

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Penny Math
Focus:	Counting with pennies

Materials:	
White boards	Penny page, 8" square of construction paper
Crayolas	paper plate, circles
Socks	scissors
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 coins?</p> <p>Give me the names of the coins you know.</p> <p>Is there more value in a quarter or a dime? A penny or a nickel? A dime and a nickel?</p>

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Practice this Penny Chant with the students until they can say it on their own. Then have them draw 5 pennies.</p> <p>Penny Chant</p> <p style="padding-left: 20px;">Penny, penny, Easily spent Copper brown And worth one cent</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. Take advantage of any teachable moments.</p>
<p style="text-align: center;">Fact Practice Number Plates</p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>

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<p>Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will make 13 circles on the plate. A circle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes circles on his/her plate. At the end, have the child count the circles. If he/she has too few, that can be corrected by adding more circles, if he/she has too many, then cross out the extras.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: penny/coin</p> <p>The word penny or coin refers to money that we have. A penny is a small brown or copper colored coin. Its value is 1¢. While that isn't a lot of value, we use pennies all of the time. A penny has a likeness of Abraham Lincoln, our 16th President, on it. The side of the coin that his head is on is called "heads". The back of the coin has different stamps. The back of the coin is called tails.</p> <p>Ask students to draw a penny on the individual white boards. Ask them to repeat the Penny Chant with you.</p>	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity Penny Math</p> <p>Materials: 2 dice for each pair of students, paper pennies (some for each student), scissors, glue sticks, 8" square of colored paper</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Group students in pairs. 2. Have students cut apart the pictures of the pennies. 3. Student rolls the dice. 4. Student counts out the number of pennies for each die. 5. Student glues the pennies on the 8" construction paper to show the roll of the dice. 6. He/she must write the total at the end of the number sentence. Example: Rolls a three and a 4: Has 3 pennies, plus 4 pennies equals 7 pennies (also 7 cents). 	<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?

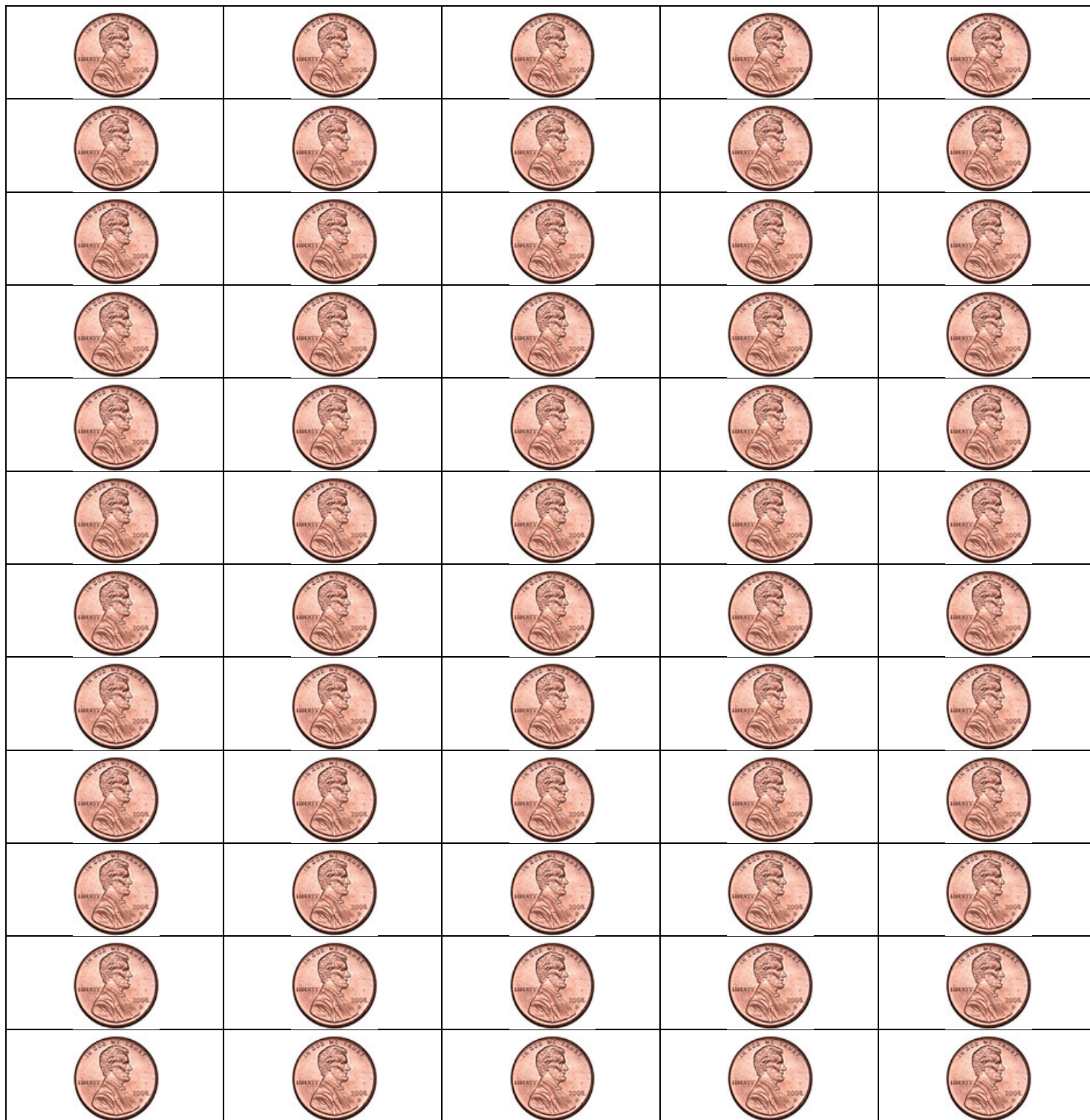
Are they the same?

