

## Unit Plan for a Diverse Classroom

*Describe your class or group, including students' grades, ages, disabilities, and general academic and motivational characteristics. If this is a real class or group, use pseudonyms.*

My kindergarten class is comprised of 21 children; 12 girls and 9 boys. Most of my students are 5 years old, but there are a couple of students that have already turned 6. The majority of my students come from highly supportive and involved families who place a high importance on academics.

I have two ESOL children in my class, one boy who is Korean and just moved to America less than a year ago and a girl who is from French Africa. She is a bit more fluent in English, however, she is having a tough time adjusting to our culture and learning how to appropriately express herself as well as interact and work with other children. This little girl truly wants to do well and responds well to positive recognition. She is a hard worker and works well in a small group setting. She has a difficult time working with others, as she tends to do a lot of touching and even screams sometimes. I developed a daily behavior checklist for her that focuses on two goals (keeping her hands to herself and using a quiet voice) that she and I came up with together. The checklist seems to be helping a bit.

I have a little girl in my class who came to our school about a month into the year. She has a social anxiety disorder. She will not speak at all in a large group setting and only occasionally in a small group or one-on-one. It is challenging for me as her teacher to figure out what this child knows and understands. It has become apparent that she knows a lot more than she appears to, but is not demonstrating all that she is capable of on a day-to-day basis. This child is very sweet, works hard in a small group setting, and is very well behaved. Oftentimes I do have to modify lessons, redirect, and re-teach lessons in a smaller setting in order to reach this child and ensure that she is understanding concepts and skills I am teaching.

I also have a severely autistic boy in my class. He has a very difficult time staying attentive in a large group setting, lacks body awareness, and has to sit in a special chair as he cannot sit on the rug without disturbing others. This child does not understand social cues and often runs into other kids or hits them accidentally. He has tantrums when he does not get his way. As he has a difficult time listening in the whole group setting, which is often where I give mini-lessons, I find myself constantly having to re-explain every activity so he can do his work. When working one on one with me, he can be very sweet and responds well to positive recognition. He is excited about learning, just requires a lot of reminders and individualized attention. I spend the majority of my time dealing with his behavior, which inhibits my ability to assess his knowledge and help him reach his potential as a learner. He is most successful when working in a one-to-one setting where he is being reinforced for every move he makes and every word he says.

I have one other child, in addition to my student with the social anxiety disorder that is pulled out daily to go to EIP. She qualified for the Early Intervention Program as she was lacking many of the skills necessary for success at the start of kindergarten and we decided she could benefit from some extra support. She is SDD, Significantly

Developmentally Delayed. This little girl is very enthusiastic and eager to learn. When working one on one or in a small group, she is attentive and tries her best. She does lack confidence and requires assistance in social situations, but with some help and positive recognition, her self-assurance is boosted.

The rest of the students in my classroom represent a large range of abilities. I have many students who are still learning their letters and sounds while others are reading fluently and fully comprehending books at a second grade level. I find that I am constantly struggling to meet all of my students' needs as they are working at so many different levels. I believe co-teaching would help me better differentiate instruction and ensure that all of my students are being challenged at their own level.

*Decide upon a topic that you'd like to teach. The topic should be one that can be covered adequately in approximately 5 lessons or days. It should be a topic in science, social studies, or mathematics. Explain the relationship between this topic and the content standards in your state (or you may use the Common Core Standards:*

*<http://www.corestandards.org/>*

My unit is going to be on money. The Georgia Performance Standard states that kindergartners should be able to identify coins by name and value, count out coins to buy items that together cost less than \$0.30, and make fair trades using combinations involving pennies and nickels and pennies and dimes.

*Describe the topic in one to two sentences and explain why it is important to teach this topic to this group or class.*

Children need to understand the basics of money, including coin identification, the value of each coin, how to count coins to buy items, and how to make exchanges between coins in order to be successful in dealing with and managing money when they get older. Even young children need to learn that we use money to buy things and we have to be careful with how we spend money, and this all begins with learning the basics about the coins.

*Explain how each lesson includes elements of differentiated instruction and/or UDL. Also, explain how you used the Content Enhancement Series (discussed in Weeks Five and Six), or some other systematic model for teaching students with disabilities.*

Throughout this unit, I incorporated a mix of whole-group instruction, small group work, buddy work time, and independent practice. I recognize the importance of peer-mediated instruction and allowing children to work with each other to learn from one another. "Students in the collaborative group seem to benefit from observational learning." Students with learning disabilities especially benefit from the immediate feedback on class work that they receive when working with their peers.

I feel that I incorporated many hands-on, engaging learning activities in this unit. I also tried to tie in real-world applications, in order to help students with learning disabilities and really all students, see the relevance of mathematical problems.

When planning this unit, I tried to keep in mind the various learning styles and include activities that would satisfy tactile, kinesthetic learners, visual, and audio learners. I also tried to give students options for how they learned about a topic or showed their understanding of a topic. For example, when practicing counting out coins using one-to-one correspondence, I gave students the option of listening to the coins drop

or moving coins onto a graphic organizer to see each one while counting. When charting characteristics of coins, I made sure to both say and write ideas down. I am also including a few songs and poems to reach audio learners.

For four of the five lessons I began with a mini-lesson, and then gave students independent practice time (or time to practice with a buddy or small group) then came back together at the end to summarize the lesson. For day 4, I decided to do station teaching to reinforce previous skills, give students time working in cooperative learning groups to explore with money, and mostly to allow me to better assess individuals' understanding while introducing something new. By working with just a small group while others are rotating to different stations, I thought this would make some children feel more comfortable and let me hear the ideas of students who are hesitant to speak up in the whole group setting.

I used the Content Enhancement Series in several ways. For one, I would explain the big ideas to students to help them understand the importance of what we are learning and I would help them make connections between what we are learning and their prior knowledge. When introducing a new topic, I would tie it in to what they have already learned. For example, before introducing the dime, I made sure the students had a good grasp on the penny, its characteristics and had a chance to explore this coin on its own. Then, when introducing the dime, I would relate it back to the penny and discuss similarities and differences between the two. Another routine I would use is that of making abstract ideas more concrete. I did this all through this money unit by allowing the children to use real money, which will help them become more familiar and comfortable working with money. Shopping with money and making exchanges are both very difficult skills. But when children are able to use manipulatives to count out coins, they can see and more easily understand how it works.

*Explain how you'd co-plan and/or co-teach this lesson.*

I think the station model would work well when teaching money. The special education teacher and I would need to sit down together so we could put both of our ideas together to come up with the most effective lessons. The most effective way to plan a unit is to first come up with the big ideas and then identify areas of difficulty and develop strategies to help students through these areas they might struggle with. I might share how I have taught this money unit in the past and then the special education teachers could offer some suggestions for ways to accommodate different learners. By bouncing our ideas off of each other and making a point of listening and being open to new suggestions, we should be able to successfully develop our unit plan.

We might begin the unit with team teaching where we both teach the entire class, building off of each other's ideas. We could then break off into stations and have each of us working with our own station and have a third independent station. This would divide the class into smaller groups and allow us to assist those that are struggling and push those that need an extra challenge. In this model, the students would rotate through all three (or possibly more) stations. We might find that parallel teaching would be beneficial for one of the lessons on using coins to buy items. There will most likely be some children that will need to use manipulatives and count out only pennies to buy items less than \$0.30 where as some students will be able to automatically recognize that they can use nickels/dimes to buy items that cost more than \$0.05. Parallel teaching

would allow us to teach the same lesson content, but at different difficulty levels and at different rates.

