

Mathematics Lesson Plan

Lesson: Counting: Pennies, Nickels, and Dimes

Length: Approximately 30 minutes

Age or Grade Level Intended: Second grade (Mathematics)

Academic Standard(s):

- Math 2.1.1 -- Count by ones, twos, fives, and tens to 100.
- Math 2.6.2 -- Use tools such as objects or drawings to model problems.

Performance Objective(s):

- The student will correctly count by pennies (ones) to solve word problems involving money 100% of the time.
- The student will correctly count by nickels (fives) to solve word problems involving money 75% of the time.
- The student will correctly count by dimes (tens) to solve word problems involving money 75% of the time.
- The student will accurately draw representations of the word problems given to them 75% of the time.

Assessment:

Students will be given a worksheet at the end of the lesson to assess whether or not they completely grasp the concept. (Copy of worksheet and answer key have been attached.)

** Because pennies may be easier to count than nickels and dimes, the percentage of problems that the students have to complete to meet the objective has been adjusted.

Advance Preparation by Teacher:

The teacher will need to assemble all the materials in advance—

- Copies of the assessment worksheet (one per student)
- Coin manipulatives (paper/plastic or actual, depending on availability)

Lesson Plans For Explicit Instruction In Math

S Ashworth



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Special Education for All Teachers Ron Colarusso, Colleen M. O'Rourke, 2003-08 *Explicit Instruction* Anita L. Archer, Charles A. Hughes, 2010-11-08 Explicit instruction is systematic direct engaging and success oriented and has been shown to promote achievement for all students This highly practical and accessible resource gives special and general education teachers the tools to implement explicit instruction in any grade level or content area The authors are leading experts who provide clear guidelines for identifying key concepts skills and routines to teach designing and delivering effective lessons and giving students opportunities to practice and master new material Sample lesson plans lively examples and reproducible checklists and teacher worksheets enhance the utility of the volume Purchasers can also download and print the reproducible materials for repeated use Video clips demonstrating the approach in real classrooms are available at the authors website www.explicitinstruction.org See also related DVDs from Anita Archer *Golden Principles of Explicit Instruction Active Participation Getting Them All Engaged Elementary Level* and *Active Participation Getting Them All Engaged Secondary Level*

Universal Access Through Inclusive Instructional Design Susie L. Gronseth, Elizabeth M. Dalton, 2019-09-06 *Universal Access Through Inclusive Instructional Design* explores the ways that educators around the world reduce barriers for students with disabilities and other challenges by planning and implementing accessible equitable high quality curricula Incorporating key frameworks such as Universal Design for Learning these dynamic contributions highlight essential supports for flexibility in student engagement representation of content and learner action and expression This comprehensive resource rich with coverage of foundations policies technology applications accessibility challenges case studies and more leads the way to design and delivery of instruction that meets the needs of learners in varying contexts from early childhood through adulthood *Academic and Behavior Supports for At-Risk Students* Erica S. Lembke, 2012-02-07 *Additional Resources* 4 Tier 2 Interventions for Internalizing Behavior Problems Theoretical Foundations for Intervening in the Problem Assumptions Intervention Principles Framework for Environmental Supports How to Identify Children with Internalizing Behavior Problems Measures Additional Considerations Review of Evidence Based Programs for Intervening in Internalizing Behavior Problems Evidence Based Programs for Child Anxiety Evidence Based Programs for Child Depression Review of Evidence Based Practices for Intervening in Internalizing Behavior Problems

