

Consult 4 Kids Lesson Plans

| | |
|----------------------|--------------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Counting Poster One More |
| Focus: | Counting—One More |

| | |
|-------------------|---|
| Materials: | |
| 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 |
|---|
| 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 |
| <p>What do you know about math?</p> <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>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") | |
|--|--|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</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> | |
| Fact Practice The Poster | |
| <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>The Posters</p> <p>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, 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>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</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>Directions 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>Make the poster. 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;">Math Vocabulary</p> <p>Word for Today: size</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;">Activity One More</p> <p>Review 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>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.</p> <p>Materials: Deck of Cards (remove face cards and jokers)</p> <p>Players: 2-4</p> <p>Directions:</p> <ol style="list-style-type: none"> 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 | <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>card Player 1 started with." Example: "3 is one more than 2."</p> <ol style="list-style-type: none"> 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 |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <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>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

| | |
|----------------------|-----------------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | The Poster and Memory Match |
| Focus: | Number Sense |

| | |
|-------------------|--|
| Materials: | |
| 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 |
|--|
| 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 |
| <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") | |
|---|---|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</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> | |
| Fact Practice The Poster | |
| <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>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, 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>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:</p> <p>Directions 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>Make the poster. 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;">Math Vocabulary</p> <p>Word for Today: 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;">Activity Memory Match</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>Purpose of the game: Practice recognizing the numbers between 1 and 10.</p> <p>Materials: Deck of Cards for each pair of students (remove face cards and jokers)</p> <p>Players: 2-4</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Shuffle the cards. | <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

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



| | |
|----------------------|---------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Shape Concentration |
| Focus: | Geometry |

| | |
|-------------------|--|
| Materials: | |
| 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 |
|---|
| 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 |
| <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") | |
|--|---|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</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> | |
| Fact Practice: The Poster | |
| <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>The Posters</p> <p>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, 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>Writing the number: 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>Directions for writing the number 1: Begin at the top and draw a line straight down.</p> <p>Make the poster. 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;">Math Vocabulary</p> <p>Word for Today: same</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;">Activity Shape Concentration</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>Materials: Shape cards at the end of this lesson plan (1 set for every 2-3 players)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place game pieces face down in a grid (like Concentration). 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. 3. Second player repeats step 2. | <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?

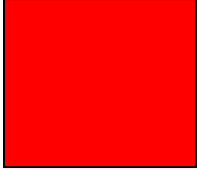

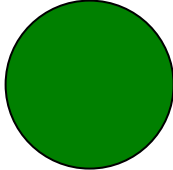
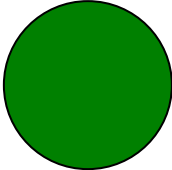
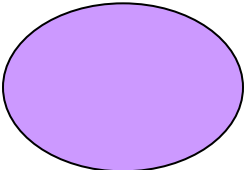
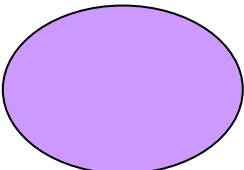


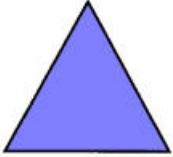
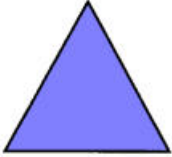


Are they the same?



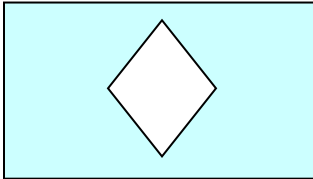
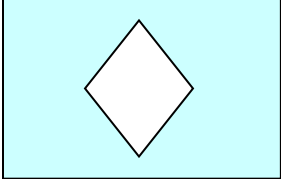
Reflection (Confirm, Tweak, Aha!)

