

# Lesson Plan Template

Date: 04/28/18

<b>Grade:</b> Pre-K		<b>Subject:</b> Math	
<b>Materials:</b> "Alexander, Who Used to Be Rich Last Sunday", Jar with 100 pennies, book props		<b>Technology Needed:</b> None	
<b>Instructional Strategies:</b> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer <input checked="" type="checkbox"/> Guided practice                              teaching/collaboration/ <input type="checkbox"/> Socratic Seminar                              cooperative learning <input type="checkbox"/> Learning Centers <input checked="" type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Lecture <input type="checkbox"/> PBL <input type="checkbox"/> Technology integration <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Other (list) <input checked="" type="checkbox"/> Modeling		<b>Guided Practices and Concrete Application:</b> <input checked="" type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:	
<b>Standard(s):</b> MTH.2.1 Recognize that the number of objects can change when they are added or taken away from a group		<b>Differentiation</b> <b>Below Proficiency:</b> More props, have child come to the front and put the money you have previously counted into the jar  <b>Above Proficiency:</b>  <b>Approaching/Emerging Proficiency:</b>  <b>Modalities/Learning Preferences:</b> Visuals: props and a jar with 100 pennies Audit: book and counting out loud together	
<b>Objective(s):</b> By the end of the lesson, students will comprehend spending money by following along with the book <b>Bloom's Taxonomy Cognitive Level:</b> Application			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> This activity will be done in full group		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Students will be expected to be active listeners throughout the story Students will be expected to handle props appropriately	
<b>Minutes</b>	<b>Procedures</b>		
<b>Set-up/Prep:</b> Prepare book, props, and jar with 100 pennies ahead of time			
2	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Ask students in whole group if any of them have a piggy bank. Once students have answered, have a short group discussion on what they are saving their money for. Ask students if they know how to count the money in their piggy banks and what it means to add or take away that money.		
3	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Introduce students to the book "Alexander, Who Used to Be Rich Last Sunday". Explain to students that today we will be learning about how Alexander saves and spends his money. Tell students that we will be counting the money he receives or spends in whole group with pennies.		
10	<b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b> Begin reading the book to students while showing props from the story. As Alexander begins to spend his money in the story, have students count out in whole group how many pennies he has spent. Drop pennies into a jar as students count for a visual.		
2	<b>Review (wrap up and transition to next activity):</b> Once the book is finished, have students answer a would you rather question based upon Alexander choices within the story and if they would rather have all the things he bought with his dollar, or 100 pennies, or just have a dollar to keep saving in their piggy banks		
<b>Formative Assessment: (linked to objectives, during learning)</b> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> The formative assessment will be the students' demonstration of counting pennies throughout the story		<b>Summative Assessment (linked back to objectives, END of learning)</b>  The summative assessment will be the formative assessment	

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**Reflection (What went well? What did the students learn? How do you know? What changes would you make?):**

**I loved this lesson and felt as if it went well in these ways:**

Students were engaged throughout the entire story

Students seemed to enjoy seeing all the different props

Students seemed to be benefiting from the counting of it

Students were learning about money such as 1 nickel equals 5 pennies, 1 dime equals 10 pennies, 1 dollar equals 100 pennies, and so forth

**What students learned:**

Students practiced counting skills

Students learned the concept of spending 1 dollar little by little

Students learned how 1 nickel is the same amount of money as 5 pennies

**How I know:**

Students counted out loud in whole group with confidence

Students practiced losing the 100 pennies, or dollar, as the Alexander spent the money within the story

Students responded to the idea of 1 nickel equaling 5 pennies and would count out the 5 pennies in whole group