



## Math Overview

These math lessons have been designed to support the development of math vocabulary, practice math facts, and work through operations with games and other activities. Children in Kindergarten focus on counting, patterns, and understanding basic math concepts. The subsequent grades build upon these activities and engage children in practicing the operations: addition subtraction, multiplication, and division, as well as concepts such as mean, mode, average, great than, less than, expanded notation word problems, geometry, fractions, decimals, and percentages, and other grade level appropriate math concepts.

The games rely on die, dominoes, and decks of cards to be random number generators, and still provide a great deal of practice with the operations. These games, once taught, can be used during math practice but also as engaging activities for youth to do when homework is completed.

Each lesson begins with an objective and ends with a debrief to ensure the learning is “sticky”. For the vocabulary section you are encouraged to create Vocabulary Journals or cut a composition book in half. The vocabulary work implements well-researched methods for making vocabulary real to youth

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Count Down
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1.  
White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**You have 4 squares and 3 triangles. How many shapes do you have altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

##### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

**First Grade—Fact Families (They will have different fact families each day)**

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ". You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10. Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

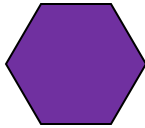
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** hexagon

**Description:** A 6-sided flat shape.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">hexagon</p>	<p><b>My Description</b></p> <p style="text-align: center;">A flat shape that has 6 sides and 6 angles</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What is shaped like a hexagon?</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book. It is important to review academic math vocabulary often throughout the day.

## Consult 4 Kids Lesson Plans

### Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

### Student Practice

#### Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

#### Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

#### Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

#### Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

## Consult 4 Kids Lesson Plans

<p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Game for the Day</b></p> <p><b>Count Down!</b></p> <p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p> <p><b>Players:</b> 2-4</p> <p><b>Purpose of the game:</b> Practice counting backwards from 10 to ensure the student understands the relationship between numbers, one greater, one less, etc. To win, the cards will be in four stacks with 10 on the bottom and the ace or 1 on the top.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Make a 3 x 3 grid of cards, face up. (A grid that has 3 columns and 3 rows),</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number.</li> <li>5. Player continues to stack until there are no more additional moves.</li> <li>6. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play.</li> <li>7. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid.</li> <li>8. Play then continues with Player 2 stacking the numbers.</li> <li>9. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4.</li> </ol> <p>Play continues until there are four stacks, 10-1.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Triangle
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1.  
White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**You have 10 pennies and you are given 3 more. How many pennies do you have?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

##### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

**First Grade—Fact Families (They will have different fact families each day)**

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

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After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ". You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10. Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

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Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

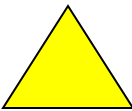
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**Word for Today:** triangle

**Description:** A 3-sided shape.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

**Vocabulary Notebook Sample:**

<b>New Word</b>  triangle	<b>My Description</b>  A flat shape with 3 sides and 3 angles
<b>Personal Connection</b>  What is shaped like a triangle?	<b>Drawing</b>  

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book. It is important to review academic math vocabulary often throughout the day.



## Consult 4 Kids Lesson Plans

### Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

### Student Practice

#### Step 1: Basic Information

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- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

#### Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
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- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

#### Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
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- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
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## Consult 4 Kids Lesson Plans

<p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
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### Closing

#### Review

Say:

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### Debrief

#### Three Whats

Ask the following three what questions:

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<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	One More
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

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White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

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### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**John has 8 pencils. Jill has 3 pencils. Jorge has 5 pencils. How many do they have altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

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### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

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After they have written the problem in all 4 ways they will find a partner and say,

"If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

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**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

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Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** counting number

**Description:** A number that you can use to count things. It does not include 0 since 0 means nothing.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

**Vocabulary Notebook Sample:**

<b>New Word</b>  <p style="text-align: center;">Counting number</p>	<b>My Description</b>  <p style="text-align: center;">Numbers used to count things like 1, 2, 3, 4, and 5</p>
<b>Personal Connection</b>	<b>Drawing</b>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book. It is important to review academic math vocabulary often throughout the day.

## Consult 4 Kids Lesson Plans

In counting numbers, I am 6 years old.



### Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

### Student Practice

#### Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

#### Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

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- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

## Consult 4 Kids Lesson Plans

### Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.

**Note:** This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

### Step 5: Play

- Have students play the game.
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
  - o What skill did you practice?
  - o What did you learn?
  - o What about the game was enjoyable? What makes you say that?
  - o How would you have taught the game differently?

### Game for the Day

#### One More

**Materials:** Deck of Cards (remove face cards and jokers)

**Players:** 2-4

**Purpose of the game:** Practice recognizing the numbers between 1 and 10 and the number that is 1 more. **Note:** 10 can only be an answer card.

#### Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player.
3. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.
4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, “\_\_\_ (the card asked for) is one more than \_\_\_ (the card Player 1 started with.” Example: “3 is one more than 2.”
5. If Player 2 does not have the card asked for, he/she says, “Draw A Card”, and Player 1 draws a card and adds to his/her hand.
6. Player 2 then repeats the procedure.
7. Game is over when all cards are matched or time is called.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Pattern
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1.  
White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**How many pennies are in a nickel? If you have that many pennies and 3 more, how many pennies do you have altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say,

"If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** pattern

**Description:** A group that is organized in such a way that you know what comes next.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">pattern</p>	<p><b>My Description</b></p> <p style="text-align: center;">An order of different shapes or number sequences</p>
<p><b>Personal Connection</b></p>	<p><b>Drawing</b></p>

It is important to review academic math vocabulary often throughout the day.


Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ of a composition book.

It is important to review academic math vocabulary often throughout the day.

## Consult 4 Kids Lesson Plans

<p>What is the pattern on the wallpaper?</p>		
<h3>Math Activity</h3>		
<p>Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.</p>		
<h3>Student Practice</h3>		
<p><b>Step 1: Basic Information</b></p> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul>		
<p><b>Step 2: Demonstration</b></p> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul>		
<p><b>Step 3: Model</b></p> <ul style="list-style-type: none"> <li>- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.</li> <li>- Ask other students to make a circle around the volunteers so they can see how the game is played.</li> <li>- Go through the game step by step having the volunteers actually make the plays.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.</li> <li>- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul>		

## Consult 4 Kids Lesson Plans

### Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.

**Note:** This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

### Step 5: Play

- Have students play the game.
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
  - o What skill did you practice?
  - o What did you learn?
  - o What about the game was enjoyable? What makes you say that?
  - o How would you have taught the game differently?

### Game for the Day

#### One More

**Materials:** Deck of Cards (remove face cards and jokers)

**Players:** 2-4

**Purpose of the game:** Practice recognizing the numbers between 1 and 10 and the number that is 1 more. **Note:** 10 can only be an answer card.

#### Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player.
3. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.
4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, “\_\_\_ (the card asked for) is one more than \_\_\_ (the card Player 1 started with.” Example: “3 is one more than 2.”
5. If Player 2 does not have the card asked for, he/she says, “Draw A Card”, and Player 1 draws a card and adds to his/her hand.
6. Player 2 then repeats the procedure.
7. Game is over when all cards are matched or time is called.

Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Memory Match
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**What is a pattern that you could make with 8 circles and 4 triangles?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

##### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

**First Grade—Fact Families (They will have different fact families each day)**

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

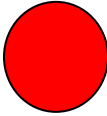
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** circle

**Description:** A shape that is flat and is a continuous curve until it joins itself.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

#### Vocabulary Notebook Sample

<b>New Word</b>  <p style="text-align: center;">circle</p>	<b>My Description</b>  <p style="text-align: center;">A flat, round object, made from one continuous line</p>
<b>Personal Connection</b>  <p>I have a clock shaped like a circle in my room.</p>	<b>Drawing</b>  <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from 1/2 of a composition book.

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Activity</b></p> <p>Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.</p> <p style="text-align: center;"><b>Student Practice</b></p> <p><b>Step 1: Basic Information</b></p> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul> <p><b>Step 2: Demonstration</b></p> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 3: Model</b></p> <ul style="list-style-type: none"> <li>- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.</li> <li>- Ask other students to make a circle around the volunteers so they can see how the game is played.</li> <li>- Go through the game step by step having the volunteers actually make the plays.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.</li> <li>- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 4: Open Play</b></p> <ul style="list-style-type: none"> <li>- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)</li> </ul>	
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## Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> <li>- Have the students play a practice game (no winners or losers) <b>Note:</b> If you are playing with cards you might want to have the students display their hand of cards during Open Play.</li> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.</li> </ul> <p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Game for the Day</b></p> <p><b>Memory Match</b>  <b>Materials:</b> Deck of Cards (remove face cards and jokers)  <b>Players:</b> 2  <b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10.  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.</li> <li>5. Player 1 then replaces the 2 cards with ones from the deck.</li> <li>6. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.</li> <li>7. Play continues until all of the cards are matched.</li> <li>8. Winner is the player with the most cards at the end of the game.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Square
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**You walk 10 steps and stop. Then you walk 10 more steps. How many steps have you walked altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$\begin{aligned} 1 + 2 &= 3 \\ 2 + 1 &= 3 \\ 3 - 2 &= 1 \\ 3 - 1 &= 2 \end{aligned}$$

After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$\begin{aligned} 2 + 8 &= 10 \\ 8 + 2 &= 10 \\ 10 - 2 &= 8 \\ 10 - 8 &= 2 \end{aligned}$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

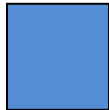
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today: square**

**Description:** A shape that has four sides that are all equal in length.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

#### Vocabulary Notebook Sample

<p><b>New Word</b></p> <p style="text-align: center;">Square</p>	<p><b>My Description</b></p> <p style="text-align: center;">A four sided figure with all sides equal</p>
<p><b>Personal Connection</b></p> <p>I have a square clock in my room.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students

## Consult 4 Kids Lesson Plans

	acting out an equation).
<p style="text-align: center;"><b>Math Activity</b></p> <p>Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.</p> <p style="text-align: center;"><b>Student Practice</b></p> <p><b>Step 1: Basic Information</b></p> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul> <p><b>Step 2: Demonstration</b></p> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 3: Model</b></p> <ul style="list-style-type: none"> <li>- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.</li> <li>- Ask other students to make a circle around the volunteers so they can see how the game is played.</li> <li>- Go through the game step by step having the volunteers actually make the plays.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.</li> <li>- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 4: Open Play</b></p> <ul style="list-style-type: none"> <li>- Divide students into small groups (you might want to put a "volunteer" who played the</li> </ul>	

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<p>game in each of these small groups)</p> <ul style="list-style-type: none"> <li>- Have the students play a practice game (no winners or losers) <b>Note:</b> If you are playing with cards you might want to have the students display their hand of cards during Open Play.</li> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.</li> </ul> <p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>Game for the Day</b></p> <p><b>Memory Match</b>  <b>Materials:</b> Deck of Cards (remove face cards and jokers)  <b>Players:</b> 2  <b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10.  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.</li> <li>5. Player 1 then replaces the 2 cards with ones from the deck.</li> <li>6. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.</li> <li>7. Play continues until all of the cards are matched.</li> <li>8. Winner is the player with the most cards at the end of the game.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Duel
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the “Ace” counts as 1. One deck for every two children.

White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by “Problem of the Day”?

### Content (the “Meat”)

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**If you have 5 dimes and you spend 3 of them, how many do you have left?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

##### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

##### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.



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subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.

$$\begin{aligned} 1 + 2 &= 3 \\ 2 + 1 &= 3 \\ 3 - 2 &= 1 \\ 3 - 1 &= 2 \end{aligned}$$

After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ". You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10. Have students write the entire Fact Family on the white board.

$$\begin{aligned} 2 + 8 &= 10 \\ 8 + 2 &= 10 \\ 10 - 2 &= 8 \\ 10 - 8 &= 2 \end{aligned}$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary


Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** subtraction

**Description:** Reducing a total by a specific amount and then finding the difference between what you started with and what you have after removing some items.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

### Vocabulary Notebook Sample

<p><b>New Word</b></p> <p style="text-align: center;">Subtraction</p>	<p><b>My Description</b></p> <p style="text-align: center;">Reducing a total number and finding the difference</p>
<p><b>Personal Connection</b></p> <p>Do you know how to do subtraction problems?</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

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### Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

### Student Practice

#### Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

#### Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

#### Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

#### Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are

## Consult 4 Kids Lesson Plans

<p>playing with cards you might want to have the students display their hand of cards during Open Play.</p> <ul style="list-style-type: none"> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.</li> </ul> <p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p><b>Game for the Day</b></p> <p><b>Duel</b></p> <p><b>Players:</b> 2</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards and deal them out.</li> <li>2. Each player puts their cards in a pile facing down.</li> <li>3. Together players flip the top card over and place it in the center.</li> <li>4. The first player to say the names of the numbers on both cards, wins the cards.</li> <li>5. If a player calls an incorrect answer the cards are returned to the bottom of the pile.</li> <li>6. When all cards have been drawn the winner is the player with the most cards.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

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### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Just the Facts
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Dominoes (attached)  
White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?  
What are some of the math vocabulary words that you know?  
What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**If you have 5 marbles and your friend has 3 marbles, how many do you have altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say,

"If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times. Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level.

The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

#### Word for Today: operations

**Description:** The word operation refers to a mathematical process. The four most common are addition, subtraction, multiplication, and division that are represented with these symbols: +, -, X, and ÷.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

#### Vocabulary Notebook Sample:

New Word	My Description

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

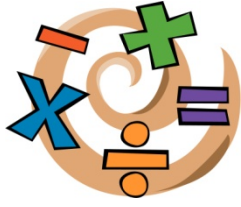
When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Vocabulary Notebooks can be made from ½ of a composition book.

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary

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operations	There 4 basic operations: addition, subtraction, multiplication and division	notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.
<b>Personal Connection</b>  How many of the operations can you complete?	<b>Drawing</b>  	
<b>Math Activity</b>  Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.		
<b>Student Practice</b>		
<b>Step 1: Basic Information</b> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul>		
<b>Step 2: Demonstration</b> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul>		
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- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

### Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

**Note:** This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

### Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
  - o What skill did you practice?
  - o What did you learn?
  - o What about the game was enjoyable? What makes you say that?
  - o How would you have taught the game differently?

### Game for the Day

#### Just the Facts

Players: 2-3

#### Directions:

1. Dominoes are placed in the center of the table, face down.
2. After deciding who will go first, Player 1 draws a domino, turns it face up and places it down in front of him/her.
3. Kindergarten: Play 1 counts the pips on the dominoes and tells how many are on the domino  
1<sup>st</sup> Grade: Player 1 totals the pips on the domino by saying (e.g. 2 + 4 = 6). If the answer is correct, then player keeps the domino and play moves on to player 2.
4. If player does not say the correct total or sum, then the domino is returned to the pile
5. Play continues until all dominoes are taken.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.



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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
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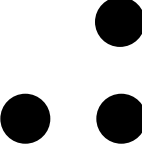
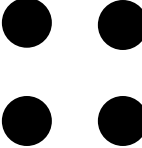
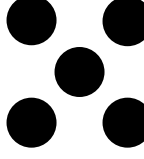
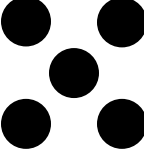
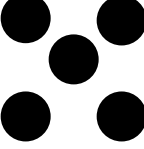
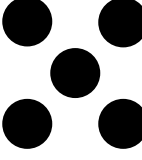
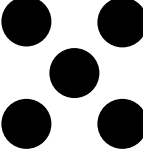
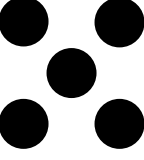
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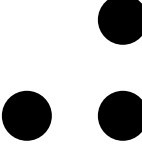
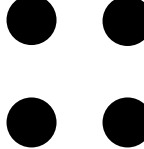
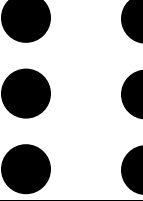
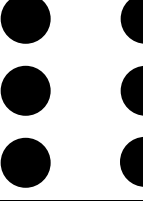
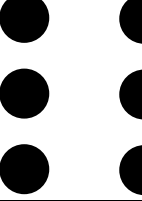
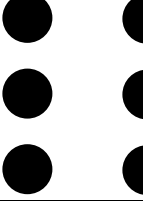
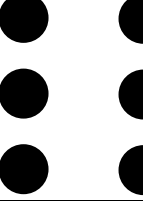
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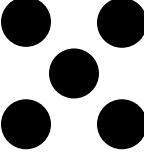
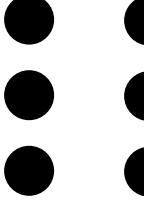
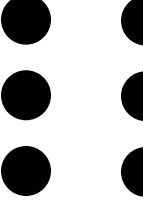
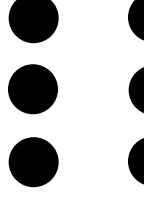
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Consult 4 Kids Lesson Plans

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Math
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Dominoes (attached)  
White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?  
What are some of the math vocabulary words that you know?  
What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**If you have 2 chocolate chip cookies and 3 Oreos, how many cookies do you have altogether?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

#### **\*Activity → Teachable Moment(s) *throughout***

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say, "If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Work with the children to create a Vocabulary entry on paper as a class (as 1<sup>st</sup> grader mature they can do their own journals). The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

#### Word for Today: math

**Description:** Math is the word we use that is short for mathematics. Math is the study of numbers, patterns, space, and change. In math we learn about operations, geometry, data and statistics, algebra, and mathematical reasoning.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

#### Vocabulary Notebook Sample:

New Word	My Description
math	A term that is short for mathematics and

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

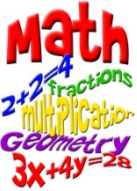
Vocabulary Notebooks can be made from 1/2 of a composition book.

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students

## Consult 4 Kids Lesson Plans

	is about numbers and patterns	<p>experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p> <p>Vocabulary Notebooks can be made from <math>\frac{1}{2}</math> of a composition book.</p>
<p><b>Personal Connection</b></p> <p>Math is one of my favorite subjects in school.</p>	<p><b>Drawing</b></p> 	
<p style="text-align: center;"><b>Math Activity</b></p> <p>Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.</p> <p style="text-align: center;"><b>Student Practice</b></p> <p><b>Step 1: Basic Information</b></p> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul> <p><b>Step 2: Demonstration</b></p> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 3: Model</b></p> <ul style="list-style-type: none"> <li>- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.</li> <li>- Ask other students to make a circle around the volunteers so they can see how the game is played.</li> <li>- Go through the game step by step having the volunteers actually make the plays.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.</li> <li>- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> </ul>		

## Consult 4 Kids Lesson Plans

<ul style="list-style-type: none"> <li>- Ask onlookers to make observations or ask questions.</li> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they observed.</li> </ul> <p><b>Step 4: Open Play</b></p> <ul style="list-style-type: none"> <li>- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)</li> <li>- Have the students play a practice game (no winners or losers) <b>Note:</b> If you are playing with cards you might want to have the students display their hand of cards during Open Play.</li> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.</li> </ul> <p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p><b>Game for the Day</b></p> <p><b>Just the Facts</b>  <b>Players: 2-3</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Dominoes are placed in the center of the table, face down.</li> <li>2. After deciding who will go first, Player 1 draws a domino, turns it face up and places it down in front of him/her.</li> <li>3. Kindergarten: Play 1 counts the pips on the dominoes and tells how many are on the domino              1<sup>st</sup> Grade: Player 1 totals the pips on the domino by saying (e.g. 2 + 4 = 6). If the answer is correct, then player keeps the domino and play moves on to player 2.</li> <li>4. If player does not say the correct total or sum, then the domino is returned to the pile</li> <li>5. Play continues until all dominoes are taken.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.





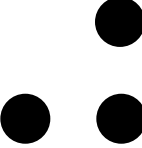
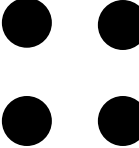
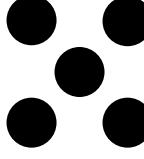
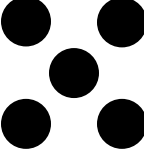
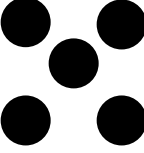
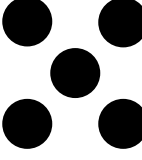
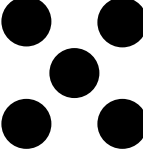
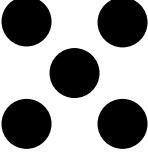
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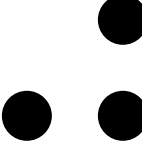
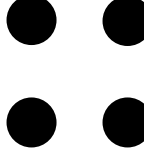
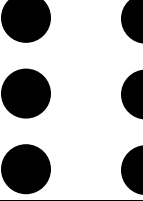
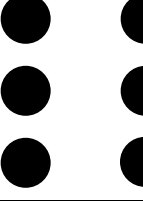
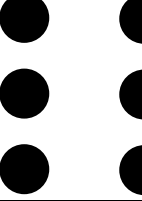
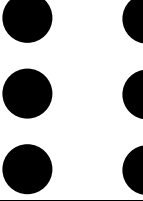
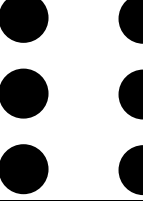
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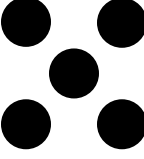
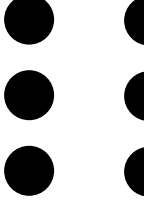
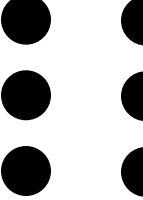
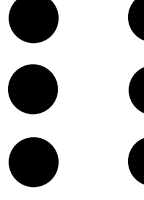
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Consult 4 Kids Lesson Plans

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten-1 <sup>st</sup> Grade
<b>Lesson Title:</b>	Addition
<b>Focus:</b>	Learning Each Math Lesson Segment

**Materials:**

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

### Opening

#### State the objective

Today we are going to practice the different aspects of the math lesson plan.

#### Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

### Content (the "Meat")

#### Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

**If you have 9 apple pieces and you eat 3 of them, how many do you have left?**

#### Math Facts

The Fact Practice activity will be the same every day for 1<sup>st</sup> graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

#### Fact Practice

#### Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

### First Grade—Fact Families (They will have different fact families each day)

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

After they have written the problem in all 4 ways they will find a partner and say,

"If  $1 + 2 = 3$ , then  $2 + 1 = 3$ ".

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 2, 8 and 10.

Have students write the entire Fact Family on the white board.

$$2 + 8 = 10$$

$$8 + 2 = 10$$

$$10 - 2 = 8$$

$$10 - 8 = 2$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 8 and 10.

### Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

**Word for Today:** addition

**Description:** Combining two or more groups of things (usually representing by numerals) and finding a total.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

**Vocabulary Notebook Sample:**

New Word	My Description
addition	Combining the values of two or more things into a whole
Personal Connection	Drawing

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).


Vocabulary Notebooks can be made from ½ of a composition book.

It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have

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<p>Do you know how to do addition problems?</p>		<p>students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.</p>
<p style="text-align: center;"><b>Math Activity</b></p> <p>Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.</p> <p style="text-align: center;"><b>Student Practice</b></p> <p><b>Step 1: Basic Information</b></p> <ul style="list-style-type: none"> <li>- Tell the students the name of the game.</li> <li>- Tell them the skill that they will be practicing.</li> <li>- Tell them the materials they will need to play the game.</li> <li>- Tell them how many people may play the game at one time.</li> <li>- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).</li> <li>- Tell them how they will know that the game is over.</li> <li>- Remind them of how to choose who will be first.</li> <li>- Remind them at the end of the game that they will need to do to clean-up.</li> </ul> <p><b>Step 2: Demonstration</b></p> <ul style="list-style-type: none"> <li>- Talk the students through the game.</li> <li>- Give the rules (it is best if they can see these).</li> <li>- Give a demonstration or a "for example"</li> <li>- Check for understanding by asking students to tell another student "how" to play the game from what they observed.</li> </ul> <p><b>Step 3: Model</b></p> <ul style="list-style-type: none"> <li>- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.</li> <li>- Ask other students to make a circle around the volunteers so they can see how the game is played.</li> <li>- Go through the game step by step having the volunteers actually make the plays.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.</li> <li>- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.</li> <li>- Ask players to explain what they were thinking when they made a particular move.</li> <li>- Ask onlookers to make observations or ask questions.</li> <li>- Check for understanding by asking students to tell another student "how" to play the game</li> </ul>		

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<p>from what they observed.</p> <p><b>Step 4: Open Play</b></p> <ul style="list-style-type: none"> <li>- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)</li> <li>- Have the students play a practice game (no winners or losers) <b>Note:</b> If you are playing with cards you might want to have the students display their hand of cards during Open Play.</li> <li>- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.</li> </ul> <p><b>Note:</b> This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.</p> <p><b>Step 5: Play</b></p> <ul style="list-style-type: none"> <li>- Have students play the game.’</li> <li>- Circulate and answer questions as needed.</li> <li>- Debrief the game at the end asking students:             <ul style="list-style-type: none"> <li>o What skill did you practice?</li> <li>o What did you learn?</li> <li>o What about the game was enjoyable? What makes you say that?</li> <li>o How would you have taught the game differently?</li> </ul> </li> </ul>	
<p><b>Game for the Day</b></p> <p><b>Duel</b></p> <p><b>Players:</b> 2</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards and deal them out.</li> <li>2. Each player puts their cards in a pile facing down.</li> <li>3. Together players flip the top card over and place it in the center.</li> <li>4. The first player to say the names of the numbers on both cards, wins the cards.</li> <li>5. If a player calls an incorrect answer the cards are returned to the bottom of the pile.</li> <li>6. When all cards have been drawn the winner is the player with the most cards.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

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### Debrief

#### Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Student Choice Review
<b>Focus:</b>	Review

**Materials:**

White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Count from 10-1 backwards

Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7

Count from 1-10 forwards

Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle

What is the difference between a number and a letter?

### Content (the “Meat”)

#### Problem of the Day

Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.

Look at the graph below. Children had to pick a favorite color. There is one heart for each child’s vote. Which color has the most hearts by it?

red	♥ ♥ ♥
green	♥ ♥
blue	♥ ♥ ♥ ♥ ♥

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

#### Fact Practice The Number Book

During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can



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<p>verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p> <p><b>Make the cover and the back for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste. Once they have completed the book you will want to connect it with either staples or by punching a hole at the top and connecting the pages with a ring. You might want to consider making the cover out of colored card stock and then having the children decorate the front and back cover. If you pre-print the cover you can title it <u><b>My Counting Book</b></u>. Be sure that the child writes his/her name on the cover so you can send it home.</p> <p>Double check all of the pages to be sure that the number of items corresponds to the number written by the child. It is important that they see the corresponding number and symbol done correctly or we are reinforcing a misconception/error.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: rectangle</b></p> <p>Today you will review all of the words that the children have learned:</p> <ul style="list-style-type: none"> <li>number</li> <li>circle</li> <li>square</li> <li>triangle</li> <li>rectangle</li> </ul> <p>Have students draw on the white board as you say the word. Ask them to share with one another what the word means.</p> <p>Make the symbols and shapes on the board and ask students to identify them for you. Work with them to answer questions in complete sentences—for example, A square has 4 sides that are all the same rather than 4 sides.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Student Choice</b></p> <p><b>Review</b> how to play the games One Less, One More, Count Down and Memory Match. Once you are sure that students know how to play each game, have them choose a partner and play the game that they most enjoy. This will be a good opportunity for you to be sure that these games can be placed in a center or in the "after homework is done" choice. It is important that children can play the game independently which you will know by the end of the session today. If they are not yet independent, then do not put the game out for them when you are not available to help and support the play.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a rectangle?

What is another shape that looks like a rectangle only all of the sides are even?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Number Book
<b>Focus:</b>	Math vocabulary, counting, geometry

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Count from 1-10 forwards Count from 10-1 backwards Give an example of one more than 5 one more than 1, on more than 4 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Jill has 4 Happy Faces. Draw a group of Happy Faces that has 1 more than Jill. <b>Jill =</b> ☺ ☺ ☺ ☺</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b> <b>Counting Items:</b> You will want to have a variety of items for children to count and then</p>	<p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage</p>

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<p>paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 8: 8s are tricky. When you see them printed they look exactly like at 2 piece snowman, or a completed 3. However, that is not how they are made. While the 3s start a circle to the right, or clock wise, the 8 is really made by creating the letter "S": and then connecting the ending point with the beginning point with a straight line. An "S" is really two parts of circles, one to the left, the top one, and then the bottom one is to the right, like in a three. Have the students practice making "s"s in the air to capture the feel of the "s". Once they get that idea, the rest of the 8 is a straight line to connect the two points.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 8 on the page before they write the number.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: triangle</b></p> <p>A triangle is a three sided shape. Two lines come together at a point and then push away from each other. A third line connects the two lines that have pushed apart. An Indian tepee is shaped like a triangle, a church steeple is shaped like a triangle, and so is a piece of pizza (although pizza has a round edge as a connector instead of a flat one.</p> <p>Have children practice drawing a triangle on the white board. Remind them that they draw all three line separately (later they can start at the top and complete the triangle). Tell them that it is best to draw a triangle by starting at the top point and drawing the two legs of the ladder and then connect the legs as the bottom. After they have drawn 4 triangles ask them to put a line under the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Tell the children that you are going to make a pattern on the white board. The pattern is an A A BB C pattern, circle, triangle, square and then a repeat, circle, triangle, square</p> <p style="text-align: center;">○ ○ △ △ □ ○ ○ △ △ □</p> <p>Ask them to draw this pattern across the white board.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Count Down!</b></p> <p><b>Review</b> how to play the game Count Down with the students. Have them tell you the rules</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game</p>

## Consult 4 Kids Lesson Plans

of play. After they have reviewed and are comfortable playing on their own, give a deck of cards to each pair.

**Purpose of the game:** Practice counting backwards from 10 to ensure the student understands the relationship between numbers, one greater, one less, etc. To win, the cards will be in four stacks with 10 on the bottom and the ace or 1 on the top.

**Materials:** Deck of Cards (remove face cards and jokers)

**Players:** 2

**Directions:**

1. Shuffle the cards.
2. Make a 4 x 3 grid of cards, face up. (A grid that has 4 columns and 3 rows),
3. Place the remainder of the cards to the right of the grid.
4. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number.
5. Player continues to stack until there are no more additional moves.
6. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play.
7. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid.
8. Play then continues with Player 2 stacking the numbers.
9. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4.

Play continues until there are four stacks, 10-1.

**Note:** If there are no moves and no spaces, then player may draw a card from the deck to "jump start" play.

**Variation:** Create stacks that count up, with the Ace or 1 on the bottom and the 10 on the top.

is mastered you can utilize it in the "When Homework Is Complete" center.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What are the names of several shapes?

What does it mean that a number is one more? One less?

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### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Memory Match and Number Book
<b>Focus:</b>	Corresponding the numbers said with an actual number of objects

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers?</p> <p>How old are you? What does that number look like on your fingers? How do you count them?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage</p>
<p>Romeo the cat is wearing a glove on each of his paws. How many gloves is Romeo wearing?</p> <p>Draw this for the students so they can see how to solve the problem..</p>	
<b>Fact Practice</b> <b>The Number Book</b>	
<p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be</p>	

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<p>difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 1: Begin at the top and draw a line straight down.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 1 on the page before they write the number.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: number</b></p> <p>A number is a symbol that stands for the items that you have counted. There are only ten numerals, but how you combine them makes a difference as to the number of items you have counted. For now, we are going to focus on the numbers 1-10. Another symbol that you will need to learn are letters of the alphabet. Letters are not numbers and numbers are not letters. However, the numeral 1 looks like the letter "l", and the numeral 0 looks like the letter "o"</p> <p>Write the following 3 letters and 3 numerals on the board or chart paper. Make 2 sides of the chart—1 side that says Letters (a, b, c) and the other that says Numbers (3, 4, 5). Ask the students to tell you where each of the symbols goes—under letters or numbers.</p> <p>Symbols: 7 e 5 3 s r</p> <p>Have students copy the chart that you made on the white boards. Be sure to praise the efforts that they make to copy (it isn't easy to do it)</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Memory Match</b></p> <p><b>Demonstrate</b> how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10.</p> <p><b>Materials:</b> Deck of Cards for each pair of students (remove face cards and jokers)</p> <p><b>Players:</b> 2-4</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>



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<ol style="list-style-type: none"> <li>2. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.</li> <li>5. Player 1 then replaces the 2 cards with ones from the deck.</li> <li>6. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.</li> <li>7. Play continues until all of the cards are matched.</li> </ol> <p>Winner is the player with the most cards at the end of the game.</p>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Draw the number of circles that match with these numbers: 3, 6, 9</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Number and Memory Match
<b>Focus:</b>	Shapes, numbers, and math vocabulary

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>How many fingers do you have on one hand? How many on two?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Before giving the children this problem, show them another AB pattern and ask them to identify what comes next. Let them practice several before the problem below.</p> <p>Look at the pattern below. Copy it and add the next 3 shapes. How do you know you are correct?</p> <p>♥ ☺ ♥ ☺ ♥ ____</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p>	

## Consult 4 Kids Lesson Plans

<p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 2: Begin at the point of the 2 that is at the top, curve the line around like you are going to make a circle. Before you finish the circle bring the line straight down angling to the left so the line ends underneath the spot where you began. You will then continue by drawing a straight line to the right, forming a straight horizontal line.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 2 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: number</b></p> <p>A number is a symbol that stands for the items that you have counted. There are only ten numerals, but how you combine them makes a difference as to the number of items you have counted. For now, we are going to focus on the numbers 1-10. Other symbols that you will need to learn are letters of the alphabet. Letters are not numbers and numbers are not letters. However, the numeral 1 looks like the letter "l", and the numeral 0 looks like the letter "o"</p> <p>Write the following 3 letters and 3 numerals on the board or chart paper. Make 2 sides of the chart—1 side that says Letters (a, b, c) and the other that says Numbers (3, 4, 5). Ask the students to tell you where each of the symbols goes—under letters or numbers.</p> <p>Symbols: c h 9 2 u 6</p> <p>Have students copy the chart that you made on the white boards. Be sure to praise the efforts that they make to copy (it isn't easy to do it)</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity</b> <b>Memory Match</b></p> <p>Review the game of Memory Match with the children. Ask them to "teach" you how to play the game. Be sure that they understand how to play and take turns, etc. Once you have reviewed the game, let students pick a partner to play the game with.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10.</p> <p><b>Materials:</b> Deck of Cards for each pair of students (remove face cards and jokers)</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<p><b>Players:</b> 2-4</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.</li> <li>5. Player 1 then replaces the 2 cards with ones from the deck.</li> <li>6. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.</li> <li>7. Play continues until all of the cards are matched.</li> <li>8. Winner is the player with the most cards at the end of the game.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>When you play Memory, what strategies to you use?</p> <p>What happens to the cards you match?</p>

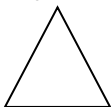
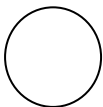
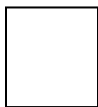
<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting Book and Triangle
<b>Focus:</b>	Math vocabulary, counting, geometry,

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>What is a square? Draw a square in the air. How is a square different from a circle?</p> <p>What is a triangle? Draw a triangle in the air. How is a triangle different from a square? A circle?</p> <p>Give an example of one more than 2 one more than 1, on more than 5</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Name the shapes below.</p> <div style="display: flex; justify-content: space-around; align-items: center;">    </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p>	

## Consult 4 Kids Lesson Plans

<p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 7: A 7 is made like and upside down beginning of a 4. Instead of looking at the left hand, have students make that same shape with the thumb and pointer finger of the right hand. Instead of having the pointer finger pointing up, have children turn their hands so the pointer finger is pointing down. The thumb and pointer finger now make the 7. Have students trace that shape with their left pointer finger beginning at the thumb. The motion is over to the right and then down. After practicing several times have students try the shape in the air and then with a pencil.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 7 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> triangle</p> <p>A triangle is a three sided shape. Two lines come together at a point and then push away from each other. A third line connects the two lines that have pushed apart. An Indian tepee is shaped like a triangle, a church steeple is shaped like a triangle, and so is a piece of pizza (although pizza has a round edge as a connector instead of a flat one).</p> <p>Have children practice drawing a triangle on the white board. Remind them that they draw all three line separately (later they can start at the top and complete the triangle). Tell them that it is best to draw a triangle by starting at the top point and drawing the two legs of the ladder and then connect the legs as the bottom. After they have drawn 4 triangles ask them to put a line under the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Tell the children that you are going to make a pattern on the white board. The pattern is an A B C pattern, circle, triangle, square and then a repeat, circle, triangle, square</p> <p style="text-align: center;">○ △ □ ○ △ □</p> <p>Ask them to draw this pattern across the white board.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Count Down!</b></p>	<p>Focus on having young people "compete" in pairs or</p>

## Consult 4 Kids Lesson Plans

**Demonstrate** how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.

**Purpose of the game:** Practice counting backwards from 10 to ensure the student understands the relationship between numbers, one greater, one less, etc. To win, the cards will be in four stacks with 10 on the bottom and the ace or 1 on the top.

**Materials:** Deck of Cards (remove face cards and jokers)

**Players:** 2

**Directions:**

1. Shuffle the cards.
2. Make a 4 x 3 grid of cards, face up. (A grid that has 4 columns and 3 rows),
3. Place the remainder of the cards to the right of the grid.
4. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number.
5. Player continues to stack until there are no more additional moves.
6. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play.
7. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid.
8. Play then continues with Player 2 stacking the numbers.
9. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4.

Play continues until there are four stacks, 10-1.

**Note:** If there are no moves and no spaces, then player may draw a card from the deck to "jump start" play.

**Variation:** Create stacks that count up, with the Ace or 1 on the bottom and the 10 on the top.

small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

**Closing**

**Review**

Say:

- Please recap what we did today.
- Did we achieve our objectives?

**Debrief**

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count backwards? What helps you to do that?

Name three different shapes.

**Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

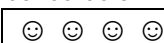



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting
<b>Focus:</b>	Math vocabulary, counting, number recognition

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>How many toes do you have on one foot? How many on two?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Look at the two boxes below. Which one has the most Happy Faces in it?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;">  </div> <div style="border: 1px solid black; padding: 5px; display: flex; gap: 10px;">  </div> </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b></p> <p style="text-align: center;"><b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then</p>	

## Consult 4 Kids Lesson Plans

<p>paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 3: Begin at the top, just like the 2. This time you will begin a circle, but this time before you close this circle, you are going to start a second one and then end underneath the starting point. The 3 looks at great deal like a snowman with half the body missing.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 3 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: circle</b></p> <p>A circle is a shape that starts and stops at the same place. It is round like the sun and the full moon. Other things that can be round are a can, a clock face and a plate.</p> <p>Have the children draw several circles on their white boards. After they have drawn at least 4 circles have them but a line underneath the one that they think is the best.</p> <p>Write the following numbers and letters on the board randomly, but low enough for the children to reach:</p> <p>r, t, p, m, n, s, 3 2, 5, 4, 1</p> <p>Ask for volunteers to come up to the board and "circle" the number or letter that you name. Praise the efforts at circle drawing. Each time a student come up to the front, have the other children practice another circle on the white board. Have them show the circles to you so you can keep track of how they are doing.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity One More</b></p> <p><b>Demonstrate</b> how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 more. <b>Note:</b> 10 can only be an answer card.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p> <p><b>Players:</b> 2-4</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 5 cards to each player.</li> <li>3. Player 1 asks Player 2 for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.</li> <li>4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2."</li> <li>5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.</li> <li>6. Player 2 then repeats the procedure.</li> <li>7. Game is over when all cards are matched or time is called.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Name several things that are in the shape of a circle.</p>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting and Geometry
<b>Focus:</b>	Math vocabulary, counting, geometry

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Count from 10-1 backwards Count from 1-10 forwards Using your hands, show a circle. Show a triangle. Show a square. What is the difference between a number and a letter?

Content (the “Meat”)	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Look at the rectangles below. Which is the widest? How do you know?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>A</p> </div> <div style="text-align: center;">  <p>B</p> </div> </div> <p>Draw this on the white board. Put an X in your choice.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”</p>
<p><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them</p>	

## Consult 4 Kids Lesson Plans

<p>do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 9: A nine is like an upside down 6 however it is made completely differently from a six. A 9 is like making the letter "c" and then lifting the pencil and making a 1 that connect both ends of the "c" and then extends beyond the "c" for the stem.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 9 on the page before they write the number.</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: rectangle</b></p> <p>A rectangle is like a square as it has 4 straight sides. It is different from a square because two sides are short and two sides are long. The short sides are across from each other and the long sides are across from each other as well. Doors are rectangles, windows are rectangles, and cookie sheets are rectangles.</p> <p>Have children practice drawing a rectangle on the white board. Remind them that they draw all four lines separately. Tell them that it is best to draw a rectangle by starting at the top-side left, drawing a straight line horizontally and then connect it to a vertical line on either end. Finally, make the final connecting line to join the rectangle. After they have drawn 4 rectangles ask them to put a circle under the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Have them create a pattern using triangles and rectangles. Have them draw it across the entire white board.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity One Less</b></p> <p>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is</p>

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<p>watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 less. <b>Note:</b> 1 can only be an answer card.</p> <p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p> <p><b>Players:</b> 2</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 3 cards to each player.</li> <li>3. Make a 3 x 3 grid with the cards face up (3 rows x 3 columns)</li> <li>4. Player 1 looks at the cards in his or her hand and the cards on the grid, looking for a card that represents 1 less than the cards in his/her hand.</li> <li>5. If a card that represents 1 less is in the grid, the player collects the card and says, "____ (the card picked up) is one less than ____ (the card from his/her hand) and places them both in a pile to his/her left.</li> <li>6. Player replaces the card taken from the grid with a card from the extra deck</li> <li>7. Player 2 now takes his/her turn.</li> <li>8. Play continues until all cards are matched or time is called.</li> </ol>	<p>Complete" center.</p>
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What does one less mean?</p> <p>Name numbers that are one less than 5, 9, and 2</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Book and Square
<b>Focus:</b>	Math vocabulary, counting, geometry

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about numbers? How are the different from letters? (numbers count things, letters tell you what sound to make)</p> <p>What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>What is a square? Draw a square in the air. How is a square different from a circle?</p> <p>Give an example of one more than 4 one more than 1, on more than 4</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")											
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Below there is a ten frame. Some of the boxes have a Happy Face in them. How many more Happy Faces are needed to have 10? Tell how you know.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">😊</td> <td style="text-align: center;">😊</td> <td style="text-align: center;">😊</td> <td style="text-align: center;">😊</td> <td style="text-align: center;">😊</td> </tr> <tr> <td style="text-align: center;">😊</td> <td style="text-align: center;">😊</td> <td></td> <td></td> <td></td> </tr> </table>	😊	😊	😊	😊	😊	😊	😊				<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of</p>
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😊	😊										
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10,</p>											



## Consult 4 Kids Lesson Plans

<p>make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b>  <b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 6: A 6 starts like a one with a tiny bend to the right. When you get to the bottom of the one you move again to the right and make a circle by joining the line that came straight down. You might want to have children practice making the circle by starting at the top and having them move counterclockwise to complete the circle, ending where they started.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 6 on the page before they write the number.</p>	<p>the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: square</b></p> <p>A square is a shape that has only straight sides. The straight sides of a square are all the exact same size. No matter which way you turn a square it looks exactly the same. Some things that are square can be a table, a book, a sign, or a yard.</p> <p>Have children practice drawing a square on the white board. After they have drawn 4 squares ask them to put an x in the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Tell the children that you are going to make a pattern on the white board. The pattern is circles and squares mixed: ○ ○ □ □ ○ ○ □ □</p> <p>Ask them to draw this pattern across the white board.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Student Choice</b></p> <p><b>Review</b> how to play the games One More and Memory Match with the children. Let the children know that today they are going to select one of these two games to play. Ask them if they want to play the game today that they did not play yesterday. Invite them to do that, but do not force. Give them the cards to play and walk around helping them to play successfully. Remind them that tomorrow they will be learning a new game.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What do you do to help you remember where items are located when you play Memory?