Teaching Mathematics for the 21st Century Linda Huetinck, Sara N. Munshin, 2008 This third edition of *Teaching Mathematics for the 21st Century* continues to help teachers let the secret out to open up to their students the wonderful discoveries and challenges of the pattern making and problem solving aspects of a fascinating subject mathematics The rationale remains the same to enable prospective and current teachers to access and use tools and strategies to effectively teach mathematics to contemporary students Changing demographics knowledge of how people learn and technology all impact the way we educate our young people This edition incorporates lessons and strategies from programs that have proven success in many

types of classrooms Many of these examples help students connect mathematics to real life situations and communicate their understanding of the underlying concepts Although technology is constantly being upgraded ways to increase student motivation through its application remains a goal For example since applets can enhance a lesson whether the teacher uses a computer projector a smart board or has students work individually on computers we have identified several sources of mathematics applets that can be correlated to various lessons Research citations and summaries have been updated to reflect current information on teaching and learning For future teachers

Education for Inclusion and Diversity Adrian Ashman,2014-08-01 For special education courses in schools of early childhood primary and secondary education Education for Inclusion and Diversity 5e continues to build on the concept of inclusive curriculum and the diversity of learning needs This Australian text gives students a broad understanding of the principles of inclusive education and the ways in which teachers can accommodate the differing learning needs of their students It has been written by experts in the field of inclusion and special needs education with the particular aim of teaching students how to apply the ideas that have been presented in each chapter

RtI in Math Linda Forbringer,Wendy H. Weber,2014-01-03 Learn how to help K 8 students who struggle in math This book provides a variety of clear practical strategies that can be implemented right away to boost student achievement You will find out how to design lessons that work with struggling learners implement the recommendations for math intervention from the What Works Clearinghouse use praise and self motivation more effectively develop number sense and computational fluency teach whole numbers and fractions increase students problem solving abilities and more Extensive examples are provided for each strategy as well as lesson plans games and resources

The Mechanics of Teaching Margaret Jenkins,2014 I was encouraged by colleagues to write a book about my teaching style the Mechanics of Teaching compares the analytical diagnostic qualities of automotive mechanics and teachers

Six Principles for Building a Truly Inclusive School Toni R. Barton,2025-03-31 This action oriented guide details how school leaders can take an active role in transforming school systems so that they are truly inclusive promoting belonging and academic success for exceptional learners and across all student subgroups Centered around the key idea that learner variability is the norm rather than the exception and that everyone from the school leader to the general education teacher to policymakers to community members must play a role the book takes readers on a learning journey through student stories self reflection questions goal setting activities practical tips and community based calls to action It details six research based core principles that provoke deep thinking and prompt actionable change asking each reader to understand their role in disrupting the current status quo for exceptional learners Six Principles for Building a Truly Inclusive School is key reading for school leaders educators and educational professionals learning how to be advocates and change makers for inclusivity in their schools and communities

Designing and Implementing Mathematics Instruction for Students with Diverse Learning Needs Pamela Hudson,Susan P. Miller,2006 Integrates the explicit teaching practices that have proven effective

for students with disabilities with the NCTM math standards that dominant current mathematics practices in the United States Part 1 of the book covers the fundamentals of mathematics assessment and instructional design In Part 2 the detailed scope and sequence charts along with instructional guidelines keyed to the objectives provide teachers with specific guidelines for assessment and design Future or current teachers who will be educating students with diverse abilities in mathematics

Cultivating Mathematical Hearts Maria del Rosario Zavala, Julia Maria Aguirre, 2023-11-27 Help students see their whole selves in the math they're learning with culturally responsive teaching Cultivating Mathematical Hearts Culturally Responsive Mathematics Teaching in Elementary Classrooms aims to re-center mathematics as a humanizing endeavor because putting children and their humanity at the heart of mathematics education can result in more engaged meaningful and joyful learning This book introduces a model and a tool for Culturally Responsive Mathematics Teaching constructed to create a safe inclusive space where all learners can come together in their own educational journey and develop a love for math that centers their experiences and comes from the heart Implementing the Culturally Responsive Mathematics Teaching Tool CRMT2 will help you cultivate and sustain meaningful rich and rigorous mathematical learning spaces for all your students experiences that foster mathematical curiosity and joy The book walks you through each aspect of the framework and tool guiding you to consider how your classroom structures lessons tasks and assessments Honor the existing cultural strengths experiences and lived realities of all your students Elicit diverse mathematical thinking and ideas Support equitable access to rigorous mathematical learning and discourse for all students Invite a sense of agency in each student's learning experience Promote high engagement and excitement while learning mathematics Nurture an understanding that mathematics is a powerful tool for making sense of the world By weaving these strategies into classroom lessons teachers can humanize mathematics instruction to successfully build a love for math while providing equitable learning opportunities that empower student voice and promote success in mathematics

