

Lesson Plan Template

Lesson Segment Focus **Nickels and Pennies and Dimes, OH MY_** Lesson 4 of 4

Course & topic addressed: **identify pennies, nickels, and dimes and values of each** Date 3.11.19 Grade **kindergarten**

Student Outcomes

Specific learning objectives for this lesson.	Identify pennies, nickels, and dimes, and know the value of each
Describe the connection to previous lessons. (Prior knowledge of students this builds upon)	This lesson will be the last of a unit lesson of learning to identify pennies, nickels, and dimes and knowing the values of each. Students will need to have a good understanding from the previously lessons.
Knowledge of students background (personal, cultural, or community assets)	Knowing their knowledge of money before starting the unit lesson

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.	K.MD.C.6 Identify Pennies, Nickels, and Dime, and know the value of each
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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?	value
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Materials

Materials needed by teacher for this lesson.	Money book Money video Money question cards Items that students can “buy” in center 3 Assessment worksheet
Materials needed by students for this lesson.	Ipad for center 1

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.
12 min	<u>Introduction:</u>	Start by reading a book that summarizes pennies, nickels, and dimes. After book, discuss by prompting students with questions Next ask students to focus on the smartboard. Play a fun video that explains and describes money. After that, ask students to discuss with their table “what would you buy with a penny, nickel, and dime?” after a few minutes, ask one student from each table to share what they would buy.
30 min	<u>Instruction:</u>	Have 3 centers and allow 10 mins at each center. Center 1: Students will create a mind map together using the app total recall including characteristics of each. This center is where I will be helping Center 2: students will get a chance to play with real money. There will be cards that ask question and students will have real money to help them solve the question. Example: List 1 the ways to make 10 cents.” Center 3: Students will have a chance to “shop” Students will practice buying items and will pay with real money. .

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.
15 mins	Closure:	For assessment I will have a worksheet for students to complete once centers have been finished

Accommodations/Modifications

How might I modify instruction for: Remediation? Intervention? IEP/504? LEP/ESL?	more one on one work. Modify the centers and the procedures at each
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Differentiation:

How might you provide a variety of instructional methods/tasks/instructional strategies to ensure all student needs are met?	
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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	Worksheet assessment
	<input type="checkbox"/> Formative / <input checked="" type="checkbox"/> Summative	centers
	<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.

*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>;
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