Name at least 3 different shapes that you and 3 friends can demonstrate.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Circle One More
<b>Focus:</b>	One More

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Look at the lines below. Which line is longer? How can you tell?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <hr style="width: 100px; border: 0.5px solid black;"/> <p>A</p> </div> <div style="text-align: center;"> <hr style="width: 100px; border: 0.5px solid black;"/> <p>B</p> </div> </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p>	

## Consult 4 Kids Lesson Plans

<p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or blue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with a arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 4: Look at the "L" shape made by the thumb and pointer finger on your left hand. With your right hand, trace that shape several times so you will know how to make the first part of the 4. Start at the top of the "L" come straight down and then continue the line by drawing to the right. Pick up your pencil. You will now make a "1" that crosses through the "thumb" part of the "L" you made.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 4 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: circle</b></p> <p>A circle is a shape that starts and stops at the same place. It is round like the sun and the full moon. Other things that can be round are a can, a clock face and a plate.</p> <p>Have the children draw several circles on their white boards. After they have drawn at least 4 circles have them but a line underneath the one that they think is the best.</p> <p>Write the following numbers and letters on the board randomly, but low enough for the children to reach:</p> <p>a n s p g n 9 7 4 3 5 1</p> <p>Ask for volunteers to come up to the board and "circle" the number or letter that you name. Praise the efforts at circle drawing. Each time a student come up to the front, have the other children practice another circle on the white board. Have them show the circles to you so you can keep track of how they are doing.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity One More</b></p> <p><b>Review</b> how to play the game with the children. This is a more difficult game than matching numbers, however it will give them necessary practice.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 more. <b>Note:</b> 10 can only be an answer card.</p> <p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

**Players:** 2-4

**Directions:**

1. Shuffle the cards.
2. Deal 5 cards to each player.
3. Player 1 asks Player 2 for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.
4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "\_\_\_ (the card asked for) is one more than \_\_\_ (the card Player 1 started with)." Example: "3 is one more than 2."
5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.
6. Player 2 then repeats the procedure.
7. Game is over when all cards are matched or time is called.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What does one more mean?

What does one less mean?

Give examples.

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	One Less K
<b>Focus:</b>	Math

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Using your fingers show each of these numbers: 4, 3, 6, 8, 1, 10 Count from 10-1 backwards Count from 1-10 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Counting backwards is fun. Look at the list of numbers below. If you are counting backwards, what numbers fit into the spaces? How do you know?</p> <p style="text-align: center;">10, 9, 8, 7, ____, 5, ____, ____, 2, 1</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10,</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>

## Consult 4 Kids Lesson Plans

<p>make the number book with 2 pages for each number 1-5.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 10: A ten is 2 numbers the 1, and then the zero. A zero is made by starting at the top and arching around until you come back to the beginning. The arch travels in a counterclockwise motion.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 10 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: rectangle</b></p> <p>A rectangle is like a square as it has 4 straight sides. It is different from a square because two sides are short and two sides are long. The short sides are across from each other and the long sides are across from each other as well. Doors are rectangles, windows are rectangles, and cookie sheets are rectangles.</p> <p>Have children practice drawing a rectangle on the white board. Remind them that they draw all four lines separately. Tell them that it is best to draw a rectangle by starting at the top-side left, drawing a straight line horizontally and then connect it to a vertical line on either end. Finally, make the final connecting line to join the rectangle. After they have drawn 4 rectangles ask them to put a circle under the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Have them create a pattern using triangles, circles and rectangles. Have them draw it across the entire white board.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity One Less</b></p> <p><b>Review</b> how to play the game, One Less. Talk about how it is different and similar to the game One More. Also ask students how this game is like Count Down. When you have reviewed the game, have children select a partner to play the game with.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 less. <b>Note:</b> 1 can only be an answer card.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p> <p><b>Players:</b> 2</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 3 cards to each player.</li> <li>3. Make a 3 x 3 grid with the cards face up (3 rows x 3 columns)</li> <li>4. Player 1 looks at the cards in his or her hand and the cards on the grid, looking for a card that represents 1 less than the cards in his/her hand.</li> <li>5. If a card that represents 1 less is in the grid, the player collects the card and says, " ____ (the card picked up) is one less than ____ (the card from his/her hand) and places them both in a pile to his/her left.</li> <li>6. Player replaces the card taken from the grid with a card from the extra deck</li> <li>7. Player 2 now takes his/her turn.</li> <li>8. Play continues until all cards are matched or time is called.</li> </ol>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What does it mean to find one less than the amount you have?

What does it mean to find one more?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting and Game Choice
<b>Focus:</b>	Math vocabulary, counting, geometry

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about numbers? How are the different from letters? (numbers count things, letters tell you what sound to make)
What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?
Give an example of one more than 3, one more than 2, on more than 4
Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Look at the list of number. What are the missing numbers? Write them in. How do you know you are right?</p> <p style="text-align: center;">1 , 2, __, 4, 5, 6, __, 8, 9, 10</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice</b> <b>The Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5.</p>	



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<p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally in the book. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 5: The 5 begins like the four, only instead of taking a line straight out on the lower part of the "L", you begin the straight line and then make a part of a circle like you did for the bottom of the three. Lift your pencil and touch down at the place you started the five and make a straight line to the right.</p> <p><b>Make the page for the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 5 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: square</b></p> <p>A square is a shape that has only straight sides. The straight sides of a square are all the exact same size. No matter which way you turn a square it looks exactly the same. Some things that are square can be a table, a book, a sign, or a yard.</p> <p>Have children practice drawing a square on the white board. After they have drawn 4 squares ask them to put an x in the one that they think they drew the best. Have them show you the squares they drew by turning over the white board.</p> <p>Tell the children that you are going to make a pattern on the white board. The pattern is circle, square, circle, square. ○ □ ○ □</p> <p>Ask them to draw this pattern across the white board.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Student Choice</b></p> <p><b>Review</b> how to play the games One More and Memory Match with the children. Let the children know that today they are going to select one of these two games to play. Give them the cards to play and walk around helping them to play successfully.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a square?

How can you make a square using people for the edges?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting Poster One More
<b>Focus:</b>	Counting—One More

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the</p>
<p>Joe has 4 circles. Draw a picture that shows one less. Explain your drawing.</p>	
<b>Fact Practice</b> <b>The Poster</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over</p>	

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<p>students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 4: Look at the “L” shape made by the thumb and pointer finger on your left hand. With your right hand, trace that shape several times so you will know how to make the first part of the 4. Start at the top of the “L” come straight down and then continue the line by drawing to the right. Pick up your pencil. You will now make a “1” that crosses through the “thumb” part of the “L” you made.</p> <p><b>Make the poster.</b> Remember to have the poster paper cut (an 8” square works nicely, glue sticks, and items for the children to select and paste 4 on the page before they write the number.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: size</b></p> <p>Yesterday we talked about the word “size” and said that it describes how big or little, heavy or light something is. It is a descriptive word that helps people create a picture in their brain. If I say that a whale is bigger than a cow, that can certainly be more descriptive than simply telling you the color of the whale. Size is relative. Something that seems big when you are small, might not be so big to a giant.</p> <p>Draw two of several different shapes on the board, one smaller than the other. Ask for volunteers to come up to the board and “circle” the largest or the smallest, comparing the size of the two shapes. For example, this square is smaller than that square. It is smaller in size.. Praise the efforts at determining what size something is relative to something else.. Each time a student come up to the front, have the other children practice by telling a partner which object they would choose.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity One More</b></p> <p><b>Review</b> how to play the game with the children. This is a more difficult game than matching numbers, however it will give them necessary practice. You played this game the last time you did math several weeks ago.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 more. <b>Note:</b> 10 can only be an answer card.</p> <p><b>Materials:</b> Deck of Cards (remove face cards and jokers)</p> <p><b>Players:</b> 2-4</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 5 cards to each player.</li> <li>3. Player 1 asks Player 2 for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.</li> <li>4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, “ ___ (the card asked for) is one more than ___ (the</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

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<p>card Player 1 started with." Example: "3 is one more than 2."</p> <ol style="list-style-type: none"> <li>5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.</li> <li>6. Player 2 then repeats the procedure.</li> <li>7. Game is over when all cards are matched or time is called.</li> </ol>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)







- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	The Poster and Memory Match
<b>Focus:</b>	Concentration

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>How many fingers do you have on one hand? How many on two?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the</p>
<p>Look at the sets of hearts. Which two are alike? Tell how you know that.</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">    </div> <div style="text-align: center;">    </div> <div style="text-align: center;">    </div> </div>	
<b>Fact Practice</b> <b>The Poster</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>The Posters</b>  <b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be</p>	

## Consult 4 Kids Lesson Plans

<p>difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 2: Begin at the point of the 2 that is at the top, curve the line around like you are going to make a circle. Before you finish the circle bring the line straight down angling to the left so the line ends underneath the spot where you began. You will then continue by drawing a straight line to the right, forming a straight horizontal line.</p> <p><b>Make the poster.</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 2 on the page before they write the number.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> same</p> <p>Remember that yesterday we said the same means alike or nearly alike. We looked at our hands and discovered that they were the same (nearly alike).</p> <p>Today we are going to look for people who are the same or nearly the same based on the question asked to create the match.</p> <p>Someone who is wearing the same color shirt as you.</p> <p>Someone who has the same color hair as you.</p> <p>Someone who likes the same favorite food as you.</p> <p>Someone who like the same favorite color as you.</p> <p>Someone who likes the same animal as you.</p> <p>When students find one another, they should stand together and share how they are the same with the group.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b> <b>Memory Match</b></p> <p>Review the game of Memory Match with the children. (You played it last month.) Ask them to "teach" you how to play the game. Be sure that they understand how to play and take turns, etc. Once you have reviewed the game, let students pick a partner to play the game with.</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10.</p> <p><b>Materials:</b> Deck of Cards for each pair of students (remove face cards and jokers)</p> <p><b>Players:</b> 2-4</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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2. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)
3. Place the remainder of the cards to the right of the grid.
4. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.
5. Player 1 then replaces the 2 cards with ones from the deck.
6. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.
7. Play continues until all of the cards are matched.
8. Winner is the player with the most cards at the end of the game.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans



<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Shape Concentration
<b>Focus:</b>	Geometry

<b>Materials:</b>	
White boards	shape cards at the end of this lesson plan
Crayolas	poster paper for poster #1
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers?</p> <p>How old are you? What does that number look like on your fingers? How do you count them?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Joan has 5 circles. Draw a picture that shows one more. Explain your drawing.</p>	
<b>Fact Practice: The Poster</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each</p>	

<p>number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 1: Begin at the top and draw a line straight down.</p> <p><b>Make the poster.</b> Remember to have the poster paper cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 1 on the page before they write the number. Select one of the posters and have children dictate a sentence about the picture. Example: I have one round circle.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: same</b></p> <p>Same means that 2 or more things are alike or nearly alike either in looks or meaning. Have students look at their hands. Their hands are the same or nearly the same. They each have a thumb, four fingers, fingernails at the end of the finger and so on. Ask students to share with each other how their hands are the same.</p> <p>Write the following 3 letters and 3 numerals on the board or chart paper. Ask children to decide which symbols are the same and then put the matching pairs together in the same column.</p> <p>Symbols: 7 e 7 2 e 2</p> <p>Have students copy the chart that you made on the white boards. Be sure to praise the efforts that they make to copy (it isn't easy to do it)</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Shape Concentration</b></p> <p><b>Demonstrate</b> how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Materials:</b> Shape cards at the end of this lesson plan ( 1 set for every 2-3 players)</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place game pieces face down in a grid (like Concentration).</li> <li>2. First player turns over two pieces. If they match, he/she keeps. If they do not match, he/she turns the back over and the game continues.</li> <li>3. Second player repeats step 2.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

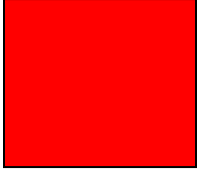

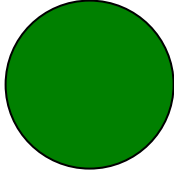
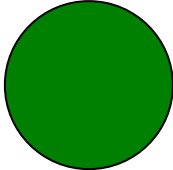
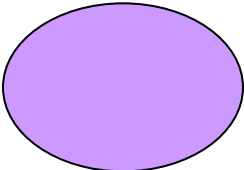
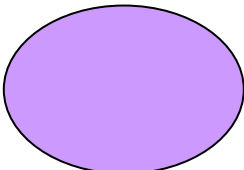


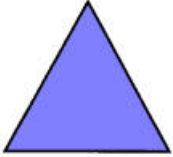
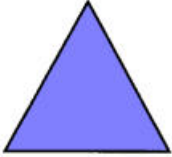


Are they the same?



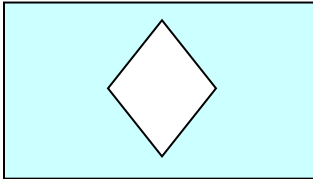
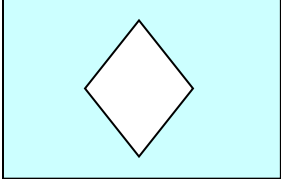
#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Shape Concentration Cards

			
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Consult 4 Kids Lesson Plans




## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Size and Shape Concentration
<b>Focus:</b>	Geometry

<b>Materials:</b>	
White boards	shape cards from day 1
Crayolas	poster for the number 3 paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about math?</p> <p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>How many toes do you have on one foot? How many on two?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p><b>Problem of the Day</b></p> <p>How would you sort these shapes? Explain what you are thinking.</p> 	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the</p>
<p><b>Fact Practice</b></p> <p><b>The Poster</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs,</p>	

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<p>dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 3: Begin at the top, just like the 2. This time you will begin a circle, but this time before you close this circle, you are going to start a second one and then end underneath the starting point. The 3 looks at great deal like a snowman with half the body missing.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 3 on the page before they write the number.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: size</b></p> <p>Size is a word that refers to how big or how small something is. Sometimes it is even about how something is in between big and little. We all know that every child is not the same size as every other child. Have children find a partner and see who is tallest, who has the smallest hand, who has the biggest foot, and so on. Have children try these comparisons with different children so they can see that sometimes they may be smallest and sometimes biggest.</p> <p>Ask for volunteers to come up to the front and demonstrate for the others how they can get themselves in order—smallest to largest, or largest to smallest. Ask them to decide where you, the Program Leader would fit in.</p> <p>Have students create a sentence to explain who is smallest, largest, etc. Write the sentences on the board so you can read them together.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b> <b>Shape Concentration</b></p> <p><b>Demonstrate</b> how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Shape Concentration</b> <b>Materials:</b> Shape cards at the end of this lesson plan ( 1 set for every 2-3 players) <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place game pieces face down in a grid (like Concentration).</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. First player turns over two pieces. If they match, he/she keeps. If they do not match, he/she turns the back over and the game continues.</li> <li>3. Second player repeats step 2.</li> </ol>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Name several different shapes.</p> <p>What are some ways you try to remember when you are playing "Concentration"?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Strange Monster
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	Strange Monster Part Chart
Crayolas	paper for poster
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about numbers? How are the different from letters? (numbers count things, letters tell you what sound to make)

What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?

Give an example of one more than 3, one more than 2, on more than 4

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.

Look at the picture below. Which one does not belong? Tell why you think that.



3    three    5

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

#### Fact Practice The Poster

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".

#### The Posters

**Counting Items:** You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs,

## Consult 4 Kids Lesson Plans

<p>dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 5: The 5 begins like the four, only instead of taking a line straight out on the lower part of the "L", you begin the straight line and then make a part of a circle like you did for the bottom of the three. Lift your pencil and touch down at the place you started the five and make a straight line to the right.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 5 on the page before they write the number.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: week</b></p> <p>A week consists of the 7 days. Each day is 24 hours long. The names of the days are:</p> <p><b>Sunday</b> (arms up over head, hands together (palm-to-palm like a steeple))</p> <p><b>Monday</b> (left arm stay up, right arm comes down and extends straight from the shoulder)</p> <p><b>Tuesday</b> (left arm come down and extends from the shoulder to match the right arm)</p> <p><b>Wednesday</b> (right arm down, placing hand on waist, left arm stays extended)</p> <p><b>Thursday</b> (left arm down, placing hand on waist, matching the right arm)</p> <p><b>Friday</b> (both arms go straight down on the day Friday)</p> <p><b>Saturday</b> (both arms up and over head, shaking fists and jumping up and down)</p> <p>Today we are going to learn a cheer for the days of the week. Please stand up. (See the motion by each day above.) Teach the cheer and do it several time with the children as a whole. Then have children practice in pairs.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Strange Monster</b></p> <p><b>Materials:</b> Two, six-sided dice per group White board Vis-à-vis pens Strange Monster Part Chart</p> <p><b>Players:</b> 2-4</p> <p><b>Purpose of the game:</b> Practice recognizing the numbers between 1 and 10 and the number that is 1 less.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Draw a monster head on your white board.</li> <li>2. Review the chart with parts to draw when you roll certain numbers.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>3. Roll the dice and count the number of spots.</li> <li>4. Find the number on the chart and draw the monster parts it tells you to draw.</li> <li>5. You might not be able to put the part in the “right” place, but you must put it on the parts of the monster that you have.</li> <li>6. Share your Strange Monster with the rest of the class.</li> </ol>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?





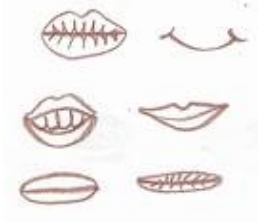


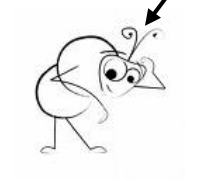

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

# Strange Monster

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
<p>head</p>  <p>6</p>	<p>mouth</p>  <p>7</p>	 <p>8</p>
<p>legs</p>  <p>9-10</p>	<p>antenna</p>  <p>11</p>	<p>dots</p>  <p>12</p>

# Strange Monster Tally Sheet Sample


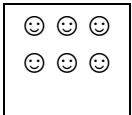
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Week and Strange Monster
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	Strange Monster Part Cards
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about numbers? How are the different from letters? (numbers count things, letters tell you what sound to make)
What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?
What is a square? Draw a square in the air. How is a square different from a circle?
Give an example of one more than 4 one more than 1, on more than 4
Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Which box has more happy faces?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">  </div> </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn"</p>
<p><b>Fact Practice</b> <b>The Poster</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p>	

## Consult 4 Kids Lesson Plans

<p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 6: A 6 starts like a one with a tiny bend to the right. When you get to the bottom of the one you move again to the right and make a circle by joining the line that came straight down. You might want to have children practice making the circle by starting at the top and having them move counterclockwise to complete the circle, ending where they started.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 6 on the page before they write the number.</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: week</b></p> <p>Remember that the word week represents the 7 days that combine to make one week on our calendar. Ask students to tell you the names of the days of the week (Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday).</p> <p>Review the cheer from yesterday.</p> <p>Have children volunteer to lead the class in the cheer.</p> <p>Practice several times.</p> <p><b>Sunday</b> (arms up over head, hands together (palm-to-palm like a steeple))</p> <p><b>Monday</b> (left arm stay up, right arm comes down and extends straight from the shoulder)</p> <p><b>Tuesday</b> (left arm come down and extends from the shoulder to match the right arm)</p> <p><b>Wednesday</b> (right arm down, placing hand on waist, left arm stays extended)</p> <p><b>Thursday</b> (left arm down, placing hand on waist, matching the right arm)</p> <p><b>Friday</b> (both arms go straight down on the day Friday)</p> <p><b>Saturday</b> (both arms up and over head, shaking fists and jumping up and down)</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Strange Monster</b></p> <p><b>Review</b> how to play the game Strange Monster with the children. Let the children know that today they are going to play the game again to be sure they know just how to play. Ask students to share with you the rules of the game. Show them the Strange Monster Part Chart. Create at least one Strange Monster together, asking different children to come up</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans





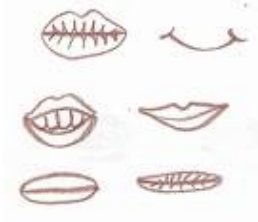


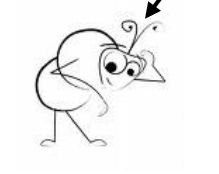

and roll the dice. When you have finished, have children divide into pairs and play the game.	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?            What would you like to do more of the next time we do math?            Count from 1 to 20.            How many eyes should a monster have?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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# Strange Monster

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
<p>head</p>  <p>6</p>	<p>mouth</p>  <p>7</p>	<p>8</p> 
<p>legs</p>  <p>9-10</p>	<p>antenna</p>  <p>11</p>	<p>dots</p>  <p>12</p>

# Strange Monster Tally Sheet Sample

2	
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12	

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Draw It
<b>Focus:</b>	Math

<b>Materials:</b>	
White boards	dice
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Count from 10-1 backwards Count from 1-10 forwards Using your hands, show a circle. Show a triangle. Show a square. What is the difference between a number and a letter?

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board. Have children practice figuring out what days Wednesday is between. Give them opportunity to try several "betweens". If today is Wednesday, what day is tomorrow? What day was yesterday?</p>	
<b>Fact Practice The Poster</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace</p>	

## Consult 4 Kids Lesson Plans

<p>over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:  <b>Directions</b> for writing the number 9: A nine is like an upside down 6 however it is made completely differently from a six. A 9 is like making the letter "c" and then lifting the pencil and making a 1 that connect both ends of the "c" and then extends beyond the "c" for the stem.  <b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 9 on the page before they write the number.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: day</b>  A day is a way that we measure time. A day has morning (when the sun is shining) and night (when we can see the moon and the stars). A day is 24 hours long. Morning time is labeled a.m., night time is labeled p.m. In these initials the <b>a</b> stands for "<b>ante</b>" which means before, and the <b>p</b> stands for <b>post</b> which means after. The <b>m</b> in both of these measures stands for meridian, a line that is drawn through England.  Have children practice the days of the week cheer.</p>	<p>It is important to review academic math vocabulary often throughout the day.  Complete the Vocabulary notebook for each word.  When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity Draw It!</b></p> <p>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Materials:</b>        One six-sided dice per child                                White board                                Vis-à-vis pens</p> <p><b>Players:</b> 2-4  <b>Purpose of the game:</b> Practice representing the numbers between 1 and 6.  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Each child rolls his/her die.</li> <li>2. Child counts the number of dots.</li> <li>3. Child draws that number of shapes on his/her white board. (Children may draw circles, squares, hearts, stars, rectangles, or any other shape that they have knowledge of and can draw.</li> <li>4. Child then writes the number that was on his/her dice.</li> <li>5. Children share the white boards with one another.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Count to 25.

When do you need to be able to count accurately?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Draw It and Day
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	dice
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	days of the week name cards

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Using your fingers show each of these numbers: 4, 3, 6, 8, 1, 10 Count from 10-1 backwards Count from 1-10 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.</p> <p>Freddie has 5 triangles. Draw a picture that has one more triangle. Explain your drawing.</p>	
<b>Fact Practice The Poster</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of “8”.</p>	

## Consult 4 Kids Lesson Plans

<p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 10: A ten is 2 numbers the 1, and then the zero. A zero is made by starting at the top and arching around until you come back to the beginning. The arch travels in a counterclockwise motion.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 10 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: day</b></p> <p>Remind the students of the names of the days of the week. Have children volunteer to come up to the front of the room and determine which "day" of the week that they are. Do this by passing out the names of the week that are on the cards (attached to the end of this lesson plan).</p> <p>Ask students to organize themselves into the correct order. Have the remaining students determine if they agree or disagree with the placement. If they disagree, they should reorganize the group. If they agree, play again having children randomly hand the day card off to another student and repeat the process..</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Draw It!</b></p> <p><b>Review</b> how to play the game, Draw It! Talk about how when the student rolls a particular number that is the clue for how many items he/she must draw. Do several practice activities.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

How will you use what you've learned during the school day?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Ring The Bell and Circle
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	dice
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	Ring the Bell Game Board

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>What is a square? Draw a square in the air. How is a square different from a circle?</p> <p>What is a triangle? Draw a triangle in the air. How is a triangle different from a square? a circle?</p> <p>Have children pick a partner. Have one child pretend to “write” on the other child’s back. He/she should draw a triangle, circle, or a square. The child being “drawn on” should guess which shape is being drawn. Repeat trading the drawing partners.</p> <p>Give an example of one more than 2 one more than 1, on more than 5</p> <p>Counting is essential in math. You can’t do any sort of math if you can’t count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the “Meat”)	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board. Do this with several combinations. Have 7 children come up, give each one the name of a day of the week. Have them stand in order. Then have children figure out the pattern: Today is, tomorrow will be, yesterday was...</p> <p>If today is Monday, what day is tomorrow? What day was yesterday?</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage</p>
<p style="text-align: center;"><b>Fact Practice The Poster</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of “8”.</p> <p><b>The Posters</b></p>	

## Consult 4 Kids Lesson Plans

<p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 7: A 7 is made like and upside down beginning of a 4. Instead of looking at the left hand, have students make that same shape with the thumb and pointer finger of the right hand. Instead of having the pointer finger pointing up, have children turn their hands so the pointer finger is pointing down. The thumb and pointer finger now make the 7. Have students trace that shape with their left pointer finger beginning at the thumb. The motion is over to the right and then down. After practicing several times have students try the shape in the air and then with a pencil.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 7 on the page before they write the number.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: between</b></p> <p>Between is a word that means that something is in the middle. There is something on the right and something on the left; or something in front and something behind, and then something in the middle or between the two descriptors.</p> <p>Ask student to put their hands out straight in front of them. Ask them to look around and find something that would fit "between" their hands. For example, if my hands were about a foot apart, a soccer ball would fit between them. So would a loaf of bread, and maybe even a box of graham crackers.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b> <b>Ring the Bell</b></p> <p><b>Demonstrate</b> how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.</p> <p><b>Materials:</b> One, six-sided dice per player Ring The Bell Game Board</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">Paper cups</p> <p><b>Players:</b> 2-4</p> <p><b>Purpose of the game:</b> Practice counting the numbers between 1 and 6.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the <b>Ring The Bell</b> game board in the center of the table.</li> <li>2. Give each player a marker (this can be a piece of different colored paper)</li> <li>3. The first player puts his/her die in the cup, shakes the cup, and flips the die onto the table, covering it quickly with the cup.</li> <li>4. The second player says "Go!" and the first player lifts the cup for 1-2 seconds then recovers the die.</li> <li>5. The second player states the number of dots on the die. If he/she is correct, then he/she moves the marker that many spaces.</li> <li>6. If the player lands on a "slide", he/she moves to the bell attached to the slide.</li> <li>7. Player who reaches the finish square first, wins.</li> </ol>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them</li> </ul>
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Consult 4 Kids Lesson Plans

Ring The Bell Game Board

START



	←Finish						



## Consult 4 Kids Lesson Plans



<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Poster and Ring the Bell
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	dice
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Count from 1-10 forwards. Count from 10-1 backwards. Give an example of one more than 5 one more than 1, on more than 4. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board. Lori is thinking of a number. It is a number that comes in between 5 and 7. What is the number?</p> <p style="text-align: center;"><b>Fact Practice The Poster</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8". <b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting. <b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<p>step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 8: 8s are tricky. When you see them printed they look exactly like at 2 piece snowman, or a completed 3. However, that is not how they are made. While the 3s start a circle to the right, or clock wise, the 8 is really made by creating the letter "S: and then connecting the ending point with the beginning point with a straight line. An "S" is really two parts of circles, one to the left, the top one, and then the bottom one is to the right, like in a three. Have the students practice making "s"s in the air to capture the feel of the "s". Once they get that idea, the rest of the 8 is a straight line to connect the two points.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 8 on the page before they write the number.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: between</b></p> <p>Remember that "between" is a word that describes the space between two objects. Have children practice drawing different things "between" two squares. On his/her own white board, child draws a square on either end. Then ask the student to draw something of his/her choice between the two squares. (Example, child might draw a circle between the 2 squares on either end of the white board.) Have children erase the item they drew first and draw another item in between.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)</p>
<p style="text-align: center;"><b>Activity</b></p> <p style="text-align: center;"><b>Ring The Bell</b></p> <p><b>Review</b> how to play the game Ring the Bell with the students. Have them tell you the rules of play. After they have reviewed and are comfortable playing on their own, give a deck of cards to each pair. Have students play the game in pairs.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans



### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Count to 25.

What number comes before 13?

What number comes after 18?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	OOWCDR Review
<b>Focus:</b>	Review

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Count from 10-1 backwards.

Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7.

Count from 1-10 forwards.

Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle.

What is the difference between a number and a letter?

### Content (the "Meat")

#### Problem of the Day

Help the children figure out how to solve this problem by giving them several examples. Then put this problem on the board and have them draw the answer that they select on the white board.

Look at the picture below. Which one does not belong? Tell why you think that.



3    four    4

#### Fact Practice The Poster

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number posters. After working with the Kindergartners, if they can

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>verbally count to 10, then make the number posters go to 10. If they struggle counting to 10, make the number posters go as high as the majority of them can count. You can always do more than one page of "8".</p> <p><b>The Posters</b></p> <p><b>Counting Items:</b> You will want to have a variety of items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p>Eleven is two ones. Remind students that they need to be close together but should have some space between them.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: yesterday</b></p> <p>Yesterday is a word that describes the day before today. Ask one child to come up. Have them draw a day card (the ones you used yesterday). If the child draws the card that states: "Friday", then the remainder of the students will say Thursday, because yesterday, or the day before was Thursday.</p> <p>Have different students come up and practice.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Student Choice</b></p> <p><b>Review</b> how to play the games One Less, One More, Count Down , Weird Monster, Draw It!, Ring the Bell and any of the other games that you have taught the students already. Once you are sure that students know how to play each game, have them choose a partner and play the game that they most enjoy. This will be a good opportunity for you to be sure that these games can be placed in a center or in the "after homework is done" choice. It is important that children can play the game independently which you will know by the end of the session today. If they are not yet independent, then do not put the game out for them when you are not available to help and support the play.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Counting Chart
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	Counting chart at end of lesson plan, beans for counting

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Count from 10-1 backwards

Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7

Count from 1-10 forwards

Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle

What is the difference between a number and a letter?

### Content (the "Meat")

#### Problem of the Day

I am a shape that has no sides and no corners. What shape am I? Please draw this shape.

#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

#### **The Book**

**Counting Items:** You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles,

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p>ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p>Twenty-one (21) is the number 2 followed by the number one. To make the 2, begin at the point of the 2 that is at the top, curve the line around like you are going to make a circle. Before you finish the circle bring the line straight down angling to the left so the line ends underneath the spot where you began. You will then continue by drawing a straight line to the right, forming a straight horizontal line. To make the 1, simply make a straight line starting at the top and moving straight down.</p> <p>Remind students that the numerals need to be close together but should have some space between them.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: circle</b></p> <p>A circle is a shape. It is round. It starts and stops in the same place.</p> <p>Have students make circles in the air. Be sure that the students' hands make the circle by moving clockwise.</p> <p>After you have done this, have students come up to the chart or the white board and make circles.</p> <p>Look around the room and find items that are in the shape of a circle.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Counting Chart</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Counting Chart (1-30) (End of lesson plan)</li> <li>Beans to use as counters</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Students work in pairs, each pair getting a counting board and beans</li> <li>2. Students take turns placing beans on the number chart and saying the total outline (for example, 1, 2, 3, 4, 5, 6, and so on)</li> <li>3. When the pair gets to 30, then pair begins to count backwards in the same way, removing a bean from each number as he/she goes.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Counting Chart

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

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<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Cereal Counter
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	paper for number 11
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	Glue sticks

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

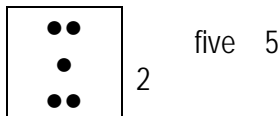
If you and I are counting together and I say 8, what number would you say comes next? I say 5, you say ?

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

Take a look at the number below. Which one doesn't belong? How do you know.



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the

#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

#### **The Book**

**Counting Items:** You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles,



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<p>ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 11: Begin at the top and draw a line straight down twice.</p> <p><b>Make the book page.</b> Remember to have the book paper cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 1 on the page before they write the number. Select one of the posters and have children dictate a sentence about the picture. Example: I have eleven round circles.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: count</b></p> <p>Count means to say the numbers adding one each time to the number before. For example, if you are on the number 3, if you count you would say that the next number is 4. In order to count something you need to have objects to move as you say each number. You can also simply say the number aloud, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 ... and so on.</p> <p>Write the following 3 letters and 3 numerals on the board or chart paper. Ask children to decide which symbols are the same and then put the matching pairs together in the same column. Remind students that you count using numbers, however you can count letters.</p> <p>Symbols: <b>3 e 3 3 e 3</b></p> <p>Have students copy the chart that you made on the white boards. Be sure to praise the efforts that they make to copy (it isn't easy to do it)</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Cereal Counter</b></p> <p><b>Materials:</b> Apple Jacks, pipe cleaners, small paper cubs (one for each child) and a pencil.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Punch two small holes in the bottom of a paper cup, across from each other.</li> <li>2. Insert the pipe cleaner into one of the two holes.</li> <li>3. Count out 10 Apple Jacks and place on the pipe cleaner.</li> <li>4. Carefully bend the pipe cleaner to go into the other hole.</li> <li>5. Twist the ends of the pipe cleaner so the abacus will not come apart.</li> <li>6. Practice counting by moving the Apple Jacks from one side to the other.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

**Closing**

**Review**

Say:

- Please recap what we did today.
- Did we achieve our objectives?

**Debrief**

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

**Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

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<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	K Cereal Sort
<b>Focus:</b>	Categorizing

<b>Materials:</b>	
White boards	paper for poster
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)

What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?

Give an example of one more than 12, one more than 16, or more than 8

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

Look at the two shapes below. Which is widest? How do you know?



1



2

#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

#### \*Activity → Teachable Moment(s) *throughout*







During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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<p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 15: When writing the 1, draw a straight line. The 5 begins like the four, only instead of taking a line straight out on the lower part of the "L", you begin the straight line and then make a part of a circle like you did for the bottom of the three. Lift your pencil and touch down at the place you started the five and make a straight line to the right.</p> <p><b>Make the book:</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 15 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: shape</b></p> <p>A shape can be any number of things. In math, a triangle is a shape, a square is a shape, a circle is a shape, and a rectangle is a shape. A heart and a star are also shapes. When we talk about shapes we describe them by saying how many sides they have, whether the line is curved, and so on.</p> <p>Look at the shapes that are on the board and indicate the name of each of the shapes.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">       </div>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Cereal Sort</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Cups (2 oz.)</li> <li>Lucky Charms (maybe 2 boxes)</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each pair of students a cup of Lucky Charms.</li> <li>2. Ask students to work together to sort the Lucky Charms into categories (color, shapes, cereal vs. marshmallow) .</li> <li>3. Have students draw a representation of the sort that they have made and share it with the class.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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4. Let students eat the Lucky Charms when you are finished.	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Name several shapes.</p> <p>Count to 20 by ones.</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today in math.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Abacus
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	book paper
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
I am looking for a volunteer to count from 1-10. I am looking for a volunteer to count backwards from 10 to one. I am looking for a volunteer to count from 11-20. I am looking for a volunteer who can count backwards from 20-11. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the</p>
<p>Please fill in the numbers that are missing.</p> <p style="text-align: center;">1    ___    ___    4 5 6    ___    ___    9 10</p>	
<b>Fact Practice Number Book</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs,</p>	

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<p>dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 12: For the 1, draw a line straight down. Begin at the point of the 2 that is at the top, curve the line around like you are going to make a circle. Before you finish the circle bring the line straight down angling to the left so the line ends underneath the spot where you began. You will then continue by drawing a straight line to the right, forming a straight horizontal line.</p> <p><b>Make the book.</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 12 on the page before they write the number.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: count</b></p> <p>Remember that yesterday we said that to count can mean to say the number aloud or it can mean counting individual objects. We looked at our hands and discovered that we could count our fingers.</p> <p>Today we are going to get in groups of people that represent the numbers that I call out. For example, when I say "3", you should find 2 other people to make the number "3". Let's practice.</p> <p>Say "2", "5", "7", "10"</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Using the Abacus</b></p> <p><b>Material:</b> Abacus you prepared yesterday</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Write several problems on the board, one at a time.</li> <li>2. Have the students move the cereal around on the abacus.</li> <li>3. Continue to discuss how the number of Apple Jacks remains 10, even when they move the pieces from side to side.</li> <li>4. Ask students to work in pairs and find different things in the room that they can count, using the abacus in a 1:1 correspondence.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

**Closing**

**Review**

Say:

- Please recap what we did today.
- Did we achieve our objectives?

**Debrief**

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

**Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Larger and Smaller
<b>Focus:</b>	Larger and Smaller

<b>Materials:</b>	
White boards	book paper
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

If you and I are counting together and I say 12, what number would you say comes next? I say 15, you say?





What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

Order these by size, smallest to largest.

			
1	2	3	4

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle

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<p>counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 14: For the 1 draw a line straight down. Look at the "L" shape made by the thumb and pointer finger on your left hand. With your right hand, trace that shape several times so you will know how to make the first part of the 4. Start at the top of the "L" come straight down and then continue the line by drawing to the right. Pick up your pencil. You will now make a "1" that crosses through the "thumb" part of the "L" you made.</p> <p><b>Make the book.</b> Remember to have the book paper cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 14 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: size</b></p> <p>Last Month we talked about the word "size" and said that it describes how big or little, heavy or light something is. It is a descriptive word that helps people create a picture in their brain. If I say that a whale is bigger than a cow, that can certainly be more descriptive than simply telling you the color of the whale. Size is relative. Something that seems big when you are small, might not be so big to a giant.</p> <p>Draw two of several different shapes on the board, one smaller than the other. Ask for volunteers to come up to the board and "circle" the largest or the smallest, comparing the size of the two shapes. For example, this square is smaller than that square. It is smaller in size. Praise the efforts at determining what size something is relative to something else. Each time a student come up to the front, have the other children practice by telling a partner which object they would choose.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Larger and Smaller</b></p> <p><b>Materials:</b> chart paper and pens</p> <p><b>Directions:</b></p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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<ol style="list-style-type: none"> <li>1. Brainstorm a list of animals that are large, small and in between.</li> <li>2. Once you have created the list, child must say:</li> <li>3. A bear is larger than a cat but it is smaller than an elephant.</li> <li>4. If they get it correct, then you write a sentence describing the comparison. If they do not get it correct, then discuss why they think what they think.</li> <li>5. Have students draw a picture about their favorite sentence.</li> </ol>	
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Name something that you think is larger than a book.

Name something that is smaller than a car.

What words can you use to describe "size"?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Penny Graph
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	Penny graph at end of lesson plan
Crayolas	paper for the number 13
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

If you and I are counting together and I say 13, what number would you say comes next? I say 9, you say?

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

How many ♥s do you see below. Write and draw the number.



#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

#### **The Book**

**Counting Items:** You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles,

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

## Consult 4 Kids Lesson Plans

<p>ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 13: The number 1 is written by drawing a line straight down. For the number 3, begin at the top, just like the 2. This time you will begin a circle, but this time before you close this circle, you are going to start a second one and then end underneath the starting point. The 3 looks at great deal like a snowman with half the body missing.</p> <p><b>Make the book:</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 13 on the page before they write the number.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: how many</b></p> <p>How many? is a question that is asked that is asking you to count. How many refers to the number of things that are represented? It is important when we are answering the question "How many?" that you can see the number of things either because they are in front of you or because you can draw this number of things.</p> <p>Draw the pictures below on the white board or chart paper and ask the children to answer the question, "How many?"</p> <p style="text-align: center;"> </p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Penny Graph</b></p> <p><b>Materials:</b> Make a copy of the Penny graph for each pair of students (graph at end of lesson plan) 1 penny for each pair of students</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Explain to the students what is meant by "heads" and "tails".</li> <li>2. Tell students that they are going to "toss" the coin and let it land on either "heads" or "tails".</li> <li>3. Once the coin has landed, students will record whether or not it landed on heads or tails by putting an X on the picture of either heads or tails. (Penny Graph)</li> <li>4. Pair should toss the coin 10 times.</li> <li>5. Do the entire activity with the students and then let them begin to work in pairs.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?





Would you count forward or backward if you were asked "How many" in all?

#### Reflection (Confirm, Tweak, Aha!)










- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Penny Graph

Heads

Tails

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Grab A Handful
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	items that children can choose to show one (stickers, stamps, something flat)
Crayolas	book paper
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Using your fingers show each of these numbers: 4, 3, 6, 8, 1, 10 Count from 20-1 backwards Count from 1-20 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Lucy has 3 teddy bears. She gives one to her little sister. How many teddy bears dos she have left?</p>	
<b>Fact Practice Number Book</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.</p> <p><b>The Book</b></p> <p><b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles,</p>	



## Consult 4 Kids Lesson Plans

<p>ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 0: A twenty is 2 numbers the 2, and then the zero. A zero is made by starting at the top and arching around until you come back to the beginning. The arch travels in a counterclockwise motion. (Remind students about how to write a 2.)</p> <p><b>Make the book:</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 20 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: week</b></p> <p>Remind the students of the names of the days of the week. Have children volunteer to come up to the front of the room and determine which "day" of the week that they are. Do this by passing out the names of the week that are on the cards (attached to the end of this lesson plan).</p> <p>Do the days of the week cheer with the students.</p> <p><b>Sunday</b> (arms up over head, hands together (palm-to-palm like a steeple))</p> <p><b>Monday</b> (left arm stay up, right arm comes down and extends straight from the shoulder)</p> <p><b>Tuesday</b> (left arm come down and extends from the shoulder to match the right arm)</p> <p><b>Wednesday</b> (right arm down, placing hand on waist, left arm stays extended)</p> <p><b>Thursday</b> (left arm down, placing hand on waist, matching the right arm)</p> <p><b>Friday</b> (both arms go straight down on the day Friday)</p> <p><b>Saturday</b> (both arms up and over head, shaking fists and jumping up and down)</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Grab A Handful</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>Paper</li> <li>Pencil</li> <li>Many small items (could be beans, small toys, other things that students can "grab a handful" of)</li> </ul> <p><b>Directions:</b></p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Students work in pairs and trace around one another's hand (student should create two hands).</li> <li>2. After the hands are draw, student reaches into the container of objects and pulls out a handful.</li> <li>3. He/she then counts the objects and draws the items in the hand that they traced.</li> <li>4. Students share with the class the number of items that they can grab at one time.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?          What would you like to do more of the next time we do math?          What is a number?          What is a letter?          Are they the same?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Adding Clouds
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	decks of cards
Crayolas	poster paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	glue sticks, cotton balls

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Have children pick a partner. Have one child pretend to “write” on the other child’s back. He/she should draw a triangle, circle, or a square. The child being “drawn on” should guess which shape is being drawn. Repeat activity changing drawing partners.

Let’s count together from 1-25.

Give an example of one more than 12 one more than 9, one more than 15

Counting is essential in math. You can’t do any sort of math if you can’t count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the “Meat”)

#### Problem of the Day

There are two kittens sitting in a basket. How many legs do the 2 kittens have altogether. Draw a picture so you can count?

#### Fact Practice Number Book

During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

#### The Book

**Counting Items:** You will want to have a variety of small items for children to count and

#### \*Activity → Teachable Moment(s) throughout


During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

## Consult 4 Kids Lesson Plans

<p>then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 17: A 1 is a straight line down. A 7 is made like and upside down beginning of a 4. Instead of looking at the left hand, have students make that same shape with the thumb and pointer finger of the right hand. Instead of having the pointer finger pointing up, have children turn their hands so the pointer finger is pointing down. The thumb and pointer finger now make the 7. Have students trace that shape with their left pointer finger beginning at the thumb. The motion is over to the right and then down. After practicing several times have students try the shape in the air and then with a pencil.</p> <p><b>Make the book:</b> Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 17 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: how many?</b></p> <p>How many is a question that people ask to find out what the count is of something that they usually can see. How many is a cue that you should count and count carefully. How many is usually asked when you are told that you have a certain number of something and you have added some more of the same thing and now you want to know how many you have all together. In the picture below someone has 3 hearts and then they get 2 more. The question is then asked, How many hearts?</p> <div style="text-align: center;">  </div>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Adding Clouds</b></p> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Glue sticks</li> <li>Cotton balls</li> <li>Deck of cards (remove face cards, 10s and jokers)</li> <li>Blue paper</li> </ul> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Have students work in pairs, each pair has a deck of cards.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> <li>2. Give each group a small baggie of cotton balls.</li> <li>3. Player 1 draws two cards from the deck (for example a 2 and a 4 (aces count as 1s).</li> <li>4. Player then takes the number of cotton balls indicated on each card and creates a "number sentence", saying 2 clouds plus 4 clouds = 6 clouds.</li> <li>5. After both students have had at least 8 turns, the pair can decide what number sentence they will illustrate with the "clouds".</li> <li>6. Clouds should be glued to the paper and the number sentence written underneath.</li> </ol> |  |
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

If you count the fingers on your right hand, how many do you have?

If you counted the fingers on both hands together how many fingers would you have all together?

