

## 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
<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 5, 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.</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>Take a look at the number below. Which one doesn't belong? How do you know.</p> <div style="display: flex; align-items: center; margin-top: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <p style="margin: 0;">••</p> <p style="margin: 0;">•</p> <p style="margin: 0;">••</p> </div> <div style="margin-right: 10px;"> <p>five 5</p> </div> <div style="margin-right: 10px;"> <p>2</p> </div> </div>	
<b>Fact Practice</b>	
<b>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>	

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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!)**


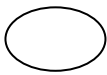
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them. (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>	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
<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 circle? Draw a circle in the air. Do the ends of a circle touch one another?</p> <p>Give an example of one more than 12, one more than 16, or more than 8</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>Look at the two shapes below. Which is widest? How do you know?</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>1</p> </div> <div style="text-align: center;">  <p>2</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.</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 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>	



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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><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

#### 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 several shapes.

Count to 20 by ones.

#### 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>	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

#### 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

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")

#### Problem of the Day

Please fill in the numbers that are missing.

1    \_\_\_    \_\_\_    4 5 6    \_\_\_    \_\_\_    9 10

#### 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, ovals, stars, and hearts), stickers (any that are similar such as flowers, birds, cats, dogs,

#### \*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

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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.

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



#### \*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



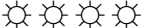
#### Fact Practice Number Book

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,

## 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 ca "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>

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<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> |  |
|---|--|

### 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>	Beans and Cups #1
<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	

### 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

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.

### Content (the "Meat")

#### Problem of the Day

You have 5 cookies. You eat one of them. How many do you have left? Draw it.



#### 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**

#### **\*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><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.

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<b>Component:</b>	Math
<b>Grade Level:</b>	Kindergarten
<b>Lesson Title:</b>	Beans and Cups #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>	

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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.

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<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.

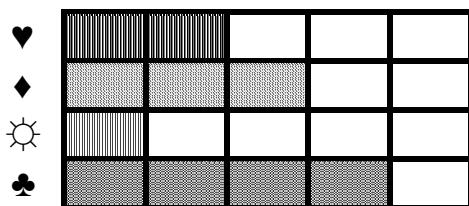
Have them change positions and count again.

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")

#### Problem of the Day

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?



#### \*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 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

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"

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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>

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Days of the Week Cards

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday