Alecia Krapp

Adapted Lesson Plan for ADHD

**Grade Level:** Second Grade

**Subject Area:** Mathematics

**Materials Needed:**

* Pennies, nickels, dimes, and copies of assessment worksheets

**Standards:**

* **2.MD.8:** Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using dollar and cent symbols appropriately.

**Objectives:**

* Basic counting skills are needed.
* The student will correctly count by pennies (ones) to solve the word problems involving money 100% of the time.
* The student will correctly count by nickels (fives) to solve the word problems involving money 75% of the time.
* The student will correctly count by dimes (tens) to solve the 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.

**Learning Activities:**

* Ask students questions to get their thinking process going before starting lesson.
	+ Has anyone ever had to count change to pay for something in a store?
	+ Does anyone know how to count by fives and tens?
	+ Can you show me?
* I will give each student his or her own dimes, nickels, and pennies to practice with.
* Ask students the following questions.
	+ Which coin is worth one cent?
	+ Which coin is worth five cents?
	+ Which coin is worth ten cents?
* Start practicing word problems using the coins and drawing pictures on the board for visual aids. Allow time for students to set up each word problem with their coins on their own. *Give cues to Allen by walking throughout the classroom by putting hand gently on his desk to remind him what he should be doing.*
	+ If I have five nickels, how much money do I have? (twenty-five cents)
	+ If I have twelve pennies, how much do I have? (twelve cents)
	+ If I have six dimes, how much do I have? (sixty cents)
	+ If I have two pennies, three nickels, and four dimes, how much money do I have? (fifty-seven cents)
* Take a quick two minute break by allowing the students to get up and stretch.
* After getting the students’ attention back, challenge students to answer more difficult word problems, but still guiding them through the problems on the board.
	+ If I have nine pennies and my sister has three nickels and five dimes, how much money do we have together? (seventy-four cents)
	+ If I have three dimes and then find two nickels and six pennies in the couch, how much money do I have? (forty-six cents)
* After teaching the lesson, mention to the students that the next lesson we do will be building onto this topic.

**Assessment:**

* Students will be given a worksheet at the end of the lesson to assess whether or not they completely understand the concept. Students can use money manipulatives if needed.
* They will work on the worksheet in class. *Allow Allen to take a stretch break after completing each problem as long as he is not disturbing the class.*
* The worksheet ties to the objectives and standards because it has the students solve word problems involving dimes, nickels, and pennies, and the students should try to complete the worksheet to the objective goals.
* If I need to reteach the lesson, I will do more word problems on the board.