#### Reflection (Confirm, Tweak, Aha!)


- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Shapes Beans and Cups
<b>Focus:</b>	Counting

<b>Materials:</b>	White boards poster paper Crayolas items that children can choose to show one (stickers, stamps, something flat) Socks beans, 2 oz. cups, Post Its Glue sticks
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Opening
<b>State the objective</b>
<p>Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.</p>
<b>Gain prior knowledge by asking students the following questions</b>
<p>Let's count aloud from 1-20.          What is a circle? Draw a circle in the air. Do the ends of a circle touch one another?          What is a square? Draw a square in the air. How is a square different from a circle?          Give an example of one more than 19 one more than 6, one more than 13          Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>You have 5 cookies. You eat one of them. How many do you have left? Draw it.</p> <div style="text-align: center; margin: 10px 0;">  </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p style="text-align: center;"><b>Fact Practice Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.</p> <p><b>The Book</b></p>	

## Consult 4 Kids Lesson Plans

<p><b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 16: A 1 starts at the top and comes straight down. A 6 starts like a one with a tiny bend to the right. When you get to the bottom of the one you move again to the right and make a circle by joining the line that came straight down. You might want to have children practice making the circle by starting at the top and having them move counterclockwise to complete the circle, ending where they started.</p> <p><b>Make the poster:</b> Remember to have the poster pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 6 on the page before they write the number.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: shape</b></p> <p>A shape can be any number of things. In math, a triangle is a shape, a square is a shape, a circle is a shape, and a rectangle is a shape. A heart and a star are also shapes. When we talk about shapes we describe them by saying how many sides they have, whether the line is curved, and so on.</p> <p>When I name a shape please draw it on your white board.</p> <p>Say: circle, heart, square, triangle, rectangle, star</p> <p>Have children draw the shape on the white board. When you count to three all of the white boards should go up so you can quickly check to be sure that the shape drawn is correct.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Beans and Cups</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>2 ounce cups (10 for each tri of students)</li> <li>Beans (pinto will be fine—75 beans or so for each group)</li> <li>Post Its</li> </ul> <p><b>Directions</b></p> <ol style="list-style-type: none"> <li>1. Students divide into trios</li> <li>2. Students write the number 1-10 on Post-Its, one number per Post -It</li> <li>3. Students place the numbers, in order on the desk and place an empty cup behind each Post-It</li> <li>4. Students then count the correct number of beans into each cup</li> <li>5. Encourage them to challenge one another to count and recount the beans in each cup</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>



**Closing**

**Review**

Say:

- Please recap what we did today.
- Did we achieve our objectives?

**Debrief**

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Name three different shapes.

Begin at eleven and count to twenty.

**Reflection (Confirm, Tweak, Aha!)**

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Beans and Cups Part 2
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	cards
Crayolas	book paper
Socks	items that children can choose to show one (stickers, stamps, something flat
Glue sticks	pinto beans and cups

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn"</p>
<p>John has 4 cars. He is given one more. How many cars does he have now? Draw a picture.</p>	
<b>Fact Practice Number Book</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.</p> <p><b>The Book</b> <b>Counting Items:</b> You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs,</p>	

## Consult 4 Kids Lesson Plans

dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.

**Writing the number:** You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:

**Directions** for writing the number 18: The 1 is a straight line down. 8s are tricky. When you see them printed they look exactly like at 2 piece snowman, or a completed 3. However, that is not how they are made. While the 3s start a circle to the right, or clock wise, the 8 is really made by creating the letter "S: and then connecting the ending point with the beginning point with a straight line. An "S" is really two parts of circles, one to the left, the top one, and then the bottom one is to the right, like in a three. Have the students practice making "s"s in the air to capture the feel of the "s". Once they get that idea, the rest of the 8 is a straight line to connect the two points.

**Make the book:** Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 18 on the page before they write the number.

opportunity and have the student become the teacher.

### Math Vocabulary

**Word for Today: graph**

A graph is a way to show how many things are in a particular place. A graph is boxes, and usually the box represents 1 thing. For example, if you have the following shapes, ♥♥♥☀☀😊😊😊😊, I could make a graph that looked like this:

♥					
☀					
😊					
	1	2	3	4	5

This chart tells me that there are 3 hearts, 2 suns, and 4 happy faces.  
Create another graph with the children so they can understand the process.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

### Activity

**Beans and Cups (Part 2)**

**Materials:**

- Pinto Beans
- Cups
- Deck of cards (remove face cards, jokers, and 10s)

**Directions:**

1. Have students work in pairs, each pair has a deck of cards.
2. Give each group a small baggie of pinto beans.
3. Player 1 draws two cards from the deck (for example a 2 and a 4 (aces count as 1s).
4. Player then takes the number of beans indicated on each card and creates a "number

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

## Consult 4 Kids Lesson Plans

<p>sentence", saying 2 beans plus 4 beans = 6 beans.</p> <p>5. After both students have had at least 8 turns, the pair can decide what number sentence they will illustrate with the "beans".</p> <p>6. Beans should be glued to the paper and the number sentence written underneath.</p>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Days of the Week Match
<b>Focus:</b>	Days of the week

<b>Materials:</b>	
White boards	cards
Crayolas	book paper
Socks	items that children can choose to show one (stickers, stamps, something flat)
Glue sticks	days of the week cards

### Opening

**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

**Gain prior knowledge by asking students the following questions**

Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number.

Have them change positions and count again.

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Look at the graph. It shows how children voted to tell someone which shape was a favorite. When you look at the chart, which shape is the favorite?</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="margin-right: 10px;"> <p>♥</p> <p>♦</p> <p>☀</p> <p>♣</p> </div> </div> <p style="text-align: center;"><b>Fact Practice Number Book</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn"</p>
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## Consult 4 Kids Lesson Plans

counting.

### The Book

**Counting Items:** You will want to have a variety of small items for children to count and then paste or glue to the number page. You can have shapes (squares, circles, triangles, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs, dinosaurs, etc.), or you can have children draw. This is the least desirable as it will be difficult to tell if the child is having trouble drawing or counting.

**Writing the number:** You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:

**Directions** for writing the number 19: The number 1 is a straight line down. A nine is like an upside down 6 however it is made completely differently from a six. A 9 is like making the letter "c" and then lifting the pencil and making a 1 that connect both ends of the "c" and then extends beyond the "c" for the stem.

**Make the book:** Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste 18 on the page before they write the number.

opportunity and have the student become the teacher.

### Math Vocabulary

#### Word for Today: graph

A graph is a way to show how many things are in a particular place. A graph is boxes, and usually the box represents 1 thing. For example, if you have the following shapes, ♥♥♥♥♥☀☀☀☀☀☺☺, I could make a graph that looked like this:

♥					
☀					
☺					
	1	2	3	4	5

This chart tells me that there are 5 hearts, 5 suns, and 2 happy faces.

Create another graph with the children so they can understand the process.

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

### Activity

#### Days of the Week Match

##### Materials:

Days of the week cards (at the end of this lesson plan)

##### Directions:

1. Students divide into pairs.
2. Students take the Days of the Week cards and place them face down in front of them in a 4 x 4 grid.
3. Remaining cards are placed to the side.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center

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<ol style="list-style-type: none"> <li>4. Player 1 draws two cards, says the day of the week drawn.</li> <li>5. If the cards are a match, student keeps both cards and the space is refreshed by the cards in the pile.</li> <li>6. If player does not match, the cards are turned over again.</li> <li>7. Player 2 plays in the same way.</li> <li>8. Game is over when all of the cards have been matched.</li> </ol>	
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?          What would you like to do more of the next time we do math?          What is a number?          What is a letter?          Are they the same?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Days of the Week Cards

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Penny Math
<b>Focus:</b>	Counting with pennies

<b>Materials:</b>	
White boards	Penny page, 8" square of construction paper
Crayolas	paper plate, circles
Socks	scissors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about coins?</p> <p>Give me the names of the coins you know.</p> <p>Is there more value in a quarter or a dime? A penny or a nickel? A dime and a nickel?</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Practice this Penny Chant with the students until they can say it on their own. Then have them draw 5 pennies.</p> <p><b>Penny Chant</b></p> <p style="padding-left: 20px;">Penny, penny, Easily spent Copper brown And worth one cent</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p>
<p style="text-align: center;"><b>Fact Practice Number Plates</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b></p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>



## Consult 4 Kids Lesson Plans

<p><b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 13: The number 1 is written by drawing a line straight down. For the number 3, begin at the top, just like the 2. This time you will begin a circle, but this time before you close this circle, you are going to start a second one and then end underneath the starting point. The 3 looks at great deal like a snowman with half the body missing.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will make 13 circles on the plate. A circle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes circles on his/her plate. At the end, have the child count the circles. If he/she has too few, that can be corrected by adding more circles, if he/she has too many, then cross out the extras.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: penny/coin</b></p> <p>The word penny or coin refers to money that we have. A penny is a small brown or copper colored coin. Its value is 1¢. While that isn't a lot of value, we use pennies all of the time. A penny has a likeness of Abraham Lincoln, our 16<sup>th</sup> President, on it. The side of the coin that his head is on is called "heads". The back of the coin has different stamps. The back of the coin is called tails.</p> <p>Ask students to draw a penny on the individual white boards. Ask them to repeat the Penny Chant with you.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Penny Math</b></p> <p><b>Materials:</b> 2 dice for each pair of students, paper pennies (some for each student), scissors, glue sticks, 8" square of colored paper</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Group students in pairs.</li> <li>2. Have students cut apart the pictures of the pennies.</li> <li>3. Student rolls the dice.</li> <li>4. Student counts out the number of pennies for each die.</li> <li>5. Student glues the pennies on the 8" construction paper to show the roll of the dice.</li> <li>6. He/she must write the total at the end of the number sentence. Example: Rolls a three and a 4: Has 3 pennies, plus 4 pennies equals 7 pennies (also 7 cents).</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

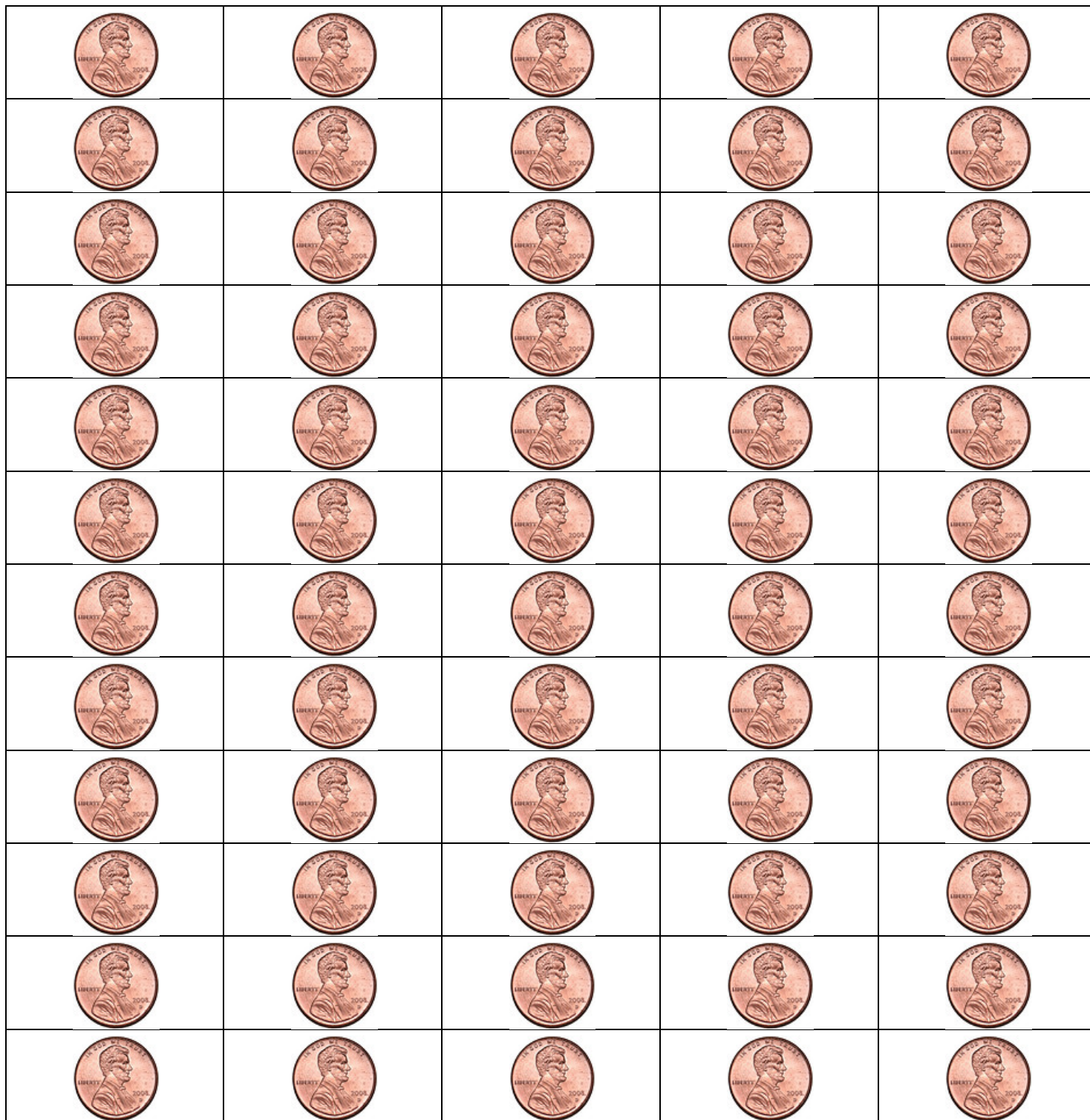
Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

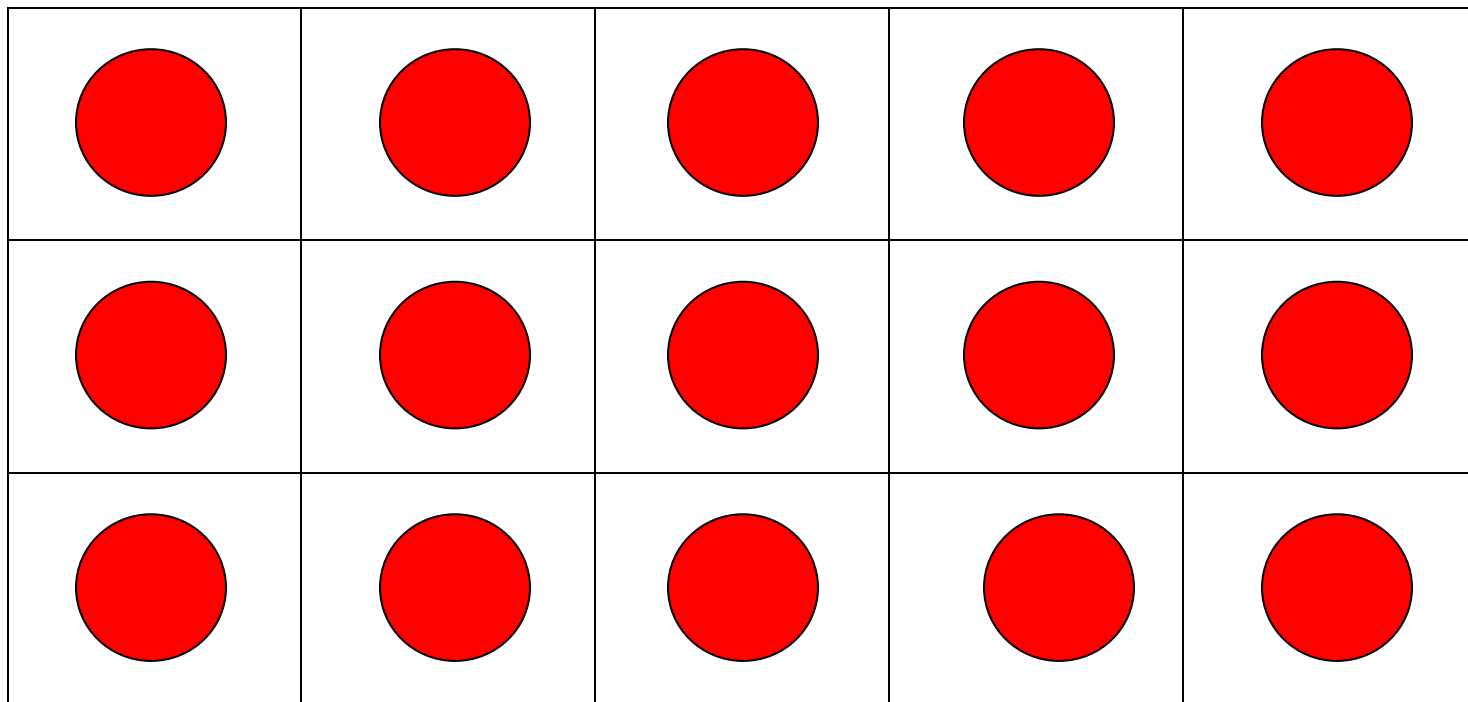
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

Consult 4 Kids Lesson Plans

Paper Pennies



# Circles Only



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Nickel Math
<b>Focus:</b>	Counting by 5's, nickels

<b>Materials:</b>	
White boards	paper plates, stars
Crayolas	Nickel pictures (end of lesson plan), Counting By 5's Strip
Socks	scissors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about counting?</p> <p>How far can you count?</p> <p>If you and I are counting together and I say 16, what number would you say comes next? I say 19, you say ?</p> <p>What is a star? Draw a star in the air. How many points does a star have?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Practice this Nickel Chant with the students. Then have them draw 5 nickels (this equals a quarter—count by 5's)</p> <p><b>Nickel Chant</b></p> <p style="padding-left: 20px;">Nickel, nickel Thick and fat You're worth five cents I know that!</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments</p>
<p style="text-align: center;"><b>Fact Practice Number Plates</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage</p>

## Consult 4 Kids Lesson Plans

<p>can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b></p> <p><b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 14: For the 1 draw a line straight down. Look at the "L" shape made by the thumb and pointer finger on your left hand. With your right hand, trace that shape several times so you will know how to make the first part of the 4. Start at the top of the "L" come straight down and then continue the line by drawing to the right. Pick up your pencil. You will now make a "1" that crosses through the "thumb" part of the "L" you made.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will make 14 stars on the plate. A star sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes stars on his/her plate. At the end, have the child count the stars. If he/she has too few, that can be corrected by adding more stars, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: nickel/coin</b></p> <p>Another coin that we have is a nickel. A nickel is bigger than a penny but smaller than a dime. A nickel is worth 5¢. It takes five pennies to equal one nickel. If we count nickels we can count by 5's and say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100. If we count to 100 by 5's it is much quicker than counting by 1's,</p> <p>Have students draw several nickels on the white board. Have them make a number sentence in pictures that shows 5 pennies, an equal sign, and then 1 nickel.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity</b> <b>Nickel Math</b></p> <p><b>Materials:</b> counting by 5's strip (attached to lesson plan) pictures of nickels (20 for each child), glue sticks, scissors</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give supplies to each child.</li> <li>2. Have child cut the nickels apart.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

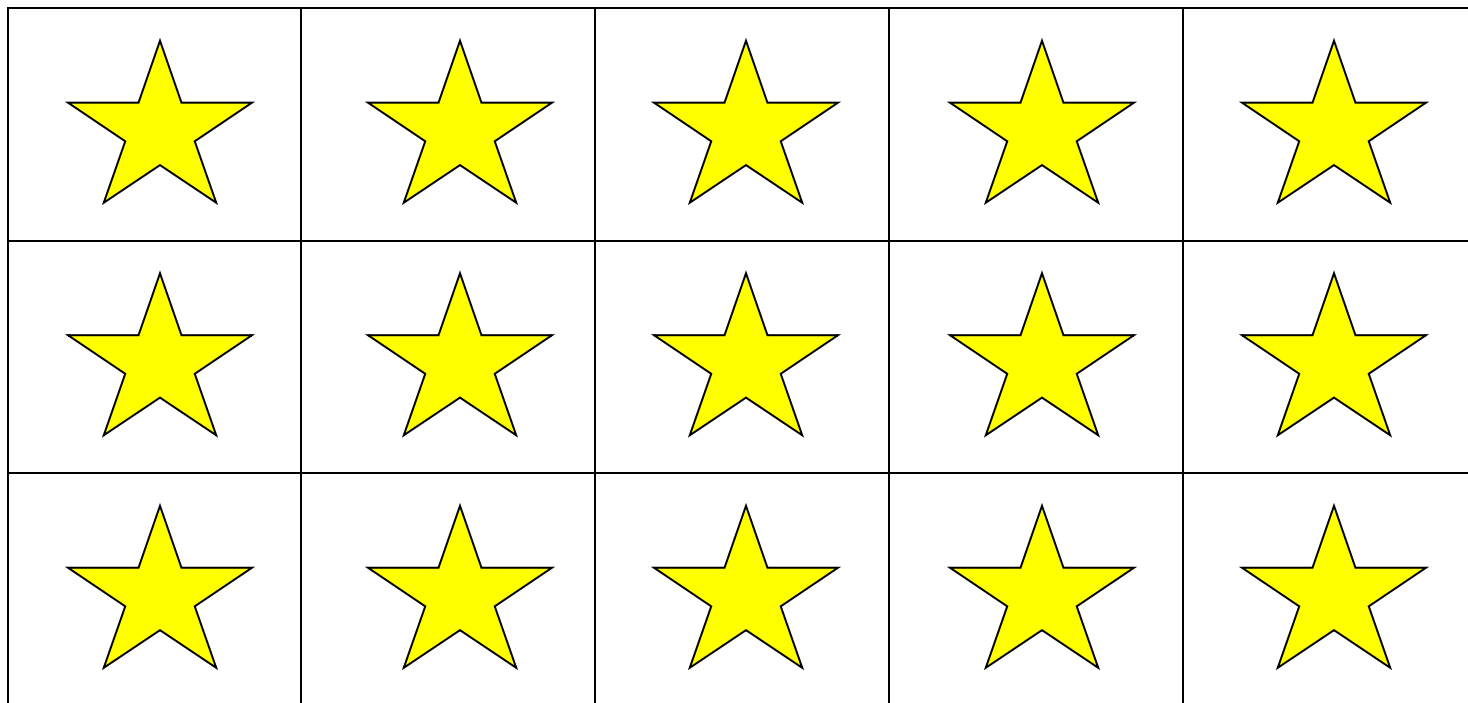
## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>3. Practice counting by 5's, having child push a nickel forward each time a number is said.</li> <li>4. Practice more than once.</li> <li>5. Have child glue nickel pictures to the counting by 5's strip.</li> </ol>	
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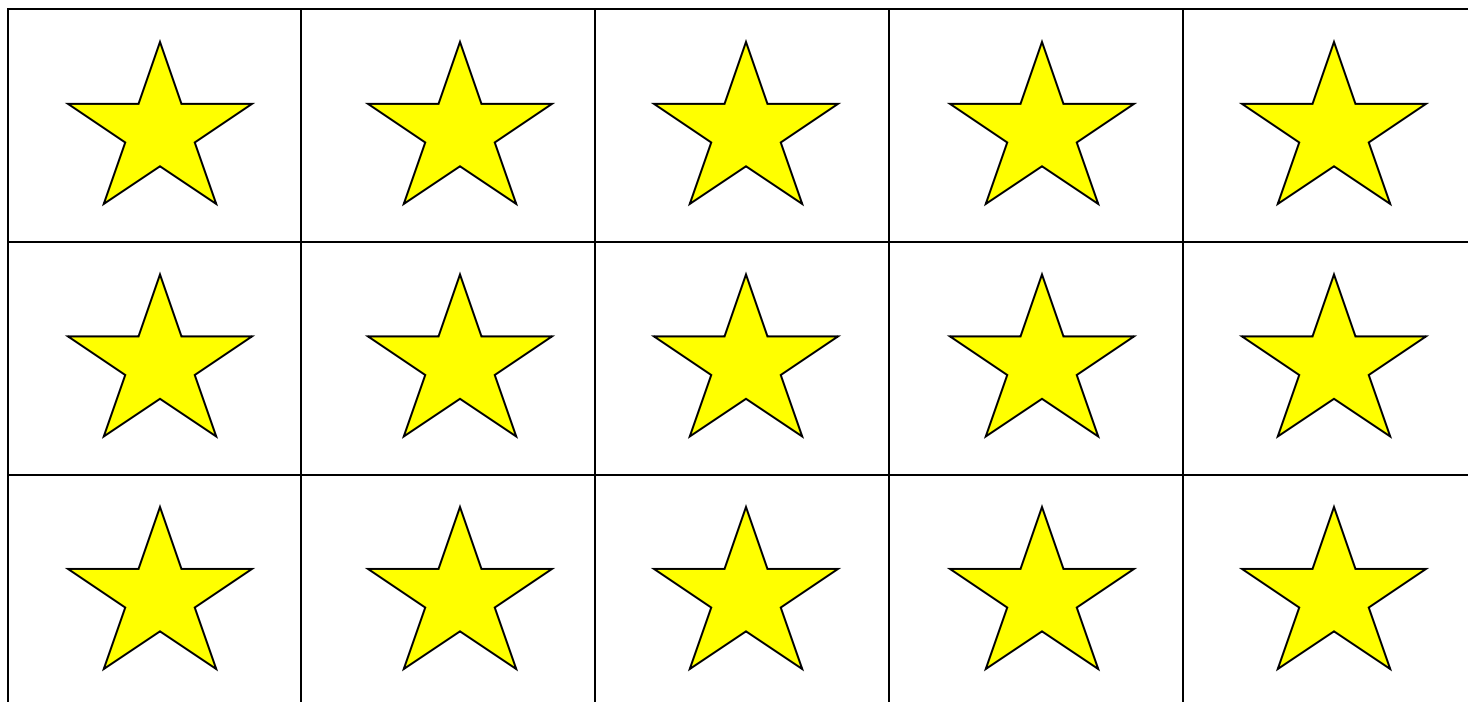
Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?          What would you like to do more of the next time we do math?          What is a number?          What is a letter?          Are they the same?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ul>
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# Stars



# Stars





# Nickels



## Counting by 5's

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Dime Math
<b>Focus:</b>	Money—Dimes—Counting by 10's

<b>Materials:</b>	
White boards	paper plates, hearts (attached)
Crayolas	dimes, paper and counting sheet
Glue sticks	scissors

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)</p> <p>What is a heart? Draw a heart in the air. Hearts have both round parts and pointed parts.</p> <p>Give an example of one more than 10, one more than 18, or more than 7.</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a "teach to learn"</p>
<p>Practice this Dime Chant with the students. Then have students draw 10 dimes (count by 10s to 100 or \$1.00)</p> <p><b>Dime Chant</b>  Dime, dime  Little and thin  I remember  You're worth ten.</p>	
<b>Fact Practice Number Plates</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of any single number if you need more time to reinforce counting.</p>	

## Consult 4 Kids Lesson Plans

<p><b>The Plate</b>  <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.  <b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 15: When writing the 1 draw a straight line. The 5 begins like the four, only instead of taking a line straight out on the lower part of the "L", you begin the straight line and then make a part of a circle like you did for the bottom of the three. Lift your pencil and touch down at the place you started the five and make a straight line to the right.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will past 15 hearts on the plate. A heart sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes hearts on his/her plate. At the end, have the child count the hearts. If he/she has too few, that can be corrected by adding more hearts, if he/she has too many, then cross out the extras.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: dime / coin</b>  A dime is a coin that is worth 10¢. It is smaller than both a nickel and a penny. It has a silver coating on the outside. Just like a penny, a dime has a head (you can see the person) and a tail (other pictures). It would take 10 pennies to equal 1 dime. It takes 2 nickels to equal one dime. If you wanted to count \$1.00 in dimes you would count by 10's. You would say: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100  Let's do that out loud. Each time you say the next number, put up one more finger.  Dimes may be small but they represent 10¢</p>	<p>It is important to review academic math vocabulary often throughout the day  Complete the Vocabulary notebook for each word.  When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity</b>  <b>Dime Math</b></p> <p><b>Materials:</b> Counting by 10's strip, pictures of dimes, glue sticks, scissors</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give supplies to each child</li> <li>2. Have child cut the dimes apart</li> <li>3. Practice counting by 10's, having child push a dime forward each time a number is said</li> <li>4. Practice more than one</li> <li>5. Have child glue a dime picture to the 10's counting strip</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

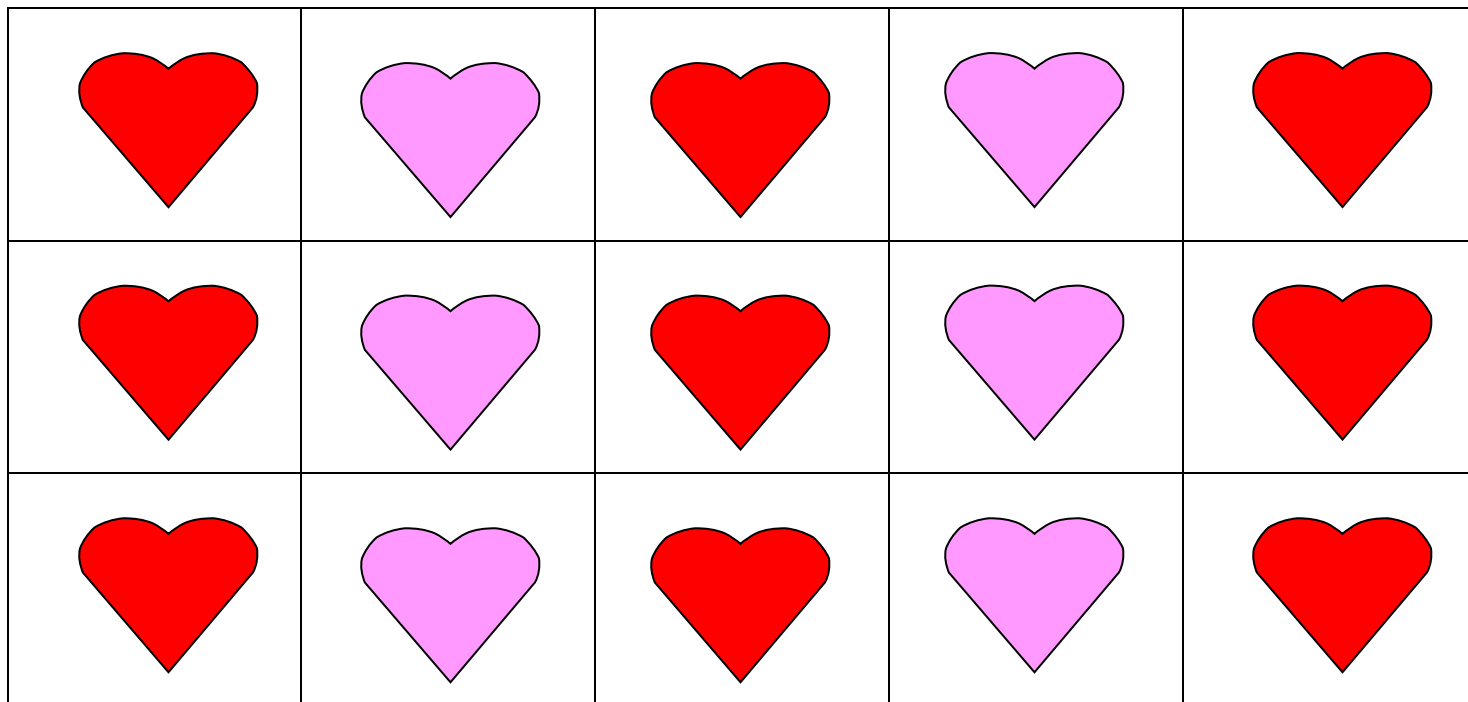
What is a letter?

Are they the same?

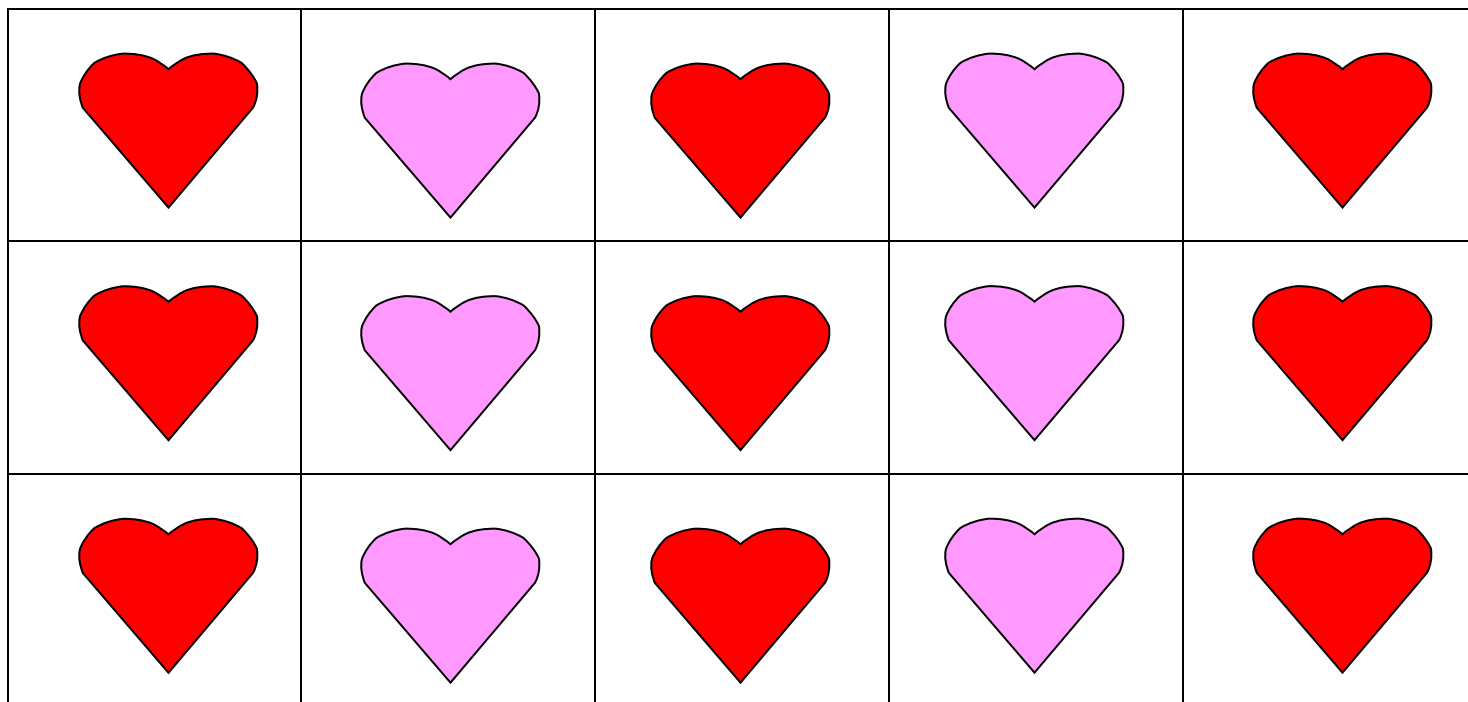
#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them

# Hearts



# Hearts



# Dimes



# Dimes



## Counting By 10's

10	20	30	40	50
60	70	80	90	100

## Counting By 10's

10	20	30	40	50
60	70	80	90	100



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Quarter Math
<b>Focus:</b>	Money--Quarters

<b>Materials:</b>	
White boards	paper plate and rectangles
Crayolas	money cards
Socks	Quarter Equals Sheet
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Let's count aloud from 1-20. What is a penny? Let's say the Penny Chant. What is a nickel? Let's say the Nickel Chant. What is a dime? Let's say the Dime Chant Give an example of one more than 19, one more than 6, one more than 13 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Practice this Quarter Chant with the students. Then have students draw four quarters which is worth \$1.00</p> <p><b>Quarter Chant</b>            Quarter, quarter            Big and bold            You're worth twenty-five            I am told.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.            Check in about what is happening and what they are thinking.            Take advantage of any teachable moments</p>
<p style="text-align: center;"><b>Fact Practice Number Plates</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking            When possible, engage</p>

## Consult 4 Kids Lesson Plans

<p><b>The Plate</b>  <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.  <b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 16: A 1 starts at the top and comes straight down. A 6 starts like a one with a tiny bend to the right. When you get to the bottom of the one you move again to the right and make a circle by joining the line that came straight down. You might want to have children practice making the circle by starting at the top and having them move counterclockwise to complete the circle, ending where they started.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will past 16 rectangles on the plate. A rectangle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes rectangles on his/her plate. At the end, have the child count the rectangles. If he/she has too few, that can be corrected by adding more rectangles, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher</p>
<p><b>Math Vocabulary</b></p> <p><b>Word for Today: quarter / coin</b></p> <p>A quarter is a coin that is worth 25¢. That means that it is worth 25 pennies or 5 nickels, or two times and one nickel. On the "head" of the quarter is a likeness of George Washington our first President. On the back there are different pictures. New quarters have a silver covering. Old quarters used to be solid silver. There are four quarters in one dollar. Quarters are bigger than pennies, nickels, and dimes.</p> <p>Let's practice the Quarter Chant one more time.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p><b>Activity</b>  <b>Quarter Math</b></p> <p><b>Materials:</b> A Quarter Equals sheet, pictures of quarters, pennies, nickels, dimes, scissors, glue sticks, 9" x 18" construction paper</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into teams of 4.</li> <li>2. Give each team the appropriate number of paper coins to cut apart (1 sheet for each group).</li> <li>3. Together, work through the following equivalents.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>
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This will be the most difficult one because it is  $10, 20 + 5 = 25$

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?





















#### Debrief

What did you like about what we did today in math?  
 What would you like to do more of the next time we do math?  
 What is a number?  
 What is a letter?  
 Are they the same?

#### Reflection (Confirm, Tweak, Aha!)







- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)

### Rectangles




































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## Quarter Equals Sheet

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## Coins

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<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Numeral and One More
<b>Focus:</b>	Addition

<b>Materials:</b>	
White boards	cards
Crayolas	paper plate, red crayolas
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Let's count together from 1-25. Give an example of one more than 10 one more than 3, one more than 13 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Judy has 5 bugs. Draw a picture that shows more than 5 bugs. Write the number that you have drawn.</p>	
<b>Fact Practice Number Plates</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b> <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p>	

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<p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 18: The 1 is a straight line down. 8s are tricky. When you see them printed they look exactly like at 2 piece snowman, or a completed 3. However, that is not how they are made. While the 3s start a circle to the right, or clock wise, the 8 is really made by creating the letter "S: and then connecting the ending point with the beginning point with a straight line. An "S" is really two parts of circles, one to the left, the top one, and then the bottom one is to the right, like in a three. Have the students practice making "s"s in the air to capture the feel of the "s". Once they get that idea, the rest of the 8 is a straight line to connect the two points.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will draw 18 red lines on the plate. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws red lines on his/her plate. At the end, have the child count the lines. If he/she has too few, that can be corrected by adding more lines, if he/she has too many, then cross out the extras.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: numeral</b></p> <p>The term numeral is a word the we use to describe these numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. These numerals stand alone or can be combined with themselves or one another to create numbers. A number is what you call a numeral when it is naming or counting something. When one of these symbols stands alone, it is a numeral. Other languages have numerals as well. Sometimes we look at Roman Numerals in which V = 5 and X = 10. Write your numerals 0 through 9. Write them again starting at 9 and going backwards. Have children make the numerals in the air.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity One More</b></p> <p><b>Materials:</b> Deck of cards without face cards or jokers</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 5 cards to each player.</li> <li>3. Player 1 asks Player 2 for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.</li> <li>4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2."</li> <li>5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>



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6. Player 2 then repeats the procedure. 7. Game is over when all cards are matched or time is called.	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?            What would you like to do more of the next time we do math?            What is one more than 6?            What are the numerals?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>Ask students to think about what they did today in math.</li> <li>Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Number Plates and One Less
<b>Focus:</b>	One Less

<b>Materials:</b>	
White boards	deck of cards without face cards and jokers
Crayolas	paper plates
Socks	green crayons

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Using your fingers show each of these numbers: 7, 1, 6, 10, 8, 4 Count from 20-1 backwards Count from 1-20 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”</p>
<p>If you are looking at two dogs, how many legs could you see? Draw a picture to show your answer.</p>	
<b>Fact Practice Number Plates</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b> <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate. <b>Writing the number:</b> You will want to help the Kindergartners learn how to write each</p>	

## Consult 4 Kids Lesson Plans

<p>number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 0: A twenty is 2 numbers the 2, and then the zero. A zero is made by starting at the top and arching around until you come back to the beginning. The arch travels in a counterclockwise motion. (Remind students about how to write a 2.)</p> <p><b>Making the plate.</b> Remember to have the paper plate ready for the children. Today, children will draw 20 green polka dots on the plate. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws green polka dots on his/her plate. At the end, have the child count the green polka dots. If he/she has too few, that can be corrected by adding more green polka dots, if he/she has too many, then cross out the extras.</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> one less, less than &lt;</p> <p>The words one less, less than and the symbol &lt; means that you think of the number that you say just before the target number. For example, if the target number is 7, one less is 6. Numbers that are less than 7 would include 1, 2, 3, 4, 5, and 6. When we think of numbers that are less than it is like subtracting. We start at the target number and count backwards. If we were to write a number sentence, we could write:</p> <p style="text-align: center;"><b>7 &lt; 9</b></p> <p style="text-align: center;">or we could write that <b>3 &lt; 7</b></p> <p>The pointed end of the sign points to the smallest number.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>One Less</b></p> <p><b>Materials:</b> Deck of cards without face cards and jokers</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Deal 3 cards to each player.</li> <li>3. Make a 3 x 3 grid with the cards face up (3 rows x 3 columns)</li> <li>4. Player 1 looks at the cards in his or her hand and the cards on the grid, looking for a card that represents 1 less than the cards in his/her hand.</li> <li>5. If a card that represents 1 less is in the grid, the player collects the card and says, "____ (the card picked up) is one less than ____ (the card from his/her hand) and places them both in a pile to his/her left.</li> <li>6. Player replaces the card taken from the grid with a card from the extra deck</li> <li>7. Player 2 now takes his/her turn.</li> <li>8. Play continues until all cards are matched or time is called.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Number Plates and Count Down
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	cards
Crayolas	paper plate
Socks	blue crayons
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Let's count together from 1-25. Give an example of one more than 7, one more than 14, one more than 19. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Bonnie has 6 pennies. How many more pennies does Bonnie need to have to have a total of 10 pennies?</p>	
<b>Fact Practice</b> <b>Number Plates</b>	
<p>You will continue working with Kindergartners to reinforce the number sense skill of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b> <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p>	

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<p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 19: The number 1 is a straight line down. A nine is like an upside down 6 however it is made completely differently from a six. A 9 is like making the letter "c" and then lifting the pencil and making a 1 that connect both ends of the "c" and then extends beyond the "c" for the stem.</p> <p><b>Making the plate.</b> Remember to have the paper plate ready for the children. Today, children will draw 19 blue birds on the plate. (These birds should look like a wide spread "m".) Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws blue birds on his/her plate. At the end, have the child count the blue birds. If he/she has too few, that can be corrected by adding more blue birds, if he/she has too many, then cross out the extras.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: backwards</b></p> <p>Backwards is a word that means you are no going or facing forward. For example, is you are walking backwards, you are facing one way and walking in the opposite way. If you spell your name backward, you would start with the last letter in your name and move toward the first letter. We can also count backwards. Counting backwards is like subtracting. Instead of adding, counting forward, and say a number 1 higher than the number you said before, when you count backwards, you say the number that is one less than the number you just said. If you start at 10 and count backwards, you would say 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Count Down</b></p> <p><b>Materials:</b> Deck of cards without face cards and jokers</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Shuffle the cards.</li> <li>2. Make a 4 x 3 grid of cards, face up. (A grid that has 4 columns and 3 rows),</li> <li>3. Place the remainder of the cards to the right of the grid.</li> <li>4. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number.</li> <li>5. Player continues to stack until there are no more additional moves.</li> <li>6. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play.</li> <li>7. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

<p>8. Play then continues with Player 2 stacking the numbers.</p> <p>9. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4.</p>	
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Closing
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number that is one less than 13? One less than 8? One less than 16?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Number Match and Number Plate
<b>Focus:</b>	Number Sense

<b>Materials:</b>	
White boards	decks of cards
Crayolas	paper plates, squares
Socks	scissors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have children pick a partner. Have one child pretend to “write” on the other child’s back. He/she should draw a triangle, circle, or a square. The child being “drawn on” should guess which shape is being drawn. Repeat training the drawing partners. Let’s count together from 1-25. Give an example of one more than 12 one more than 9, one more than 15 Counting is essential in math. You can’t do any sort of math if you can’t count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the “Meat”)										
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage</p>									
<p>Look at the picture in the 10 frame. How many hearts do you see? Write the number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> </tr> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td></td> <td></td> <td></td> </tr> </table>		♥	♥	♥	♥	♥	♥	♥		
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<b>Fact Practice Number Plates</b>										
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b> <b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p>										