*Explain how you will assess what students have learned from this unit.*

Throughout every lesson, I would continuously observe student understanding, by noting their participation in class discussions (I would use equity sticks to make sure all students have a fair chance to participate and are held accountable), and I would give corrective feedback when necessary. To keep track of observations, I would use a clipboard with each child's name along the side and each standard/skill along the top, such as, "identifies a penny, nickel, dime," "counts out pennies for money amounts less and 30 cents." When students are paired up playing a game or are independently counting out pennies to exchange for a nickel, I can easily go around and make note of this. When working with a small group during station teaching, I could gauge the students' understanding and tailor the lesson to challenge them at their instructional level... for example, if I find that a group of students can easily tell me the name and value of a penny, nickel, and dime, that would show me they are ready to make exchanges. When I see that children can easily exchange pennies for nickels and dimes, I would then help them exchange coins for quarters. When I notice students do not understand, I would back up a notch and start with the basics before introducing anything new.

In order to meet the Georgia Performance Standards, kindergartners need to be able to name each coin, count out coins to make money amounts less than 30 cents, and make exchanges between pennies, nickels, and dimes. I believe I would be able to informally observe student understanding (or lack thereof) during games and learning activities, but for students who have yet to demonstrate a solid understanding of one or more of the skills, I would pull them and ask them to demonstrate that skill to me (I would provide any necessary manipulatives) in a one-to-one setting.

**UNIT PLAN** (this unit is just five of the lessons I would use to help my students gain an understanding of money and meet the Georgia Performance Standards... the entire unit would comprise of more than these five lessons)

**Lesson 1:**

**INSTRUCTIONAL GOAL(S):** I can identify a penny, nickel, dime, and quarter. I can begin to notice differences between the different coins."

**MATERIALS:** magnetic coins, 25 baggies filled with each of the four coins, wooden cubes with heads/tails faces of the coins on each side, egg cartons with pictures of coins in each tray, play coins

**METHODS:**

Begin by showing large magnetic coins on the easel. Make sure to show both the heads and tails sides. Give each student a baggie with a penny, nickel, dime, and quarter. Say the name of each coin and have the students pull out the coin you are focusing on, one at a time. Explain that your coins are just models and real pennies, nickels, and dimes are what they have in their bags (a lot smaller).

Next, teach the class how to play a matching coin game. They will use a wooden cube with pictures of heads/tails sides of each of the coins on the sides. After rolling the cube they will find a coin that matches the face-up side of the money cube, and then put it in its corresponding cup in an egg carton that is pre-labeled with each coin. This will allow students to work cooperatively with each other and practice coin identification while exploring the different coins. Pair high and low kids together to encourage collaboration.

Bring the class together at the end of the lesson and do a quick review of the coin names. Have the children hold up a coin when you call out a name/point to it on the chart.

EVALUATION: informal observation during coin matching game, informal questions with small groups during game, informal observation during wrap-up of lesson when students hold up coins

## **Lesson 2:**

INSTRUCTIONAL GOAL(S): I can identify a penny and tell about how a penny looks and feels. I can count by ones to count how much money there is. I can identify (by telling or circling) items that cost less than 25 cents.

MATERIALS: magnetic coins, ActivBoard, penny song flipchart, play pennies, magnifying glasses, chart paper, flipchart with pictures of items costing less than 25 cents

## **METHODS:**

Begin by reviewing the names of the coins. Refer to both the heads and tails sides of the coins (using large model coins on easel). Then show a large magnetic penny on the board so that all of the students can easily see it. Explain that we are going to focus on the penny today. Tell the class that this coin is sometimes called a penny and sometimes called 1 cent. A penny is worth 1 cent. Teach the class the penny song (have it displayed on ActivBoard and model it first, then “echo read”). The children will each get a coin songs booklet with a song on each of the coins, to help them remember important features of each coin. Sing the penny song daily during Morning Meeting time.

### Penny Song

(Sung to the tune of "Bingo")

There is a coin that's worth one cent,  
And penny is its name, oh!  
P-E-N-N-Y, P-E-N-N-Y, P-E-N-N-Y,  
And penny is its name, oh!

There is a coin that's brown and round,  
And penny is its name, oh!  
P-E-N-N-Y, P-E-N-N-Y, P-E-N-N-Y,  
and penny is its name, oh!

