**Anthony\_Kathy CA 1**

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| **Teacher:** Kathy Anthony **Subject:** Math /Social Studies **Grade Level:6th – 8th grade** |
|  **Lesson Topic:** Counting Money **Time Required:** One month Theme (weekly centers can be used). |
| **Sunshine State Standards, Benchmarks, & Access Points** (12 – 16 year olds)MA.B.3.3.1.6.4The student’s estimates solutions to real –world problems involving measurement, including estimates of time, temperature and money.SS.B.1.3.1.6.2The student’s use various map forms to acquire information (for example, location, distance, direction, scale, symbol, etc.). |
| **Instructional Analysis - Prior Knowledge** (Include essential concepts that must be known and understood by students BEFORE this lesson is taught)Declarative Knowledge - Students should already know that…1. How to count money and use a map.2. Use of technology resources for problem solving.3. Communicate with peersStudents should already know how to…1. Estimate numbers2. Use a calculator3. Search the webDescribe how you plan to assess prior knowledge and your strategies to make sure that students know and understand what they need in this area.Teacher should review the URLs to become familiar with the mechanisms for the currency conversion and map locators. Be able to obtain access to computes with the Internet access. Should also be able to make enough student copies of the Currency Conversion Table and world map. |
| **Instructional Analysis – Declarative Knowledge** In this lesson, students will learn that….1. The correct locations on the map and learn the most direct travel routes.2. How to estimate distances in which they will be given a starting point and an ending point.3. How to transfer data correctly to get the correct conversion. |
| **Instructional Analysis – Procedural Knowledge** In this lesson, students will learn how to….1. Use a map and conversion table.2. Communicate with peers.3. Transfer data correctly to get correct answers. |
| **Interdisciplinary connections:** Math / Social Studies**Common Misunderstandings or Misconceptions:**Some common misconceptions that a student may have are that they feel money is the same everywhere. Also that the Internet is not safe for everyone to use.**Your plan to address these:**Review the different currency of money and explain that the each Country has a rate of change and that currency changes all the time and show each day what the new rate is. |
| **Learning Objectives:** (List one in each category. **Remember, each objective must have a behavior, condition, and criterion**)Knowledge - Factual knowledge will be shared in group discussion and sought through various online resources. Students should reach 100%.Comprehension - Students will be asked to show their understanding both in their own groups and in the class discussion.Application - Students will be able to show their work as a group project to others during discussion time.Analysis - At the completion of this lesson students will be able to… Use a map, use the internet to look up foreign currency in other countries, and estimate small figures of money.Synthesis - Teacher to give personal example like receipts from trip to England, St. Vincent, and Jamaica.Evaluation - Students will successfully complete activities/projects using a map and a link to currency web cites. Students will complete worksheet that demonstrates their understanding of transferring foreign currency. |
| **Learner Analysis:** (Describe with details your students’ characteristics.)1. Age Range & Gender - Boys and girls ranging from 12 – 16 years of age.
2. Race – All races.
3. Socio-economic background – All socio-economic background.
4. Learning Style Preferences - All are used visual, kinesthetic, and auditory.
5. Disabilities & Exceptionalities - I have some that will require extend time and two ELL.
6. Motivation - To motivate through grades and students that make a 100% will be able to have one free excused homework assignment of teacher’s choice and sit with the teacher at lunch.
7. Cognitive Skills (concrete, abstract, etc.) - Most of the students have lower FCAT scores. They are assigned to intense math class for this reason.
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| **Assessment Plan** **Formative:** (Describe how will you determine ***throughout***the lesson if students are learning)1. During the series of activities students will be monitored through a group discussion, group projects, and class discussion.2. Both the lesson plan and the students’ progress will be reviewed to check for effectiveness, reliability, and problem areas.**Summative:** (Describe how will you determine **at the end** of the lesson if students have learned)1. The worksheets will measure student’s understanding after the lesson and before group work.2. The group project will measure the students’ understanding of the concept, the ability to apply it, and the ability to present it to others.3. Behavior and participation will be evaluated during group work and project evaluations. |
| **Instructional Strategies:** (Describe with details the strategies you will use – See this link for details about various strategies - <http://glossary.plasmalink.com/glossary.html> How will you introduce the lesson? (Mention PP) I will start by showing power point notes, and introducing money worksheets to get the fill of who knows what and what they have to work on before we get to the project.How will you teach concepts during the lesson? (Mention WebQuest) I will show students the different database and web site that can be use in the Web Quest.How will you conclude the lesson? (Mention Blog, & HW assignments) After they have played with money, I will give the class that week’s assignment for posting their blog.**Classroom & Technology Management Strategies:** (Describe what you will do to ensure that students are on task, behaving, and using technology appropriately and safely. Keep the blog in mind also. How will you monitor their behavior on the blog?) |
| **Learning Activities:** (Describe with details what students will be doing throughout the lesson.)During the introduction of the lesson, students will: Go to station activities to complete 1 to 2 stations a week and receive activity card and station card. During the lesson, students will (Mention Web Quest): Students are to compile completed assignments. Must have a copy of Blog, and Web Quest.Make effective use of the internet, a map, and money. At the conclusion of the lesson, students will: Review their classmates projects based on their own knowledge. |
| **Materials & Resources:****Supplies:** - Map - pencils - Worksheets**Technology tools (Software and hardware):** -Internet - Computer - Links to sites **URL’s you will use**:<http://www.xe.com/ucc/> <http://www.worldatlas.com/webimage/countrys/find.htm> http://www.sitesatlas.com/ |
| **Self-Evaluation:** (Evaluate your lesson plan, and relate it to NET Standards for teachers & students.)Teacher NETS addressed:1. During the series of worksheets, students will be monitored through a group discussion, group projects, and class discussion.
2. Both the lesson plan and the students’ progress will be reviewed to check for effectiveness, reliability, and problem areas.

Student NETS addressed:1. The projects will measure students understanding after the lesson and before group work.
2. The group project will measure the students’ understanding of the concept, the ability to apply it, and the ability to be able to present to others.
3. Behavior and participation will be evaluated during group work and project evaluation.

Strengths: The lesson will be explained in great detail through power points and worksheets. Weaknesses: Working on math facts and being able to read a map may be a problem.Possible Solutions or Action Plan for Improvement: (coursework, workshops or seminars needed to improve specific areas) Teacher needs to look for skills and knowledge through understanding each individual student’s goals as need. |