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<p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 17: A 1 is a straight line down. A 7 is made like and upside down beginning of a 4. Instead of looking at the left hand, have students make that same shape with the thumb and pointer finger of the right hand. Instead of having the pointer finger pointing up, have children turn their hands so the pointer finger is pointing down. The thumb and pointer finger now make the 7. Have students trace that shape with their left pointer finger beginning at the thumb. The motion is over to the right and then down. After practicing several times have students try the shape in the air and then with a pencil.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will paste 17 squares on the plate. A square sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes squares on his/her plate. At the end, have the child count the squares. If he/she has too few, that can be corrected by adding more squares, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> greater than, one more, &lt;</p> <p>These math terms all mean virtually the same thing. It means that you are going to compare two numbers. One will be of less value or smaller than the other. In this exercise it is about the number that is one more or is greater than the target or identified number.</p> <p>For example, if the target is 7, one more or the number just greater than 7 is 8. What is one more or greater than 18? Than 5? Than 13? We can write this using the symbol &gt;. The pointed end always points to the smaller number. For example <math>7 &lt; 8</math></p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Number Match</b></p> <p><b>Materials:</b> deck of cards without face cards and jokers</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Group students in pairs.</li> <li>2. Shuffle the cards.</li> <li>3. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)</li> <li>4. Place the remainder of the cards to the right of the grid.</li> <li>5. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.</li> <li>6. Player 1 then replaces the 2 cards with ones from the deck.</li> <li>7. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.</li> <li>8. Play continues until all of the cards are matched.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

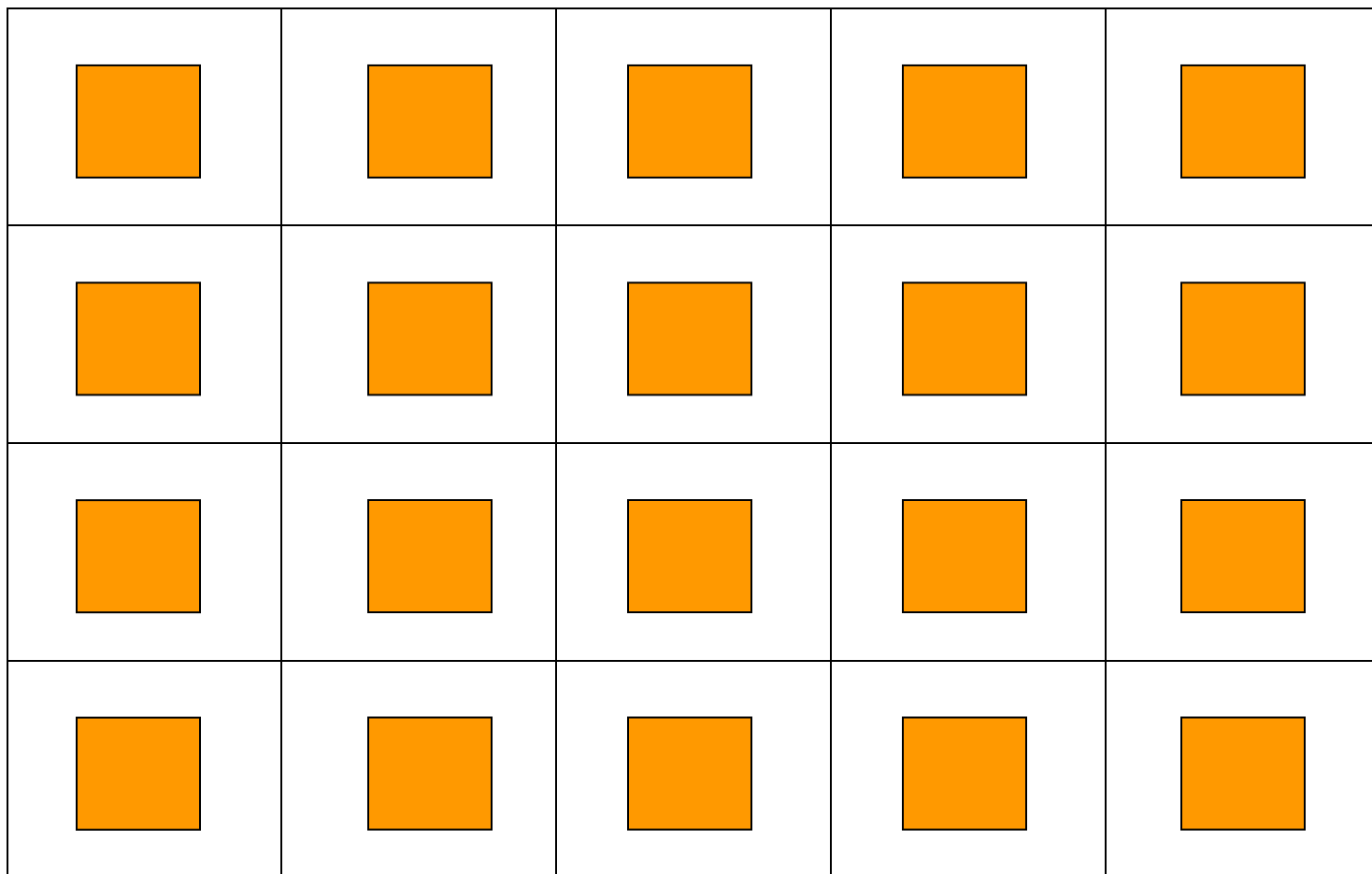
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9. Winner is the player with the most cards at the end of the game.	
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Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is one more than 9?</p> <p>What is one more than 13?</p> <p>How do you know that a number is "one more"?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them (Aha!)</li> </ul>
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# Squares



## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Shapes in a Pattern
<b>Focus:</b>	Patterns

<b>Materials:</b>	
White boards	paper plates, triangles
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	scissors, glue sticks, and shapes pages in different colors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
I am looking for a volunteer to count from 1-10. I am looking for a volunteer to count backwards from 10 to one. I am looking for a volunteer to count from 11-20. I am looking for a volunteer who can count backwards from 20-11. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the</p>
<p>Have each student draw a different domino. Have each student write a number sentence to show the total number of dots on the domino. Example: domino is a 3 and 2, number sentence is <math>3 + 2 = 5</math></p>	
<b>Fact Practice Number Plates</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b></p> <p><b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over</p>	

## Consult 4 Kids Lesson Plans

<p>students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 12: For the 1, draw a line straight down. Begin at the point of the 2 that is at the top, curve the line around like you are going to make a circle. Before you finish the circle bring the line straight down angling to the left so the line ends underneath the spot where you began. You will then continue by drawing a straight line to the right, forming a straight horizontal line.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will make 12 triangles on the plate. A triangle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes triangles on his/her plate. At the end, have the child count the triangles. If he/she has too few, that can be corrected by adding more triangles, if he/she has too many, then cross out the extras.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: order</b></p> <p>Remember that yesterday we said that order is a mathematical term or word that we use to describe a pattern. Some things go in an order, for example, numbers go in an order, 1, 2, 3, 4, 5, 6, and so on if we are counting to 10. If we are counting backward, the order is 10, 9, 8, 7, 6, 5, and so on. We make patterns by placing things in an order. Doing things in order helps us to remember. In the morning if you get up, eat breakfast, brush your teeth and get dressed for school, if you do that out of order it is easy to forget brushing your teeth.</p> <p>Prepare cards with the number 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 on them. Give 10 students one of those cards. Pass them out randomly. Ask them to get in order as if they were counting. Bring up a second group and have them start and 20 and go backwards.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Shapes in a Pattern</b></p> <p><b>Materials:</b> triangles, circles, squares, rectangles of different colors, strip of construction paper (4" x 12"), glue stick, scissors (shapes patterns attached).</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student scissors, a glue stick, and several shapes of each color.</li> <li>2. Ask child to create a pattern out of the shapes that he/she has, paying attention to both color and shape.</li> <li>3. Once the pattern has laid the pattern out and has repeated it at least once, give them the "go ahead" to clue it in place on the strip of paper.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

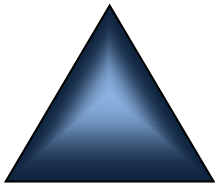
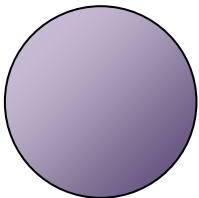

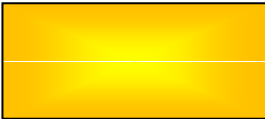
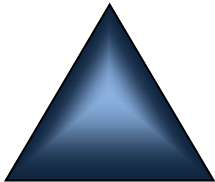
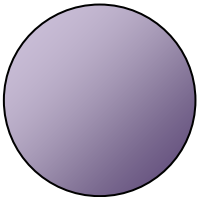


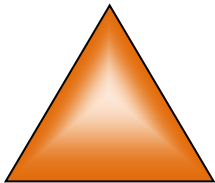
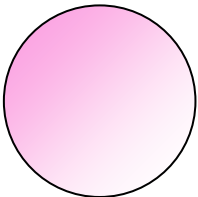

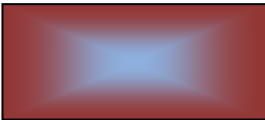
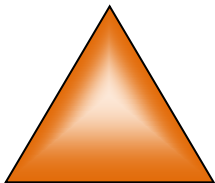
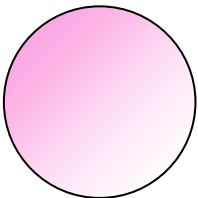

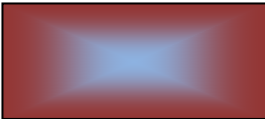
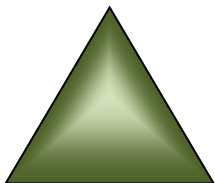
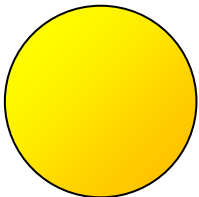


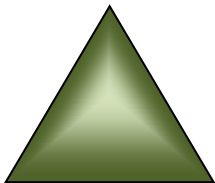
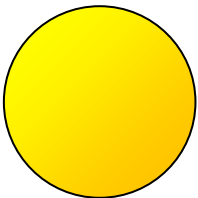


Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

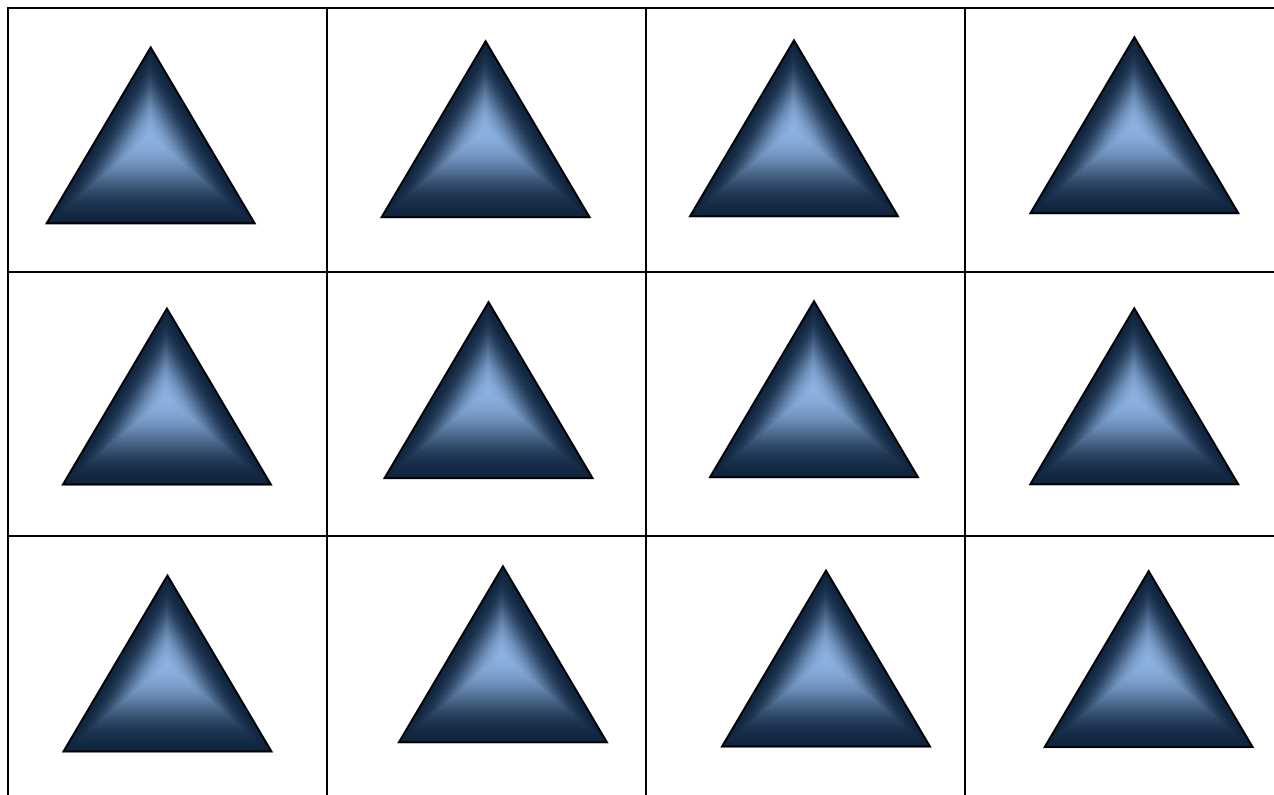
#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Triangles, Circles, Squares and Rectangles

# Triangles Only





## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Pattern Necklace
<b>Focus:</b>	Patterns

<b>Materials:</b>	
White boards	paper plates, coffee stirrers—1 for each child
Crayolas	stamp pads (4-5)
Socks	Cereal: Cheerios, Fruit Loops, Apple Jacks, cups
Glue sticks	yarn and tape

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about counting?</p> <p>How far can you count?</p> <p>If you and I are counting together and I say 7, what number would you say comes next? I say 11, you say ?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted. When we count forward we are adding, when we count backwards, we are subtracting.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage</p>
<p>You have 2 seashells. You get 1 more seashell. How many do you have altogether? Draw your answer.</p>	
<b>Fact Practice</b> <b>Number Plates</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p><b>The Plate</b></p> <p><b>Counting Items:</b> Each day children will be given a different way to count the number of items that they need for the plate.</p> <p><b>Writing the number:</b> You will want to help the Kindergartners learn how to write each</p>	

## Consult 4 Kids Lesson Plans

<p>number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p><b>Directions</b> for writing the number 11: Begin at the top and draw a line straight down twice.</p> <p><b>Making the plate.</b> Remember to have the paper plate and glue sticks ready for the children. Today, children will make 11 thumb prints on the plate. You will need to purchase a variety of ink pads for stamps for that the children can make thumb prints. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child makes prints on his/her plate. At the end, have the child count the prints. If he/she has too few, that can be corrected by adding more prints, if he/she has too many, then cross out the extras. Have a paper towel or Kleenex handy for children to wipe inked thumbs on. Tell them that they must use the same thumb over and over.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> order</p> <p>Order is a mathematical term or word that we use to describe a pattern. Some things go in an order, for example, numbers go in an order, 1, 2, 3, 4, 5, 6, and so on if we are counting to 10. If we are counting backward, the order is 10, 9, 8, 7, 6, 5, and so on. We make patterns by placing things in an order. Doing things in order helps us to remember. In the morning if you get up, eat breakfast, brush your teeth and get dressed for school, if you do that out of order it is easy to forget brushing your teeth.</p> <p>Give 10 students a playing card, Ace, 2, 3, 4, 5, 6, 7, 8, 9, and 10. Pass them out randomly. Ask them to get in order as if they were counting. Bring up a second group and have them start and 10 and go backwards.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Pattern Necklace</b></p> <p><b>Materials:</b> Cheerios, Apple Jacks, Fruit Loops (any cereal with a hole in the center), piece of yarn for each students, coffee stirrer, tape, small cup.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a cup of assorted cereal.</li> <li>2. Give each student a piece of yarn with a flat coffee stirrer taped to one end to guide the yarn through the holes in the cereal.</li> <li>3. Student should create a pattern and then reproduce the pattern at least three times on his/her necklace.</li> <li>4. Example: C, C, C, A, A, FL, FL, FL,FL, C, C, C, A, A, etc.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What clues do you use to determine a pattern?

What does it mean to put things in order?

#### Reflection (Confirm, Tweak, Aha!)

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
- Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	OCON Review
<b>Focus:</b>	Review

<b>Materials:</b> White boards Crayolas Socks	materials you will need for all of the games you have played the past 10 days
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Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Count from 10-1 backwards Count from 20 backwards Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7 Count from 1-10 forwards Count from 1-20 forward Practice the Penny, Nickel, Dime, and Quarter Chants Count by 10's to 100 Count by 5's to 50

.Content (the "Meat")	
<b>Problem of the Day</b>	<b>*Activity → Teachable Moment(s) throughout</b>  During the lesson check in with students repeatedly.  Check in about what is happening and what they are thinking.  Take advantage of any teachable moments.
Look at the list of numbers. Write in the numbers that are missing.  11, 12, 13 _____, 15, _____	
<b>Fact Practice</b>	
You have created plates for each of the numbers 11-20. Have children select the plate that they made that they like best. Ask them to line up in the numeric order of the plates they picked.  Help children package up the plates to take home unless you have sent them home each day.	
<b>Math Vocabulary</b>	
<b>Word for Today: total</b>  The word "total" in math means how many you end up with as an answer. If you have	It is important to review academic math vocabulary often throughout the day.

## Consult 4 Kids Lesson Plans

<p>placed 13 yellow stars on a plate, you have a total of 13 stars. If you have 15 red lines on a plate, then you have a total of 15 red lines.</p> <p>Ask children to draw the total you ask them to on the small white boards.</p> <p>Draw a total of 4 red lines.</p> <p>Draw a total of 9 yellow triangles.</p> <p>Draw a total of 6 orange circles.</p> <p>Draw a total of 8 blue birds.</p>	<p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today students will select the game from the week that they most want to play. Pairs can select different games. Game choices are:</p> <ul style="list-style-type: none"> <li>• One More</li> <li>• Count Down</li> <li>• One Less</li> <li>• Number Match</li> </ul>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>How many sides does a triangle have?</p> <p>How many sides does a square have? Is this the same number as a rectangle?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about what they did today in math.</li> <li>• Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>• Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>• Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ul>
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## Consult 4 Kids Lesson Plans


<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Tic Tac Toe Kindergarten
<b>Focus:</b>	Math Review

<b>Materials:</b>	
White boards	8" x 8" squares
Crayolas	
Socks	
Pencils	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about counting?</p> <p>How far can you count?</p> <p>If you and I are counting together and I say 8, what number would you say comes next? I say 14, you say ?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted. When we count forward we are adding, when we count backwards, we are subtracting.</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage</p>
<p>You have 2 seashells. You get 1 more seashell. How many do you have altogether? Draw your answer.</p>	
<b>Fact Practice</b> <b>Counting By 5s</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.</p> <p>How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives.</p> <p>Today's lesson will be tracing one hand, count the fingers and label the picture with the number 5.</p> <p><b>Directions:</b></p>	

## Consult 4 Kids Lesson Plans

<p>Divide students into pairs.          Ask each child to trace one hand of the partner.          Ask them to count the fingers (including the thumb).          Ask them to write the number 5 at the bottom of the 8 x 8" square.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: left</b>          Left is the word we use to describe a direction or our hand. For example, you have both a right hand and a left hand. Your left hand is easy to tell. When you lay your hand down flat on a table and put your fingers together and pull your thumb down so it is straight and going in the opposite direction of your fingers, you should see the letter "L". Try it now.          Get with a partner and trace the "L" of each person's hand at least 5 times.</p> <p style="text-align: center;">  </p> <p>Example: L L L L L</p>	<p>It is important to review academic math vocabulary often throughout the day.          Complete the Vocabulary notebook for each word.          When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Tic Tac Toe #1</b>          This game is played just like Tic Tac Toe only with teams.</p> <p><b>Tic Tac Toe #1</b>  <u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Together, work through each of the squares on the Tic Tac Toe Grid.</li> <li>2. Mark the answers on the game board (highlight).</li> <li>3. Teach children how to play Tic Tac Toe.</li> <li>4. Divide group into 2 teams.</li> <li>5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like).</li> <li>6. Explain that this is down with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already).</li> <li>7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this.</li> <li>8. When you have played several times, begin to back off and let the team become more responsible for the team's play.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What are some strategies you use to play Tic Tac Toe?

Which is your left hand? Which is the right?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

### Tic Tac Toe #1

<p>Start at 2 and count to 8</p> <p>Start at 5 and count to 9</p> <p>Start at 5 and count to 15</p>	<p>Which is the smaller number</p> <p style="text-align: center;">4 or 10</p> <p style="text-align: center;">9 or 3</p> <p style="text-align: center;">2 or 5</p> <p style="text-align: center;">7 or 8</p>	<p>Count backward from 10 to 2</p> <p>Count backward from 15 to 5</p> <p>Count backward from 20 to 13</p>
<p>How many teen numbers can you write?</p>	<p>Write the number that each word represents</p> <p>six _____</p> <p>three _____</p> <p>five _____</p>	<p>Which is the larger number?</p> <p style="text-align: center;">7 or 17</p> <p style="text-align: center;">12 or 2</p> <p style="text-align: center;">9 or 4</p> <p style="text-align: center;">8 or 0</p>
<p>How many fingers do you have on one hand? How many on two hands?</p>	<p>Answer these two problems:</p> $\begin{array}{r} 8 \\ +5 \\ \hline \end{array}$ $\begin{array}{r} 7 \\ -2 \\ \hline \end{array}$	<p>What number comes before each of these numbers?</p> <p style="text-align: center;">_____ 7</p> <p style="text-align: center;">_____ 13</p> <p style="text-align: center;">_____ 10</p>

## Consult 4 Kids Lesson Plans


<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Kinder Tic Tac Toe
<b>Focus:</b>	Math Review

<b>Materials:</b>	
White boards	Tic Tac Toe
Crayolas	
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted. Let's count aloud from 1-20. Give an example of one more than 19, one less than 6, one less than 13, 1 more than 11. What do you know about how to play Tic Tac Toe? What are some strategies you can use to play the game well?

.Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn"</p>
<p>Draw a shape that has no corners. Draw a shape that has 3 corners. Draw a shape that has 4 corners.</p>	
<b>Fact Practice</b> <b>Things That Come In Pairs</b>	
<p>For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.</p> <p>Today we are going to focus on eyes. Eyes come in pairs or in twos. Usually if you have one eye you will have a second one. A Cyclops is a type of monster that has only one eye. Sometimes you can see a pretend "Cyclops" in a cartoon.</p> <p>Children are going to work on making a pair of eyes. Help the children count by 2's, pointing to the pair as you say the number. Today you will count, 2 (eyes) not by ones but by twos.</p> <p><b>Directions:</b></p>	

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Have children partner with another student.</li> <li>2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.</li> <li>3. It will look like this:</li> </ol> 	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: circle</b></p> <p>A circle is two-dimensional shape that is made by drawing a curve that is always the same distance from the center and continues until the line joins the beginning with the end. A circle has a radius (the center to the edge), a diameter (the distance across the center of the circle), and a circumference (the distance around the outside of a circle.) You can find circles in a lot of natural places, the sun and the moon are two of them.</p> <p>Have the students practice drawing circles. Ask them what would happen if they drew three circles one on top of another, with the middle one being smaller than the bottom one and larger than the top one.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Tic Tac Toe #2</b></p> <p>This game is played just like Tic Tac Toe only with teams.</p> <p><b>Tic Tac Toe #2</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Together, work through each of the squares on the Tic Tac Toe Grid.</li> <li>2. Mark the answers on the game board (highlight).</li> <li>3. Teach children how to play Tic Tac Toe.</li> <li>4. Divide group into 2 teams.</li> <li>5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like).</li> <li>6. Explain that this is down with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already).</li> <li>7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this.</li> <li>8. When you have played several times, begin to back off and let the team become more responsible for the team's play.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What can you see that is in the shape of a circle?

What are some other shapes you can see?

What is one more than 5?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

### Tic Tac Toe #2

<p>Add these numbers:</p> <p><math>1 + 1 =</math></p> <p><math>2 + 2 =</math></p> <p><math>3 + 3 =</math></p> <p><math>4 + 4 =</math></p>	<p>Subtract these numbers:</p> <p><math>5 - 3 =</math></p> <p><math>6 - 3 =</math></p> <p><math>7 - 3 =</math></p> <p><math>8 - 3 =</math></p>	<p>Look at each row of numbers and circle the one that does not belong.</p> <hr/> <table style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">1</td> <td style="border-right: 1px solid black; padding: 5px 10px;">2</td> <td style="border-right: 1px solid black; padding: 5px 10px;">3</td> <td style="padding: 5px 10px;">27</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">22</td> <td style="border-right: 1px solid black; padding: 5px 10px;">33</td> <td style="border-right: 1px solid black; padding: 5px 10px;">98</td> <td style="padding: 5px 10px;">55</td> </tr> <tr> <td style="border-right: 1px solid black; padding: 5px 10px;">45</td> <td style="border-right: 1px solid black; padding: 5px 10px;">10</td> <td style="border-right: 1px solid black; padding: 5px 10px;">20</td> <td style="padding: 5px 10px;">40</td> </tr> </table>	1	2	3	27	22	33	98	55	45	10	20	40
1	2	3	27											
22	33	98	55											
45	10	20	40											
<p>Write in the number that comes before and the number that comes in after:</p> <p>_____ 13 _____</p> <p>_____ 20 _____</p> <p>_____ 36 _____</p>	<p>Write 6 even numbers between 1 and 20.</p>	<p>Make tally marks to show the number:</p> <p>13 _____</p> <p>20 _____</p> <p>18 _____</p>												
<p>Which is the smaller number?</p> <p>51 or 15</p> <p>98 or 89</p> <p>21 or 12</p>	<p>Subtract:</p> <p><math>10 - 9 =</math></p> <p><math>10 - 8 =</math></p> <p><math>10 - 7 =</math></p> <p><math>10 - 6 =</math></p>	<p>Write 3 odd numbers:</p>												

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Kinder Tic Tac Toe 3
<b>Focus:</b>	Basic Information

<b>Materials:</b>	Tic Tac Toe at end of lesson plan
White boards	
Crayolas	
Socks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Using your fingers show each of these numbers: 7, 1, 6, 10, 8, 4

Count from 20-1 backwards

Count from 1-20 forwards

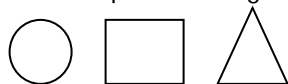
Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle

What is the difference between a number and a letter?

### Content (the "Meat")

#### Problem of the Day

Which shape is a triangle? Tell how you know.



#### Fact Practice

#### Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—shoes.

How else might you show pairs—ears, eyes, shoes, socks, bicycle tires, etc?

Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands), 10 (socks).

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

**Directions:**

1. Have children partner with another student.
2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.
3. Then ask students to look at the ears on each side of the person's head. How many ears are there?
4. It will look like this:

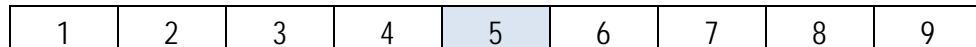


### Math Vocabulary

**Word for Today: between**

Between is a word that means something is in the middle of something else. Usually we think of middle as being the center, and between doesn't mean the middle, but it does mean that there is something on both sides.

If we look at the number line below, 5 would be in the middle. As well as that, the five is between the 4 and the 6, just like the 3 is between the 2 and the 4, even though it isn't in the middle of the whole line.



It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

### Activity

#### Tic Tac Toe #3

This game is played just like Tic Tac Toe with teams.

**Tic Tac Toe #3**

**Directions:**

1. Together, work through each of the squares on the Tic Tac Toe Grid.
2. Mark the answers on the game board (highlight).
3. Teach children how to play Tic Tac Toe.
4. Divide group into 2 teams.
5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like).
6. Explain that this is done with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already).
7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this.
8. When you have played several times, begin to back off and let the team become more responsible for the team's play.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Name 3 items that come in pairs.

Name the numbers that come between 5 and 7; 3 and 5, 8 and 10.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



### Consult 4 Kids Lesson Plans

### Tic Tac Toe #3

<p>Write 3 number sentences that = 10. Example: <math>5 + 5 = 10</math>.</p>	<p>Use either <math>&lt;</math> or <math>&gt;</math> in between each pair of number</p> <p>5 _____ 9</p> <p>10 _____ 4</p>	<p>Count backwards from 20-9</p>				
<p>Make two dominoes that show 9</p> <table border="1" data-bbox="94 951 488 1297"> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> <tr> <td style="width: 50px; height: 50px;"></td> <td style="width: 50px; height: 50px;"></td> </tr> </table>					<p>Write 6 odd numbers.</p> <p>Circle the largest number that you wrote</p>	<p><math>2 + 2 = 4</math></p> <p>This is a double. Write 3 other doubles</p>
<p>Count backward by 2's from 21. Can you reach 0?</p>	<p>Start with 2. Add 3. Subtract 1. What number are you at?</p>	<p>Write 3 number sentences that will equal 9. Example: <math>8 + 1 = 9</math></p>				

## Consult 4 Kids Lesson Plans


<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Fruit Kabobs
<b>Focus:</b>	Patterns

<b>Materials:</b>	
White boards	Fruit for Kabobs (fresh or canned)
Crayolas	
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Let's count together from 1-25. Give an example of one more than 7, one more than 14, one more than 19 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>What would be the next two shapes in this pattern? Draw them.</p> <p>▲ ▲ ☀ ▲ ▲ ☀ ▲ ____</p>	
<b>Fact Practice</b>	
<b>Things That Come In Pairs</b>	
<p>For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.</p> <p>Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—hands.</p>	

## Consult 4 Kids Lesson Plans

<p>Children are going to work on making a pair of eyes, a pair of ears, a pair of shoes and a pair of hands. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands).</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Have children partner with another student</li> <li>2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.</li> <li>3. Then ask students to look at the ears on each side of the person's head. How many ears are there?</li> <li>4. It will look like this:</li> </ol> <div style="text-align: center;">  </div>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: shapes</b></p> <p>A shape can be flat or two-dimensional. When we draw a circle, square, rectangle, diamond, heart and other shapes on paper they are two dimensional. These are called plane shapes.</p> <p>On your white board draw a shape. Try another. Look at what you have drawn. We are going to draw a circle, square, triangle and diamond. If you don't have those 4 shapes, draw them now.</p> <p>Discuss the attributes of the shapes the children have drawn.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Fruit Kabobs</b></p> <p>Children will create a pattern using fruit pieces and then eat the pattern.</p> <p><b>Fruit Kabobs</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Purchase a variety of fruits (oranges, apples, pineapple—this doesn't have to be fresh but could be in chunks, banana, grapes, strawberries)</li> <li>2. Each student is to decide on a pattern that requires 8 pieces of fruit and draws it on a white board or paper</li> <li>3. Student then comes up and selects the fruit he/she will need for his pattern and places it in a small bowl. Students also picks up a skewer (can be pointed or could be two plastic stir sticks)</li> <li>4. Student then creates his/her pattern, shares it with you and then can eat the pattern</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Cereal Subtraction
<b>Focus:</b>	Subtraction

**Materials:**

White boards  
Crayolas  
Cereal

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)

What is a star? Draw a star in the air. Stars have points. How many points do they have?

Give an example of one less than 10, one less than 18, or less than 7

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted. When you find a number that is less, you are subtracting.

### Content (the "Meat")

#### Problem of the Day

You have 3 cookies. You eat one cookie. Now how many cookies do you have? Draw a picture.

#### Fact Practice Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).

Today's lesson will be tracing five hands, count the fingers and label the picture with the number 25.

**Directions:**

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

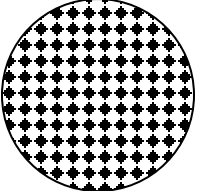
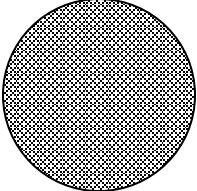
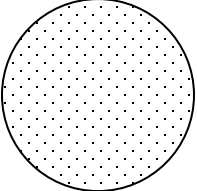
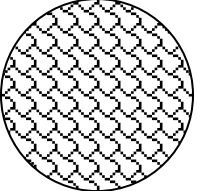
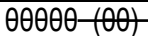


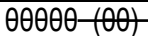


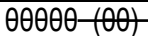


Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Ask each child to trace five hands of the partner.</li> <li>3. Ask them to count the fingers (including the thumb).</li> <li>4. Ask them to write the number 25 at the bottom of the paper.</li> </ol>	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>						
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: pattern</b></p> <p>Pattern is a word that we use to describe different ways that things are that is predictable. For example below there are circles with different patterns inside of them:</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">     </div>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>						
<p style="text-align: center;"><b>Activity</b></p> <p><b>Cereal Subtraction</b></p> <p>This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.</p> <p><b>Cereal Subtraction</b></p> <p>The purpose of this activity is to provide students with opportunities to create number sentences using cereal pieces</p> <p><b>Cereal Subtraction</b></p> <p><u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a small baggie of Cheerios.</li> <li>3. Each pair should also have a white board and crayon for writing/drawing subtraction problems—show students how to set up the white board into three columns.</li> <li>4. Pair should count out a particular number of Cheerios and either draw a picture of those Cheerios or write the number of the Cheerios in column #1.</li> <li>5. Pair then decides how many of those Cheerios they are going to eat and take that number from the original pile of Cheerios and move them into column #2. Students either draw a picture of how many they are going to eat or write the number in the second square.</li> <li>6. Students then share the Cheerios with one another.</li> <li>7. Students complete the math program by moving the Cheerios remaining in column #1 into column #3 and recording the number or drawing the picture.</li> <li>8. Students continue until all Cheerios are gone</li> </ol> <p><b>Example:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 33%;">Column 1</th> <th style="width: 33%;">Column 2</th> <th style="width: 33%;">Column 3</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">                       7 -                 </td> <td style="text-align: center;">                       2 =                 </td> <td style="text-align: center;">                       5                 </td> </tr> </tbody> </table>	Column 1	Column 2	Column 3	 7 -	 2 =	 5	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>
Column 1	Column 2	Column 3					
 7 -	 2 =	 5					

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What does it mean to add?

What does it mean to subtract?

What does a rectangle look like?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Cereal Subtraction

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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Outside Cereal Subtraction
<b>Focus:</b>	Subtraction

**Materials:**

White boards  
Crayolas  
Socks  
Glue sticks

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

If you and I are counting together and I say 13, what number would you say comes next? I say 11, you say?

What is a star? Draw a star in the air. How many points does a star have?

Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

### Content (the "Meat")

#### Problem of the Day

What number comes between 13 and 15? How do you know?

#### Fact Practice Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).

Today's lesson will be tracing four hands, count the fingers and label the picture with the number 20.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.


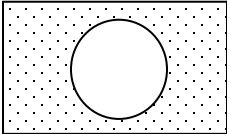
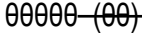


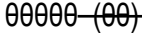


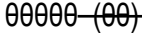


Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage

## Consult 4 Kids Lesson Plans

<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Ask each child to trace four hands of the partner.</li> <li>3. Ask them to count the fingers (including the thumb).</li> <li>4. Ask them to write the number 20 at the bottom of the paper.</li> </ol>	<p>students in a “teach to learn” opportunity and have the student become the teacher.</p>						
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: outside</b></p> <p>Outside is a word to describe something that is not contained or in something. For example, a circle with polka dots inside looks like this:</p> <div style="display: flex; justify-content: space-around; align-items: center; margin: 10px 0;">   </div> <p>A circle that has polka dots on the outside, looks like the second figure. Have student draw 3 circles with a pattern on the outside.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>						
<p style="text-align: center;"><b>Activity</b></p> <p><b>Cereal Subtraction</b></p> <p>The purpose of this activity is to provide students with opportunities to create number sentences using cereal pieces</p> <p><b>Cereal Subtraction</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a small baggie of Cheerios.</li> <li>3. Each pair should also have a white board and crayon for writing/drawing subtraction problems—show students how to set up the white board into three columns.</li> <li>4. Pair should count out a particular number of Cheerios and either draw a picture of those Cheerios or write the number of the Cheerios in column #1.</li> <li>5. Pair then decides how many of those Cheerios they are going to eat and take that number from the original pile of Cheerios and move them into column #2. Students either draw a picture of how many they are going to eat or write the number in the second square.</li> <li>6. Students then share the Cheerios with one another.</li> <li>7. Students complete the math program by moving the Cheerios remaining in column #1 into column #3 and recording the number or drawing the picture.</li> <li>8. Students continue until all Cheerios are gone.</li> </ol> <p><b>Example:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Column 1</th> <th style="width: 33%;">Column 2</th> <th style="width: 33%;">Column 3</th> </tr> </thead> <tbody> <tr> <td>              7 -         </td> <td>              2 =         </td> <td>              5         </td> </tr> </tbody> </table>	Column 1	Column 2	Column 3	 7 -	 2 =	 5	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>
Column 1	Column 2	Column 3					
 7 -	 2 =	 5					

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What does it mean to be outside?

What does it mean to be inside?

What is the difference when you subtract  $5 - 3$

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

# Cereal Subtraction

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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Directions and Licorice Measurement
<b>Focus:</b>	Measurement

<b>Materials:</b>	
White boards	Licorice
Crayolas	Licorice Work Sheet
Socks	scissors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
I am looking for a volunteer to count from 1-10. I am looking for a volunteer to count backwards from 10 to one. I am looking for a volunteer to count from 11-20. I am looking for a volunteer who can count backwards from 20-11. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Start at 9. Count backwards to 6. Make a mark for each number you say. How many marks did you make?</p>	
<b>Fact Practice Counting By 5s</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.</p> <p>How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).</p> <p>Today's lesson will be tracing two hands, count the fingers and label the picture with the number 10.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Ask each child to trace two hands of the partner.</li> <li>3. Ask them to count the fingers (including the thumb).</li> <li>4. Ask them to write the number 10 at the bottom of the 8 x 8" square.</li> </ol>	

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: right</b></p> <p>Right is the word we use to describe a direction or our hand. For example, you have both a right hand and a left hand. Your right hand is easy to tell. When you lay your hand down flat on a table and put your fingers together and pull your thumb down so it is straight and going in the opposite direction of your fingers, you should see a mirror image of the letter "L". Try it now. I will look like it is backwards.</p> <p>Get with a partner and trace the backwards L of each person's hand at least 5 times.</p> <div style="text-align: center; margin: 10px 0;"> </div> <p>Example:     </p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Licorice Measurement</b></p> <p>This activity will give students an opportunity to measure things in a non-tradition manner, using licorice.</p> <p>Be sure that you have several licorice sticks for each student (probably red licorice is better).</p> <p><b>Licorice Measurement</b></p> <p><u>Directions:</u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair 6 licorice sticks and a work page.</li> <li>3. Ask students to cut the licorice stick into one inch pieces, using the small ruler on the worksheet.</li> <li>4. On the Licorice Measurement sheet is a list of a variety of items commonly found in the classroom.</li> <li>5. Pairs should measure each of the items using licorice 1" pieces and then record the number of pieces of licorice the item is long.</li> </ol> <p>Bring children together to look at the results.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Can you count to 20? If yes, then do. If no, then how high can you go?</p> <p>Are numbers and letters the same?</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Consult 4 Kids Lesson Plans

### Licorice Measurement



Each one of these segments is 1" long. There are 6 one inch sections. Students should cut the licorice as long as one of those sections. Once the licorice sticks are cut, give students the following items to measure.

Pencil \_\_\_\_\_

Pointer finger \_\_\_\_\_

Crayon \_\_\_\_\_

Length of your shoe \_\_\_\_\_

Length of your desk \_\_\_\_\_

Arm from wrist to elbow \_\_\_\_\_



## Consult 4 Kids Lesson Plans


<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Licorice Measurement
<b>Focus:</b>	Measurement

<b>Materials:</b>	
White boards	pencils
Crayolas	Licorice, work sheets, scissors
Socks	
Paper	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about coins?</p> <p>Give me the names of the coins you know.</p> <p>Is there more value in a quarter or a dime? A penny or a nickel? A dime and a nickel?</p>

Content (the "Meat")	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>What number comes in between 7 and 9? How do you know?</p>	
<b>Fact Practice</b>	
<b>Counting By 5s</b>	
<p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.</p> <p>How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).</p> <p>Today's lesson will be tracing three hands, count the fingers and label the picture with the number 15.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Ask each child to trace three hands of the partner.</li> <li>3. Ask them to count the fingers (including the thumb).</li> <li>4. Ask them to write the number 15 at the bottom of the paper.</li> </ol>	

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: inside</b></p> <p>Inside is a term that we use to describe things that are “contained” in something. For example if I draw a circle and I put polka dots inside it, the circle would look like this:</p> <div style="text-align: center;">  </div> <p>Ask students to draw 5 circles and put something different inside of each one.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Licorice Measurement</b></p> <p>This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.</p> <p><b>Licorice Measurement</b></p> <p>This activity will give students an opportunity to measure things in a non-tradition manner, using licorice</p> <p>Be sure that you have several licorice sticks for each student (probably red licorice is better)</p> <p><b>Licorice Measurement</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair 6 licorice sticks and a work page.</li> <li>3. Ask students to cut the licorice stick into one inch pieces, using the small ruler on the worksheet.</li> <li>4. On the Licorice Measurement sheet is a list of a variety of items commonly found in the classroom.</li> <li>5. Pairs should measure each of the items using licorice 1” pieces and then record the number of pieces of licorice the item is long.</li> <li>6. Bring children together to look at the results.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

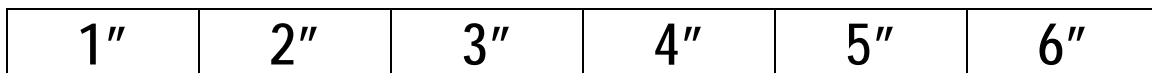
What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)

## Licorice Measurement



Each one of these segments is 1" long. There are 6 one inch sections. Students should cut the licorice as long as one of those sections. Once the licorice sticks are cut, give students the following items to measure.

Pencil \_\_\_\_\_

Pointer finger \_\_\_\_\_

Crayon \_\_\_\_\_


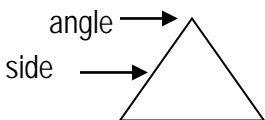
Length of your shoe \_\_\_\_\_

Length of your desk \_\_\_\_\_

Arm from wrist to elbow \_\_\_\_\_



## Consult 4 Kids Lesson Plans

<p>Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes).</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Have children partner with another student</li> <li>2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.</li> <li>3. Then ask students to look at the ears on each side of the person's head. How many ears are there?</li> <li>4. It will look like this:</li> </ol> <div style="text-align: center;">  </div>	<p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> triangle</p> <p>A triangle is a three sided figure. There are a variety of different triangles that you can make, but they all have three sides and three angles.</p> <div style="text-align: center;">  </div> <p>Have children draw the triangle in a specific manner—obtuse, acute, or right triangle.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Down the Path</b></p> <p>This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.</p> <p><b>Down the Path</b> This will give students an opportunity to count from 1-10.</p> <p><b>Down the Path</b> <u><b>Directions:</b></u></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Down the Path Counting Cards and a Down the Path game board.</li> <li>3. Shuffle the cards and place face down by the Game Board.</li> <li>4. Player 1 draws a card, counts the number of items on the card, locates the number on the game board that reflects the answer and places a marker on that space.</li> <li>5. Player 2 repeats the process.</li> <li>6. When Player 1 gets a second turn, he/she repeats and then moves either forward or</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

backwards to the number represented on the card. 7. Play continues until a player is able to reach the Finish Line.	
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Closing
<b>Review</b>
Say: <ul style="list-style-type: none"> <li>Please recap what we did today.</li> <li>Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
What did you like about what we did today in math? What would you like to do more of the next time we do math? What is one more than 6? What are the numerals?