Reflection (Confirm, Tweak, Aha!)

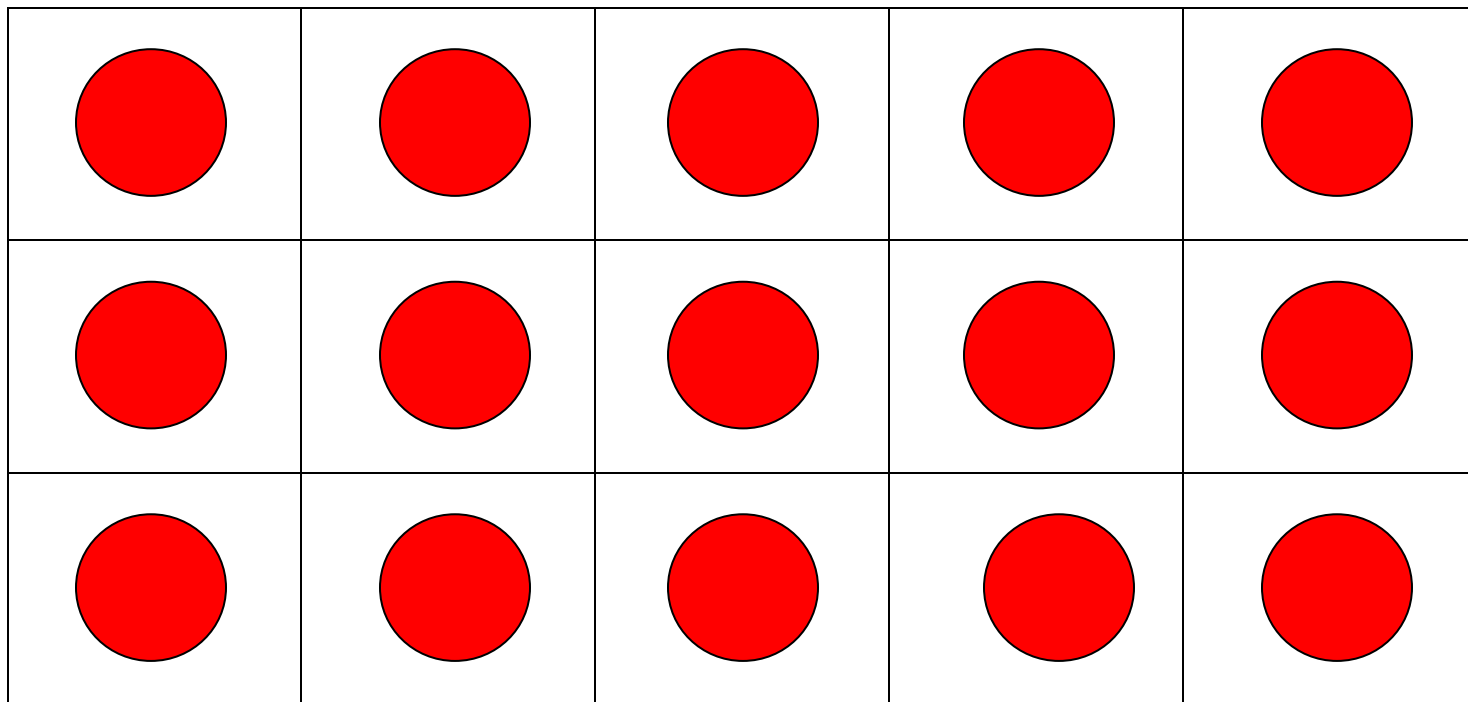
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