The Mathematics Educator, 2009

Teaching Mathematics Meaningfully David H. Allsopp, David Allsopp, Maggie M. Kyger, LouAnn H. Lovin, 2007 Making mathematics concepts understandable is a challenge for any teacher a challenge that's more complex when a classroom includes students with learning difficulties With this highly practical resource educators will have just what they need to teach mathematics with confidence research-based strategies that really work with students who have learning disabilities ADHD or mild cognitive disabilities This urgently needed guidebook helps teachers Understand why students struggle Teachers will discover how the common learning characteristics of students with learning difficulties create barriers to understanding mathematics Review the Big Ideas Are teachers focusing on the right things A helpful primer on major NCTM endorsed mathematical concepts and processes helps them be sure Directly address students learning barriers With the lesson plans practical strategies photocopyable information gathering forms and online strategies in action teachers will have concrete ways to help students grasp mathematical concepts improve their proficiency and generalize knowledge in

multiple contexts Check their own strengths and needs Educators will reflect critically on their current practices with a thought provoking questionnaire With this timely book filled with invaluable ideas and strategies adaptable for grades K 12 educators will know just what to teach and how to teach it to students with learning difficulties **Teaching Students with Learning Problems** Cecil D. Mercer,Ann R. Mercer,2005 For courses in teaching students with mild disabilities and students at risk for school failure Also for courses in teaching students with disabilities in inclusive and Special Education settings This top selling practical research based text contains the resources teachers need to make informed decisions concerning their students with learning or behavior problems making it the most useful methods text on the market Prided for its unique and comprehensive coverage of classroom assessment and methods for the content areas it assists teachers in finding effective practices to facilitate instruction of students with learning problems *Harcourt Math, Grade 1* HSP,2002 Mathematics program for grades K 6 provides focused instruction on key skills comprehensive assessment targeted intervention and practice for mastery and retention Differentiating Instruction in Inclusive Classrooms Diane Haager,Janette K. Klingner,2005 Almost 90% of special education teachers work with disabled students in a general education classroom In this guide Haager reading and learning disabilities California State U Los Angeles and Klingner bilingual education U "Whisper the Whole Sentence to Your Partner and Give Me Thumbs Up!" Kali Goetz,2008

Teaching Students who are Exceptional, Diverse, and at Risk in the General Education Classroom Sharon Vaughn,Candace S. Bos,Jeanne Shay Schumm,2007 Based on the belief that even small accommodations make a difference in the success of students with disabilities this text provides classroom teachers with the knowledge tools and practical strategies that will empower them to spark learning in every student From students with disabilities culturally diverse students and students with limited English proficiency to economically disadvantaged students Vaughn Bos Schumm provides teachers with the tools they need in their diverse classrooms Revised to reflect recent changes in the law IDEA 2004 a new chapter on Developing Independence in Learning an all new Tech Tips features that has received rave reviews a revised chapter Managing Student Behavior that emphasizes school wide behavior management and positive behavioral support an expanded chapter on Collaborating and Coordinating with Other Professionals and Family Members with increased coverage of co teaching a revised chapter on Planning and Grouping Strategies for Special Learners that reflects an increased emphasis on grouping and expanded coverage of secondary education via chapter opening interviews new photos and new examples throughout the text Journal for Research in Mathematics Education ,2013 **Mathematics Teaching in the Middle School** ,2009-08

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