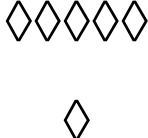
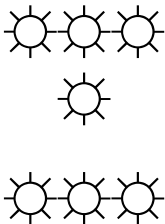
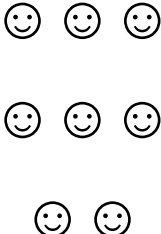

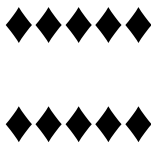
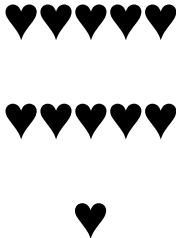

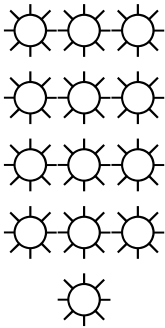





<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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Down the Path

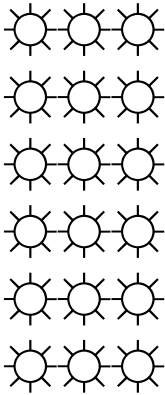



1	2	3	4	5	6
20					7
19					8
18					9
17					10
16	15	14	13	12	11



Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

			
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## Consult 4 Kids Lesson Plans



<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Down the Path and Square
<b>Focus:</b>	Counting, 1:1 Correspondence

<b>Materials:</b>	
White boards	decks of cards
Crayolas	Down the Path Game Board and cards
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Have children pick a partner. Have one child pretend to “write” on the other child’s back. He/she should draw a triangle, circle, or a square. The child being “drawn on” should guess which shape is being drawn. Repeat training the drawing partners. Let’s count together from 1-25. Give an example of one more than 12 one more than 9, one more than 15. Counting is essential in math. You can’t do any sort of math if you can’t count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p>
<p>Draw a picture to show this number sentence:</p> $3 + 2 = 5$	
<b>Fact Practice</b>	
<b>Things That Come In Pairs</b>	
<p>For the next several days we will be working at counting by twos. We’re going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.</p> <p>Today we are going to focus on eyes and ears. Eyes come in pairs or in twos. Ears come in pairs two, one on each side of your head. Ears come in all shapes and sizes. Ask children to name other things that come in pairs.</p> <p>Children are going to work on making a pair of eyes and a pair of ears. Help the children</p>	

## Consult 4 Kids Lesson Plans

<p>count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears).</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Have children partner with another student</li> <li>2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.</li> <li>3. Then ask students to look at the ears on each side of the person's head. How many ears are there?</li> <li>4. It will look like this:</li> </ol> 	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: square</b></p> <p>A square is a two-dimensional shape with four sides and four corners. The sides are all the same length and the corners are all 90° angles which means that they look like a capital L. A square looks like this:</p>  <p>Rooms are square and hopscotch has 3 squares at the beginning. Ask students to find squares in the room you are in.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Down the Path</b></p> <p>This will give students an opportunity to count from 1-10.</p> <p><b>Down the Path</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a set of Down the Path Counting Cards and a Down the Path game board.</li> <li>3. Shuffle the cards and place face down by the Game Board.</li> <li>4. Player 1 draws a card, counts the number of items on the card, locates the number on the game board that reflects the answer and places a marker on that space.</li> <li>5. Player 2 repeats the process.</li> <li>6. When Player 1 gets a second turn, he/she repeats and then moves either forward or backwards to the number represented on the card.</li> <li>7. Play continues until a player is able to reach the Finish Line.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Count to 25.

Count backwards from 10.






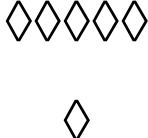
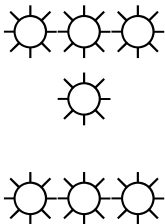
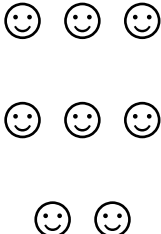


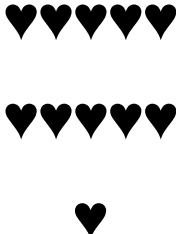

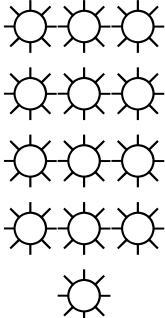
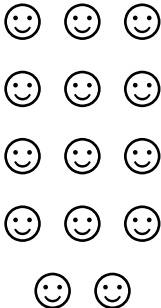

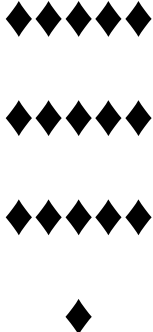
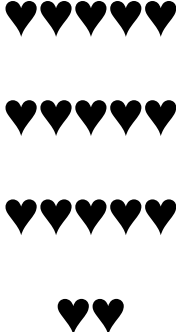

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

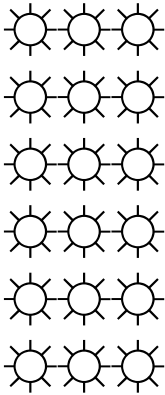



Down the Path

1	2	3	4	5	6
20					7
19					8
18					9
17					10
16	15	14	13	12	11

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

					
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	TTTLCD Review
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

Which of the numbers below is larger than 8? How do you know?

**6 9 3 7**

#### Fact Practice

#### Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—shoes.

How else might you show pairs—ears, eyes, shoes, socks, bicycle tires, etc?

Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands), 10 (socks), 12 (gloves).

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

## Consult 4 Kids Lesson Plans

<p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Have children partner with another student</li> <li>2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.</li> <li>3. Then ask students to look at the ears on each side of the person's head. How many ears are there?</li> <li>4. It will look like this:</li> </ol> <div style="text-align: center;"> </div>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: total</b></p> <p>We have talked about the word total before. The word "total" in math means how many you end up with as an answer. If you have placed 13 yellow stars on a plate, you have a total of 13 stars. If you have 15 red lines on a plate, then you have a total of 15 red lines.</p> <p>Ask children to draw the total you ask them to on the small white boards.</p> <p>Draw a total of 9 yellow lines.</p> <p>Draw a total of 2 green triangles.</p> <p>Draw a total of 5 orange circles.</p> <p>Draw a total of 1 blue bird.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Choice of 5 activities</p> <p>Over the past 11 days students have played 5 different games. Give students an opportunity to play one of these games.</p> <ul style="list-style-type: none"> <li>Tic Tac Toe #1</li> <li>Tic Tac Toe #2</li> <li>Tic Tac Toe #3</li> <li>Licorice Measurement</li> <li>Cereal Subtraction</li> <li>Down the Path</li> </ul>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What can you see that is a triangle?

What are some things that come in pairs?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them. (Aha!)



## Consult 4 Kids Lesson Plans

<p>Today draw: 7 circles</p> <p>You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: time frame</b></p> <p>Description: Time frame is a term that we use to describe a section of time. When you get your picture taken you can put it in a frame. That frame provides four sides to the picture and the picture must stay inside that frame. A time frame is similar to a picture frame. It puts four sides around a period of time and says, "This is the time we are talking about." When you watch television, each of the shows you watch has a time frame around it. Some programs last only 30 minutes or ½ of an hour, while other programs will last for an entire hour. This is because they have different time frames. Ask children to discuss different time frames in their day (school, afterschool, lunch time, recess and so on).</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p><b>Time Frames</b></p> <p>The day is divided into time frames. These time frames have names. The names include: morning, noon, evening, and night. Certain activities happen during each of these times. For example, in the morning students get up, get dressed, eat breakfast, brush their teeth, etc. At noon they eat lunch, play outside for recess, and for some Kindergartners, they come to school at noon. In the evening they have dinner, get ready for bed, etc, and at night, students sleep. Brainstorm different activities that happen at each of these times during the day.</p> <p><b>During The Day</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each student a piece of plain paper and a box of crayons or colored pencils.</li> <li>2. Have children fold the paper into 4 parts (one hot dog fold and one hamburger fold)</li> <li>3. Have children label the quadrants: morning, noon, evening and night.</li> <li>4. Have children draw a picture in each of the quadrants</li> <li>5. Have children share their drawings with the rest of the group.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #2
<b>Focus:</b>	Time

<p><b>Materials:</b></p> <p>White boards</p> <p>Crayolas</p> <p>Socks</p> <p>Glue sticks</p>	<p>Activity at the end of the lesson plan</p>
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Opening
<p><b>State the objective</b></p> <p>Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.</p>
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>What do you know about time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) During the day, there are different time frames. What are some of the times of the day? (Identify meal times, morning, noon, evening, night—before school, during school, after school) What day is it now? What day was it yesterday? What day will it be tomorrow?</p>

Content (the “Meat”)									
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Look at the chart below. Draw a picture in the empty box to show 1 more.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">♥ ♥ ♥</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">▲ ▲</td> <td></td> </tr> <tr> <td style="text-align: center;">☺</td> <td></td> </tr> <tr> <td style="text-align: center;">☀ ☀ ☀ ☀ ☀</td> <td></td> </tr> </table>	♥ ♥ ♥		▲ ▲		☺		☀ ☀ ☀ ☀ ☀		<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn”</p>
♥ ♥ ♥									
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☀ ☀ ☀ ☀ ☀									
<p style="text-align: center;"><b>Fact Practice</b></p> <p style="text-align: center;"><b>Counting 1:1 Correspondence</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p>									

## Consult 4 Kids Lesson Plans

<p><b>Directions:</b>          Draw a picture of the number that is named.          Illustrate the number in the shape listed.          Today draw:              3 hearts          You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: day</b>          Description: Day is a word that we use to talk about a 24 hour period of time. There are 7 days in each week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. We call Saturday and Sunday the week end and Monday, Tuesday, Wednesday, Thursday, and Friday week days. A day is made up of 24 hours. 12 hours happen between midnight and noon and are called morning, while 12 hours happen between noon and midnight and are called night. However, we know that we have the afternoon time, the evening (this is usually when we eat dinner) and then night when we go to sleep. There are 365 days in one year.</p>	<p>It is important to review academic math vocabulary often throughout the day          Complete the Vocabulary notebook for each word.          When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p><b>Days of the Week</b>          You have worked with students on the days of the week, and hopefully you have continued using the cheer for the days of the week. During this session you will want to revisit the days in the format of Today is..., Yesterday was..., and Tomorrow will be... Have the children spend time with the days of the week and have children identify the days that are written on the cards. Talk about the fact that each of them end with the word day and ask children to underline the word. Ask the kids for clues that they could look for to determine which day is which. Remember that Sunday and Saturday, as well as Tuesday and Thursday begin with the same letters and end with day, so the key to unlocking which word is which is in the middle of the word. Talk about those differences.</p> <p><b>Days of the Week Concentration</b>  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs</li> <li>2. Give each pair a set of Days of the Week cards</li> <li>3. Tell students to lay the card out in a 3 x 3 grid, face down, with extra cards put to the side.</li> <li>4. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile</li> <li>5. Player 2 then takes his/her turn</li> <li>6. Game is over when all cards have been paired.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

**Consult 4 Kids Lesson Plans**

Kindergarten—Days of the Week

<b>Sunday</b>	<b>Sunday</b>	<b>Monday</b>
<b>Monday</b>	<b>Tuesday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Thursday</b>	<b>Friday</b>	<b>Friday</b>

**Consult 4 Kids Lesson Plans**

<b>Saturday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Sunday</b>	<b>Monday</b>	<b>Monday</b>
<b>Tuesday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Wednesday</b>	<b>Thursday</b>	<b>Thursday</b>
<b>Friday</b>	<b>Friday</b>	<b>Saturday</b>

## Consult 4 Kids Lesson Plans

<b>Saturday</b>		
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## Consult 4 Kids Lesson Plans

	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: day</b></p> <p>Description: We discussed the word day, yesterday. Who can name the days of the week? Who knows what today is? What will tomorrow be? What was yesterday? Does anyone remember how many hours are in a day? How many days are in a year? How many days are in a week?</p> <p>Ask children to draw a picture of their favorite time of the day.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p><b>Days of the Week</b></p> <p>Review the days of the week with the children. Practice again with the Today is...Yesterday was..., Tomorrow will be.... Have them identify the days of the week as you write them on the board. Today you can play Concentration again or you can share with the students how to play Go Fish.</p> <p><b>Days of the Week Concentration</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide the students into pairs</li> <li>2. Give each pair a set of Days of the Week cards</li> <li>3. Tell students to lay the card out in a 3 x 3 grid, face down, with extra cards put to the side.</li> <li>4. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile</li> <li>5. Player 2 then takes his/her turn</li> <li>6. Game is over when all cards have been paired.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul> <p style="text-align: center;"><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

**Consult 4 Kids Lesson Plans**

Kindergarten—Days of the Week

<b>Sunday</b>	<b>Sunday</b>	<b>Monday</b>
<b>Monday</b>	<b>Tuesday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Thursday</b>	<b>Friday</b>	<b>Friday</b>



**Consult 4 Kids Lesson Plans**

<b>Saturday</b>	<b>Saturday</b>	<b>Sunday</b>
<b>Sunday</b>	<b>Monday</b>	<b>Monday</b>
<b>Tuesday</b>	<b>Tuesday</b>	<b>Wednesday</b>
<b>Wednesday</b>	<b>Thursday</b>	<b>Thursday</b>
<b>Friday</b>	<b>Friday</b>	<b>Saturday</b>

Consult 4 Kids Lesson Plans

<p><b>Saturday</b></p>		
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #8
<b>Focus:</b>	Graphs

<b>Materials:</b>	
White boards	cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphs and graphing? What are some of the things that you have made a graph of in your school day classroom? What do you think we could easily graph today? (Favorite colors, ice cream flavors, TV show, game, outdoor activity and so on). Create at least one of these graphs with the children.

### Content (the “Meat”)

#### Problem of the Day

Start at 10. Count backwards to 0. Write the numbers that you say.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

#### **Directions:**

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

13 hearts

You can color them with any color or pattern that you would like.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

	student become the teacher
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: taller</b></p> <p><b>Description:</b> Taller is a word that we generally to describe people rather than the word longer. Taller means that the top of your head is above or taller than the top of the head of another person. Sometimes it is an advantage to be taller. For instance if you play basketball, it would be good if you were taller. You would be closer to the basket and have a better chance of getting the ball into the hoop. If you wanted to be a jockey (a person who rides races horses) being taller would not be a good thing. Jockeys are usually smaller because it makes better sense when you are racing a horse.</p> <p>Have children name some things that would be easier if you were taller and other things that would be easier if you were shorter or smaller.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Graphing</b></p> <p><b>Graphs</b></p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite colors. Ask them to share things that they know of that are typical of each of the colors. For example, green can be the color of trees, grass, broccoli, lettuce, and so forth. Red is the color of licorice, stop signs, Santa Claus suits, and roses. Have children share items for each color. Share with students that you have placed an 8" square of colored paper around the room. Show them where those squares are.</p> <p><b>My Favorite</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place an 8" square of red, green, yellow, orange, blue, and purple in different places in the room.</li> <li>2. Ask children to go and stand by the square that represents their favorite color.</li> <li>3. Create a graph, counting the number of children that are at each color and recording that number by the color word.</li> <li>4. Then count the number of squares that are equal to the number of children standing by the color, creating the graph.</li> <li>5. When the graph is finished bring children together and talk about what the graph represents.</li> <li>6. Be sure to point out that there is one square colored in for each child that stood at the color.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is one more than 6?

What are the numerals?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #5
<b>Focus:</b>	Time

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Cereal	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) What are the days of the week? What day is it now? What day was it yesterday? What day will it be tomorrow? There are four seasons in the year. What are the names of the seasons? What season are we in now? What was last season? What is the next season? What is your favorite season?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking When possible, engage students in a “teach to learn” opportunity and have the</p>
<p>Count by 5s to 25. Write the numbers that you say as a group.</p> <p style="text-align: center;"><b>Fact Practice</b> <b>Counting 1:1 Correspondence</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b> Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw:     8 happy faces You can color them with any color or pattern that you would like.</p>	

## Consult 4 Kids Lesson Plans

	student become the teacher
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: season</b></p> <p><b>Description:</b> Season is a word that we use to describe the 4 different parts of the calendar that are determined by weather. The closer you live to the equator (the center of the earth), the more alike each of the seasons is. The further away you live from the equator, the bigger the difference in the seasons. The four seasons are Spring, Summer, Fall, and Winter. What sort of temperature or weather do you think of with each of these seasons? What happens during the season that you enjoy?</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p>Months of the Year/Season There are 12 months in the year. These months can be categorized into seasons.</p> <p><b>Winter:</b> December, January, February <b>Spring:</b> March, April, May <b>Summer:</b> June, July, August <b>Fall:</b> September, October, November</p> <p>Using the month of the year cards and the season cards, have children with the season cards come up and then have the children with the month cards decide which category the card that they are holding belongs in. Discuss special days in each month and why these months are in the season you have classified them in.</p> <p>When you have finished this activity have the kid play either Go Fish or Concentration with the Month of the Year Cards.</p> <p><b>Month of the Year</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a deck of Month of the Year Cards</li> <li>3. Give each pair a set of Days of the Week cards</li> <li>4. Tell students to lay the cards out in a 3 x 3 grid, face down, with extra cards put to the side.</li> <li>5. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile</li> <li>6. Player 2 then takes his/her turn</li> <li>7. Game is over when all cards have been paired.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them



Months of the Year Cards

<b>January</b>	<b>January</b>	<b>February</b>
<b>February</b>	<b>March</b>	<b>March</b>
<b>April</b>	<b>April</b>	<b>May</b>
<b>May</b>	<b>June</b>	<b>June</b>

**Consult 4 Kids Lesson Plans**

<b>July</b>	<b>July</b>	<b>August</b>
<b>August</b>	<b>September</b>	<b>September</b>
<b>October</b>	<b>October</b>	<b>November</b>
<b>November</b>	<b>December</b>	<b>December</b>

Days of the Weeks Cards

<b>Sunday</b>	<b>Sunday</b>	<b>Monday</b>
<b>Monday</b>	<b>Tuesday</b>	<b>Tuesday</b>
<b>Wednesday</b>	<b>Wednesday</b>	<b>Thursday</b>
<b>Thursday</b>	<b>Friday</b>	<b>Friday</b>

### Consult 4 Kids Lesson Plans

<p><b>Saturday</b></p>	<p><b>Saturday</b></p>	
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #6
<b>Focus:</b>	Categories

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What is a category? If I asked you to raise your hand if you were a boy, what category of people am I asking for? If I asked you to stand up if you were a girl, what category of people am I asking for? What are some other categories that you can think of? What about being able to put things into categories is helpful? What about putting things into categories might not be helpful?

Content (the “Meat”)									
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Look at the chart below. Draw the picture that shows 1 less.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">♥ ♥ ♥</td> <td style="width: 50px;"></td> </tr> <tr> <td style="text-align: center;">▲ ▲</td> <td></td> </tr> <tr> <td style="text-align: center;">☺ ☺ ☺ ☺ ☺</td> <td></td> </tr> <tr> <td style="text-align: center;">☀ ☀ ☀ ☀ ☀</td> <td></td> </tr> </table>	♥ ♥ ♥		▲ ▲		☺ ☺ ☺ ☺ ☺		☀ ☀ ☀ ☀ ☀		<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn”</p>
♥ ♥ ♥									
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<p style="text-align: center;"><b>Fact Practice</b> <b>Counting 1:1 Correspondence</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b></p>									

## Consult 4 Kids Lesson Plans

<p>Draw a picture of the number that is named.          Illustrate the number in the shape listed.          Today draw:              6 rectangles          You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: shorter</b>          Description: Shorter is a word we use to describe something that is not as long or as tall as something or someone else. There is nothing wrong with being shorter, it is simply a way for us to categorize our thinking.          Ask children to stand up in a line, all facing toward you, so the line is horizontal rather than vertical. Ask them to arrange themselves from the tallest person to the shortest person. Have them think about their position in the line. Even the tallest person in the group is probably shorter than the adult.</p>	<p>It is important to review academic math vocabulary often throughout the day          Complete the Vocabulary notebook for each word.          When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Categories</b></p> <p><b>Sort/Categorize</b>          Each thing has attributes. For example the attributes of a triangle are three sides and three angles, whereas the attributes of a square is four, straight, equal sides. There are a variety of ways that students can sort and categorize things that will be obvious to all of us and sometimes things that are only obvious to the child him or herself. Today we are going to give students an opportunity to classify some pretzels and other snack crackers.</p> <p><b>Sort 'Em #1</b>  <b>Materials:</b> peanut butter pretzels, pretzel sticks, pretzel knots, Goldfish, Cheese Its, Cheese Nips, Small Ritz with Cheese in the middle. Give each pair of students a small cup of these items.  <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a cup of food items</li> <li>3. Give each pair a sheet of paper</li> <li>4. Ask children to sort the items in the cup into meaningful groupings (they need to have at least 3 categories)</li> <li>5. Examples could be pretzels, cheese crackers, and cheese crackers with filling. However they could also put the pretzel with peanut butter and the Ritz with cheese in them together as items with filling. Any sorting should be accepted as long as the group can identify the attributes.</li> <li>6. Activity is over when items have been sorted</li> <li>7. Allow children to eat the items (if you had them wash hands to begin with.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #7
<b>Focus:</b>	Categories

<b>Materials:</b>	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

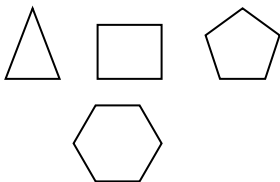
#### Gain prior knowledge by asking students the following questions

What is a category? If I asked you to raise your hand if you like cookies better than cupcakes, what category of people am I asking for? If I asked you to stand up if you like cupcakes better than squash, what category of people am I asking for? What are some other categories that you can think of? What about being able to put things into categories is helpful? What about putting things into categories might not be helpful?

### Content (the “Meat”)

#### Problem of the Day

Look at the shapes below. Count the sides. Draw the shapes in order from the least number of sides to the most number of sides.



#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn”



## Consult 4 Kids Lesson Plans

<p><b>Directions:</b>          Draw a picture of the number that is named.          Illustrate the number in the shape listed.          Today draw:              10 pennies          You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: longer</b></p> <p><b>Description:</b> Today's word is longer. The word longer is opposite of the word shorter. It describes something that has more length than something else. When we talk about people we usually say taller because people stand upright. You can stretch the word longer out when you say it: "l---o---n---g---e---r" and it becomes longer.</p> <p>Ask children to make two lines, one that is longer than the other. Ask children to draw lines and have some lines be longer than other lines. Ask children to share in a complete sentence about the drawing that they have made.</p>	<p>It is important to review academic math vocabulary often throughout the day          Complete the Vocabulary notebook for each word.          When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Down the Path Categories</b></p> <p><b>Sort/Categorize</b>          Review yesterday's activity. Ask the children to share the attributes that they used to sort the pretzels and crackers yesterday. Talk about things in the classroom that have the same attributes that they used to sort items yesterday.          Share with students that they are going to do another sort today. Remind them that as a pair or a team they need to decide what attributes they will use to sort the items.</p> <p><b>Sort 'Em #2</b>  <b>Materials:</b> Goldfish, Cheese Its, Cheese Nips, Small Ritz with Cheese in the middle, small Ritz with peanut butter in the middle, Wheat Thins, Large Ritz, and triangular shaped crackers . Give each pair of students a small cup of these items.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a cup of food items</li> <li>3. Give each pair a sheet of paper</li> <li>4. Ask children to sort the items in the cup into meaningful groupings (they need to have at least 3 categories)</li> <li>5. Examples could be pretzels, cheese crackers, and cheese crackers with filling. However they could also put the pretzel with peanut butter and the Ritz with cheese in them together as items with filling. Any sorting should be accepted as long as the group can identify the attributes.</li> <li>6. Activity is over when items have been sorted</li> <li>7. Allow children to eat the items (if you had them wash hands to begin with.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #8
<b>Focus:</b>	Graphs

<b>Materials:</b>	
White boards	cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphs and graphing? What are some of the things that you have made a graph of in your school day classroom? What do you think we could easily graph today? (Favorite colors, ice cream flavors, TV show, game, outdoor activity and so on). Create at least one of these graphs with the children.

### Content (the “Meat”)

#### Problem of the Day

Start at 10. Count backwards to 0. Write the numbers that you say.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

#### **Directions:**

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

13 hearts

You can color them with any color or pattern that you would like.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

	student become the teacher
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: taller</b></p> <p><b>Description:</b> Taller is a word that we generally to describe people rather than the word longer. Taller means that the top of your head is above or taller than the top of the head of another person. Sometimes it is an advantage to be taller. For instance if you play basketball, it would be good if you were taller. You would be closer to the basket and have a better chance of getting the ball into the hoop. If you wanted to be a jockey (a person who rides races horses) being taller would not be a good thing. Jockeys are usually smaller because it makes better sense when you are racing a horse.</p> <p>Have children name some things that would be easier if you were taller and other things that would be easier if you were shorter or smaller.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Graphing</b></p> <p><b>Graphs</b></p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite colors. Ask them to share things that they know of that are typical of each of the colors. For example, green can be the color of trees, grass, broccoli, lettuce, and so forth. Red is the color of licorice, stop signs, Santa Claus suits, and roses. Have children share items for each color. Share with students that you have placed an 8" square of colored paper around the room. Show them where those squares are.</p> <p><b>My Favorite</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place an 8" square of red, green, yellow, orange, blue, and purple in different places in the room.</li> <li>2. Ask children to go and stand by the square that represents their favorite color.</li> <li>3. Create a graph, counting the number of children that are at each color and recording that number by the color word.</li> <li>4. Then count the number of squares that are equal to the number of children standing by the color, creating the graph.</li> <li>5. When the graph is finished bring children together and talk about what the graph represents.</li> <li>6. Be sure to point out that there is one square colored in for each child that stood at the color.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is one more than 6?

What are the numerals?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them



## Consult 4 Kids Lesson Plans

<p>5 nickels</p> <p>You can color them with any color or pattern that you would like.</p>	<p>student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: lighter</b></p> <p><b>Description:</b> Lighter is a word that we use to describe one of two conditions. Lighter can be a word we use to describe something that doesn't weigh as much as something else. For example, a feather is lighter than a rock. Another way we use the word lighter is describe something that has more light than something else which is darker. It is important that you know which kind of "lighter" you are talking about. Ask children to brainstorm things that are lighter (as in weight) and things that are better when it is lighter (meaning there is more light either from the sun or light bulbs.) Make a list. Ask the children to select one and create a drawing to demonstrate what they think it means.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity</b> <b>Graphing</b></p> <p><b>Graphs</b></p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite cereal. Ask them to share things that they know of that are things that they like about their favorite cereal. For example, "I like Rice Chex because it is not sweet" "I like Cocoa Puffs because I like chocolate". Share with students that you have placed the name of 8 different cereals around the room and that they will need to pick the type that they like the best of the ones you have selected. Show them where those cereal titles are.</p> <p><b>My Favorite</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place six cereal names around the room (6 different types).</li> <li>2. Ask children to go and stand by the square that represents their favorite cereal.</li> <li>3. Create a graph, counting the number of children that are at each cereal and recording that number by the cereal name.</li> <li>4. Then count the number of squares that are equal to the number of children standing by the cereal, creating the graph.</li> <li>5. When the graph is finished bring children together and talk about what the graph represents.</li> <li>6. Be sure to point out that there is one square colored in for each child that stood at the cereal.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #10
<b>Focus:</b>	Comparisons

<b>Materials:</b>	
White boards	Activity at end of lesson plan
Crayolas	
Socks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

We use words to compare things. First we put things in categories and then we describe the categories. Some words that we use to compare things have to do with size. We can say that someone is taller or shorter. What other comparisons might we make? Are you the oldest, youngest, or in the middle of the children in your family? What are some of the comparisons that happen between you and another person in your family.

### Content (the “Meat”)

#### Problem of the Day

Draw a picture with 7 circles. Color in 3 of those circles

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

#### **Directions:**

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

15 circles

You can color them with any color or pattern that you would like.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking

When possible, engage students in a “teach to learn”

## Consult 4 Kids Lesson Plans

	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: heavier</b></p> <p><b>Description:</b> The word heavier is used to describe something in relationship to something else. For example, a rock would be heavier than a feather, but a steel bar might be heavier than the rock. If you look at candy bars, some candy bars are heavier than other candy bars—this means that they weigh more. A Snicker’s should weigh more than an equal size 3 Musketeers because a Snickers has peanuts while 3 Musketeers does not. Have children brainstorm items that they generally think of as being heavy (elephants, hippos, cars, buildings, etc.) Then have children draw a picture of the items in order from heaviest to the lightest item on the list.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity Comparisons</b></p> <p><b>Describing Words—Comparisons</b></p> <p>There are words that we use to describe things. These words help us to identify attributes that something has and then use that attribute to compare it to something else. For example, a pretzel stick is longer than a Goldfish cheese cracker. A 2 ounce cup holds less than a 6 ounce cup (or vice versa). A single cracker is lighter than a box of crackers, (or vice versa), and so it goes.</p> <p>Today we are going to help children use these comparison words: shorter, longer, taller, smaller, heavier, lighter, and holds more.</p> <p>You will model this several times for the children—be sure to use complete sentences. Say: “This cracker is smaller than this cracker.” This book is heavier than this piece of paper.” “This string is longer than this shoe.”</p> <p>After you have modeled several comparisons, hold up two objects and ask for a volunteer to make the comparison. Have children continue until all of the children have made comparisons. Talk about the things they have compared.</p> <p>Give all of the children a piece of paper and crayolas, and ask them to draw the comparison that they made.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

What number comes in between the pairs of numbers below?

3 \_\_\_ 5  
 11 \_\_\_ 13  
 16 \_\_\_ 18  
 7 \_\_\_ 9

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense

## Consult 4 Kids Lesson Plans

<p>and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b>          Draw a picture of the number that is named.          Illustrate the number in the shape listed.          Today draw:              4 stars          You can color them with any color or pattern that you would like.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: holds more</b></p> <p><b>Description:</b> The term, holds more, refers to size of something that is acting like a container. A container can be a hand, a cup, a plastic bag, and any number of other things. Ask children to name a container that they are familiar with. If my hand is larger than your hand I should be able to hold more jelly beans than you can hold.          Ask children to discuss which of the containers the listed they believe would hold more and tell why they think what they think.</p>	<p>It is important to review academic math vocabulary often throughout the day          Complete the Vocabulary notebook for each word.          When possible, have students experience the word          (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is review day. Students will be able to select from the Fraction Games you played for the last 10 days. Ask students to select from:</p> <p><b>During the Day</b>  <b>Days of the Week</b>  <b>Months of the Year</b>  <b>Sort 'em (#3)</b> same process as before but have children sort and a variety of beans—white, navy, pink, lima, pinto, green peas, and any other bean that you can find  <b>My Favorite</b> (use Lucky Charm Cereal)</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #1
<b>Focus:</b>	Number Order

<p><b>Materials:</b>          White boards          Crayolas          Socks (for erasers)          Pencils</p>	<p>Activity at the end of the lesson plan</p>
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Opening
<p><b>State the objective</b></p> <p>Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.</p>
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>What do you know about counting? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 11? What number comes after 13? What number comes before 4? What number comes before 9? Let's count to 30 together.</p>

Content (the "Meat")	
<p><b>Problem of the Day</b></p> <p>If you have 3 cookies and you get 1 more, how many cookies do you have? Draw a picture to show your answer.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Fact Practice Counting By 5s</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair 2 dice and 2 white boards, pens/crayons.</li> <li>3. Each child rolls the dice and then draws a picture of <b>stars</b> that shows the number that is represented on the dice.</li> </ol>	

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: count</b></p> <p><b>Description:</b> The word count describes what we do when we say the numbers in order. We know that we can count to 10 by saying (have children count with you from 1 -1 0) We can count backwards from 10 as well. To count backwards, we start at 10 and back up. Have children count backwards from 10 with you. Now count with the children from 11 to 20. Remind students of how they have one item for each number they say. Have the children line up in one row and count off—each child saying only the number that he/she represents in the chain. Ask children to remember the number that each said and then count backwards.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Counting</b></p> <p><b>Number Order</b></p> <p>Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important.</p> <p><b>Number Order:</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a set of number cards</li> <li>3. Pair should work together to organize the cards in numeric order from 1 – 30</li> <li>4. Begin my turning over the cards one at a time and then putting them in order—pairs should take turns flipping the cards and putting them in order.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>



## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

### Kindergarten Number Order


<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #2
<b>Focus:</b>	Counting

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks (use as an eraser)	
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about counting? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 11? What number comes after 13? What number comes before 4? What number comes before 9? Let's count to 30 together.

Content (the "Meat")	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>How many corners are there in this shape? How do you know?</p> <div style="text-align: center; margin: 10px 0;">  </div>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Fact Practice</b></p> <p style="text-align: center;"><b>Counting 1:1 Correspondence</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair 2 dice and 2 white boards, pens/crayons.</li> </ol>	

## Consult 4 Kids Lesson Plans

<p>3. Each child rolls the dice and then draws a picture of triangles that shows the number that is represented on the dice.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: number order</b></p> <p><b>Description:</b> Number order is the term we use to talk about the order that we say numbers in. If we say numbers randomly, it would be like saying 8, 3, 10, 1, 5, and so on. When we say the numbers in order we say: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. Let's count 1-30 together. When we do this we are using number order that is correct. No matter how many times we count or how high we count, the order is the same. We begin with 1, whether that is 21, 31 or 41, and follow up with 2—12, 22, 32, 42 and so on. We use the numerals in the same order each time unless we are counting randomly which means that there is no order. When we don't count in order it is very confusing, which is why we count in order.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Counting</b></p> <p><b>Number Order</b></p> <p>Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important.</p> <p><b>Number Order:</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a set of number cards</li> <li>3. Pair should work together to organize the cards in numeric order from 1 – 30</li> <li>4. Begin by turning over the cards one at a time and then putting them in order—pairs should take turns flipping the cards and putting them in order.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

Closing
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

<p><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Can you count to 20? If yes, then do. If no, then how high can you go.</p> <p>Are numbers and letters the same?</p>
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## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

### Kindergarten Number Order

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>



## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: between</b></p> <p><b>Description:</b> Between is the term that we use to describe something that is in the middle. For instance, we can hold our hand apart and what we would find between them is air. We can write numbers that have a numeral between them as well. For example: What is the numeral that comes between 3 and 5. To find that out we would count. Let's begin at one and when you hear us say the numeral between 3 and 5, raise your hand. (After doing that with the children, repeat with different numbers.) What is between 4 and 6? What is between 8 and 10?</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Counting</b></p> <p><b>Number Order</b></p> <p>Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. It is also important to know what number is missing when you see a gap. For example,</p> <p style="text-align: center; font-size: 1.2em;"><b>4    _____    6</b></p> <p>we know that the number that goes between the 4 and 6 is a 5, because when we count we would say 4, 5, 6.</p> <p><b>Fill In the Blanks</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a set of Fill In the Blank Cards</li> <li>3. Spread the cards out face down between the two students</li> <li>4. Player 1 draws a card, turns it over and determines what number belongs in between the two on the card.</li> <li>5. Player 2 confirms that the answer is correct and then takes his/her turn</li> <li>6. Game is over when all of the cards have been turned over.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>



## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

## Kindergarten More Number Order

6 _____ 8	11 _____ 13	2 _____ 4
13 _____ 15	19 _____ 21	25 _____ 27
9 _____ 11	3 _____ 5	27 _____ 29
1 _____ 3	4 _____ 6	5 _____ 7
7 _____ 9	8 _____ 10	10 _____ 12
12 _____ 14	14 _____ 16	15 _____ 17
16 _____ 18	17 _____ 19	18 _____ 20
20 _____ 21	21 _____ 23	22 _____ 24
23 _____ 25	24 _____ 26	26 _____ 28

Consult 4 Kids Lesson Plans

28 _____ 30		
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## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair 2 dice and 2 white boards, pens/crayons.</li> <li>3. Each child rolls the dice and then draws a picture of triangles that shows the number that is represented on the dice.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: count</b></p> <p><b>Description:</b> Counting is something that we do in math. We count all of the time. Who can suggest something in the classroom for us to count? What else could we count in here? What could we count if we were somewhere else at the school? What might we count in the cafeteria? What could we count when we are outdoors? What could we count in our closet? What could we count if we were at the grocery store. Let's count to 30 together.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Counting</b></p> <p><b>Number Order</b></p> <p>Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. It is also important to know what number is missing when you see a gap. For example,</p> <p style="text-align: center;">4 _____ 6</p> <p>we know that the number that goes between the 4 and 6 is a 5, because when we count we would say 4, 5, 6.</p> <p><b>Fill In the Blanks</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a set of Fill In the Blank Cards</li> <li>3. Spread the cards out face down between the two students</li> <li>4. Player 1 draws a card, turns it over and determines what number belongs in between the two on the card.</li> <li>5. Player 2 confirms that the answer is correct and then takes his/her turn</li> <li>6. Game is over when all of the cards have been turned over.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

## Kindergarten More Number Order

6 _____ 8	11 _____ 13	2 _____ 4
13 _____ 15	19 _____ 21	25 _____ 27
9 _____ 11	3 _____ 5	27 _____ 29
1 _____ 3	4 _____ 6	5 _____ 7
7 _____ 9	8 _____ 10	10 _____ 12
12 _____ 14	14 _____ 16	15 _____ 17
16 _____ 18	17 _____ 19	18 _____ 20
20 _____ 21	21 _____ 23	22 _____ 24
23 _____ 25	24 _____ 26	26 _____ 28

Consult 4 Kids Lesson Plans

28 _____ 30		
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Concentration and Go Fish Cards

<b>January</b>	<b>January</b>	<b>February</b>
<b>February</b>	<b>March</b>	<b>March</b>
<b>April</b>	<b>April</b>	<b>May</b>
<b>May</b>	<b>June</b>	<b>June</b>

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<b>July</b>	<b>July</b>	<b>August</b>
<b>August</b>	<b>September</b>	<b>September</b>
<b>October</b>	<b>October</b>	<b>November</b>
<b>November</b>	<b>December</b>	<b>December</b>

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #5
<b>Focus:</b>	Addition

<b>Materials:</b>	Activity at the end of the lesson plan
White boards	
Crayolas	
Cereal	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 1 finger up on one hand and one finger up on your other hand, you would have how many fingers up altogether? This is what it means to add.

### Content (the “Meat”)

#### Problem of the Day

If you have 6 cookies how many do you have if you have 1 less? Draw a picture to show your answer.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

#### Directions:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of hearts that shows the number that is represented on the dice.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

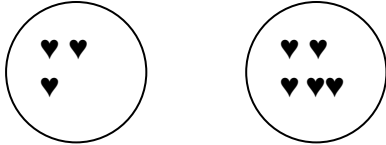
Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: addition</b></p> <p><b>Description:</b> Addition is the math term that means putting things in more than one group together into one group. If we have 3 cookies on one plate and 2 cookies on another plate, if we add them together, we would put all of the cookies together on one plate. We could then count how many cookies are on the plate and we would discover that we have a total of 5 cookies (3 from on3 plate and 2 from the other). Let's try another. We have 4 cookies on one plate and we have 4 cookies on a second plate. If we put them together onto one plate, and we count the cookies, we would find that we have 8 cookies altogether,</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Addition</b></p> <p><b>Adding Concrete Objects</b></p> <p>After learning how to count and that every number you say represents a specific number of objects, it is important that you learn how to add groups together. Work several examples through with the class. Draw two circles on the white board or chart paper. Place a certain number of objects in each circle. Below the circle write the number of objects in the circle. Then count them altogether and write the number sentence.</p> <div style="text-align: center; margin: 20px 0;">  </div> <div style="text-align: center; margin: 10px 0;"> <math display="block">3 + 5 = 8</math> </div> <p><b>Writing Number Sentences</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a number of paper clips, a Writing Number Sentences Template, white board and pens/crayons</li> <li>3. Together, pair places objects in each circle, writes the number of items in each circle underneath the circle and then write the total after the equals sign.</li> <li>4. Have students share the number sentences they create with one another.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

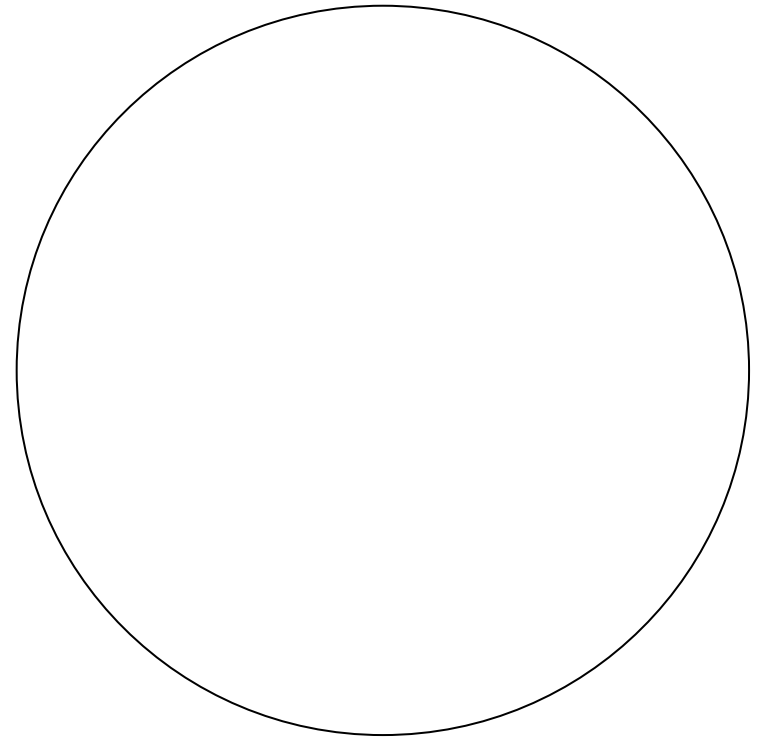
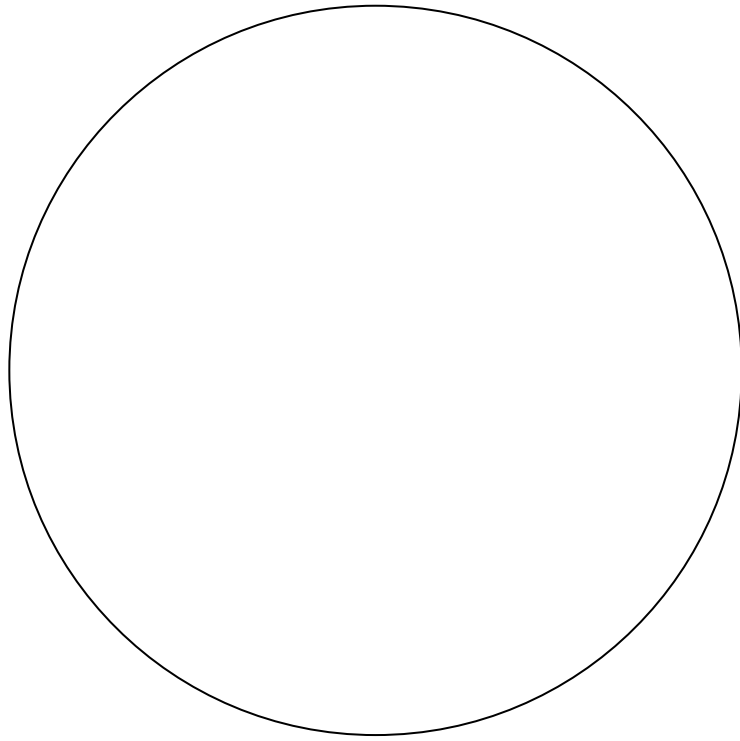
What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Adding Concrete Objects



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## Consult 4 Kids Lesson Plans

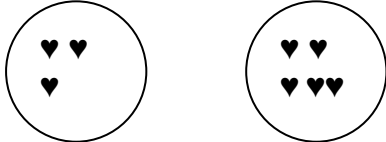
<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #6
<b>Focus:</b>	Addition

<p><b>Materials:</b>          White boards          Crayolas          Socks (for erasers)          Glue sticks</p>	<p>Activity at the end of the lesson plan</p>
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Opening
<p><b>State the objective</b></p> <p>Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.</p>
<p><b>Gain prior knowledge by asking students the following questions</b></p> <p>What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 2 fingers up on one hand and two fingers up on your other hand, you would have how many fingers up altogether? This is what it means to add.</p>

Content (the “Meat”)	
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>If you have 3 hearts and you get 2 more hearts, how many do you have altogether? Draw a picture to show your answer.</p> <hr/> <p style="text-align: center;"><b>Fact Practice</b>  <b>Counting 1:1 Correspondence</b></p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair 2 dice and 2 white boards, pens/crayons.</li> <li>3. Each child rolls the dice and then draws a picture of rectangles that shows the number that is represented on the dice.</li> </ol>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: sum</b></p> <p><b>Description:</b> Sum is the word that we use to name the answer to an addition problem. Sum is another way of saying total. For example, the sum of 3 + 5 is 8. Let's put it on the board. Here are 2 circles. In one circle we will draw 3 hearts. In the second circle we will draw 5 hearts. If we were to put them all into one circle (draw a third circle and label it sum), and put in the 3 hearts from one circle (erase them from the first circle) and now put in the 5 hearts (erase them from the second circle), and now count them altogether. Now you have a sum.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b> <b>Addition</b></p> <p><b>Adding Concrete Objects</b></p> <p>After learning how to count and that every number you say represents a specific number of objects, it is important that you learn how to add groups together. Work several examples through with the class. Draw two circles on the white board or chart paper. Place a certain number of objects in each circle. Below the circle write the number of objects in the circle. Then count them altogether and write the number sentence.</p> <div style="text-align: center; margin: 20px 0;">  </div> <div style="text-align: center; margin: 10px 0;"> <math>3 + 5 = 8</math> </div> <p><b>Writing Number Sentences</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a number of paper clips, a Writing Number Sentences Template, white board and pens/crayons</li> <li>3. Together, pair places objects in each circle, writes the number of items in each circle underneath the circle and then write the total after the equals sign.</li> <li>4. Have students share the number sentences they create with one another.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

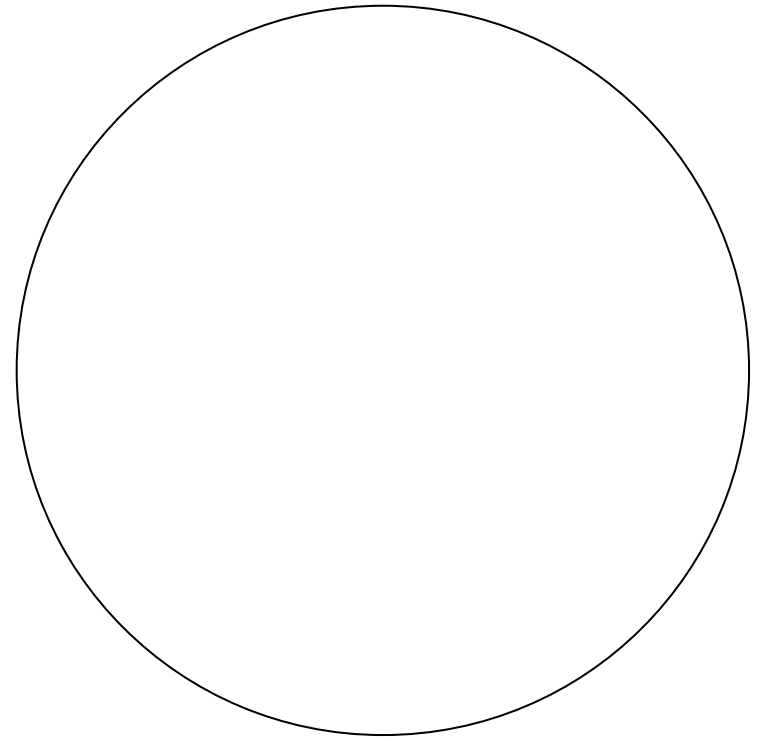
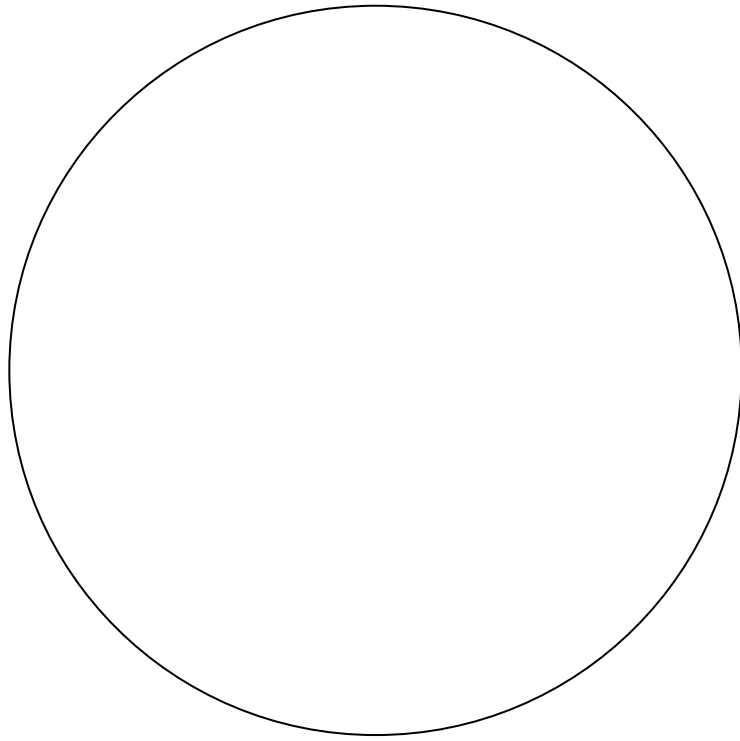
What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Adding Concrete Objects



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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #7
<b>Focus:</b>	Addition—One More

**Materials:**

White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

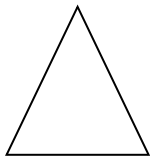
#### Gain prior knowledge by asking students the following questions

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 3 fingers up on one hand and three fingers up on your other hand, you would have how many fingers up altogether? This is what it means to add. How many fingers do you have up?