- 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

| | | | |
|---|---|--|---|
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

| | | | |
|---|---|--|---|
|  |  |  |  |
|---|---|--|---|

Consult 4 Kids Lesson Plans




Consult 4 Kids Lesson Plans

| | |
|----------------------|------------------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Size and Shape Concentration |
| Focus: | Geometry |

| | |
|-------------------|--|
| Materials: | |
| 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 |
|---|
| 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 |
| <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;">Problem of the Day</p> <p>How would you sort these shapes? Explain what you are thinking.</p> <div style="text-align: center;">  </div> | <p>*Activity → Teachable Moment(s) throughout</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 style="text-align: center;">Fact Practice</p> <p style="text-align: center;">The Poster</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>The Posters</p> <p>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,</p> | |

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>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:</p> <p>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: size</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;">Activity Shape Concentration</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>Shape Concentration Materials: Shape cards at the end of this lesson plan (1 set for every 2-3 players) Directions: 1. Place game pieces face down in a grid (like Concentration).</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

| | |
|--|--|
| 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. 3. Second player repeats step 2. | |
|--|--|

| Closing |
|--|
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <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? Name several different shapes. What are some ways you try to remember when you are playing "Concentration"?</p> |

| |
|---|
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

| | |
|----------------------|-----------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Strange Monster |
| Focus: | Counting |

| | |
|-------------------|--|
| Materials: | |
| 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>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:</p> <p>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: week</p> <p>A week consists of the 7 days. Each day is 24 hours long. The names of the days are:</p> <p>Sunday (arms up over head, hands together (palm-to-palm like a steeple))</p> <p>Monday (left arm stay up, right arm comes down and extends straight from the shoulder)</p> <p>Tuesday (left arm come down and extends from the shoulder to match the right arm)</p> <p>Wednesday (right arm down, placing hand on waist, left arm stays extended)</p> <p>Thursday (left arm down, placing hand on waist, matching the right arm)</p> <p>Friday (both arms go straight down on the day Friday)</p> <p>Saturday (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;">Activity</p> <p>Strange Monster</p> <p>Materials: Two, six-sided dice per group White board Vis-à-vis pens Strange Monster Part Chart</p> <p>Players: 2-4</p> <p>Purpose of the game: Practice recognizing the numbers between 1 and 10 and the number that is 1 less.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Draw a monster head on your white board. 2. Review the chart with parts to draw when you roll certain numbers. | <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"> 3. Roll the dice and count the number of spots. 4. Find the number on the chart and draw the monster parts it tells you to draw. 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. 6. Share your Strange Monster with the rest of the class. | |
|---|--|

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?





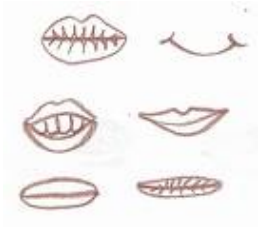


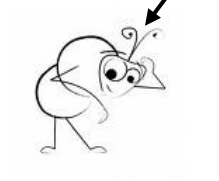

What is a letter?

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



| | |
|----|--|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

Consult 4 Kids Lesson Plans

| | |
|----------------------|--|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Days of the Week Cheer and Strange Monster |
| Focus: | Counting |

| | |
|-------------------|--|
| Materials: | |
| 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 |
|---|
| 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? |
| 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;">Problem of the Day</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>*Activity → Teachable Moment(s) throughout</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>Fact Practice The Poster</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>The Posters</p> <p>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, 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>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:</p> <p>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: week</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>Sunday (arms up over head, hands together (palm-to-palm like a steeple))</p> <p>Monday (left arm stay up, right arm comes down and extends straight from the shoulder)</p> <p>Tuesday (left arm come down and extends from the shoulder to match the right arm)</p> <p>Wednesday (right arm down, placing hand on waist, left arm stays extended)</p> <p>Thursday (left arm down, placing hand on waist, matching the right arm)</p> <p>Friday (both arms go straight down on the day Friday)</p> <p>Saturday (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;">Activity</p> <p style="text-align: center;">Strange Monster</p> <p>Review 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> |





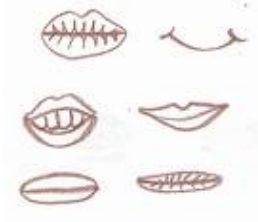


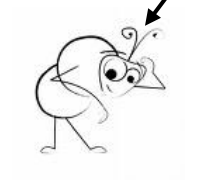

Consult 4 Kids Lesson Plans

| | |
|---|--|
| and roll the dice. When you have finished, have children divide into pairs and play the game. | |
|---|--|

| Closing |
|---|
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <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>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

| | |
|----|--|
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |
| 9 | |
| 10 | |
| 11 | |
| 12 | |

