

LESSON PLAN - 1st Grade - Math

Student Teacher: Danielle Lewerenz Grade Level: 1st Grade

Subject: Math Lesson Plan Topic: Money Glyphs

Planned For (Day/Time): Friday, March 16, 9:30am

1. Objectives:

- a. Students will be able to:
 - i. follow directions to create a coin glyph
 - ii. use coin glyphs to tell the amount of money (using pennies and quarters)
 - iii. correctly understand how to use terms like above and below, left and right
 - iv. create coin glyph for display
- b. List national, state, and local objective:
 - i. N.ME.01.02 Read and write numbers to 110 and relate them to the quantities they represent.
 - ii. M.UN.01.04 Identify the different denominations of coins and bills.
 - iii. M.UN.01.06 Tell the amount of money: in cents up to \$1, in dollars up to \$100. Use the symbols \$ and ¢.
 - iv. M.PS.01.07 Add and subtract money in dollars only or in cents only.
 - v. G.LO.01.02 Describe relative position of objects on a plane and in space, using words such as above, below, behind, in front of.

Money Glyphs		
Materials	Worksheets (penny and quarter glyphs, instructions), SMARTboard, board paper to make pot of gold for hallway, chocolate coins, shamrock stickers	
Introduction (activate prior knowledge)	Verbal review of coin values (5 mins) Penny, nickel, dime, quarter, cents, amount	
Instructional Strategies	<p>Teacher: Walk students thru the steps of create a coin glyph (20-25 minutes) 1. Place glyph instructions on the smartboard, but only reveal each instruction one at a time.</p> <ul style="list-style-type: none"> • Review seasons with students - have a chart with the months that correspond to each season to help students • Review relative position with students (above, below, right left) by putting glyph on the Smartboard • Reorder - 6, 4 and 5 • Step 6 • Have the students color based on instructions • Replace stars with shamrock stickers for St. Patrick's Day theme • Pass out scissors and have students cut out their coin 	<p>Student: follow directions to create a coin glyph</p> <p>(Differentiation - allow students extra time if they need it. Create a glyph with the students so they can view the instructions.)</p>

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	<p>2. Practice counting coins (10 minutes)</p> <ul style="list-style-type: none"> Choose a group of students (by rows, sex, use name sticks) and have students identify the total value represented by the quarters and pennies used in the glyphs. <p>3. If things are going well, divide the class into two/three groups, put a value on the board and the first group to find the correct coins wins (gold coins)</p>	<p>Work together with classmates to determine different values with their coins.</p> <p>(Differentiation - give students extra time, let them work with partners to find the answer)</p>
<p>Close / Assessment</p>	<p>Place coins in the pot of gold in the hallway, give students a slip of paper for the opportunity to try and add the value of all the coins in the pot.</p> <p>Friday - no homework</p>	
<p>Reflection</p>	<p>This lesson went well. Students were receptive to the activity - both the glyph and the counting. For future lessons, I need to have a much larger coin to use as an example as we build the glyph together (think poster board size). See comments from supervisor review.</p> <p>The giant pot of gold with the coins and shamrocks looked good out on the wall. The students had a good time writing their wishes on the shamrocks - it was a good tie in for a St. Pat's lesson. That was a last minute decision that needs to be incorporated into this lesson plan.</p>	



My Coins Go Jingle-Jangle

Name _____ My Coins Go Jingle-Jangle

Legend

- In what season were you born?

Choice of Coin	George Washington Fall or Winter	Abraham Lincoln Spring or Summer
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- Write the year you were born below the president.
- Write the name of the town or city you live in above the president's head.
- Are you a boy or a girl?

Color of Coin	orange boy	yellow girl
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- How many people are in your family? Paste stars on the left side of the coin.

Number of Stars	2 stars two	3 stars three	4 stars four	5 stars five or more
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- Write the word and numeral for your age on the right side of your coin.

Math Skills

- directionally: left, right; above, below
- writing numbers
- money: value of coins, combinations of coins to represent a given value
- addition

Materials

- reproducible coin patterns and legend from pages 37-39
- completed coin glyph
- scissors
- glue or paste
- crayons
- real or play money (optional)



Creating the Glyph

Distribute copies of the coin glyph patterns and the legend to students. Review the legend, one characteristic at a time, as you display a glyph you have completed. Then distribute the other materials, and invite students to use the legend to create their own personal coin glyph.

Critical Thinking

Choose a group of student glyphs randomly. Have students identify the total value represented by the quarters and pennies used in the glyphs. Once they have found the total, ask them to find another combination of real or play coins to show that same amount. For example, if the total for five students' glyphs was

My Coins Go Jungle-Jangle
Coin patterns



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Appendix K

SUMMARY OBSERVATION REPORT

Student Teacher: Danielle Lewerenz
 Semester: Fall Spring Year: 2012
 On-site Coordinator: Madeleine Karcz
 Title: Instructional Specialist School: Mark Twain
 Experience (Years): 13 years Degree/License: Ed. S. Leadership
 Date/Time of Observation: 03/16/12 09:30am Lesson Observed: Math Lesson: Money Glyph

PREPARATION and PLANNING:

Ms. Lewerenz submitted a complete lesson plan written in the GMU Format well in advance of the observation. The lesson is a math lesson, utilizing visual literacy. All materials were ready.