### Content (the “Meat”)

#### Problem of the Day

How many sides does the figure below have? How do you know?



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

**Directions:**

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>3. Each child rolls the dice and then draws a picture of happy faces that shows the number that is represented on the dice.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: one more</b></p> <p><b>Description:</b> When we count and we say a number, the next number we say is one more. For example, when we say 7, the next number we will say is 8. Eight is one more than 7. We are going to play a game now. I am going to say a number. As a class you are to say a number that is one more. So if I say 7, you will say "8".</p> <p>I say 6, you say _____.</p> <p>I say 9, you say _____.</p> <p>I say 13, you say _____.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Addition</b></p> <p><b>One More</b></p> <p>It is important that Kindergartens learn what one more is and can easily do that. Demonstrate several examples of one more with student on the board or chart paper. Roll two dice together and ask students to tell you what one more is.</p> <p><b>One More</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs or trios</li> <li>2. Give each pair a deck of cards without the face cards and jokers.</li> <li>3. Shuffle the cards.</li> <li>4. Deal 5 cards to each player.</li> <li>5. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.</li> <li>6. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2."</li> <li>7. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.</li> <li>8. Player 2 then repeats the procedure.</li> <li>9. Game is over when all cards are matched or time is called.</li> </ol>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair 3 dice and 2 white boards, pens/crayons.</li> <li>3. Each child rolls the dice and then draws a picture of stars that shows the number that is represented on the dice.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: one more</b></p> <p><b>Description:</b> When we count and we say a number, the next number we say is one more. For example, when we say 7, the next number we will say is 8. Eight is one more than 7. We are going to play a game now. I am going to say a number. As a class you are to say a number that is one more. So if I say 7, you will say “8”.</p> <p>I say 8, you say _____.</p> <p>I say 15, you say _____.</p> <p>I say 20, you say _____.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Addition</b></p> <p><b>One More</b></p> <p>It is important that Kindergartens learn what one more is and can easily do that. Demonstrate several examples of one more with student on the board or chart paper. Roll two dice together and ask students to tell you what one more is.</p> <p><b>One More</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs or trios</li> <li>2. Give each pair a deck of cards without the face cards and jokers.</li> <li>3. Shuffle the cards.</li> <li>4. Deal 5 cards to each player.</li> <li>5. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.</li> <li>6. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, “___ (the card asked for) is one more than ___ (the card Player 1 started with.” Example: “3 is one more than 2.”</li> <li>7. If Player 2 does not have the card asked for, he/she says, “Draw A Card”, and Player 1 draws a card and adds to his/her hand.</li> <li>8. Player 2 then repeats the procedure.</li> <li>9. Game is over when all cards are matched or time is called.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is one more than 6?

What are the numerals?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.





## Consult 4 Kids Lesson Plans

<p>represented on the dice.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: clock</b></p> <p><b>Description:</b> The word clock refers to the instrument that usually hangs on a wall or can be found on an over or a microwave. It keeps track of the hour and the minutes. It lets you know what time it is. There are two kinds of clocks, an analog clock and a digital clock. An analog clock has a face and hands. It usually has 12 numbers on it. A digital clock is one that just has the numbers written on it with a : in the middle. On a digital clock the time would look like this: 7:00. On an analog clock the hour hand would be pointing to the 12 and the hour hand would be pointing to the 7.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p><b>Time</b></p> <p>Kindergartners need to tell time to the hour and the <math>\frac{1}{2}</math> hour. We will start with the hour. In an analog clock (one with a face and hands), there is a long hand and a short hand. The long hand will point to the minutes and on the hour, the long hand always points to the 12. The short hand points to the hour, whether that is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. Draw a circle on the white board and a rectangle. Ask the students what they have seen that comes in the shape of both a circle and a rectangle. List several of their suggestions. Tell them that clocks come in those two shapes. Tell them that a circle clock shows the time by using two hands, a short hand to point to the hour and a long hand to point to the minutes. Tell the children that this is called analog time (they may easily remember this word since it is unusual). Draw the circle and ask children about the numbers that they see on a clock face. Point to the face of a clock in the classroom if there is one. Show children how to write the numbers on the clock.</p> <p>Step #1: Place the 12 and the 6 on the top and the bottom of the circle.</p> <p>Step #2: Place the 3 and the 9 across from each other, <math>\frac{1}{2}</math> way between the 12 and the 6.</p> <p>Step #3: Numbers 1 and 2 are placed between the 12 and 3</p> <p>Step #4: Numbers 4 and 5 placed between the 3 and 6</p> <p>Step #5: Numbers 7 and 8 placed between the 6 and the 9</p> <p>Step #6: Numbers 10 and 1 placed between the 9 and the 12</p> <p>Have children draw several circles and practice this with them. Go through the process each time.</p> <p>Tell them that the other way we tell time is on a digital clock which is usually shaped like a rectangle. Tell them that a digital clock show the time the way that you would write time. Show them a digital clock face by drawing a rectangle on the board or chart paper. Put the : in the center of the rectangle. Explain to children that this symbol “:” is used to separate the hour from the minutes. If the time is 1:00 it is written in that way—the hour is one and the minutes are 0.</p> <p>Have students practice writing the time on the digital clock. Have children draw a rectangle and place a : in the center.</p> <p>Practice writing different hours, have the minutes be either zero or 30 minutes.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

Today's activity is to make an analog clock out of a paper plate or a circle.  
 Work through the process of writing the numbers on the plate or the circle in the same way that you did at the beginning  
 Have children cut out the clock hands that are provided in this lesson plan.  
 Using a brad, attach the clock hands to the clock face.

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

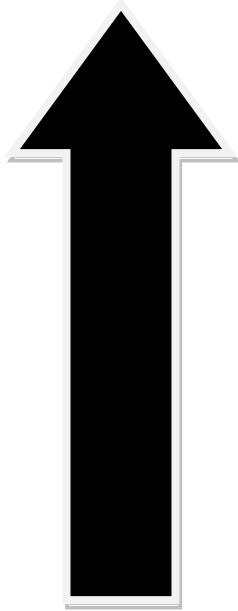
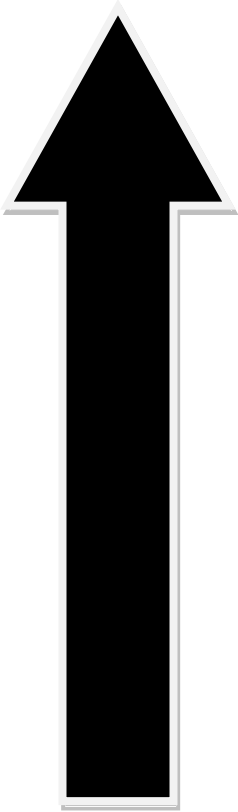
What is a number that is one less than 13? One less than 8? One less than 16?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

1<sup>st</sup> Grade Clock Hands



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #10
<b>Focus:</b>	Time

**Materials:**

White boards Activity at end of lesson plan  
 Crayolas  
 Socks

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about telling time. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about telling time? What does a clock look like? What are the things that you can see? (numbers, hands) What are the numbers that you see on the clock? What is the number on the top? What is the number on the bottom? What numbers come between the 12 and the 6? What numbers come between the 6 and the 12 going toward the 7?

### Content (the “Meat”)

#### Problem of the Day

If you have 1 nickel and 2 pennies, how much money do you have? How do you know?



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

**Directions:**

1. Divide children into pairs.
2. Give each pair 3 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of circles that shows the number that is

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>represented on the dice.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: clock</b></p> <p><b>Description:</b> The word clock refers to the instrument that usually hangs on a wall or can be found on an oven or a microwave. It keeps track of the hour and the minutes. It lets you know what time it is. There are two kinds of clocks, an analog clock and a digital clock. An analog clock has a face and hands. It usually has 12 numbers on it. A digital clock is one that just has the numbers written on it with a : in the middle. On a digital clock the time would look like this: 9:00. On an analog clock the hour hand would be pointing to the 12 and the hour hand would be pointing to the 9.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Time</b></p> <p><b>Telling Time</b></p> <p>Today you are going to work with children on telling time by looking at analog clock. Draw several clocks (circles) on the board. Work through the process of placing the numbers on the clock face. Discuss how the longer hand points to the minutes and the short hand points to the hour. Discuss that when the large hand is pointing to the 12 it means that there are 0 minutes (also talk about that there are 60 minutes in 1 hour). Today you are going to focus on telling time to the hour. Pass out copies of Worksheet #1 to each pair of students. Have them work through the worksheet together. Have children transfer the analog time from the worksheet to the digital clock worksheet provided.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Consult 4 Kids Lesson Plans

## Kindergarten Telling Time to the Hour


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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks (use or erasers)

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

What is one more than 5? Draw a picture to show how you know.

Example:



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

#### Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of

## Consult 4 Kids Lesson Plans

<p>objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair 3 dice and 2 white boards, pens/crayons.</li> <li>3. Each child rolls the dice and then draws a picture of squares that shows the number that is represented on the dice.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: review the words from this week</b></p> <p><b>count</b>  <b>number order</b>  <b>between</b>  <b>addition</b>  <b>sum</b>  <b>one more</b>  <b>clock</b></p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is review day. Students will be able to select from the Games you played for the last 10 days. Ask students to select from:</p> <p><b>Number Order</b>  <b>Fill In the Blank</b>  <b>Writing Number Sentences</b>  <b>One More</b>  <b>Telling Time</b></p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #1
<b>Focus:</b>	Building Shapes

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	Marshmallows (tiny)
Socks (for erasers)	Toothpicks
Pencils	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What are some of the shapes that you know the name of? What does a square look like? How is it similar to a rectangle? How are squares and rectangles different? What does a triangle look like? How is a triangle like a square? How is it different? What is your favorite shape? Draw it on your white board.

### Content (the “Meat”)

#### Problem of the Day

Today is Tuesday. Yesterday was \_\_\_\_\_.  
Tomorrow will be \_\_\_\_\_.

#### Fact Practice Counting

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

















#### **Directions:**

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.



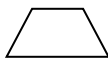
#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: trapezoid</b></p> <p><b>Description:</b> A trapezoid is a shape that has 4 sides. However, it is not a square or a rectangle. A trapezoid has 2 sides that are equal in length and are opposite of each other on the sides. The other 2 sides are not the same, one is shorter than the other. A trapezoid looks like this:</p> <div style="text-align: center;">  </div> <p>When you look at the trapezoid you can see a triangle with a flat top rather than a point on the top.</p> <p>Ask children to draw a trapezoid on their white boards. Ask them which sides of the trapezoid have the angle of a triangle. Place a piece of paper over half of the trapezoid so the children can see the how the sides mirror each other. Count the number of sides with the students. Ask them where they would need to connect the toothpicks with marshmallows to make the shape.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>												
<p style="text-align: center;"><b>Activity</b></p> <p><b>Building Shapes</b></p> <p>Kindergartners need hands-on, concrete experience when it comes to building shapes. There are several key shapes that we will want Kindergartners to build:</p> <p>triangle </p> <p>square </p> <p>rectangle </p> <p>parallelogram </p> <p>hexagon </p> <p>trapezoid </p> <p>One at a time, draw these shapes on the board, and then ask students to create these shapes using marshmallows and flat toothpicks.</p> <p>As children make each shape, have them practice saying the name. When finished with all of the shapes probably the end of the second day, have students point to them as you call them out.</p> <p>Complete the following chart for each shape as well:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="width: 25%;">Shape</th> <th style="width: 25%;"># of toothpicks</th> <th style="width: 25%;"># of marshmallows</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;"></td> <td></td> <td></td> </tr> </tbody> </table>	Shape	# of toothpicks	# of marshmallows										<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>
Shape	# of toothpicks	# of marshmallows											
													
													
													

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #2
<b>Focus:</b>	Building Shapes

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	marshmallows (tiny)
Socks (use as an eraser)	toothpicks
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What are some of the shapes that you know the name of? What does a square look like? How is similar to a rectangle? How are squares and rectangles different? What does a triangle look like? How is a triangle like a square? How is it different? What shape did we make yesterday that you really liked? Draw it on your white board.

### Content (the “Meat”)

#### Problem of the Day

Name the months of the year in order, beginning with January.

#### Fact Practice Counting

During this next 10 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 10 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

**Directions:**

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.

#### \*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: hexagon</b></p> <p><b>Description:</b> A hexagon is a shape that has 6 sides (this is not a stop sign). A hexagon has sides that are angled like a triangle. You can make 2 trapezoids and put them together on the long side and you will have a hexagon. </p> <p>Ask children to draw a hexagon on their white boards. Ask them which sides of the hexagon have the angle of a triangle. Place a piece of paper over half of the hexagon so the children can see the trapezoid. Count the number of sides with the students. Ask them where they would need to connect the toothpicks with marshmallows to make the shape.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>																		
<p style="text-align: center;"><b>Activity</b></p> <p><b>Building Shapes</b></p> <p>Kindergartners need as hands-on, concrete experience when it comes to building shapes. There are several key shapes that we will want Kindergartners to build:</p> <p>triangle </p> <p>square </p> <p>rectangle </p> <p>parallelogram </p> <p>hexagon </p> <p>trapezoid </p> <p>One at a time, draw these shapes on the board, and then ask students to create these shapes using marshmallows and flat toothpicks.</p> <p>As children make each shape, have them practice saying the name. When finished with all of the shapes probably the end of the second day, have students point to them as you call them out.</p> <p>Complete the following chart for each shape as well:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">Shape</th> <th style="width: 20%;"># of toothpicks</th> <th style="width: 20%;"># of marshmallows</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Shape	# of toothpicks	# of marshmallows																<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>
Shape	# of toothpicks	# of marshmallows																	



## Consult 4 Kids Lesson Plans

				
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### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #3
<b>Focus:</b>	Symmetry

<b>Materials:</b>	
White boards	pencils
Crayolas	paint
Socks (for an eraser)	straws
Paper	construction paper

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Draw a picture of a face. Be sure to put on the eyes, the nose, the mouth, and the ears. When you have finished the face, draw a vertical line down the center. Do you have an eye on both sides? Do you have an ear on both sides? Do you have  $\frac{1}{2}$  of a nose on both sides? Do you have  $\frac{1}{2}$  of a mouth on both sides? Although not perfect, you should have the same on both sides. It is like when you look in a mirror and you see the same face looking back at you. When you have a mirrored image it is called symmetry. You drew a face that had symmetry.

### Content (the “Meat”)

#### Problem of the Day

Roll 2 dice. How many dots (pips) are on the dice. Draw a picture to show the two dice.

#### Fact Practice Counting 1:1 Correspondence

During this next 9 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 9 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: symmetry</b></p> <p><b>Description:</b> Symmetry is a word that describes a mirror image, that something is the same on two sides (or nearly the same). Give children a piece of paper. Ask them to make a hamburger fold. Ask them to tell how the rectangles on either side of the fold are the same. Now ask them to fold the paper with a hot dog fold and ask the same question. Ask them to think about their own bodies. What body parts would they find on both sides if they were to do a “hot dog” fold on themselves. Would this be symmetry? (yes) Ask them to think about what would be on both sides if they were to do a hamburger fold on themselves. Would this be symmetry? (no)</p>	<p>student become the teacher.</p> <p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Symmetrical Designs</b></p> <p>Symmetry is another way of saying mirror image. If you were to take a piece of paper and fold it in half, if the picture or image on the page is symmetrical, what you can see on one side of the page is exactly what you can see on the other.</p> <p>Today we are going to do an art activity that will demonstrate what is meant by symmetrical.</p> <p>Materials you will need: white construction paper, folded in half with a hot dog fold, straw for each student, basic colors of tempera paint: red, green, yellow, blue, orange, purple, and black. The tempera paint should be liquid, and you will want one eye dropper for each color. Although you do not want the paint to be runny, you will want it to be liquid enough to be blown across the page. If possible, have an older student for each color to support you. Open the folded paper and on one side of the paper add a drop or two of three different colors that the child selects. The paint should be in three different location on the same side of the page (stay as far from the mid line as you can.</p> <p>Give the child a straw and have them blow the paint around, trying to stay on ½ of the page. When child is finished, refold the paper and make a print of the first side onto the second side.</p> <p>When you open up the paper, you will be able to see the symmetry. Talk about how what is near the center on one side is near the center on the other. Talk about how what is in the corner on one side is in the corner on the other. Share with students that this is symmetry—mirror images on both sides.</p> <p>Let painting dry for child to take home tomorrow.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #4
<b>Focus:</b>	Symmetry

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks (for erasers)	
Glue sticks	

### Opening

**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

**Gain prior knowledge by asking students the following questions**

Draw a picture of a body. Be sure to put on arms and legs on both side. When you draw a face be sure to include eyes, ears, nose and mouth. When you have finished the drawing, fold the paper in half like a hot dog. Ask children if they have a picture with some symmetry. Ask them to list the things that are the same on both sides. Now have them fold the body in a hamburger fold. Ask them what happened to the symmetry. Look around the room and have children identify things that have symmetry and things that do not. Ask them which letters of the alphabet have symmetry.

### Content (the “Meat”)

<p><b>Problem of the Day</b></p> <p>What are the next three items in this pattern? Draw your answer.</p> <p style="text-align: center;">☀️☀️♣️♣️☀️☀️♣️♣️☀️ _____, _____, _____</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p><b>Fact Practice</b></p> <p><b>Counting 1:1 Correspondence</b></p> <p>During this next 8 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 8 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the</li> </ol>	

## Consult 4 Kids Lesson Plans

<p>number that is represented by the dots on the domino.</p> <p>4. When they have drawn the domino, child should write the number that is represented.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: symmetry</b></p> <p><b>Description:</b> Ask children to describe the meaning of symmetry to you. Ask them to recount the experiences they have had the past two days that have helped them to understand symmetry. Look around the room and find things with symmetry (this is an extension of an earlier activity today). Ask them about the flag and if there is symmetry. (no) Ask them about the letters “o”, “m”, “s”, and “a”. Which have symmetry and which do not? Will the way you “fold” the letter in <math>\frac{1}{2}</math> make a difference in symmetry?</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Symmetry</b></p> <p><b>Symmetrical Designs</b></p> <p>Symmetry is another way of saying mirror image. If you were to take a piece of paper and fold it in half, if the picture or image on the page is symmetrical, what you can see on one side of the page is exactly what you can see on the other.</p> <p>Today we are going to do another activity that will demonstrate what is meant by symmetrical.</p> <p><b>Symmetry</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Give each child a piece of graph paper (attached to the lesson plan).</li> <li>2. Show the child the mid line of the graph paper.</li> <li>3. Tell the child that using crayons, he/ she will color in some of the squares of the graph paper, using different colors.</li> <li>4. Explain that the child can only color on one side of the mid line. (Actually fold the paper pack so he/she cannot even see the other half.</li> <li>5. When child is finished, he/she should find another student to trade papers with and he/she should create a mirror image—remember that what is near the midline, stays near the midline, and what is in the corners stays in the corners, and so on.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

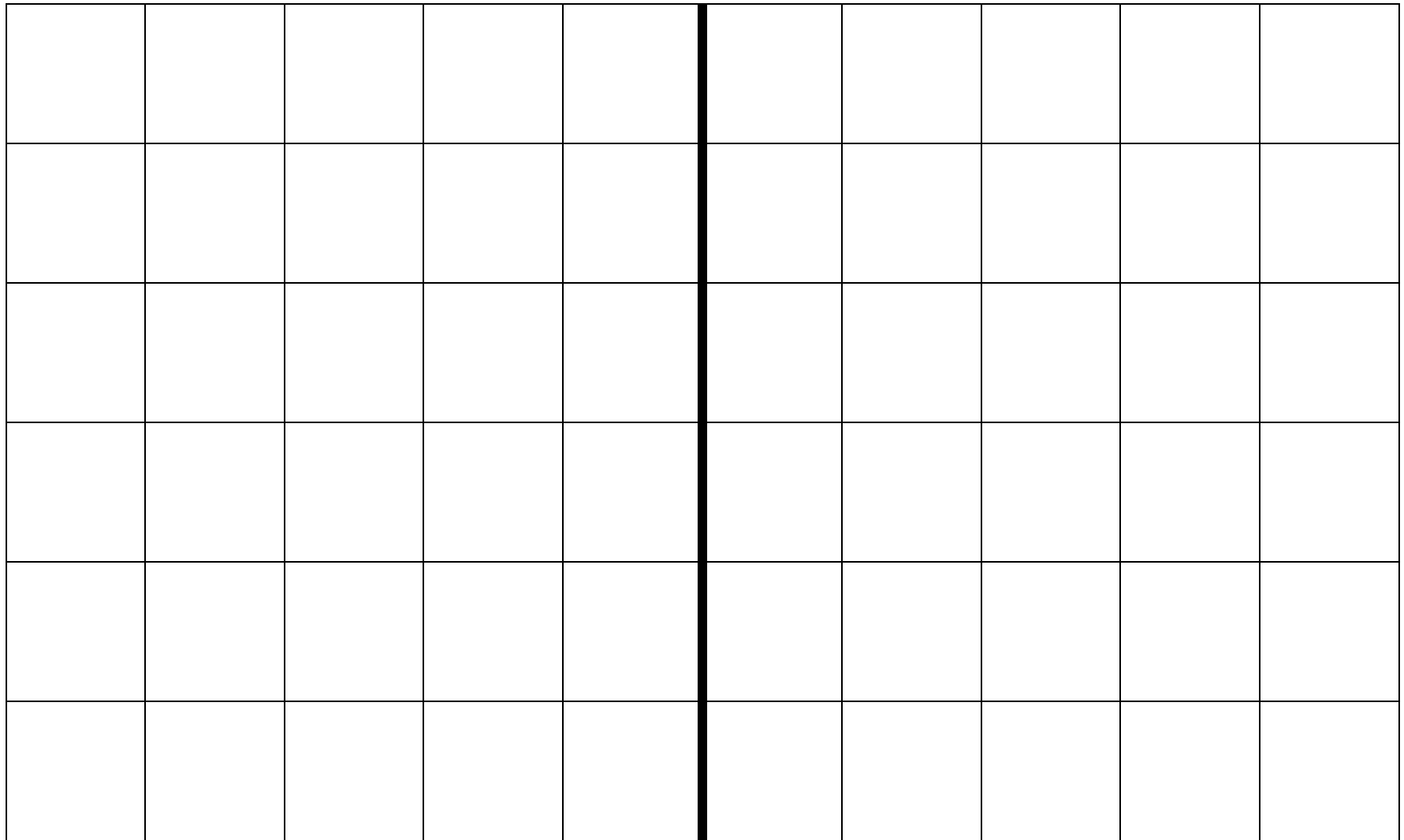
Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



Graph Paper—Kindergarten—Symmetry





## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #5
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	Skittles for each group
Cereal	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphing? What can a graph look like? If we were to graph the number of boys and girls in this classroom, what would we need to do? Create the graph and write it on the board.

### Content (the “Meat”)

#### Problem of the Day

If you have 5 cookies and you eat 2 of them, how many cookies do you have left? Draw a picture to show your answer.

#### Fact Practice Counting 1:1 Correspondence

During this next 7 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 7 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Math Vocabulary

It is important to review

## Consult 4 Kids Lesson Plans

<p><b>Word for Today: graph</b></p> <p><b>Description:</b> A graph is a picture that gives you information quickly. Draw a graph on the board or chart that has three columns, one labeled paper, one labeled rock, and the third labeled scissors. Show the children how to make each symbol. Explain that you are going to count to three and then the children will make paper, rock, or scissors. Practice several times so they know how to do this. Then tell children you are going to graph which sign they make. Do the activity and then record the number of children in each group. On the graph record a happy face for each child in each column. Ask them to tell you what information they know by looking at the graph.</p>	<p>academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Graphing</b></p> <p><b>Graphing</b> Graphing is a process that allows you to make sense of information. For example, you could make a graph of how many children walk to school, are driven in a car, and maybe even ride the bus. You could also make a graph that would show how many children are more in each month. If you use a bar graph it is easy to tell which item has the most, which the least, and everything in between.</p> <p>Today students will work in groups of 3-4 and make a graph of Skittles. At the end of the exercise, after students have shared the graph that they have made with the group, students may divide the Skittles up among themselves for a treat.</p> <p><b>Skittles</b> Materials you will need: graph paper, small bag of Skittles for each group, crayons, paper plate.</p> <p>After children are divided into groups, model for them how they will open the bag of Skittles and then graph the number of Skittles by color. Demonstrate by counting the number of red Skittles and then coloring in that many squares in red. Continue the demonstration by counting the yellow Skittles and coloring in that number of squares in yellow. Continue until all of the Skittles have been charted.</p> <p>Ask if the children have questions. Answer them and then distribute the supplies for the children to replicate exactly what was modeled.</p> <p>At the end, have children share the bar graphs with the other groups.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

Ask students to think about what they did today in math.

1. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
2. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
3. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #6
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	pennies (real or plastic)
Socks (for erasers)	small container
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphing? What can a graph look like? If we were to graph the number of people wearing white tennis shoes compared to people wearing tennis shoes that have a color, what would that look like. Create the graph on the board. (If most children have white/colored shoes, use another descriptor.)

### Content (the “Meat”)

#### Problem of the Day

If you have 8 cookies and someone gives you 3 more cookies, how many cookies do you have all together?

#### Fact Practice Counting 1:1 Correspondence

During this next 6 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 6 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: graph</b></p> <p><b>Description:</b> A graph is a picture that gives you information quickly. Draw a graph on the board or chart that has three columns, one labeled walk, one labeled ride, and the third labeled bus. Explain that you are going to graph the way children get to school. Ask children to share how they get to school. Do the activity and then record the number of children in each group. On the graph record a happy face for each child in each column. Ask them to tell you what information they know by looking at the graph.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity Graphing</b></p> <p>Graphing is a process that allows you to make sense of information. For example, you could make a graph of how many children walk to school, are driven in a car, and maybe even ride the bus. You could also make a graph that would show how many children are more in each month. If you use a bar graph it is easy to tell which item has the most, which the least, and everything in between.</p> <p>Today students will work in groups of 3-4 and make a graph pennies—heads or tails. At the end of the exercise, after students have shared the graph that they have made with the group, students will collect the pennies that they used and return them to you. (If you don't want to use real pennies, you can use plastic pennies purchased through Lakeshore or other school supply store.</p> <p><b>Penny Graphs</b> Materials you will need: graph paper, 2 oz Dixie cup of pennies for each group, crayons, paper plate.</p> <p>After children are divided into groups, model for them how they will take one penny at a time and flip it, having it land on either heads or tails. Each time the coin shows heads, the children will draw a penny in the graphing square for heads. Each time the coin shows tails, the children will draw a penny in the graphing square for tails.</p> <p>Ask if the children have questions. Answer them and then distribute the supplies for the children to replicate exactly what was modeled.</p> <p>At the end, have children share the bar graphs with the other groups.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.





## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #7
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	Fruit Loops
Glue sticks	small Dixie cups

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphing? What can a graph look like? If we were to graph the color of your eyes, what colors would we need to include in our graph? How would we set that up? How would we find out how many people there were in each category? What other things could we graph?

### Content (the “Meat”)

#### Problem of the Day

Count aloud from 1 – 30. Pick one of the numbers that you said and draw a picture to show that number.

#### Fact Practice Counting 1:1 Correspondence

During this next 5 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 5 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: graph</b></p> <p><b>Description:</b> A graph is a picture that gives you information quickly. Take one of the suggestions from the children during the earlier time frame. Ask the children to guide you step by step through the graph creation process. If they give a faulty instruction, either question the step at the time, or try to do what they have said and when you run into a snag, ask them to help you figure it out and then go back and start again. Children will learn as much from “not giving” the correct directions as they will from “giving” the correct instructions.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity Graphing</b></p> <p><b>Graphing</b></p> <p>Graphing is a process that allows you to make sense of information. For example, you could make a graph of how many children walk to school, are driven in a car, and maybe even ride the bus. You could also make a graph that would show how many children are more in each month. If you use a bar graph it is easy to tell which item has the most, which the least, and everything in between.</p> <p>Today students will work in groups of 3-4 and make a graph of Fruit Loops. At the end of the exercise, after students have shared the graph that they have made with the group, students may divide the Fruit Loops up among themselves for a treat.</p> <p><b>Fruit Loops</b></p> <p>Materials you will need: graph paper, small Dixie cup of Fruit Loops for each group, crayons, paper plate.</p> <p>After children are divided into groups, model for them how they will take the Fruit Loops out of the cup one at a time and then graph the number of Fruit Loops by color. Demonstrate by counting the number of red Fruit Loops and then coloring in that many squares in red. Continue the demonstration by counting the yellow Fruit Loops and coloring in that number of squares in yellow. Continue until all of the Fruit Loops have been charted.</p> <p>Ask if the children have questions. Answer them and then distribute the supplies for the children to replicate exactly what was modeled.</p> <p>At the end, have children share the bar graphs with the other groups.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #8
<b>Focus:</b>	Graphing

**Materials:**

White boards	decks of cards
Crayolas	Gummy Bears
Socks (for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about graphing? What can a graph look like? If we were to graph the color of your eyes, what colors would we need to include in our graph? How would we set that up? How would we find out how many people there were in each category? What other things could we graph?

### Content (the “Meat”)

#### Problem of the Day

Look at the following numbers and tell what number would come before and after the number:

\_\_\_\_\_ 8 \_\_\_\_\_

\_\_\_\_\_ 5 \_\_\_\_\_

\_\_\_\_\_ 11 \_\_\_\_\_

\_\_\_\_\_ 17 \_\_\_\_\_

\_\_\_\_\_ 19 \_\_\_\_\_

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Fact Practice Counting 1:1 Correspondence

During this next 4 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of

## Consult 4 Kids Lesson Plans

<p>objects. For the next 4 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should write the number that is represented</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: graph</b></p> <p><b>Description:</b> A graph is a picture that gives you information quickly. Take one of the suggestions from the children during the earlier time frame. Ask the children to guide you step by step through the graph creation process. If they give a faulty instruction, either question the step at the time, or try to do what they have said and when you run into a snag, ask them to help you figure it out and then go back and start again. Children will learn as much from “not giving” the correct directions as they will from “giving” the correct instructions.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Graphing</b></p> <p><b>Graphing</b></p> <p>Graphing is a process that allows you to make sense of information. For example, you could make a graph of how many children walk to school, are driven in a car, and maybe even ride the bus. You could also make a graph that would show how many children are more in each month. If you use a bar graph it is easy to tell which item has the most, which the least, and everything in between.</p> <p>Today students will work in groups of 3-4 and make a graph of Gummy Bears. At the end of the exercise, after students have shared the graph that they have made with the group, students may divide the Gummy Bears up among themselves for a treat.</p> <p><b>Gummy Bears</b></p> <p>Materials you will need: graph paper, Dixie cup of Gummy Bears for each group, crayons, paper plate.</p> <p>After children are divided into groups, model for them how they will take the Gummy Bears out of the cup and then graph the number of Gummy Bears by color. Demonstrate by counting the number of red Gummy Bears and then coloring in that many squares in red. Continue the demonstration by counting the yellow Gummy Bears and coloring in that number of squares in yellow. Continue until all of the Gummy Bears have been charted.</p> <p>Ask if the children have questions. Answer them and then distribute the supplies for the children to replicate exactly what was modeled.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

At the end, have children share the bar graphs with the other groups.	
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<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<p style="text-align: center;"><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is one more than 6?</p> <p>What are the numerals?</p>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #9
<b>Focus:</b>	Sorting

**Materials:**

White boards	activity at end of the lesson plan
Crayolas	buttons
Socks (use for erasers)	2 oz. Dixie cup
Glue sticks	Graph paper

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What does it mean when you say that you are going to “sort” something? How would you go about deciding how you would sort items? What is an attribute? How would you use an attribute to make sorting easier?

### Content (the “Meat”)

#### Problem of the Day

On the white board or chart paper draw 3 clock faces, one showing 3:00, one showing 5:00, and 1 showing 1:00. Ask children to identify the time on each clock and explain how they know.

#### Fact Practice Counting 1:1 Correspondence

During this next 3 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 3 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.

**Directions:**

1. Divide children into pairs.
2. Give each pair a set of dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should write the number that is represented.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: sort</b></p> <p><b>Description:</b> The word sort refers to a way of putting items into categories. There are many ways to sort items—color, size, shape, other attributes could be shiny, rough, light, heavy or any other attribute that it would make sense to sort by. To begin sorting, you need to look closely at the items, looking for the smallest of details. Today children are going to sort buttons. Show them several buttons. Ask them what attributes they see. List those on the board or a piece of chart paper. Share with children that there is no right or wrong attribute, they just need to decide on what attributes they are going to use.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Sorting</b></p> <p><b>Sorting</b></p> <p>Sorting is a way of looking at common objects and seeing not only the whole object but attributes of that object. For example, we will be looking at buttons. Some buttons have 2 holes while others have 4. Some buttons are small while others are large. Some buttons are round, while others are square. Some buttons are smooth while others have a bumpy surface. Some buttons are white while others are red.</p> <p>Demonstrate by taking out a handful of buttons (You may purchase these at local stores including Wal Mart). Hold up one button as ask students to identify attributes of the button (large, 2 holes, shiny, green). The challenge would then to see how many other buttons have those attributes. You might find a lot of green, large, 2 holed buttons, but few that are shiny. If that is the case, then you would remove shiny from the attribute list.</p> <p>Take out a second button and do the same thing, having students identify attributes and then finding other buttons that have the same attributes. (Color is an easy way to divide up the buttons but encourage children to think of criteria that is less obvious.)</p> <p><b>Button Sort</b></p> <p>Materials you will need: 2 oz Dixie cup of assorted buttons for each group, graph paper. After children are divided into groups, ask the children to divide the buttons into categories that will include all of the buttons. Have students sort the buttons and record that information on a graph. (2 holes, color, shiny)</p> <p>Ask if the children have questions. Answer them and then distribute the supplies for the children to replicate exactly what was modeled.</p> <p>At the end, have children share the bar graphs with the other groups.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

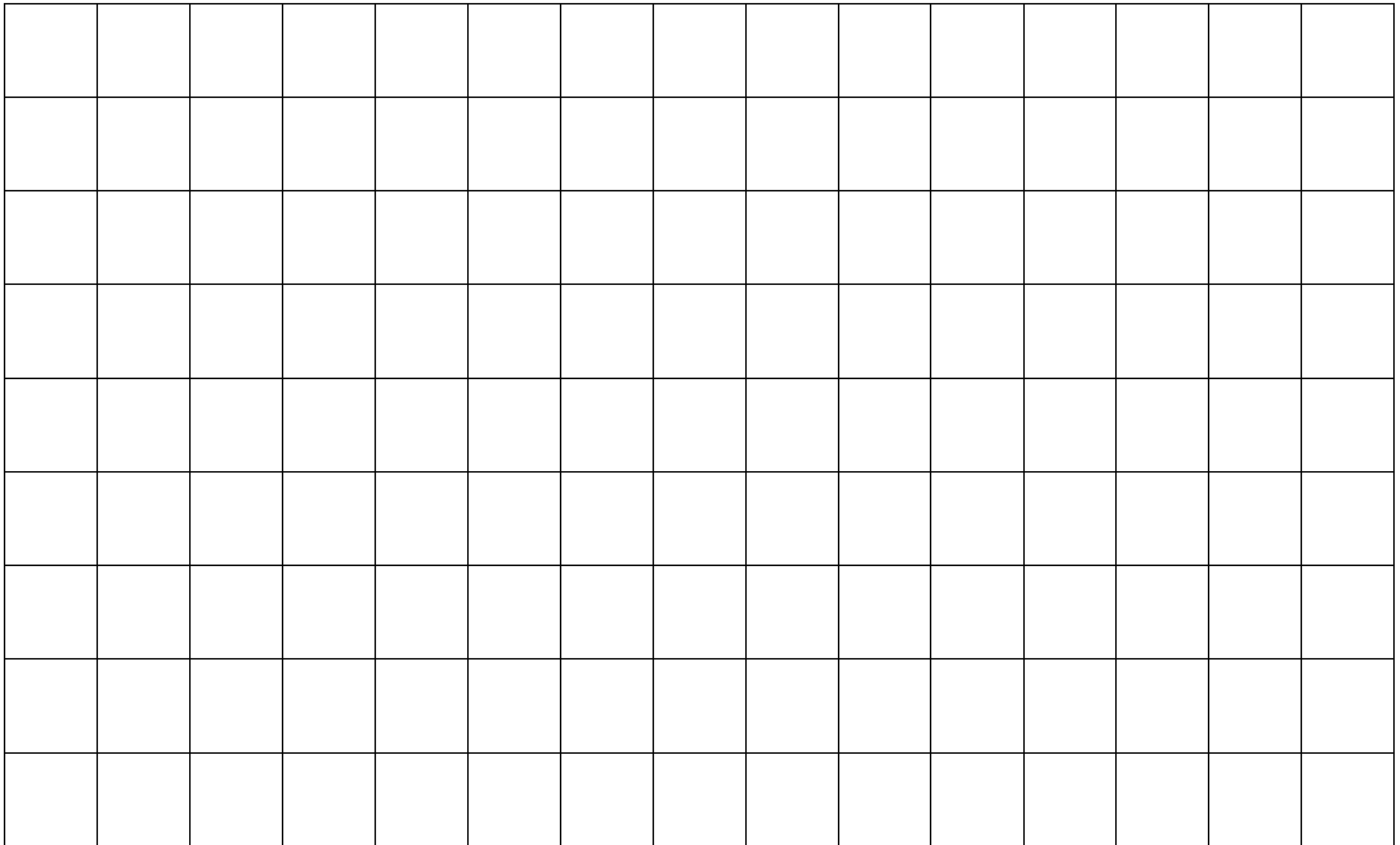
#### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

Graph Paper for Skittles, Fruit Loops, Gummy Gears, Button Sort



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #10
<b>Focus:</b>	Sorting

<b>Materials:</b>	
White boards	Activity at end of lesson plan
Crayolas	
Socks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about telling time. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What does it mean when you say that you are going to “sort” something? How would you go about deciding how you would sort items? What is an attribute? How would you use an attribute to make sorting easier? What would be some attributes of a dog that you could use to help you sort?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Beginning at 10, count backwards to 0. Write the numbers in the order you say them.</p>	
<b>Fact Practice</b> <b>Counting 1:1 Correspondence</b>	
<p>During this next 3 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 3 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should write the number that is represented.</li> </ol>	

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<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: sort</b></p> <p><b>Description:</b> The word sort refers to a way of putting items into categories. There are many ways to sort items—color, size, shape, other attributes could be shiny, rough, light, heavy or any other attribute that it would make sense to sort by. To begin sorting, you need to look closely at the items, looking for the smallest of details. Today children are going to sort buttons. Show them several buttons. Ask them what attributes they see. List those on the board or a piece of chart paper. Share with children that there is no right or wrong attribute, they just need to decide on what attributes they are going to use.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Graphing</b></p> <p><b>Which Cat Do You Like the Best?</b></p> <p>Graphing is a process that allows you to make sense of information. For example, you could make a graph of how many children walk to school, are driven in a car, and maybe even ride the bus. You could also make a graph that would show how many children are more in each month. If you use a bar graph it is easy to tell which item has the most, which the least, and everything in between.</p> <p><b>Cat Graph</b></p> <p>Materials you will need: pictures of cats (attached to this lesson plan) and graph paper. One by one go through the different cats and ask the students which one is a favorite for them. Once you have reviewed all of the cats, have children select the cat that is their favorite and place it on the chart. When all children have placed a cat on the graph, then count the number for each cat. Create a graph that shows the results.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

## Consult 4 Kids Lesson Plans







### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Consult 4 Kids Lesson Plans



## Cat Graph



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks (use or erasers)

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

Look at the chart. How many children like yellow best? Green best? Blue best?

			5
			4
			3
			2
			1
yellow	green	blue	#

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.

#### Fact Practice Counting 1:1 Correspondence

During this next 3 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of

## Consult 4 Kids Lesson Plans

<p>objects. For the next 3 days, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then recording the total number of dots.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should write the number that is represented.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today:</b> review the words from this week</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is a review day. Students should select from the following list of activities:</p> <ul style="list-style-type: none"> <li><b>Building Shapes</b></li> <li><b>Symmetry</b></li> <li><b>Skittles</b></li> <li><b>Penny Graphs</b></li> <li><b>Fruit Loops</b></li> <li><b>Gummy Bears</b></li> <li><b>Button Sort</b></li> <li><b>Cat Graph</b></li> </ul>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	How Many?
<b>Focus:</b>	Estimation

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	variety of containers
Socks (for erasers)	variety of items to use for estimation
Pencils	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

When you look at a group of items it is a good thing to make a good guess about how many items are there. Sometimes your guess may not be correct, but other times it will be very close to correct. What would be some of the things you would consider when getting ready to make a “guess”? (size, are the items stacked up, how much space do the items occupy). What is a strategy that you might use to make your “guess” better? (If you have more than one group, count a certain number, say 10, and then compare the amount to the group of 10, and make a guess.) Guessing like this, when you have a strategy around what you are saying is called, ESTIMATION.

