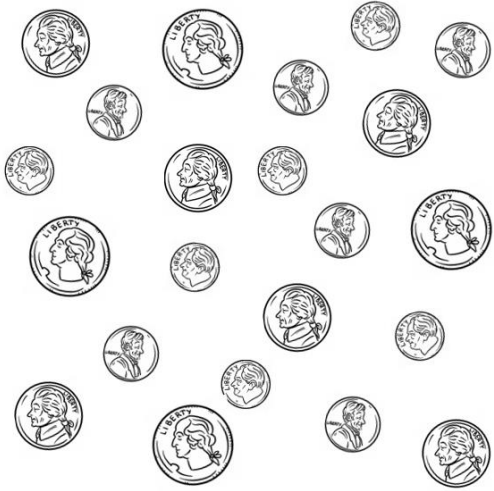
6¢

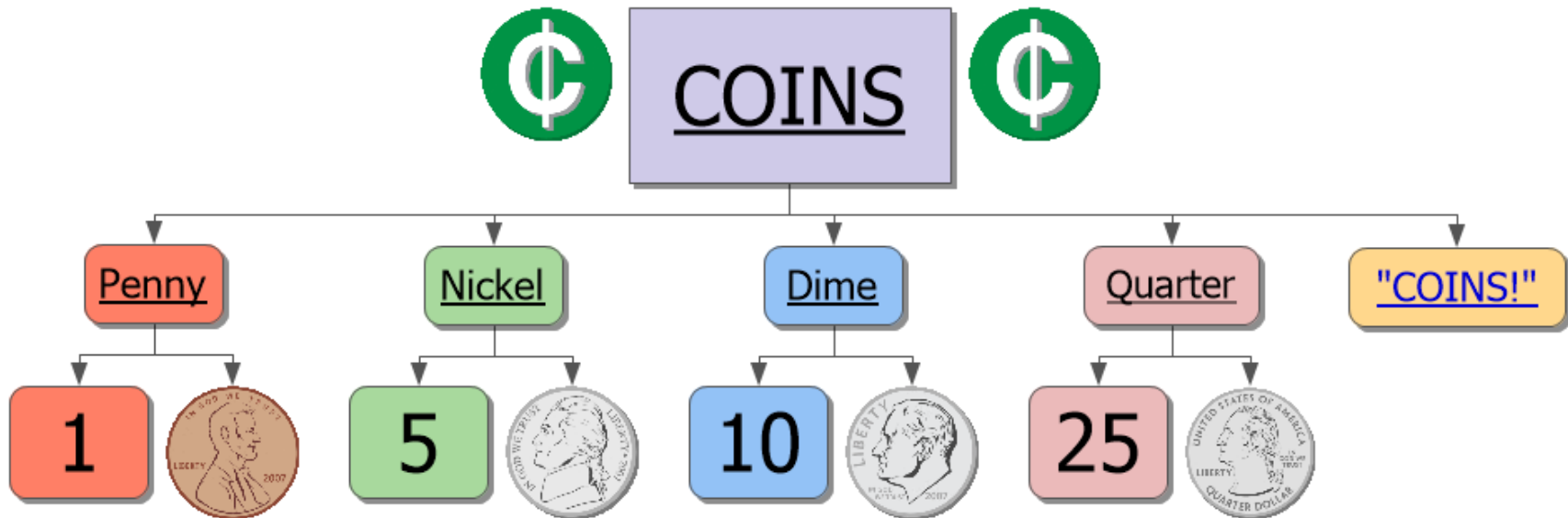
Coin Worksheet:

Name: _____

Color by Coins

Penny	Nickel	Dime	Quarter
Orange	Green	Blue	Red





*adapted from: <http://webcache.googleusercontent.com/search?q=cache:EsQcNWuG1Z0J: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>