There is a coin with President Lincoln,  
and penny is its name, oh!  
P-E-N-N-Y, P-E-N-N-Y, P-E-N-N-Y,  
And penny is its name, oh!

After singing the penny song, give each student a penny and a magnifying glass and have them go back to their tables to explore their penny.

After a few minutes, get the students' attention and discuss different attributes of the penny, including the color, size, texture, who/what is on the penny, and the value of the coin. Chart these characteristics on a poster and then post it in the room for children to refer to.

Now have each child hold up their penny and tell them we are going to count how many pennies we have altogether. Point to each child as they hold up their coin until the class has counted the total number of pennies. If you count 25 pennies, explain that this is 25 cents and discuss what you might be able to buy with 25 cents. On the ActivBoard, have numerous pictures of toys, food, and other objects, and have student come up and circle objects that might be around \$0.25 (a cookie, gum ball, piece of candy, or sticker).

EVALUATION: informal observations of student participation, asking questions, observations during exploration time (can talk to individuals), ActivBoard flipchart- will show who an accurately identify items that cost less than 25 cents

### **Lesson 3:**

INSTRUCTIONAL GOAL(S): I can count coins.

MATERIALS: mug, pennies, ActivBoard, dry-erase boards and markers, cups filled with pennies, grids with 30 small squares flipchart w/ pennies lined up

#### **METHODS:**

Begin by explaining to the class that when we count coins, we need to point to each coin as we count so we don't forget any and miscount. Explain that you are going to teach the class a "coin drop" game and you will drop pennies into a mug and the students' job is to draw a tally mark each time they hear a coin drop. Model how to draw tally marks on the ActivBoard. Give each student a dry erase board. Drop pennies, one by one, into a mug and have the students listen and draw a tally for each time they hear a penny drop into the cup. Look to see which students are able to accurately draw tally marks to match the number of coins you have dropped.

Now explain that the students will be working with a partner to play a coin counting game. Each pair can choose between two coin counting games, both that practice one-to-one correspondence.

1. The "coin drop" game- each pair will get two cups, one filled with pennies. One partner will drop the pennies, one at a time, into the opposite cup while the second partner draws tallies to show the number of coins he/she heard drop.
2. Counting pennies- take a cup of pennies and a grid (with 30 small squares) and place the pennies on the grid, one by one, while counting them out loud. One partner can say a number between 10 and 30 and the other partner counts out that many pennies using the grid for assistance.

Come back together on the rug at the end of the lesson to summarize that when counting money, it is important to point to each coin as you count so that you account for all of the

money. On the ActivBoard, go through a few examples... have pictures of pennies lined up, and have a student (or you) come up and point while the class counts out loud (you can use the highlighter tool to mark the pennies that have been accounted for).

EVALUATION: informal observations of students during partner game, asking questions, ActivBoard flipchart- will show who an accurately count coins w/ one-to-one correspondence

#### **Lesson 4:**

INSTRUCTIONAL GOAL(S): I can identify coins. I can count coins and label money amounts using cents sign. I can notice characteristics of a penny, nickel, and dime. I can count out pennies to buy items costing less than 30 cents. I can exchange pennies for nickels and dimes.

MATERIALS: easel, station groups posted on index cards, icons for each station to give students a visual of where to go for each station, pennies, baggies, markers, crayons, paper, coin songs booklets, magnifying glasses, materials for coin-matching game (Day 1), nickels and dimes, 10+ items pre-labeled with money amounts less than 30 cents for kids to “buy,” bags w/ coins

#### METHODS:

Using the cents sign- Gather the whole class on the rug and write the symbol for cents on the easel... then write  $10\text{¢} = 10$  cents. Have the kids practice writing this symbol in the air (just like the letter c, then draw a line through the middle).

Explain that the students will be rotating through stations to practice with coins today. There will be five different stations, and each group will visit each station for approximately 10 minutes. Form ability-based groups for today so that you can better challenge the children that are ready for an extra push and re-teach concepts to the children that need it.

\*I would do these stations with the assumption that I have already established literacy centers in my classroom and the children are aware of how they should look and sound during station time (including what they do if they have a question). I have already done a mini lesson of the routine of doing stations so the children are aware of how they work.