### Content (the “Meat”)

#### Problem of the Day

Pete the dog is wearing a sock on each paw. How many socks does he have? Draw your answer.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a “teach to learn” opportunity and

## Consult 4 Kids Lesson Plans

<p>4. When they have drawn the domino, child should represent the total of Dotson the domino with the same number of hearts (♥).</p>	<p>have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: estimate</b></p> <p><b>Description:</b> The mathematical term “estimate” means that you are going to make a guess about something, but you are going to make an educated guess. You have to have a strategy in order to make an educated guess. In order to do this you have to understand the attributes of the items you are estimating. You need to consider size, the space the items are in, how much space 10 of the items occupies. Once you have considered these things, then you are ready to make a guess. Work through this estimating with the children using several of the items that they will be using when they are participating in the activity,</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Estimation</b></p> <p>Learning how to estimate is a skill that children need to learn. In the beginning, estimation is often not very accurate, but as children practice they will get better and better at it. Ask children to share with each other times when they make estimations. (Will my sandwich fit into the bag? Will my clothes fit into the drawer? Will I get one or two more turns? How many steps is it to the water fountain?) Make a list of all of the things children mention. Explain that estimation is a way of making an educated guess. Ask the children to talk about how they make those guesses.</p> <p>Have a variety of small objects: paper clips, nuts, noodles, macaroni, sugar cubes, difference types of cereal, and so on.</p> <p>Have several sizes of containers. Begin with the smallest container and ask children to estimate how many or much of any one of the items that you have in front of you, the children believe will fit into the container.</p> <p>Once the children have made the estimation, actually fill the container and then pour the item out and count them.</p> <p>Compare the estimation with the actual amount. Discuss whether the item was higher or lower. Ask them how the information can help them to make the next estimation.</p> <p>Continue until you have conducted the activity with all of the items and in a variety of containers.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	What is the Capacity?
<b>Focus:</b>	Capacity

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	variety of containers (different capacities)
Socks (use as an eraser)	variety of items to measure capacity
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

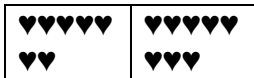
#### Gain prior knowledge by asking students the following questions

Have you ever poured water into a glass? What happens to the water if you don't stop pouring when you get to the top of the glass? When a glass is full we say that it is filled to capacity. Capacity means the biggest or maximum amount of water than can be placed in the glass. We can measure the capacity of a glass by pouring water into it. What other things can we do to measure capacity? What capacity can we measure beside water?

### Content (the "Meat")

#### Problem of the Day

Look at the boxes below. Which box has the most hearts?



A

B

#### Fact Practice

#### Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>the number that is represented by the dots on the domino.</p> <p>4. When they have drawn the domino, child should represent the total of Dots on the domino with the same number of happy faces (☺).</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: capacity</b></p> <p><b>Description:</b> Capacity is a word that means the amount something can hold. Have one container in the front that is larger than a 2 oz Dixie cup. Have several different items to measure capacity with. Have children predict how many Dixie cups full of an item can be used to fill the larger container. In other words, what is the capacity of the container in terms of cereal, sugar cubes, and anything else you have gathered.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Discuss the concept of capacity with the children. Capacity is the amount that something can hold. For example, if you have a class, it can only hold so much water, so many Cheerios, and so much juice. If you go over capacity, things (water, Cheerios, juice) spill out. If you are under capacity, it means that you have room for more of whatever you are putting into the container.</p> <p>Tell children that today you are going to look at the capacity of different types of containers. Have a variety of different containers of different sizes. You can always use cups, 2 oz. cups, 8oz. cups, 10 oz. cups, etc.</p> <p>Have several different items to check. Cheerios, sugar cubes, and Trix would be good as they are different sizes and shapes. Start with a small cup. Ask students to “guess” how many Cheerios will fit into the cup. Repeat with sugar cubes and Trix. Ask students to think about whether there will be more or less sugar cubes and Trix, in comparison to one another.</p> <p>Once you have done several checks on capacity, let students know that they are going to work in pairs, and that each pair will be able to select a container and what to fill it with.</p> <p>Once that is done, students should go through the following steps with your guidance.</p> <p>Guess how many items are in your container. Write that number on the white board.</p> <p>Dump the items out and count them and see how many are in the container. Write that number on your sheet.</p> <p>Repeat the activity with different items and different containers.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	What Is the Capacity?
<b>Focus:</b>	Capacity

<b>Materials:</b>	
White boards	pencils
Crayolas	variety of containers with difference capacity
Socks (for an eraser)	variety of items to measure
Paper	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Have you ever poured water into a glass? What happens to the water if you don't stop pouring when you get to the top of the glass? When a glass is full we say that it is filled to capacity. Capacity means the biggest or maximum amount of water than can be placed in the glass. We can measure the capacity of a glass by pouring water into it. What other things can we do to measure capacity? What capacity can we measure beside water?

### Content (the "Meat")

#### Problem of the Day

Joni has 2 cookies. Millie has 0 cookies. How many more cookies does Joni have than Millie?

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

#### Directions:

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3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should represent the total of dots on the

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;">domino with the same number of triangles (▲).</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: capacity</b></p> <p><b>Description:</b> Capacity is a word that means the amount something can hold. Have one container in the front that is larger than a 2 oz Dixie cup. Have several different items to measure capacity with. Have children predict how many Dixie cups full of an item can be used to fill the larger container. In other words, what is the capacity of the container in terms of cereal, sugar cubes, and anything else you have gathered.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Capacity</b></p> <p>Discuss the concept of capacity with the children. Capacity is the amount that something can hold. For example, if you have a class, it can only hold so much water, so many Cheerios, and so much juice. If you go over capacity, things (water, Cheerios, juice) spill out. If you are under capacity, it means that you have room for more of whatever you are putting into the container.</p> <p>Tell children that today you are going to look at the capacity of different types of containers. Have a variety of different containers of different sizes. You can always use cups, 2 oz. cups, 8oz. cups, 10 oz. cups, etc.</p> <p>Have several different items to check. Cheerios, sugar cubes, and Trix would be good as they are different sizes and shapes. Start with a small cup. Ask students to “guess” how many Cheerios will fit into the cup. Repeat with sugar cubes and Trix. Ask students to think about whether there will be more or less sugar cubes and Trix, in comparison to one another.</p> <p>Once you have done several checks on capacity, let students know that they are going to work in pairs, and that each pair will be able to select a container and what to fill it with.</p> <p>Once that is done, students should go through the following steps with your guidance.</p> <p>Guess how many items are in your container. Write that number on the white board.</p> <p>Dump the items out and count them and see how many are in the container. Write that number on your sheet.</p> <p>Repeat the activity with different items. (If the pair chose sugar cubes, then the second and third time the pair should try the Cheerios and the Trix.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #4
<b>Focus:</b>	Symmetry

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	scoops for children
Socks (for erasers)	sugar or sand (something that can be scooped)
Glue sticks	

### Opening

**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

### Gain prior knowledge by asking students the following questions

**Math Vocabulary**

**Word for Today: capacity**

**Description:** Capacity is a word that means the amount something can hold. Have one container in the front that is larger than a 2 oz Dixie cup. Have several different items to measure capacity with. Have children predict how many Dixie cups full of an item can be used to fill the larger container. In other words, what is the capacity of the container in terms of cereal, sugar cubes, and anything else you have gathered.

### Content (the “Meat”)

<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Copy the pattern below and then draw the next 3 shapes.</p> <p style="text-align: center;">☀️ 😊 ☀️ 😊 ☀️ _____, _____, _____</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn”</p>
<p style="text-align: center;"><b>Fact Practice</b></p> <p style="text-align: center;"><b>Counting 1:1 Correspondence</b></p> <p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should represent the total of dots on the</li> </ol>	

## Consult 4 Kids Lesson Plans

<p>domino with the same number of circles</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: capacity</b></p> <p><b>Description:</b> Ask children to discuss capacity. Have them think about something they use to measure capacity. Ask them how being able to measure capacity will be helpful to them in the real world. Have children fill a container beyond capacity. Ask them to draw a picture of what a container looks like when the container's capacity has been exceeded.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>More on Capacity</b></p> <p>Review the information that you discussed about capacity. Ask children what they remember about capacity (the amount something can hold.) Today you are going to look at scoops. Small scoops (those that measure 1 or 2 tablespoons) can be purchased at the dollar store or perhaps you can invite children to bring one from home. You will also need to have either sugar or sand to scoop, several different containers (can be cups as used before). Ask students to estimate or guess how many scoops one of the containers will hold. Then invite the children to come up and scoop into the container, counting as you go.</p> <p>Divide students into small groups and give each group a scoop, several different containers and either sugar or sand to scoop.</p> <p>Have students estimate (guess) how many scoops will go into each container.</p> <p>Students should then scoop into the container, counting them as they go.</p> <p>Student record the number of scoops for each container. Pairs share the information they have with others.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #6
<b>Focus:</b>	Measurement

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	string, paper clips, linker cubes
Socks (for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about measurement? What are some different ways that you can measure things? When do people measure you? How do we measure how old you are? What other ways do we measure time? How do we measure distance? What things would we measure through distance?

### Content (the “Meat”)

#### Problem of the Day

Look at the pictures. Which arrow is longer? How can you tell?



#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should represent the total of dots on the

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.



## Consult 4 Kids Lesson Plans

<p>domino with the same number of stars ( ☆ ).</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: measurement</b></p> <p><b>Description:</b> Measurement is a way we look at something to tell how much, how long, or how things can compare to one another. We measure distance (feet, yards, miles, meters or kilometers), time (analog and digital clocks), liquid (cups, ounces) and by using other strategies. We have to know how to do that. What are some of the ways we measure time? What are some of the ways we measure length or how far? What are the tools we use to measure with?</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Measurement</b></p> <p>Discuss the concept of measurement. Explain that we can measure things in a variety of ways. Ask them how we measure a child's age (years, months). Ask them how we measure how far something is away. (miles, feet, yards). Tell students that these are called standard measures.</p> <p>Tell students that we can measure items in other ways as well. (If you have linker cubes use those, if not, you can use paper clips that are clipped together.) In preparation for this class, cut a variety of different lengths of string. You will need to want 6-8 different lengths of string for each pair of students.</p> <p>Demonstrate how you can compare the length of a string with the number of (linker cubes or paper clips). Show children how to count the number of cubes/paper clips, and how to record the number on the white board.</p> <p>When children have measured the strings that have been cut in a variety of lengths (probably between 6" and 20", encourage them to come and a longer piece of string and measure one another.</p> <p>When pairs have finished, bring group back together to share what they have learned.</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans



<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #6
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Cereal	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about measurement? What are some different ways that you can measure things? When do people measure you? How do we measure how old you are? What other ways do we measure time? How do we measure distance? What things would we measure through distance?

### Content (the “Meat”)

#### Problem of the Day

Joe has 2 stars. Jorge has 3 stars. How many stars do they have all together? Draw a picture to show your answer.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should represent the total of dots on the domino with the same number of suns ( ☀ ).

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: measurement</b></p> <p><b>Description:</b> Measurement is a way we look at something to tell how much, how long, or how things can compare to one another. We measure distance (feet, yards, miles, meters or kilometers), time (analog and digital clocks), liquid (cups, ounces) and by using other strategies. We have to know how to do that. What are some of the ways we measure time? What are some of the ways we measure length or how far? What are the tools we use to measure with?</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>More Measurement</b></p> <p>Have children brainstorm a list of things that they would like to measure (book, desk, calendar, pencil, eraser, etc.). Make the list on the board or on the chart.</p> <p>Demonstrate how they can measure the item with string, marking the string at the exact length. Then remind them that they will measure the string against a string of paper clips or linker cubes.</p> <p>Ask students first to estimate how long something is going to be and record the estimation first. Then working in pairs children should actually measure the items on the list.</p> <p style="padding-left: 40px;">When pairs are complete, they should meet with other pairs and share the information they have found</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math <span style="float: right;">□</span>
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #7
<b>Focus:</b>	Measurement

<b>Materials:</b>	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	Fruit Loops
Glue sticks	small Dixie cups

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about measurement? What are some different ways that you can measure things? When do people measure you? How do we measure how old you are? What other ways do we measure time? How do we measure distance? What things could we measure through distance?

### Content (the “Meat”)

#### Problem of the Day

Joe has 2 stars. Jorge has 3 stars. How many stars do they have all together? Draw a picture to show your answer.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

#### Directions:

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows the number that is represented by the dots on the domino.
4. When they have drawn the domino, child should represent the total of dots on the domino with the same number of squares (□ ).

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: measurement</b></p> <p><b>Description:</b> Measurement is a way we look at something to tell how much, how long, or how things can compare to one another. We measure distance (feet, yards, miles, meters or kilometers), time (analog and digital clocks), liquid (cups, ounces) and by using other strategies. We have to know how to do that. What are some of the ways we measure time? What are some of the ways we measure length or how far? What are the tools we use to measure with?</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>More Measurement</b></p> <p>Have children brainstorm a list of things that they would like to measure (book, desk, calendar, pencil, eraser, etc.). Make the list on the board or on the chart.</p> <p>Demonstrate how they can measure the item with string, marking the string at the exact length. Then remind them that they will measure the string against a string of paper clips or linker cubes.</p> <p>Ask students first to estimate how long something is going to be and record the estimation first. Then working in pairs children should actually measure the items on the list. When pairs are complete, they should meet with other pairs and share the information they have found.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<ul style="list-style-type: none"> <li>• What did you like about what we did today in math?</li> <li>• What would you like to do more of the next time we do math?</li> <li>• What are some things we can use to measure things with?</li> </ul>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> </ol>
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## Consult 4 Kids Lesson Plans

4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #8
<b>Focus:</b>	Graphing

<b>Materials:</b>	
White boards	decks of cards
Crayolas	dominoes
Socks (for erasers)	beans
Glue sticks	small cups

### Opening

**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

**Gain prior knowledge by asking students the following questions**

What do you know about the word equal? What does it mean? Do you have equal numbers of eyes? Do you have equal number of arms? How about noses? Equal means that things on both sides of an = sign are of the same value. Do you have equal numbers of boys and girls in the class? Ask children to share things that are equal.

### Content (the “Meat”)

<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Look at the ten frame below. How many more hearts are needed to make ten?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> </tr> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td></td> <td></td> <td></td> </tr> </table>	♥	♥	♥	♥	♥	♥	♥				<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
♥	♥	♥	♥	♥							
♥	♥										
<p style="text-align: center;"><b>Fact Practice</b></p> <p style="text-align: center;"><b>Counting 1:1 Correspondence</b></p> <p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should represent the total of dots on the</li> </ol>											



## Consult 4 Kids Lesson Plans

domino with the same number of rectangles ( <input type="text"/> ).	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: equal</b></p> <p><b>Description:</b> When we talk about things that are equal, it means that they are the same. When we count spots on a domino and then we count the same number of beans, we are making the dots and the beans be equal. Are there two students in here that are equal in height? Do we have equal numbers of fingers? Divide the children so equal numbers are facing each other. Ask children why have things be equal matters. Show children how to write number sentence using an = sign. Write several addition number sentences and several subtract number sentences that the children suggest. Talk them through the importance of the equal sign and that both sides have the same value.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Dominos and Beans</b></p> <p>One on one correspondence is a concept that children in Kindergarten develop. This is what counting is about, counting an item and then recording that number.</p> <p>Today you will divide the students into pairs. Give each pair a set of Double 9 Dominoes and a cup of beans.</p> <p>Child selects one domino and makes a set of beans to match the number of dots on the domino.</p> <p>Show children how to cover one side of the domino with a thumb and take away that many beans.</p> <p>Ask children to draw the domino and write the matching number sentence on the white board.</p> <p>Children should repeat the activity with a total of 10 dominoes.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is one more than 6?</p> <p>What are the numerals?</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math <span style="float: right;">□</span>
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #9
<b>Focus:</b>	Sorting

<b>Materials:</b>	
White boards	activity at end of the lesson plan
Crayolas	straws or macaroni
Socks (use for erasers)	shoe strings
Glue sticks	deck of cards

Opening
<b>State the objective</b>
<p>Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.</p>
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about subtraction? What does it mean to take something away? How do you write a number sentence to show that you are subtracting? When you subtract will you have or less left when you are finished subtracting? How do you know?</p>

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Kim has 2 white marbles and 8 blue marbles. If he reaches into his marble bag, which color is he likely to pull out? Explain your thinking.</p>	
<b>Fact Practice</b> <b>Counting 1:1 Correspondence</b>	
<p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should represent the total of dots on the domino with the same number of question marks ( ? ).</li> </ol>	

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: subtract</b></p> <p><b>Description:</b> Work with the students to help them understand the word “subtract” by having them work through the activity of subtractions strings below. Demonstrate for them how to find the number of pieces of macaroni that are to be placed on a shoestring. Then show them how they will know how many pieces of macaroni to subtract from the string. Show them how to create a number sentence. Work through several problems with the children, reminding them of the word subtract repeatedly.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Subtraction</b></p> <p><b>Subtraction</b></p> <p>Subtraction begins with a total number of items and then a specific number of things are removed and the math requires you to find the difference between the number you had at the beginning and the number you have after you have taken something away.</p> <p><b>Subtraction Strings</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a shoestring, tie a knot in one end.</li> <li>3. Give each pair a deck of cards with the face cards, jokers, and aces, twos, threes, fours, and fives removed. This means the children will have 6s, 7s, 8s, 9s, and 10s,</li> <li>4. Children will also need one 6-side die and either pieces of a straw or macaroni.</li> <li>5. Child draws a card with a number on it and loads that many pieces of straw or macaroni onto the string. For example if the card is a 9, then the student will load the string with 9 pieces.</li> <li>6. Child records the number on his/her white board.</li> <li>7. Child then rolls the die and takes that many pieces off of the string. Child writes that number in the number sentence.</li> <li>8. Child then counts the number of pieces of straw or macaroni that is left on the string and that become the answer or the difference.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

#### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #10
<b>Focus:</b>	Subtraction

**Materials:**

White boards	activity at end of the lesson plan
Crayolas	straws or macaroni
Socks (use for erasers)	shoe strings
Glue sticks	deck of cards

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about telling time. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about subtraction? What does it mean to take something away? How do you write a number sentence to show that you are subtracting? When you subtract will you have or less left when you are finished subtracting? How do you know?

### Content (the “Meat”)

#### Problem of the Day

Name the two shapes below. Tell how they are alike and how they are different.



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.
3. Each child selects a domino and then draws a picture of **the domino** that shows

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<p>the number that is represented by the dots on the domino.</p> <p>4. When they have drawn the domino, child should represent the total of dots on the domino with the same number of diamonds ( ♦ ).</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: subtract</b></p> <p><b>Description:</b> Work with the students to help them understand the word “subtract” by having them work through the activity of subtractions strings below. Demonstrate for them how to find the number of pieces of macaroni that are to be placed on a shoestring. Then show them how they will know how many pieces of macaroni to subtract from the string. Show them how to create a number sentence. Work through several problems with the children, reminding them of the word subtract repeatedly.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Subtraction</b></p> <p><b>Subtraction</b> Subtraction begins with a total number of items and then a specific number of things are removed and the math requires you to find the difference between the number you had at the beginning and the number you have after you have taken something away.</p> <p><b>Subtraction Strings</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a shoestring, tie a knot in one end.</li> <li>3. Give each pair a deck of cards with the face cards, jokers, and aces, twos, threes, fours, and fives removed. This means the children will have 6s, 7s, 8s, 9s, and 10s,</li> <li>4. Children will also need one 6-side die and either pieces of a straw or macaroni.</li> <li>5. Child draws a card with a number on it and loads that many pieces of straw or macaroni onto the string. For example if the card is a 9, then the student will load the string with 9 pieces.</li> <li>6. Child records the number on his/her white board.</li> <li>7. Child then rolls the die and takes that many pieces off of the string. Child writes that number in the number sentence.</li> <li>8. Child then counts the number of pieces of straw or macaroni that is left on the string and that become the answer or the difference.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number sentence?

What does a subtraction number sentence look like?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks (use or erasers)

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

Penny has 5 cupcakes on a plate. Draw a plate that has more cupcakes than Penny's plate.

#### Fact Practice

#### Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a domino and counting the dots on the domino and then representing that number of dots with another figure.

**Directions:**

1. Divide children into pairs.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.

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<ol style="list-style-type: none"> <li>2. Give each pair a set of Double 9 Dominoes and 2 white boards, pens/crayons.</li> <li>3. Each child selects a domino and then draws a picture of <b>the domino</b> that shows the number that is represented by the dots on the domino.</li> <li>4. When they have drawn the domino, child should represent the total of Dotson the domino with the same number of musical notes (♩).</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: review the words from this week</b></p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is a review day. Students should select from the following list of activities:</p> <ul style="list-style-type: none"> <li><b>Estimation</b></li> <li><b>Capacity</b></li> <li><b>More on Capacity</b></li> <li><b>Measurement</b></li> <li><b>More Measurement</b></li> <li><b>Dominoes and Beans</b></li> <li><b>Subtraction Strings</b></li> </ul>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

<b>Debrief</b>
<p>What did you like about what we did today in math?</p>
<p>What would you like to do more of the next time we do math?</p>
<p>What is a number?</p>
<p>What is a letter?</p>
<p>Are they the same?</p>

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Tens Bundles
<b>Focus:</b>	Place Value

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	straws
Socks (for erasers)	rubber bands
Pencils	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count four bundles and 4 singles, 10, 20 30, 40, 41, 42, 43, 44.

### Content (the "Meat")

#### Problem of the Day

John wants to read 7 pages of his book. He has read 5 pages. How many more pages does he need to read?

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>4. Child then draws that same number of hearts (♥) on the white board.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: bundle</b></p> <p><b>Description:</b> The mathematical term “bundle” means that you are going make a group of ten and wrap up the group of ten so you can easily tell how many are there. When we count by tens, it is like counting these bundles. Demonstrate bundling to the children. Have children come up and count out 10 straws and then bundle the straws with a rubber band. After making each bundle, count how many you have bundled. (Develop 10 bundles to help children count to 100).</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Straws and Bundles</b></p> <p>We can count by 1s and we can also count by 10s. Count aloud with the students from 1 – 10. Now count 10 straws and put a rubber band around them. Now count 10 more straws and put a rubber band around those. Ask the children how many straws there are if you have 2 bundles of 10. Take the bundles apart and count the straws, counting from 1-20. Recount 10 and bundle them together. Recount the next 10 and bundle them together. Now count them as 10, 20. Ask the students to help you count from 20-30, bundle those 10 straws. Recount them as 10 20, 30. Continue this process until you have 100 straws. Count aloud by 10s to 100.</p> <p><b>Straw Bundles</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair at least 30 straws and 3 rubber bands.</li> <li>3. Remind them that they can only use the rubber band when you are putting 10 straws together.</li> <li>4. Give students a deck of cards with the numbers 1-30 in the deck.</li> <li>5. The pair should draw a card and then count out that many straws, remembering to bundle the ten straws together.</li> <li>6. Children can take the straws in an out of the bundle.</li> <li>7. Have students write the number on the white board.</li> </ol> <p><b>Note:</b> Circulate through the room and have children share what they have done.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

How many do we put in a bundle? (10 items)

Count by tens to 100.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

Kindergarten Straw Bundles

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Tens Bundle
<b>Focus:</b>	Place Value

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	straws
Socks (use as an eraser)	rubber bands
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count 5 bundles and 6 singles, 10, 20 30, 40, 50, 51, 52, 53, 54, 55, 56.

### Content (the "Meat")

#### Problem of the Day

Look at rectangles. Which is the widest? How do you know?



#### Fact Practice

#### Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>that number on the white board.</p> <p>4. Child then draws that same number of happy faces (☺) on the white board.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: bundle</b></p> <p><b>Description:</b> The mathematical term “bundle” means that you are going make a group of ten and wrap up the group of ten so you can easily tell how many are there. When we count by tens, it is like counting these bundles. Demonstrate bundling to the children. Have children come up and count out 10 straws and then bundle the straws with a rubber band. After making each bundle, count how many you have bundled. (Develop 10 bundles to help children count to 100).</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Straws and Bundles</b></p> <p>We can count by 1s and we can also count by 10s. Count aloud with the students from 1 – 10. Now count 10 straws and put a rubber band around them. Now count 10 more straws and put a rubber band around those. Ask the children how many straws there are if you have 2 bundles of 10. Take the bundles apart and count the straws, counting from 1-20. Recount 10 and bundle them together. Recount the next 10 and bundle them together. Now count them as 10, 20. Ask the students to help you count from 20-30, bundle those 10 straws. Recount them as 10 20, 30. Continue this process until you have 100 straws. Count aloud by 10s to 100.</p> <p><b>Straw Bundles</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair at least 30 straws and 3 rubber bands.</li> <li>3. Remind them that they can only use the rubber band when you are putting 10 straws together.</li> <li>4. Give students a deck of cards with the numbers 1-30 in the deck.</li> <li>5. The pair should draw a card and then count out that many straws, remembering to bundle the ten straws together.</li> <li>6. Children can take the straws in an out of the bundle.</li> <li>7. Have students write the number on the white board.</li> </ol> <p><b>Note:</b> Circulate through the room and have children share what they have done.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

## Consult 4 Kids Lesson Plans

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

## Kindergarten Straw Bundles

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>	<b>10</b>
<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>	<b>15</b>
<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>
<b>21</b>	<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>
<b>26</b>	<b>27</b>	<b>28</b>	<b>29</b>	<b>30</b>



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<p>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</p> <p>4. Child then draws that same number of triangles (▲ ) on the white board.</p>			
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: place value</b></p> <p><b>Description:</b> Place value is a term we use to describe the value of one of our digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Draw a chart on the board like the one below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> </table> <p>Count several of the bundles that you created yesterday and record the number of bundles under the tens column. Be sure that you count the bundles by tens. Then count the loose straws and record that number under ones. Have children come up and select different numbers of bundles and single straws, recording the bundles and the singles on the chart. Write the correct number as well. 3 tens + 6 ones = 36.</p> <p>Have children help complete the chart so they are prepared for the activity today.</p>	Tens	Ones	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
Tens	Ones		
<p style="text-align: center;"><b>Activity</b></p> <p><b>Place Value</b></p> <p>We only have 10 digits with which we make all of our numbers. These digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the place that this digit is in that determines the value of the digit. This is called place value. It is important that Kindergartners begin to understand this concept. When they say the number 23, they are saying 2 tens or twenty, plus 3 ones. Using linker cubes or straws bundled into 10s, have children create different numbers. Remind them that they can only bundle 10s. If they have more straws than 10 but less than a second 10, those straws have to remain single.</p> <p>Attached to this lesson plan is a “hopscotch” game. If possible, make it as large as you can.</p> <p>Play this game with the children collectively before allowing them to play alone.</p> <p>Place the board among the children. Ask for a volunteer to come up and take two counters, and toss them onto the hopscotch. Have the children identify which one of the numbers will be for 10s and which number will be for the 1s. Record the tens and ones on the “Tens and Ones” chart.</p> <p>Help children to bundle the straws in 10s, or count out 10 linker cubes, attaching them together.</p> <p>Children should build each of the numbers that they have identified on the hopscotch.</p> <p>On this day, play the game as a whole class. Tomorrow you can have the children play in pairs.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>		

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is place value?

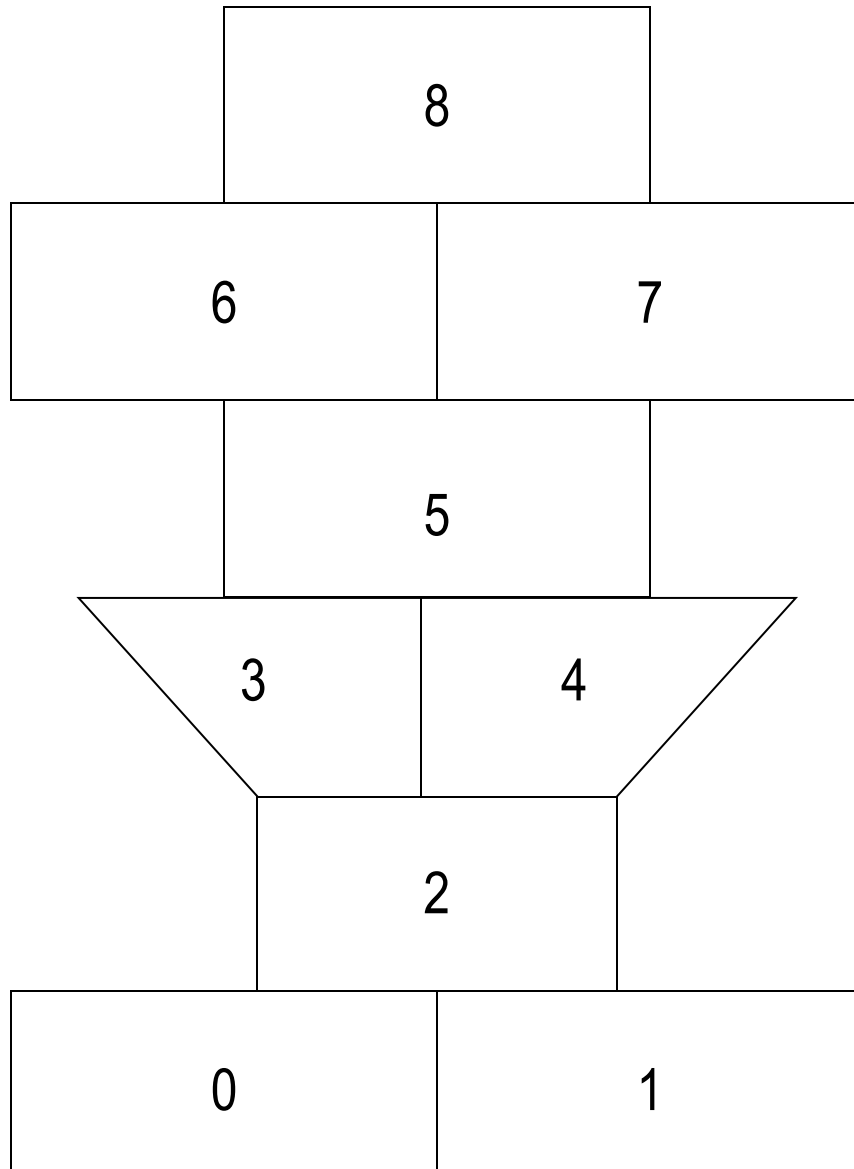
How many 10s in the number 28? How many ones?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

# Consult 4 Kids Lesson Plans

Kindergarten Hopscotch





# Consult 4 Kids Lesson Plans

## Kindergarten Hopscotch

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Ones and Tens
<b>Focus:</b>	Place Value

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	scoops for children
Socks (for erasers)	sugar or sand (something that can be scooped)
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

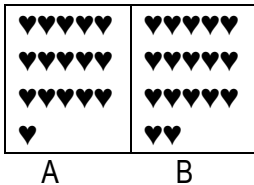
#### Gain prior knowledge by asking students the following questions

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count 2 bundles and 8 singles, 10, 20 21, 22, 23, 24, 25, 26, 27, 28.

### Content (the "Meat")

#### Problem of the Day

Look at the boxes below Which box has the most hearts?



#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.

Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.</li> <li>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</li> <li>4. Child then draws that same number of circles on the white board.</li> </ol>			
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: place value</b></p> <p><b>Description:</b> Place value is a term we use to describe the value of one of our digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Draw a chart on the board like the one below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> </table> <p>Count several of the bundles that you created yesterday and record the number of bundles under the tens column. Be sure that you count the bundles by tens. Then count the loose straws and record that number under ones. Have children come up and select different numbers of bundles and single straws, recording the bundles and the singles on the chart. Write the correct number as well. <math>3 \text{ tens} + 6 \text{ ones} = 36</math>.</p> <p>Have children help complete the chart so they are prepared for the activity today.</p>	Tens	Ones	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
Tens	Ones		
<p style="text-align: center;"><b>Activity</b></p> <p><b>Place Value</b></p> <p>We only have 10 digits with which we make all of our numbers. These digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the place that this digit is in that determines the value of the digit. This is called place value. It is important that Kindergartners begin to understand this concept. When they say the number 23, they are saying 2 tens or twenty, plus 3 ones. Using linker cubes or straws bundled into 10s, have children create different numbers. Remind them that they can only bundle 10s. If they have more straws than 10 but less than a second 10, those straws have to remain single.</p> <p>Attached to this lesson plan is a “hopscotch” game. If possible, make it as large as you can.</p> <p>Play this game with the children collectively before allowing them to play alone.</p> <p>Place the board among the children. Ask for a volunteer to come up and take two counters, and toss them onto the hopscotch. Have the children identify which one of the numbers will be for 10s and which number will be for the 1s. Record the tens and ones on the “Tens and Ones” chart.</p> <p>Help children to bundle the straws in 10s, or count out 10 linker cubes, attaching them together. Children should build each of the numbers that they have identified on the hopscotch.</p> <p>On this day, play the game as a whole class. Tomorrow you can have the children play in pairs.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>		

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is place value?

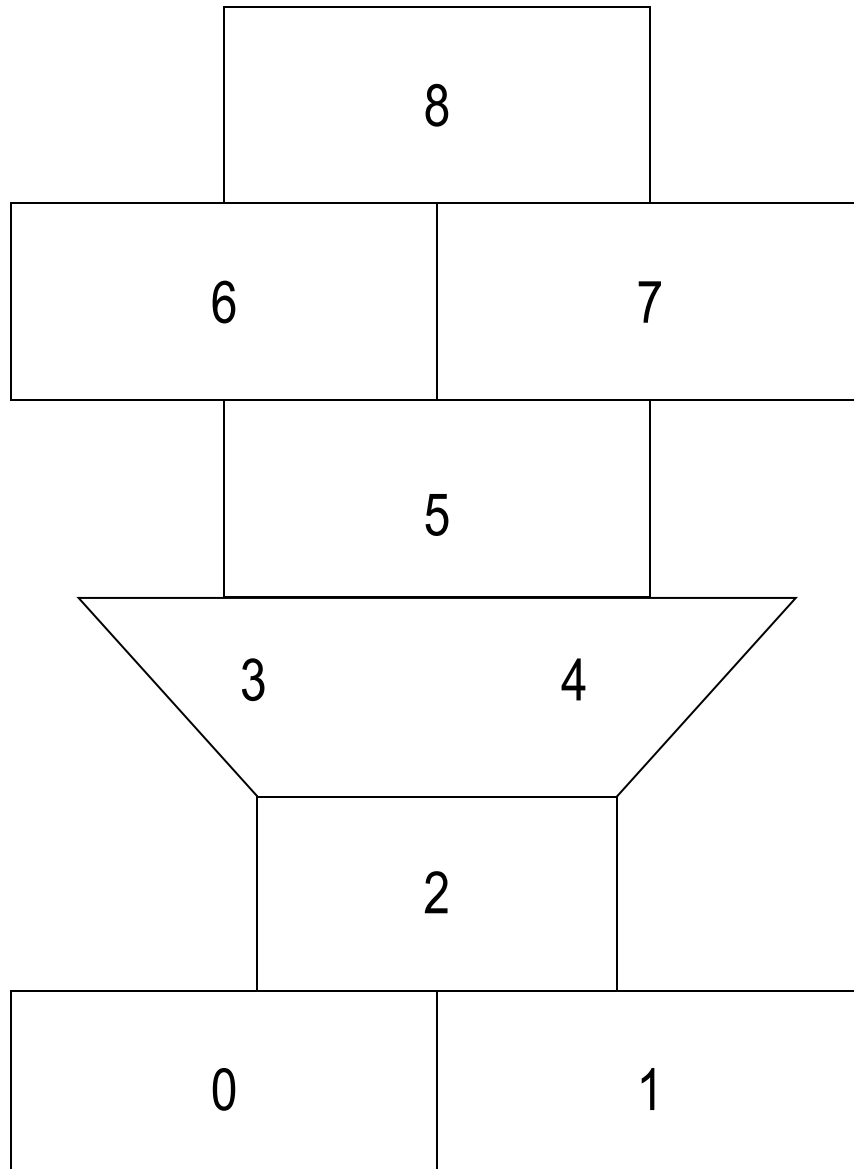
How many 10s in the number 28? How many ones?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

### Consult 4 Kids Lesson Plans

Kindergarten Hopscotch



# Consult 4 Kids Lesson Plans

## Kindergarten Hopscotch

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	How Many?
<b>Focus:</b>	Addition

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	dice
Socks (for erasers)	peanuts
Game Mat	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about addition? If you have 2 groups of paper clips and there are 5 clips in one container and 3 clips in a second container, what will happen if you put them into one container? How many will you have then? What would the number sentence look like that would describe the clips first in two containers and then in one.

### Content (the “Meat”)

#### Problem of the Day

Count backwards from 30 to 0. Count forward from 1 – 30.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

#### **Directions:**

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p>4. Child then draws that same number of stars (☆) on the white board.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: addition</b></p> <p><b>Description:</b> The term “addition” refers to the operation that combines two or more numbers to find a total. Demonstrate how you can start with a die, roll the die, and write down the number on the first die. Then repeat the process with a second die. Write that number with the first number in a number sentence. Example: first die 5, second die 3, number sentence is <math>5 + 3</math>. Then you will finish the number sentence by including the total. The number sentence would look like this: <math>5 + 3 = 8</math>. Do this several times, counting the pips and recording the number each time. Write a number sentence for each roll of the die.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Addition</b></p> <p><b>Addition</b></p> <p>Addition is the mathematical procedure of putting together two groups of items, which we represent by numbers. Addition is really counting. First you count one group and then you continue counting the second group to get a total or sum.</p> <p>Today you are going to use peanuts in a peanut shell (if you have any child allergic to peanuts you can use cereal). Demonstrate how you will create an addition number sentence by rolling dice, then counting out the number of peanuts to represent each of the dice, write the numbers in a number sentence and then count the total number of peanuts to find the sum.</p> <p>Demonstrate this several times with the children, having them come up and help you by rolling the dice, counting out the peanuts, writing the number sentence, counting the totals. After you have included the children in the process, they are ready to do this on their own.</p> <p><b>How Many?</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair two 6-sided dice, peanuts, and a game mat.</li> <li>3. Working together, children roll the dice and create number sentences for each of the problems.</li> </ol> <p><b>Note:</b> Circulate and talk with children about what they are doing.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number?

What is a letter?

Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

### Consult 4 Kids Lesson Plans

Kindergarten—How Many?

Use the peanuts to create number sentences.



Write the problems below:

## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	How Many?
<b>Focus:</b>	Addition

<b>Materials:</b>	White boards	Activity at the end of the lesson plan
	Crayolas	
	Cereal	

### Opening

**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.









**Gain prior knowledge by asking students the following questions**

What do you know about addition? If you have 2 groups of paper clips and there are 5 clips in one container and 5 clips in a second container, what will happen if you put them into one container? How many will you have then? What would the number sentence look like that would describe the clips first in two containers and then in one.

### Content (the “Meat”)

**Problem of the Day**

Look at the boxes below. Each has happy faces in it. Do they have equal number of happy faces?

How many happy faces all together?

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

**Fact Practice**  
**Counting 1:1 Correspondence**

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.</li> <li>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</li> <li>4. Child then draws that same number of suns ( ☀ ) on the white board.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: addition</b></p> <p><b>Description:</b> The term “addition” refers to the operation that combines two or more numbers to find a total. Demonstrate how you can start with a die, roll the die, and write down the number on the first die. Then repeat the process with a second die. Write that number with the first number in a number sentence. Example: first die 5, second die 3, number sentence is <math>5 + 3</math>. Then you will finish the number sentence by including the total. The number sentence would look like this: <math>5 + 3 = 8</math>. Do this several times, counting the pips and recording the number each time. Write a number sentence for each roll of the die.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Addition</b></p> <p><b>Addition</b> Addition is the mathematical procedure of putting together two groups of items, which we represent by numbers. Addition is really counting. First you count one group and then you continue counting the second group to get a total or sum.</p> <p>Today you are going to use peanuts in a peanut shell (if you have any child allergic to peanuts you can use cereal). Demonstrate how you will create an addition number sentence by rolling dice, then counting out the number of peanuts to represent each of the dice, write the numbers in a number sentence and then count the total number of peanuts to find the sum.</p> <p>Demonstrate this several times with the children, having them come up and help you by rolling the dice, counting out the peanuts, writing the number sentence, counting the totals. After you have included the children in the process, they are ready to do this on their own.</p> <p><b>How Many?</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair two 6-sided dice, peanuts, and a game mat.</li> <li>3. Working together, children roll the dice and create number sentences for each of the problems.</li> </ol> <p><b>Note:</b> Circulate and talk with children about what they are doing.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

Kindergarten—How Many?

Use the peanuts to create number sentences.



Write the problems below:

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Cups and Beans
<b>Focus:</b>	Subtraction

<b>Materials:</b>	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about subtraction? What does the word “minus” mean? In subtraction we can also say “take away”. What does that mean? When you subtract, begin with a total and then take some of them away. The difference is what you have left. Write a number on the white board, and draw the number of items that represent the number. Cross several out and count how many you have without X’s on them.

### Content (the “Meat”)

#### Problem of the Day

Copy the pattern below and then draw the next 3 shapes.

☀️ 😊 ♥♥ ☀️ 😊 ♥♥ ☀️ \_\_\_\_, \_\_\_\_, \_\_\_\_

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

#### Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

<p>that number on the white board.</p> <p>4. Child then draws that same number of squares ( <input type="checkbox"/> ) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 9, the single die is 3, number sentence is 9 - 3. Then but an x on 3 of the nine original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 9 – 3 = 6. Do this several times, recording the numbers and the number sentence for each problem.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Subtraction</b></p> <p><b>Subtraction</b></p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;"><b>6 – 3 = 3</b></p> <p>To do today’s activity you will start with a number of beans and a 2 ounce cup.</p> <p>Take a number of beans and spread them out on the table. Count the number of beans and write that number down. Take the cup and put some of the beans underneath the cup so you can no longer see them. Count the number of beans that you can still see. Write that number in the number sentence so you have the total you started with and the number you can still see, along with the subtraction sign and the equal sign:</p> <p style="text-align: center;"><b>7 – 3 =</b></p> <p>Now look underneath the cup and count the beans that are there, in this case “4”, and write the difference or answer after the equals sign.</p> <p style="text-align: center;"><b>7 – 3 = 4</b></p> <p>Repeat several times, calling children up to help work through a number of problems. Ask the children to name the steps one at a time. When you have done several problems, divide the students into pairs and give each pair a small baggie of beans and a 2 ounce Dixie cup. Have children write the problems on a white board or on paper.</p> <p>Walk around and talk with the children about what they are doing.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

- What did you like about what we did today in math?
- What would you like to do more of the next time we do math?
- When are some of the times that you would subtract?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Cups and Beans
<b>Focus:</b>	Subtraction

**Materials:**

White boards	decks of cards
Crayolas	dominoes
Socks (for erasers)	beans
Glue sticks	small cups

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about subtraction? What does the word “minus” mean? In subtraction we can also say “take away”. What does that mean? When you subtract, begin with a total and then take some of them away. The difference is what you have left. Write a number on the white board, and draw the number of items that represent the number. Cross several out and count how many you have without X’s on them.

