

<b>Grade: Special Education 2<sup>nd</sup> grade</b>	<b>Subject: Math</b>
<b>Materials: Grocery store, QR code, play money</b>	<b>Technology Needed: QR code reader, computer</b>
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Direct instruction</li> <li><input type="checkbox"/> Guided practice</li> <li><input type="checkbox"/> Socratic Seminar</li> <li><input type="checkbox"/> Learning Centers</li> <li><input type="checkbox"/> Lecture</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Other (list)</li> </ul> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer teaching/collaboration/cooperative learning</li> <li><input type="checkbox"/> Visuals/Graphic organizers</li> <li><input type="checkbox"/> PBL</li> <li><input type="checkbox"/> Discussion/Debate</li> <li><input type="checkbox"/> Modeling</li> </ul>	<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Large group activity</li> <li><input type="checkbox"/> Independent activity</li> <li><input type="checkbox"/> Pairing/collaboration</li> <li><input type="checkbox"/> Simulations/Scenarios</li> <li><input type="checkbox"/> Other (list)</li> </ul> <p>Explain:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hands-on</li> <li><input type="checkbox"/> Technology integration</li> <li><input type="checkbox"/> Imitation/Repeat/Mimic</li> </ul>
<b>Standard(s)</b>  2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ an. d ¢ symbols appropriately	<b>Differentiation</b> <b>Small group instruction with two students:</b> <b>Below Proficiency:</b> Both students in this small group are below proficiency in math. This is a second-grade standard, and these two students are both in the third grade. To differentiate for each student's needs, they will be given money problems that will challenge them, but they will still be able to solve. Both students are at the same level, so their problems will be differentiated the same.
<b>Objective(s)</b>  By the end of the lesson students will be able to add and subtract to solve word problems involving dollar bills, quarters, dimes, nickels, and pennies by using the grocery store and QR codes to buy food.  <b>Bloom's Taxonomy Cognitive Level:</b>	<b>Modalities/Learning Preferences:</b> <ul style="list-style-type: none"> <li>• <b>Visual:</b> Visual learners will be able to see the actual fruit objects. They will be able to see the price of the fruit once it is displayed on the screen. Visual learners will be able to see their money in order to use it to pay for their food.</li> <li>• <b>Auditory:</b> Auditory learners will benefit from the verbal instruction at the beginning of the lesson. There will also be options for the QR code reading to read aloud the price for auditory learners to hear the actual price.</li> <li>• <b>Kinesthetic:</b> Kinesthetic learners will be able to touch the fruit and the money. Student will be able to physically touch the money while they are paying/giving themselves change.</li> <li>• <b>Tactile:</b> Tactile learners will benefit from writing down their problems on a white board or sheet of paper to help visualize what they are trying to solve.</li> </ul>