#### STATIONS-

1. Counting pennies and using ¢ symbol- take a handful for pennies from a basket, count the pennies and put them in a baggie, then label each bag with the correct amount using the ¢ sign. Then they should trade bags with another group member to check each other's counting.
2. Crayon rubbing- use a crayon to rub the heads and tails sides of the penny... the kids can do this in their “coin songs booklet.” Also have magnifying glasses at this station for the children to explore the penny. They can compare mint dates as well. Another choice at this center is to “buddy read” the penny song together. They can read it in different ways- echo reading, whisper voice, deep voice, etc.

3. Coin-matching game- same game as day 1 of money unit... the children take turns rolling a die with the coins faces on it, find that coin and put it in the corresponding cup in egg carton.
4. Introduction of Dime- this station will be with me- I will work with small groups to teach about the dime... I will give each child in my small group a dime to examine w/ their magnifying glass. We will discuss the shape, size, color, value, and who is one the dime (Franklin Roosevelt). I will ask the children how many pennies can I get for one dime. We will count by tens to determine how many cents we have combined, and then how many we have in the whole class (counting by 10s 25 times).  
\*with the higher groups who have some previous knowledge about money, I will show them the nickel and then introduce a money exchange game... each child will get a pile of pennies and I will ask if they want to exchange any coins in for the nickels and dimes in front of me (b/c when going to the store, you don't want to carry a big pile of coins). They will each take a turn exchanging some of their pennies in for my nickels and dimes.
5. Store- this is where I would have my co-teacher station teaching... I would have a mini store set up with items less than 30 cents (and a few higher priced items for advanced students) – the children will each get a bag of pennies to use at the store (50 pennies total). Each child will begin by choosing an item to buy, counting out that amount of pennies, and then paying for their item.

EVALUATION: informal question during my station on the dime/money exchange game, observations, exchange game-who can accurately make exchanges between pennies and nickels/dimes, store-who can accurately count of coins to buy items

### **Lesson 5:**

INSTRUCTIONAL GOAL(S): I can identify a penny, nickel, and dime. I can compare a penny, nickel, and dime. I can exchange pennies for nickels and dimes.

MATERIALS: chart with coin characteristics, coin poem posted, coins for each child, pennies in bags, nickels and dimes in cups

### **METHODS:**

Begin by reviewing the dime, which the children were introduced to yesterday. Chart the characteristics of the dime on the chart paper you started with the penny. While doing this children should have a penny and a dime in front of them.

Then teach this poem on coins (have it posted and say it aloud for the class before reading it together)...

Penny, penny, easily spent,  
Cooper brown and worth 1 cent!

Nickel, nickel, thick and fat,  
You're worth 5 cent I know that!

Dime, Dime, little and thin,  
I remember you're worth 10 cents!

Quarter, quarter big and bold



You're worth 25 cents I am told!

Tell the class we have learned about the first two coins in the poem and now we are going to explore the nickel. Give each child a nickel to look at. Have students turn and talk with a neighbor to discuss similarities and differences between the nickel, dime, and quarter. Add the different things you hear the children say to the coin chart. After a minute or two, get the students' attention and point out what you added to the chart (which you heard the children saying). Ask how many pennies we would get for one nickel. Model how to count out five pennies and make the trade. On the easel using magnetic coins, show 5 pennies under a nickel and explain that both of these equal 5 cents.

Then explain that each child will get a small baggie of pennies (give a smaller amount of pennies to children who might struggle and more coins to those that are needing a challenge). They will find a pile of nickels and dimes in the center of their table. Their job is to count out five or 10 pennies and trade them in for nickels and dimes. Send the students back to their seats to do this exchange game. Both a co-teacher and myself would be assisting during this time.

\*To end the lesson, choose a student or two ahead of time and have them explain to the class how they made an exchange today.

EVALUATION: informal observations, questioning, clipboard- record which children are able to accurately make coin exchanges, participation in class discussion