INSTRUCTIONAL METHODS and MANAGEMENT:

Lesson objective was announced. Ms. Lewerenz explained what a glyph is and activated prior knowledge by reminding students about examples of glyphs they have seen hanging up around the school. Reviewed that a glyph is used to represent information allowing call-outs, as well as reviews the values of various coins: 1, 5, 10, 25, 50, 1.00, taking volunteers with raised hands. Lead students through the creation of a glyph, scaffolding concepts such as season-month of birth, and assisting students with year they were born and middle names. Distributed chocolate coins for students who volunteered answers. Reviewed locations: above, below, in front, behind, etc., as well as synonym/antonym. Circulating, checking, distributing materials and supplies. Adapted activity to fit with St. Patrick's Day theme: pot of gold. Reminded students to raise hand to be recognized or answer a question.

ASSESSMENT:

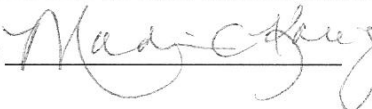
Questioning strategies used throughout. Misconceptions corrected. Students showed their glyphs and others were asked to interpret the information. Allowed student volunteers to count coins and add them up (reviews and assesses addition of money). Anticipated follow-up included a challenge to count money after it is placed in pot of gold in hallway display. Reminder given that four quarters make a dollar and grouping these will make counting easier.

PROFESSIONALISM:

Respectful of students' differing abilities. Addressed each student by name or nickname, displaying familiarity with all. Able to interact with students in a fun but focused lesson, while maintaining a professional demeanor.

RECOMMENDATIONS: (made during post-lesson debriefing)

Ms. Lewerenz continues to meet all expectations and actively seeks input and resources to improve her instructional practice. The spiral reviews, drawing connections to other lessons (teachable moments), are very beneficial, and Ms. Lewerenz does this very naturally. I suggest not responding to call-outs as students may not distinguish when this type of response is appropriate, and may form a habit that is hard to break. Also recommend talking through each direction completely before signaling students to start, i.e. "all students with spring or summer birthdays stand – your glyph will be a penny."

On-Site Supervisor (Signature)  Date: 3/19/12

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Appendix K

SUMMARY OBSERVATION REPORT

Student Teacher: Danielle Lewerenz

Semester: Spring Year: 2012

On-site Coordinator: Madeline Karcz

Title: Teacher School: Mark Twain School and Academy

Experience (Years): 15 Years Degree/License: M.A / K-8 all subjects

Date/Time of Observation: Friday, March 16, 2012 Lesson Observed: Money Glyphs

PREPARATION and PLANNING:

Danielle spent several weeks finding various websites and hands on activities to prepare students for the math lessons. She demonstrated an excellent anticipatory set which involved the students in real life experiences using and counting money.

INSTRUCTIONAL METHODS and MANAGEMENT:

Danielle allowed time for cooperative grouping as well as differentiated instruction for the more challenged students. She truly understood the idea of whole group instruction, but also knew when to incorporate one to one intervention to allow for a more individualized plan of work for some students. Her hands on approach to teaching demonstrated her knowledge of best practices to engage all styles of learning. Danielle truly has a sound grasp of the following: lesson delivery, classroom management, planning and record keeping. She exhibits excellent teaching strategies and an excellent rapport with students.

ASSESSMENT:


During the math lesson, Danielle showed her innovative ways to teaching by utilizing technology in very unique ways. The whiteboard was used for small group instruction in which the more challenging students received the personal time needed to process what was being taught. The smartboard was used to engage students in a more hands on interactive way to address the more kinesthetic style of learning. Formal and informal assessments were also used as a focal point to understanding the level of mastery for each student. She brought a level of closure to the lesson which allow students to see the connection between the objective and the state standards.

PROFESSIONALISM:

Danielle demonstrated exemplary planning, lesson delivery, and classroom management. The students were actively involved in their learning. She promotes strategic learners by teaching the students to use various math strategies and encourages a higher order of thinking. She also has a desire to teach and a willingness to help achieve high standards for herself as well as her students. As a professional, she uses self evaluation and provides clear and concise lessons.

RECOMMENDATIONS:

It has been a great experience of wonderment and pride to watch Danielle teach a class of 31 first graders. I highly recommend her for a teaching position. She would be an asset to any institution of learning.

Cooperating Teacher  3-19-12
On-Site Supervisor (Signature) _____ Date: _____