Classroom Management- (grouping(s), movement/transitions, etc.)	Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)
<b>Minutes</b>	<b>Procedures</b>
<b>2 Minutes</b>	<b>Set-up/Prep:</b> <ul style="list-style-type: none"> <li>- Set up the QR code reader on the computer</li> <li>- Have the grocery store set up and ready to go</li> <li>- White boards, markers, and erasers</li> <li>- Play money/cash register</li> </ul>
<b>5 – 10 Minutes</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> <ul style="list-style-type: none"> <li>- First, I will go through the money reviewing what we had learned already a nickel, dime, quarter, and a penny is. I will do this by giving students the fake coins and flash cards</li> <li>- Next, I will quiz the students on small addition and subtraction problems using money to get their brains focused on money in math</li> <li>- I will create a word problem on the board. I have \$22.58. I bought a box of mac n cheese for \$2.68 and three apples at \$0.89 each. How much money will I have left?</li> <li>- We will solve this first one step by step modeling to them how to set up the problem and how to find the answer</li> <li>- Then students will be given one more story problem to solve on their own using their white boards and their money. I have \$15.73. I bought a box of chocolates for \$6.98 and a pumpkin pie for \$4.33. How much money will I have left after I buy the chocolates and the pie? Give students time to solve</li> <li>- Have one student volunteer how they solved the problem step by step and see if everyone has the same answer or if they found the answer a different way</li> <li>- (these above questions will be review for the students to help prepare them for today's lesson).</li> </ul>
<b>10 Minutes</b>	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> <ul style="list-style-type: none"> <li>- Today we are still going to be learning about story problems and money, but we are going to learn about different story problems. In these problems we might have to work backwards to find our answers. Has anyone ever worked backwards on a problem in math before?</li> <li>- Start with a word problem. I have \$34.49. Apples are 50 cents each, 1lb of hamburger is \$7.93, Tomato soup is \$1.89, and frozen pizzas are \$5.43. What can I buy out of these items with the money I have?</li> <li>- I will model to students how to solve this problem and how this problem can have multiple answers along with multiple ways to solve it</li> <li>- The first way, I will show the students how to use their play money to solve this problem</li> <li>- The second way, I will show the students how to add up different items to see how close I can get to the total money I have</li> <li>- Depending on how the students are doing, to challenge them I will ask them to round up the prices to get an estimate and to count in their head</li> <li>- I will model how to solve this problem in these ways</li> <li>- I will then add another problem for the students to solve I bought three apples at 50 cents each, a frozen pizza for \$6.00, four cans of tomato soup at \$2.69 each, and a box of Cheezits for \$3.98. The cashier gave me \$4.83 in change. How much money did I start with?</li> <li>- This is more of a challenging question for the students, but we will solve it together. I will ask the students what to do first, next, after that....</li> </ul>

**Lesson Plan Template**

**Date:** \_\_\_\_\_

	<ul style="list-style-type: none"> <li>- Then, they will be given one final problem to solve on their own and I will check it. Students will need to explain how they got their answer and what methods they used to solve it.</li> </ul>
<p><b>10 Minutes</b></p>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <ul style="list-style-type: none"> <li>- Okay today we are going to play with our grocery store.</li> <li>- Each of you will get \$20.90</li> <li>- With this money, you need to choose which items in the store you can buy</li> <li>- Once you scan the items, you must give the correct change back to yourself. To do this you may use the methods we learned today, your white board, and the fake money.</li> <li>- After students spend their money, we will do another activity</li> <li>- I will give students a list of items to choose from.</li> <li>- They will be given \$32.69</li> <li>- They will then have to decide how many of which items they will buy to have the least amount of money left. Students will scan the QR codes at the end and then add up the total of their items and also give change back unless they were able to use their exact amount of money</li> <li>- After students have done a few problems and there is time left they will be able to play with the grocery store for 1-2 minutes</li> <li>- If I feel students need to be challenged, I will have the try and write an equation</li> <li>- If I feel the lesson is too challenging, I will go back and review the word problems in the engage portion with the grocery store and slowly add challenging portions to the problems</li> </ul>
<p><b>2 Minutes</b></p>	<p><b>Review (wrap up and transition to next activity):</b></p> <ul style="list-style-type: none"> <li>- Ask students two new ways they learned how to solve math problems today</li> <li>- As an exit slip, have the student answer the question, how might solving these word problems help you in real life?</li> </ul>
<p><b>Formative Assessment: (linked to objectives, during learning)</b></p> <ul style="list-style-type: none"> <li>• <b>Progress monitoring throughout lesson (how can you document your student's learning?)</b></li> </ul> <p>-During the lesson I am observing the students and making sure they are solving the word problems correctly and understanding different ways to solve the problems.</p>	<p><b>Summative Assessment (linked back to objectives, END of learning)</b></p> <ul style="list-style-type: none"> <li>- By the end of the lesson, students will have different ways to solve math story problems including money. By the end of the lesson students will be able to understand how this is applied in real life scenarios.</li> </ul>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	