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Paper Pennies



Circles Only



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Nickel Math
Focus:	Counting by 5's, nickels

Materials:	
White boards	paper plates, stars
Crayolas	Nickel pictures (end of lesson plan), Counting By 5's Strip
Socks	scissors
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 counting?</p> <p>How far can you count?</p> <p>If you and I are counting together and I say 16, what number would you say comes next? I say 19, you say ?</p> <p>What is a star? Draw a star in the air. How many points does a star have?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.</p>

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Practice this Nickel Chant with the students. Then have them draw 5 nickels (this equals a quarter—count by 5's)</p> <p>Nickel Chant</p> <p style="padding-left: 20px;">Nickel, nickel Thick and fat You're worth five cents I know that!</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 Number Plates</p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You</p>	

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<p>can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate</p> <p>Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will make 14 stars on the plate. A star sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes stars on his/her plate. At the end, have the child count the stars. If he/she has too few, that can be corrected by adding more stars, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: nickel/coin</p> <p>Another coin that we have is a nickel. A nickel is bigger than a penny but smaller than a dime. A nickel is worth 5¢. It takes five pennies to equal one nickel. If we count nickels we can count by 5's and say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55, 60, 65, 70, 75, 80, 85, 90, 95, 100. If we count to 100 by 5's it is much quicker than counting by 1's,</p> <p>Have students draw several nickels on the white board. Have them make a number sentence in pictures that shows 5 pennies, an equal sign, and then 1 nickel.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Nickel Math</p> <p>Materials: counting by 5's strip (attached to lesson plan) pictures of nickels (20 for each child), glue sticks, scissors</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give supplies to each child. 2. Have child cut the nickels apart. 	<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>