Consult 4 Kids Lesson Plans

| | |
|----------------------|--------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Draw It |
| Focus: | Math |

| | |
|-------------------|--|
| Materials: | |
| White boards | dice |
| Crayolas | poster paper |
| 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 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") | |
|--|--|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</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> | |
| Fact Practice The Poster | |
| <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>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, 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>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</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: Directions 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. Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: day 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 a stands for "ante" which means before, and the p stands for post which means after. The m 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;">Activity Draw It!</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>Materials: One six-sided dice per child White board Vis-à-vis pens</p> <p>Players: 2-4 Purpose of the game: Practice representing the numbers between 1 and 6. Directions:</p> <ol style="list-style-type: none"> 1. Each child rolls his/her die. 2. Child counts the number of dots. 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. 4. Child then writes the number that was on his/her dice. 5. Children share the white boards with one another. | <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

| | |
|----------------------|--------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Draw It #2 |
| Focus: | Counting |

| | |
|-------------------|---|
| Materials: | |
| 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 |
|--|
| 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: 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") | |
|--|--|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</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> | |
| Fact Practice The Poster | |
| <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>The Posters</p> <p>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, 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>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:</p> <p>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: day</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;">Activity Draw It!</p> <p>Review 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

| | |
|----------------------|---------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Ring The Bell |
| Focus: | Counting |

| | |
|-------------------|--|
| Materials: | |
| 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 |
|---|
| 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 |
| <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;">Problem of the Day</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>*Activity → Teachable Moment(s) throughout</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;">Fact Practice The Poster</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>The Posters</p> | |

Consult 4 Kids Lesson Plans

| | |
|--|--|
| <p>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, 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>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:</p> <p>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: between</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;">Activity</p> <p style="text-align: center;">Ring the Bell</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>Materials: 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>Players: 2-4</p> <p>Purpose of the game: Practice counting the numbers between 1 and 6.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place the Ring The Bell game board in the center of the table. 2. Give each player a marker (this can be a piece of different colored paper) 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. 4. The second player says "Go!" and the first player lifts the cup for 1-2 seconds then recovers the die. 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. 6. If the player lands on a "slide", he/she moves to the bell attached to the slide. 7. Player who reaches the finish square first, wins. | |
|--|--|

| Closing |
|--|
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <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>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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

Ring The Bell Game Board

START



| | | | | | | | | |
|--|---------|--|--|--|--|--|--|--|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | ←Finish | | | | | | | |

Consult 4 Kids Lesson Plans



| | |
|----------------------|--------------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Poster and Ring the Bell |
| Focus: | Counting |

| | |
|-------------------|--|
| Materials: | |
| White boards | dice |
| Crayolas | poster paper |
| 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 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;">Problem of the Day</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>*Activity → Teachable Moment(s) throughout</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 style="text-align: center;">Fact Practice The Poster</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>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, 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>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</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>Directions 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>Make the poster: 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;">Math Vocabulary</p> <p>Word for Today: between</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;">Activity</p> <p style="text-align: center;">Ring The Bell</p> <p>Review 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> |



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

| | |
|----------------------|-------------------------|
| Component: | Math |
| Grade Level: | Kindergarten |
| Lesson Title: | Student Activity Choice |
| Focus: | 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") | |
|---|---|
| <p style="text-align: center;">Problem of the Day</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 picture below. Which one does not belong? Tell why you think that.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;">  </div> <div style="margin-right: 10px;">3</div> <div style="margin-right: 10px;">four</div> <div>4</div> </div> | <p>*Activity → Teachable Moment(s) throughout</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;">Fact Practice The Poster</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</p> | |

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>The Posters</p> <p>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, 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>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:</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;">Math Vocabulary</p> <p>Word for Today: yesterday</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;">Activity Student Choice</p> <p>Review 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.