### Content (the “Meat”)

#### Problem of the Day

Begin at 15 and count to 30. Begin at 20 and count to 30. Begin at 22 and count to 30.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

<p>4. Child then draws that same number of rectangles ( <input type="text"/> ) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 9, the single die is 3, number sentence is 9 - 3. Then but an x on 3 of the nine original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 9 – 3 = 6. Do this several times, recording the numbers and the number sentence for each problem.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Subtraction</b></p> <p><b>Subtraction</b></p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;"><b>6 – 3 = 3</b></p> <p>To do today’s activity you will start with a number of beans and a 2 ounce cup.</p> <p>Take a number of beans and spread them out on the table. Count the number of beans and write that number down. Take the cup and put some of the beans underneath the cup so you can no longer see them. Count the number of beans that you can still see. Write that number in the number sentence so you have the total you started with and the number you can still see, along with the subtraction sign and the equal sign:</p> <p style="text-align: center;"><b>7 – 3 =</b></p> <p>Now look underneath the cup and count the beans that are there, in this case “4”, and write the difference or answer after the equals sign.</p> <p style="text-align: center;"><b>7 – 3 = 4</b></p> <p>Repeat several times, calling children up to help work through a number of problems. Ask the children to name the steps one at a time. When you have done several problems, divide the students into pairs and give each pair a small baggie of beans and a 2 ounce Dixie cup. Have children write the problems on a white board or on paper.</p> <p>Walk around and talk with the children about what they are doing.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

When are some of the times that you would subtract?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



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<p>that number on the white board.</p> <p>4. Child then draws that same number of question marks ( ? ) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 10, the single die is 3, number sentence is 10 - 3. Then but an x on 3 of the ten original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 10 – 3 = 7. Do this several times, recording the numbers and the number sentence for each problem.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Subtraction</b></p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;"><b>6 – 3 = 3</b></p> <p>To do today’s activity you will start with a number of beans and one 6-sided die.</p> <p>To begin with count out 6 beans and place them on a paper. Write that number at the beginning of a number sentence. Roll the die and count the number of pips on the die. Remove that many beans from the paper. Write the number indicated on the die in the number sentence. Count the beans remaining on the paper and that becomes the answer.</p> <p style="text-align: center;"><b>6 – 2 = 4</b></p> <p>Demonstrate several more times. Invite children to come up and help you. Talk through the process, inviting children to join in and tell you what is next.</p> <p>You can also begin with 7, 8 and 9 beans. When you believe that the children are ready, have them divide into pairs. Give each pair a white board or paper, nine beans and a 6-sided die.</p> <p>While children are working on writing these number sentences, circulate and take advantage of the teachable moment.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

#### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Minus and Take Away
<b>Focus:</b>	Subtraction

**Materials:**

White boards	activity at end of the lesson plan
Crayolas	straws or macaroni
Socks (use for erasers)	shoe strings
Glue sticks	deck of cards

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about telling time. We are also going to practice some of the math skills that we will need to be excellent at math.

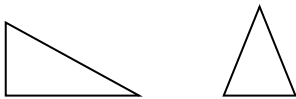
#### Gain prior knowledge by asking students the following questions

What do you know about subtraction? What does it mean to take something away? How do you write a number sentence to show that you are subtracting? When you subtract will you have or less left when you are finished subtracting? How do you know?

### Content (the “Meat”)

#### Problem of the Day

Name the two shapes below. Tell how they are alike and how they are different.



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.



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<p>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</p> <p>4. Child then draws that same number of diamonds (♦) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 10, the single die is 3, number sentence is 7 - 3. Then but an x on 3 of the ten original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 7 – 3 = 4. Do this several times, recording the numbers and the number sentence for each problem.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Subtraction</b></p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;"><b>6 – 3 = 3</b></p> <p>To do today’s activity you will start with a number of beans and one 6-sided die.</p> <p>To begin with count out 6 beans and place them on a paper. Write that number at the beginning of a number sentence. Roll the die and count the number of pips on the die. Remove that many beans from the paper. Write the number indicated on the die in the number sentence. Count the beans remaining on the paper and that becomes the answer.</p> <p style="text-align: center;"><b>6 – 2 = 4</b></p> <p>Demonstrate several more times. Invite children to come up and help you. Talk through the process, inviting children to join in and tell you what is next.</p> <p>You can also begin with 7, 8 and 9 beans. When you believe that the children are ready, have them divide into pairs. Give each pair a white board or paper, nine beans and a 6-sided die.</p> <p>While children are working on writing these number sentences, circulate and take advantage of the teachable moment.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number sentence?

What does a subtraction number sentence look like?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

**Materials:**

White boards materials you will need for all of the games you have played the past 10 days  
 Crayolas  
 Socks (use or erasers)

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

### Content (the "Meat")

#### Problem of the Day

Sally has 12 cookies on a plate. Draw a plate that has less cookies than Sally's plate.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

**Directions:**

1. Divide children into pairs.

**\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.

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<ol style="list-style-type: none"> <li>2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.</li> <li>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</li> <li>4. Child then draws that same number of musical notes (♪) on the white board.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: review the words from this week</b></p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is a review day. Students should select from the following list of activities:</p> <ul style="list-style-type: none"> <li><b>Straw Bundles</b></li> <li><b>Place Value</b></li> <li><b>How Many?</b></li> <li><b>Subtraction: Beans and Cups</b></li> <li><b>Subtraction: Beans</b></li> </ul>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?  
 What would you like to do more of the next time we do math?  
 What is a number?  
 What is a letter?  
 Are they the same?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.

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2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Count and Cover Up
<b>Focus:</b>	Subtraction

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	counters
Socks (for erasers)	beans
Pencils	cups

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
What is subtraction? What does it mean to “take away”? Does “take away” mean the same thing as minus? When would you use subtraction? Make a story to describe this number sentence: $6 - 3 = 3$ . Make a number sentence for this story: John has 3 balloons. One of them popped. How many balloons does he have left?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. Engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Romeo the cat is wearing a bracelet around each leg. How many bracelets does he have? Draw your answer.</p>	
<b>Fact Practice</b> <b>Counting 1:1 Correspondence</b>	
<p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a small (2 oz Dixie) cup of beans.</li> <li>3. Each child reaches in and takes out a handful of bean.</li> <li>4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.</li> </ol>	

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<p><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The mathematical term subtraction means to take things away. You start with a total number of items. Then you decide how to give away or remove, or put to the side, a certain number of those items. Then you count the number that are left, which is the difference, and finish by creating a number sentence. For example, <math>7 - 3 = 4</math> is a number sentence. The story could be that you have 7 trucks. You give 3 to your brother and have 4 left. Practice several subtraction problems with the children. Show them how to cover things up to indicate that they have taken them away.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Subtraction</b></p> <p><b>Count and Cover</b></p> <p>Understanding how to subtract is important for Kindergartners. Children need to understand that when you subtract you start with a total, remove a portion of the total and then end up with the difference. It is taking away one amount from a total.</p> <p>Working with the whole group demonstrate having a total amount—use counters and grab a handful and then ask children to help you count them. Write the number on the white board or chart paper. Spread the counters out on the floor or table. Using a container (you can use a plastic cup, butter tub, or inexpensive storage container, cover up some or all of the counters. Count the remaining counters. Write that number on the right hand side of the equals sign. Now lift up the cup or container, count the number of counters under is and this becomes the second number in the equation, the amount that you are removing. For example, you have 13 counters, you cover up 6 and have 7 left. That would be written in this number sentence:</p> <p>13 counters - _____ = _____</p> <p>13 counters - _____ = 7 counters</p> <p>13 counters – 6 (the ones you covered up) = 7 counters.</p> <p>Repeat several times, writing the number sentence each time, explaining, asking questions, utilizing students to help as you go.</p> <p><b>Cover Up</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, cup (or other container) and a baggie of counters (20 is plenty).</li> <li>3. Working together, pair sets out the counters, covers some of the up and then creates number sentences to describe what they did.</li> <li>4. When pairs have worked for 15 minutes, bring the group back together to share the problems they have created.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

How many do we put in a bundle? (10 items)

Count by tens to 100.

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Count and Cover Up
<b>Focus:</b>	Subtraction

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	straws
Socks (use as an eraser)	rubber bands
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

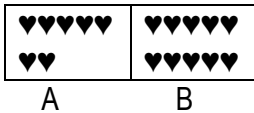
#### Gain prior knowledge by asking students the following questions

What is subtraction? What does it mean to “take away”? Does “take away” mean the same thing as minus? When would you use subtraction? Make a story to describe this number sentence:  $6 - 3 = 3$ . Make a number sentence for this story: John has 3 balloons. One of them popped. How many balloons does he have left?

### Content (the “Meat”)

#### Problem of the Day

Look at the boxes below Which box has the least number of hearts?



#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

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<p>number of beans that he/she had in the handful.</p> <p>5.</p>	
<p><b>Math Vocabulary</b></p> <p><b>Word for Today: subtraction</b></p> <p><b>Description:</b> The mathematical term subtraction means to take things away. You start with a total number of items. Then you decide how to give away or remove, or put to the side, a certain number of those items. Then you count the number that are left, which is the difference, and finish by creating a number sentence. For example, <math>7 - 3 = 4</math> is a number sentence. The story could be that you have 7 trucks. You give 3 to your brother and have 4 left. Practice several subtraction problems with the children. Show them how to cover things up to indicate that they have taken them away.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Subtraction</b></p> <p><b>Count and Cover</b></p> <p>Understanding how to subtract is important for Kindergartners. Children need to understand that when you subtract you start with a total, remove a portion of the total and then end up with the difference. It is taking away one amount from a total. Working with the whole group demonstrate having a total amount—use counters and grab a handful and then ask children to help you count them. Write the number on the white board or chart paper. Spread the counters out on the floor or table. Using a container (you can use a plastic cup, butter tub, or inexpensive storage container, cover up some or all of the counters. Count the remaining counters. Write that number on the right hand side of the equals sign. Now lift up the cup or container, count the number of counters under is and this becomes the second number in the equation, the amount that you are removing. For example, you have 13 counters, you cover up 6 and have 7 left. That would be written in this number sentence:</p> <p>13 counters - _____ = _____</p> <p>13 counters - _____ = 7 counters</p> <p>13 counters – 6 (the ones you covered up) = 7 counters.</p> <p>Repeat several times, writing the number sentence each time, explaining, asking questions, utilizing students to help as you go.</p> <p><b>Cover Up</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a white board, cup (or other container) and a baggie of counters (20 is plenty).</li> <li>3. Working together, pair sets out the counters, covers some of the up and then creates number sentences to describe what they did.</li> <li>4. When pairs have worked for 15 minutes, bring the group back together to share the problems they have created.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



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<p><b>Math Vocabulary</b></p> <p><b>Word for Today: geometry</b></p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Geometry</b></p> <p><b>Sorting Shapes</b></p> <p>Shapes have attributes. They can have 3 sides, 4 sides, no sides, they can be large, medium, or small, and they can also be a variety of colors. Recognizing the different attributes of something allows you to sort those items in a number of ways.</p> <p>Create a set of the shapes the students will be working with of your own for demonstration purposes. It is strongly suggested that you duplicate the shapes on white card stock. Select 3 colors (green, red, yellow) and color the shapes one of those colors. Then cut out the shapes so you can manipulate them easily. (This is exactly what the children will do. It is suggested that you have all of the shapes colored and cut out except one, explain how you selected your 3 colors, and then color the shape and cut it out.)</p> <p>Then ask the children how you might sort the shapes. (Hopefully they will say color, size, shape at the minimum). Demonstrate how to sort the shapes, asking the children to help you out. Once you have the shapes sorted onto a paper mat, trace around each shape, pick it up and then color the shape you have traced. Continue until you have a graph of how you sorted the shapes.</p> <p>After going through the process, explain to children that they are going to work in pairs to do exactly the same thing.</p> <p>Give each student a shape card, three crayons, and scissors, as well as a large piece of paper to create the graph on.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

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### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is place value?

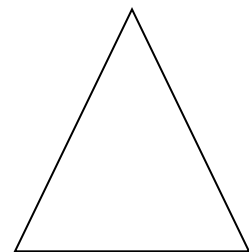
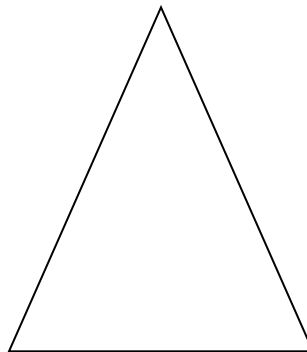
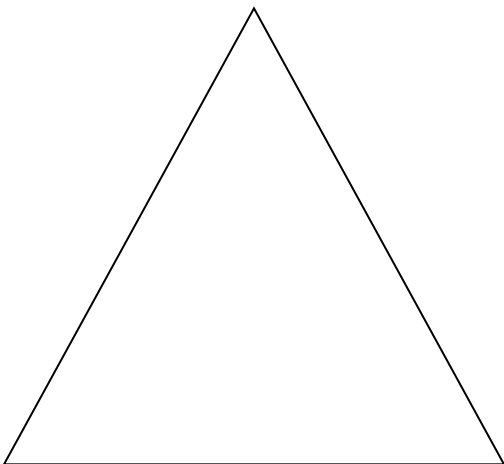
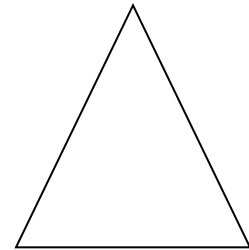
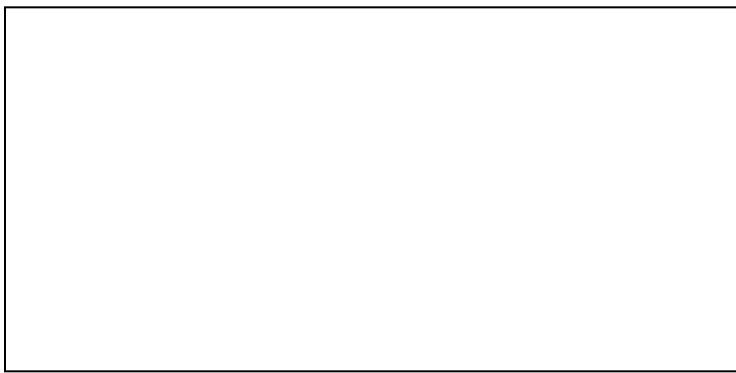
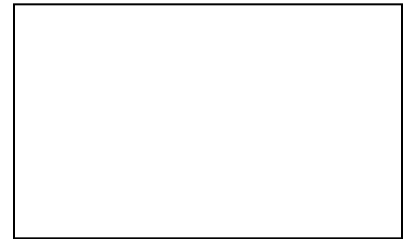
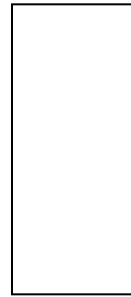
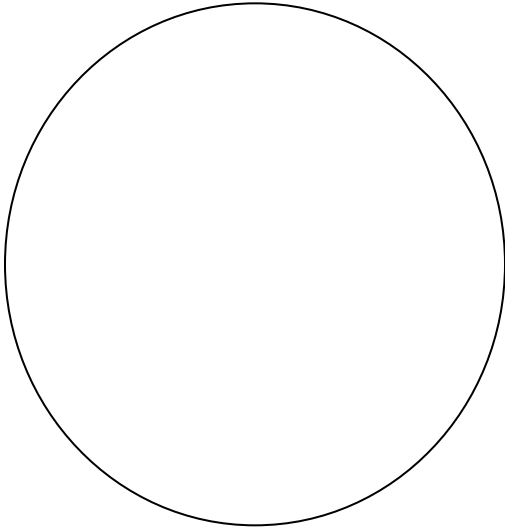
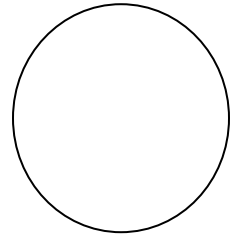
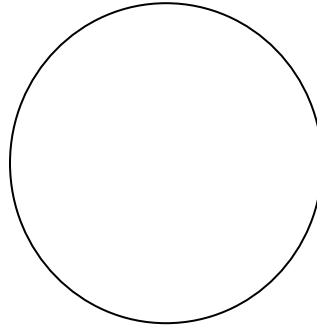
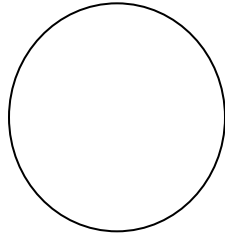
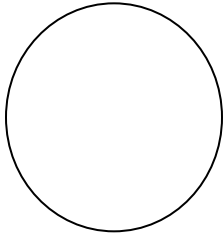
How many 10s in the number 28? How many ones?

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Kindergarten—Sorting Shapes





## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Sorting Shapes
<b>Focus:</b>	Geometry

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	beans and cups
Socks (for erasers)	scissors
Glue sticks	

Opening
<b>State the objective</b>
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
<b>Gain prior knowledge by asking students the following questions</b>
Name several different shapes and draw them on the white board. When we study shapes we are studying geometry. Geometry is all about shapes. What shape has 3 sides? What shape has no sides? What shape has 4 sides?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Copy the pattern below and then draw the next 3 shapes.</p> <p style="text-align: center;">☀ ☀ ☺ ☺ ☀ ☀ ☺ ☺ ☀, ____, ____</p>	
<b>Fact Practice</b>	
<b>Counting 1:1 Correspondence</b>	
<p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> <li>2. Give each pair a small (2 oz Dixie) cup of beans.</li> <li>3. Each child reaches in and takes out a handful of bean.</li> <li>4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.</li> </ol>	

## Consult 4 Kids Lesson Plans

<p><b>Math Vocabulary</b></p> <p><b>Word for Today: geometry</b></p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity</b></p> <p><b>Geometry</b></p> <p><b>Sorting Shapes</b></p> <p>Shapes have attributes. They can have 3 sides, 4 sides, no sides, they can be large, medium, or small, and they can also be a variety of colors. Recognizing the different attributes of something allows you to sort those items in a number of ways.</p> <p>Create a set of the shapes the students will be working with of your own for demonstration purposes. It is strongly suggested that you duplicate the shapes on white card stock. Select 3 colors (green, red, yellow) and color the shapes one of those colors. Then cut out the shapes so you can manipulate them easily. (This is exactly what the children will do. It is suggested that you have all of the shapes colored and cut out except one, explain how you selected your 3 colors, and then color the shape and cut it out.)</p> <p>Then ask the children how you might sort the shapes. (Hopefully they will say color, size, shape at the minimum). Demonstrate how to sort the shapes, asking the children to help you out. Once you have the shapes sorted onto a paper mat, trace around each shape, pick it up and then color the shape you have traced. Continue until you have a graph of how you sorted the shapes.</p> <p>After going through the process, explain to children that they are going to work in pairs to do exactly the same thing.</p> <p>Give each student a shape card, three crayons, and scissors, as well as a large piece of paper to create the graph on.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is place value?

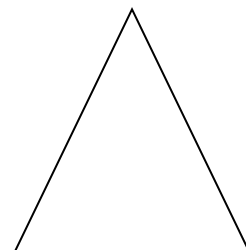
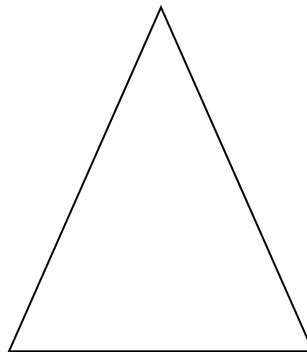
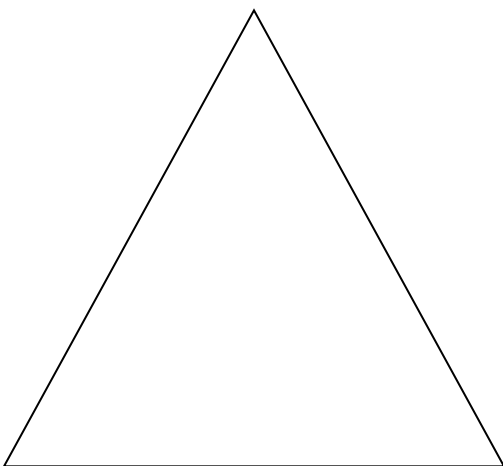
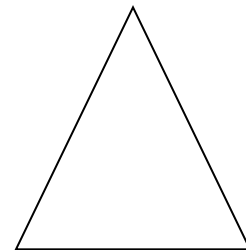
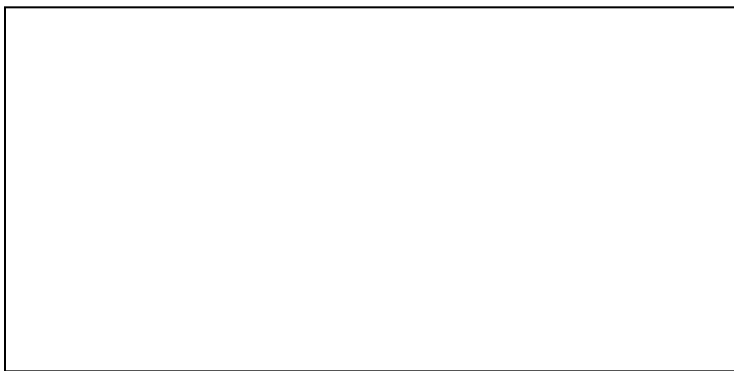
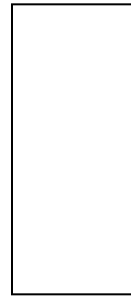
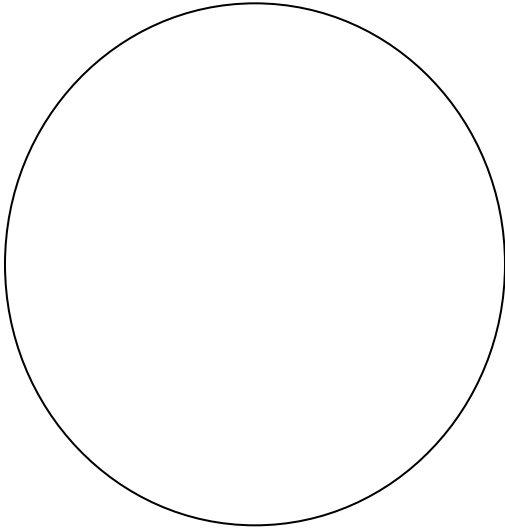
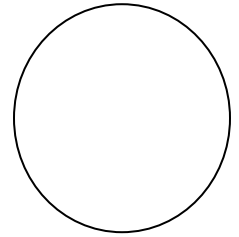
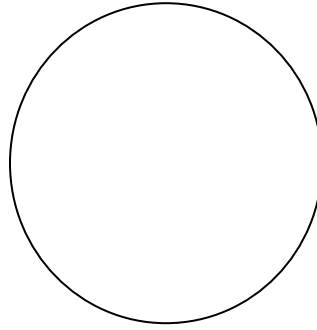
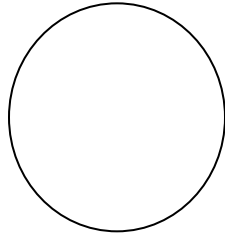
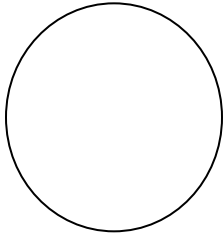
How many 10s in the number 28? How many ones?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Kindergarten—Sorting Shapes



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Shape Pictures
<b>Focus:</b>	Geometry

**Materials:**

White boards	Activity at the end of the lesson plan
Crayolas	construction paper
Socks (for erasers)	scissors
Game Mat	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

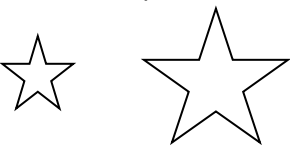
#### Gain prior knowledge by asking students the following questions

Name several different shapes and draw them on the white board. When we study shapes we are studying geometry. Geometry is all about shapes. What shape has 3 sides? What shape has no sides? What shape has 4 sides?

### Content (the “Meat”)

#### Problem of the Day

Look at the pictures. Which star is bigger? How can you tell?



#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

## Consult 4 Kids Lesson Plans

<p>number of beans that he/she had in the handful.</p>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: geometry</b></p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p> <p>Sometimes you can combine shapes to make a picture. Which shapes would you like to put together to make something?</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity Geometry</b></p> <p><b>Shape Pictures</b></p> <p>Creating art from shapes is always interesting. Give students the Shape sheet from yesterday and tell them that today they are going to create a picture by cutting out the shapes, coloring them as they see fit, and then gluing them into a picture on a piece of colored construction paper.</p> <p>Demonstrate how they may use these shapes to create a picture.</p> <p>Give students crayons, shape sheet, background paper, scissors and glue. Student will work on his/her own for this activity.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

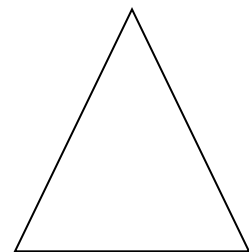
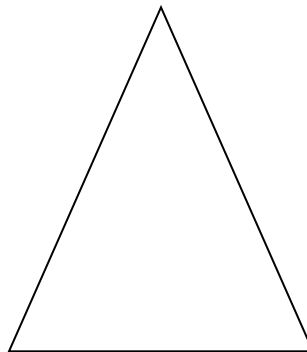
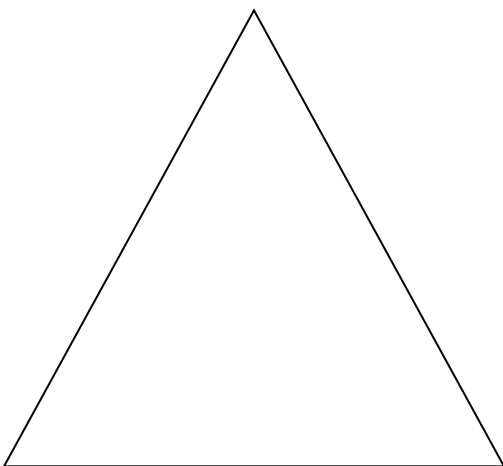
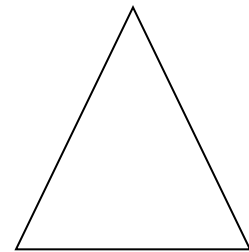
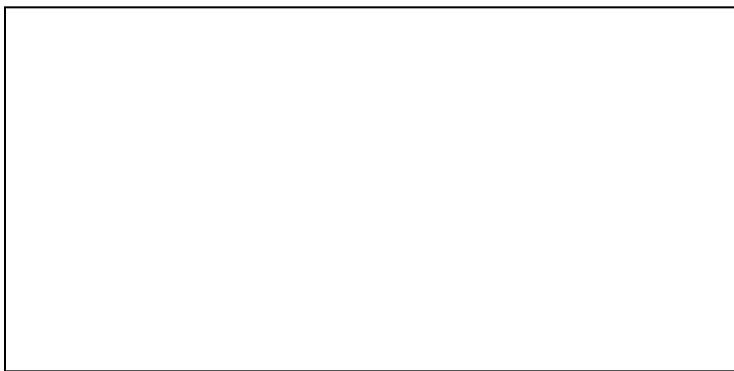
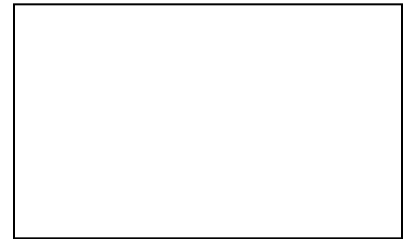
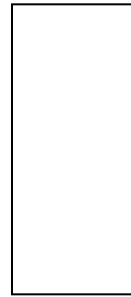
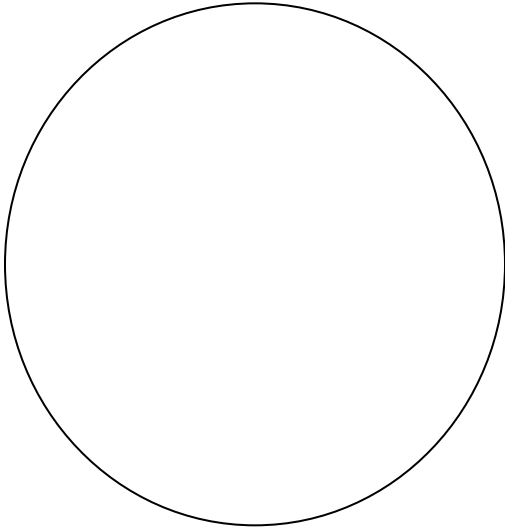
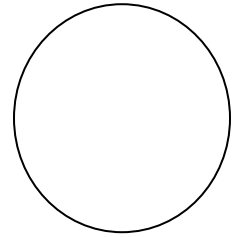
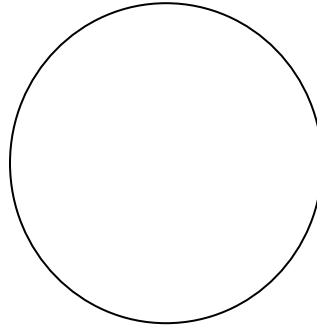
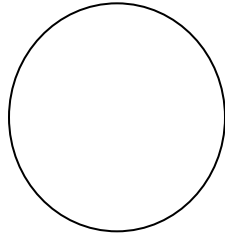
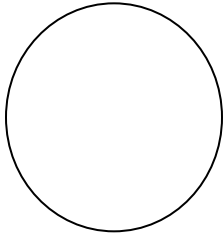
## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Kindergarten—Sorting Shapes





## Consult 4 Kids Lesson Plans

<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Shape Pictures
<b>Focus:</b>	Geometry

**Materials:**

White boards Activity at the end of the lesson plan  
 Crayolas  
 Cereal

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

Name several different shapes and draw them on the white board. When we study shapes we are studying geometry. Geometry is all about shapes. What shape has 3 sides? What shape has no sides? What shape has 4 sides?

### Content (the “Meat”)

#### Problem of the Day

Jill has 4 stars. Jorge has 3 stars. How many stars do they have all together? Draw a picture to show your answer.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

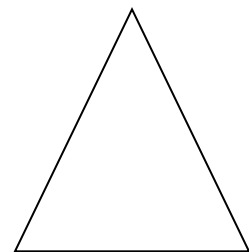
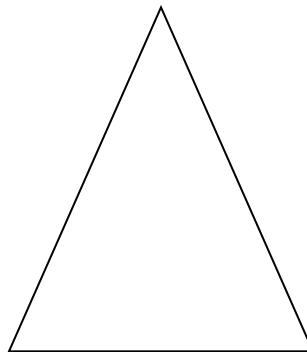
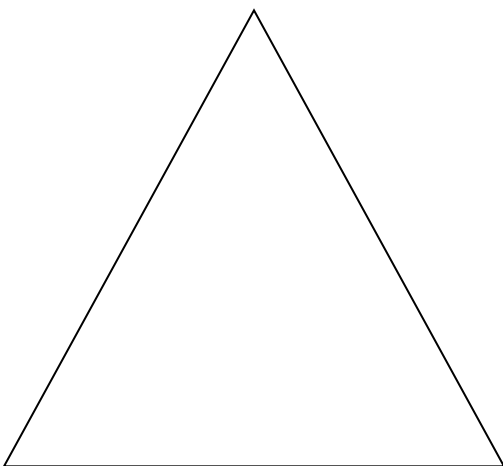
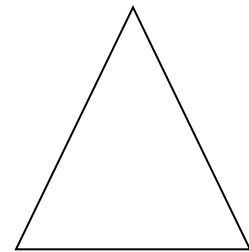
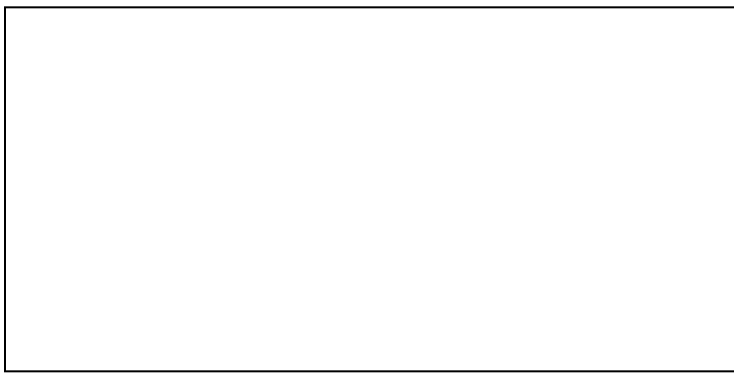
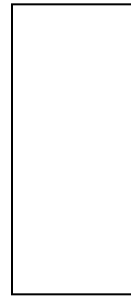
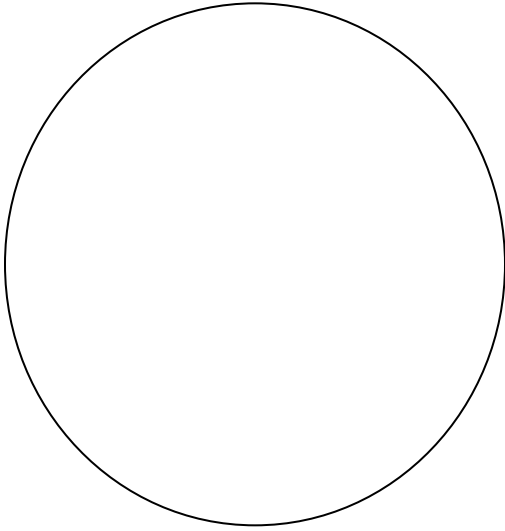
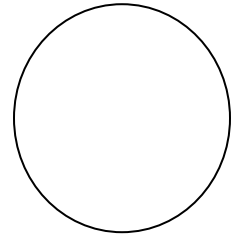
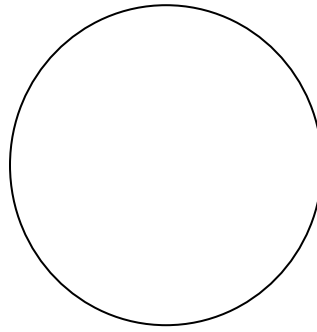
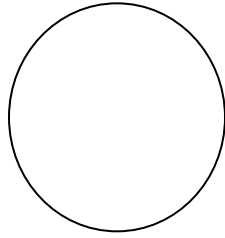
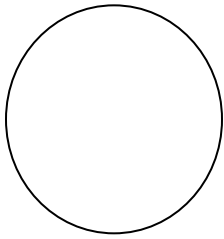
<p><b>Math Vocabulary</b></p> <p><b>Word for Today: geometry</b></p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p> <p>Sometimes you can combine shapes to make a picture. Which shapes would you like to put together to make something?</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p><b>Activity Geometry</b></p> <p><b>Shape Pictures</b></p> <p>Creating art from shapes is always interesting. Give students the Shape sheet from yesterday and tell them that today they are going to create a picture by cutting out the shapes, coloring them as they see fit, and then gluing them into a picture on a piece of colored construction paper.</p> <p>Demonstrate how they may use these shapes to create a picture.</p> <p>Give students crayons, shape sheet, background paper, scissors and glue. Student will work on his/her own for this activity.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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Consult 4 Kids Lesson Plans

Kindergarten—Sorting Shapes



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Goofy Critters
<b>Focus:</b>	Number

**Materials:**

White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting? When you count, what number do you usually start with? How many eyes do you have? If you had 3 eyes, where do you think you would put the third one? How many legs do you have? What if you had 4 legs, where would you put the other two? Today you are going to create a goofy critter that may end up with eyes in odd places.

### Content (the “Meat”)

#### Problem of the Day

Copy and complete the list of numbers. How did you know what the missing numbers are?

21, \_\_\_\_, 23, 24, \_\_\_\_, 26, 27, \_\_\_\_, \_\_\_\_, 30.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the

## Consult 4 Kids Lesson Plans

<p>number of beans that he/she had in the handful.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: counting</b></p> <p><b>Description:</b> Today you and the kindergartners are going to practice counting. Practice counting to 30. Count backwards for 10 to 0. Start at 5 and count to 15. Continue with this activity for about 5 minutes. Then ask one of the kindergartners to come up and draw a shape on the board that could be a head. Review the Goofy Critter chart with the children. Talk about how many of each item you have to draw onto the Goofy Critter head. Roll the dice and count the pips. Then find the corresponding number on the chart and decide where to draw that item on the head. Repeat several times so students are prepared to draw on their own.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p><b>Goofy Critters</b></p> <p>Today children are going to have fun creating a Goofy Critter by add the parts to the head as they roll the dice and determine which part they need to add to their drawing. Demonstrate how to roll the dice and locate the number on the grid and then add that body part to the Goofy Critter.</p> <p><b>Goody Critter</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Draw a Goofy Critter head on your white board.</li> <li>2. Review the chart with parts to draw when you roll certain numbers.</li> <li>3. Roll the dice and count the number of spots.</li> <li>4. Find the number on the chart and draw the Goofy Critter parts it tells you to draw.</li> <li>5. You might not be able to put the part in the “right” place, but you must put it on the parts of the Goody Critter that you have.</li> <li>6. Share your Goofy Critter with the rest of the class.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<ul style="list-style-type: none"> <li>• What did you like about what we did today in math?</li> <li>• What would you like to do more of the next time we do math?</li> <li>• When are some of the times that you would subtract?</li> </ul>





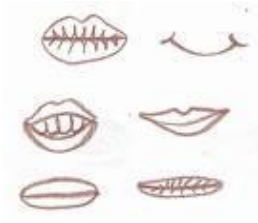

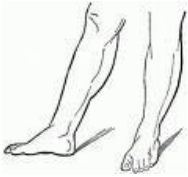


## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Kindergarten Goofy Critter

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
<p>head</p>  <p>6</p>	<p>mouth</p>  <p>7</p>	<p>8</p> 
<p>legs</p>  <p>9-10</p>	<p>antenna</p>  <p>11</p>	<p>dots</p>  <p>12</p>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Goofy Critters
<b>Focus:</b>	Counting

**Materials:**

White boards	decks of cards
Crayolas	dominoes
Socks (for erasers)	beans
Glue sticks	small cups

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What do you know about counting? When you count, what number do you usually start with? How many eyes do you have? If you had 3 eyes, where do you think you would put the third one? How many legs do you have? What if you had 4 legs, where would you put the other two? Today you are going to create a goofy critter that may end up with eyes in odd places.

### Content (the “Meat”)

#### Problem of the Day

Look at the ten frame below. How many more hearts are needed to make ten?

♥	♥	♥	♥	♥
♥				

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

When possible, engage students in a “teach to learn” opportunity and have the



## Consult 4 Kids Lesson Plans

<p>number of beans that he/she had in the handful.</p>	<p>student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: counting</b></p> <p><b>Description:</b> Today you and the kindergartners are going to practice counting. Practice counting to 30. Count backwards for 10 to 0. Start at 5 and count to 15. Continue with this activity for about 5 minutes. Then ask one of the kindergartners to come up and draw a shape on the board that could be a head. Review the Goofy Critter chart with the children. Talk about how many of each item you have to draw onto the Goofy Critter head. Roll the dice and count the pips. Then find the corresponding number on the chart and decide where to draw that item on the head. Repeat several times so students are prepared to draw on their own.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Goofy Critters</b></p> <p><b>Goofy Critters</b> Today children are going to have fun creating a Goofy Critter by add the parts to the head as they roll the dice and determine which part they need to add to their drawing. Demonstrate how to roll the dice and locate the number on the grid and then add that body part to the Goofy Critter.</p> <p><b>Goody Critter</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Draw a Goofy Critter head on your white board.</li> <li>2. Review the chart with parts to draw when you roll certain numbers.</li> <li>3. Roll the dice and count the number of spots.</li> <li>4. Find the number on the chart and draw the Goofy Critter parts it tells you to draw</li> <li>5. You might not be able to put the part in the “right” place, but you must put it on the parts of the Goody Critter that you have.</li> <li>6. Share your Goofy Critter with the rest of the class.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?





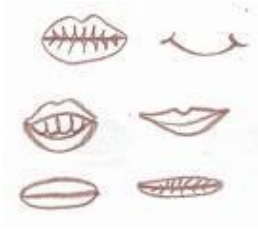

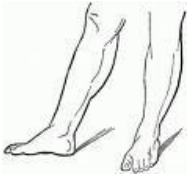


When are some of the times that you would subtract?

#### **Reflection (Confirm, Tweak, Aha!)**

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

Consult 4 Kids Lesson Plans

Kindergarten Goofy Critter

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Match 'Em
<b>Focus:</b>	Comparing Numbers

**Materials:**

White boards	activity at end of the lesson plan
Crayolas	dominoes (Double 9)
Socks (use for erasers)	
Glue sticks	

### Opening

#### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

#### Gain prior knowledge by asking students the following questions

What does it mean to compare? What does it mean to find a match? Ask them how matching numerals with items works. Ask them to give you the steps they go through to match a number with items.

### Content (the “Meat”)

#### Problem of the Day

Kim has 4 white sock and 12 blue socks. If he reaches into his sock drawer, which color is he likely to pull out? Explain your thinking.

#### Fact Practice Counting 1:1 Correspondence

Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

**Directions:**

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

#### \*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: compare—match</b></p> <p><b>Description:</b> The term compare or match means that you are looking for things that are alike. Ask children to compare or match things that they can see in the classroom. Show the children a set of dominoes (suggest that you use Double 9s). Pass out dominoes to the students. Ask them to find someone that they match with. Tell them they may need to compare the domino ends with several before they find the exact match. Once they have found a match, ask the children to link arms. Help one pair of children link to another pair or children. Explain how they will play a game that requires them to do this.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Comparing Numbers</b></p> <p><b>Comparing Numbers</b></p> <p>It is important that students learn how to compare or match numbers and values. Today students are going to play a version of dominoes. They will take turns trying to match the end of one of the dominoes to one that they have in their hand. Demonstrate the game with dominoes for the entire group. It is suggested that you use either a regular set of dominoes or you use the paper dominoes attached to this lesson plan.</p> <p><b>Match ‘Em</b> <b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the dominoes face down in the center of the table.</li> <li>2. Each player takes 5 dominoes and stands them up so they can see the pips.</li> <li>3. One domino is selected from the pile in the center and placed face-up in the center.</li> <li>4. Players take turns trying to “match” one end of their domino to one of the ends of the domino(es) that are in play.</li> <li>5. If the player cannot play, he/she draws a domino from the pile and loses his/her turn to Player 2.</li> <li>6. Game continues until all plays have been made.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number that is one less than 13? One less than 8? One less than 16?

## Consult 4 Kids Lesson Plans

### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.



## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair a small (2 oz Dixie) cup of beans.</li> <li>3. Each child reaches in and takes out a handful of bean.</li> <li>4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.</li> </ol>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: compare—match</b></p> <p><b>Description:</b> The term compare or match means that you are looking for things that are alike. Ask children to compare or match things that they can see in the classroom. Show the children a set of dominoes (suggest that you use Double 9s). Pass out dominoes to the students. Ask them to find someone that they match with. Tell them they may need to compare the domino ends with several before they find the exact match. Once they have found a match, ask the children to link arms. Help one pair of children link to another pair or children. Explain how they will play a game that requires them to do this.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b> <b>Comparing Numbers</b></p> <p><b>Comparing Numbers</b></p> <p>It is important that students learn how to compare or match numbers and values. Today students are going to play a version of dominoes. They will take turns trying to match the end of one of the dominoes to one that they have in their hand. Demonstrate the game with dominoes for the entire group. It is suggested that you use either a regular set of dominoes or you use the paper dominoes attached to this lesson plan.</p> <p><b>Match ‘Em</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Place the dominoes face down in the center of the table.</li> <li>2. Each player takes 5 dominoes and stands them up so they can see the pips.</li> <li>3. One domino is selected from the pile in the center and placed face-up in the center.</li> <li>4. Players take turns trying to “match” one end of their domino to one of the ends of the domino(es) that are in play.</li> <li>5. If the player cannot play, he/she draws a domino from the pile and loses his/her turn to Player 2.</li> <li>6. Game continues until all plays have been made.</li> </ol>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>



## Consult 4 Kids Lesson Plans

### Closing

#### Review

Say:

- Please recap what we did today.
- Did we achieve our objectives?

#### Debrief

What did you like about what we did today in math?

What would you like to do more of the next time we do math?

What is a number sentence?

What does a subtraction number sentence look like?

#### Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Math Fun! Lesson #11
<b>Focus:</b>	Review

<p><b>Materials:</b>          White boards          Crayolas          Socks (use or erasers)</p>	<p>materials you will need for all of the games you have played the past 10 days</p>
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<b>Opening</b>
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**State the objective**

Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.

**Gain prior knowledge by asking students the following questions**

Count from 10-1 backwards  
 Count from 20 backwards  
 Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7  
 Count from 1-10 forwards  
 Count from 1-20 forward  
 Practice the Penny, Nickel, Dime, and Quarter Chants  
 Count by 10's to 100  
 Count by 5's to 50

<b>Content (the “Meat”)</b>
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<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Penny has 11 cupcakes on a plate. Draw a plate that has more cupcakes than Penny’s plate.</p>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p>
<p style="text-align: center;"><b>Fact Practice</b>  <b>Counting 1:1 Correspondence</b></p> <p>Today you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represent a physical number of objects. Today, we will ask children to represent a certain number by drawing out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.</p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide children into pairs.</li> </ol>	

## Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> <li>2. Give each pair a small (2 oz Dixie) cup of beans.</li> <li>3. Each child reaches in and takes out a handful of bean.</li> <li>4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.</li> </ol>	
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for Today: review the words from this week</b></p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;"><b>Activity</b></p> <p>Today is a review lesson. Students should choose from the following activities:</p> <ul style="list-style-type: none"> <li><b>Cover Up</b></li> <li><b>Sorting Shapes</b></li> <li><b>Shape Pictures</b></li> <li><b>Goofy Critters</b></li> <li><b>Comparing Numbers</b></li> </ul>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<p style="text-align: center;"><b>Review</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>

<p style="text-align: center;"><b>Debrief</b></p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>
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<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> </ol>
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## Consult 4 Kids Lesson Plans

3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (Tweak)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.