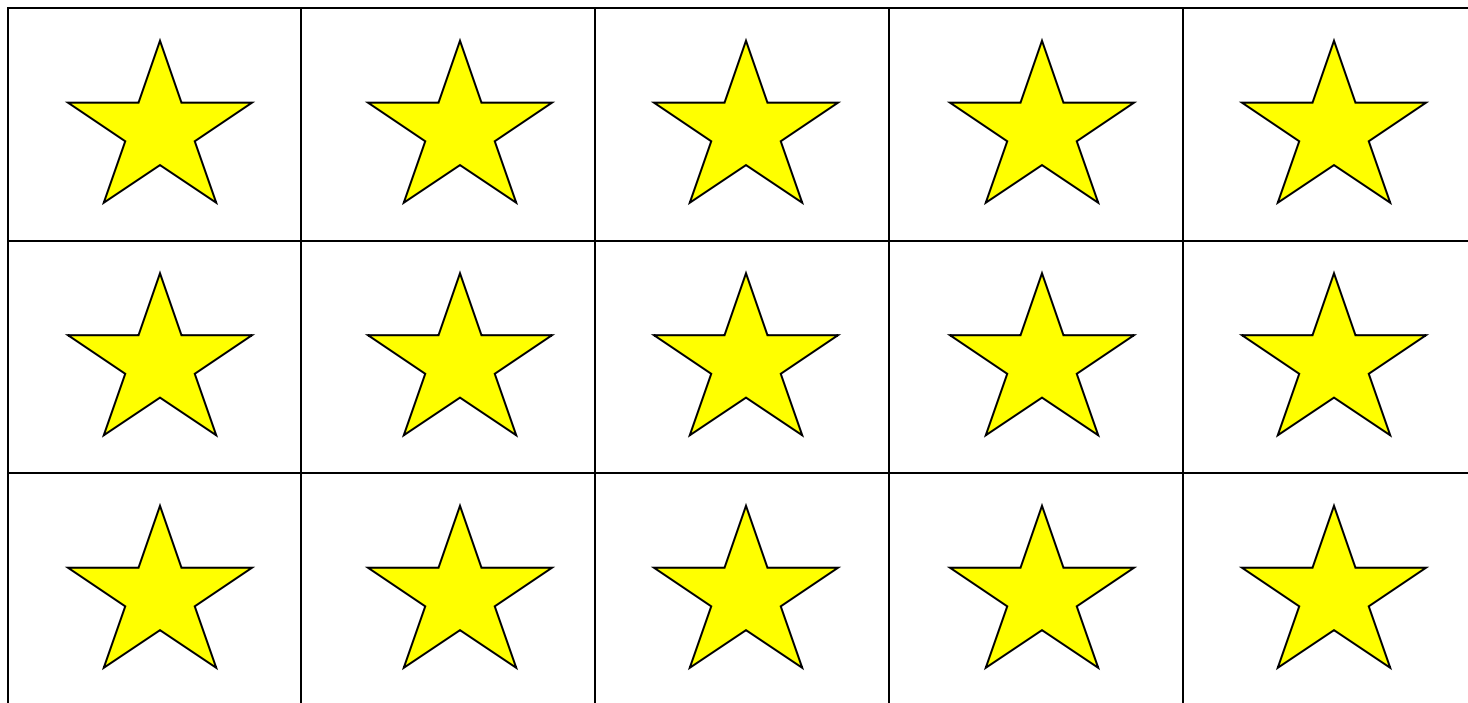
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3. Practice counting by 5's, having child push a nickel forward each time a number is said. 4. Practice more than once. 5. Have child glue nickel pictures to the counting by 5's strip.	
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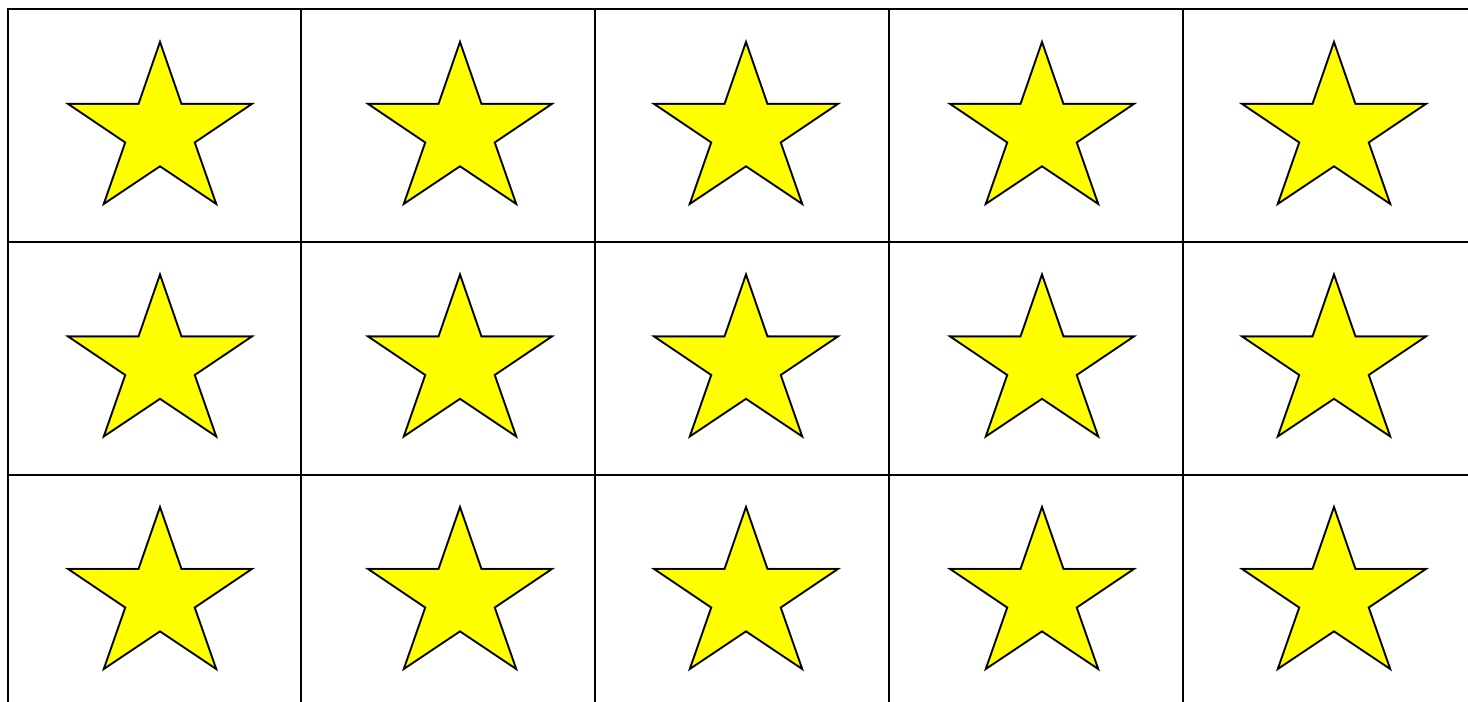
Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?</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 (Aha!)

Stars



Stars



Nickels



Counting by 5's

5	10	15	20	25
30	35	40	45	50
55	60	65	70	75
80	85	90	95	100

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Dime Math
Focus:	Money—Dimes—Counting by 10's

Materials:	
White boards	paper plates, hearts (attached)
Crayolas	dimes, paper and counting sheet
Glue sticks	scissors

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
What do you know about numbers? How are they different from letters? (numbers count things, letters tell you what sound to make)
What is a heart? Draw a heart in the air. Hearts have both round parts and pointed parts.
Give an example of one more than 10, one more than 18, or more than 7.
Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

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"</p>
<p>Practice this Dime Chant with the students. Then have students draw 10 dimes (count by 10s to 100 or \$1.00)</p> <p>Dime Chant Dime, dime Little and thin I remember You're worth ten.</p>	
Fact Practice Number Plates	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of any single number if you need more time to reinforce counting.</p>	

Consult 4 Kids Lesson Plans

<p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate. 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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will past 15 hearts on the plate. A heart sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes hearts on his/her plate. At the end, have the child count the hearts. If he/she has too few, that can be corrected by adding more hearts, if he/she has too many, then cross out the extras.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: dime / coin A dime is a coin that is worth 10¢. It is smaller than both a nickel and a penny. It has a silver coating on the outside. Just like a penny, a dime has a head (you can see the person) and a tail (other pictures). It would take 10 pennies to equal 1 dime. It takes 2 nickels to equal one dime. If you wanted to count \$1.00 in dimes you would count by 10's. You would say: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 Let's do that out loud. Each time you say the next number, put up one more finger. Dimes may be small but they represent 10¢</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Dime Math</p> <p>Materials: Counting by 10's strip, pictures of dimes, glue sticks, scissors</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give supplies to each child 2. Have child cut the dimes apart 3. Practice counting by 10's, having child push a dime forward each time a number is said 4. Practice more than one 5. Have child glue a dime picture to the 10's counting strip 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number?

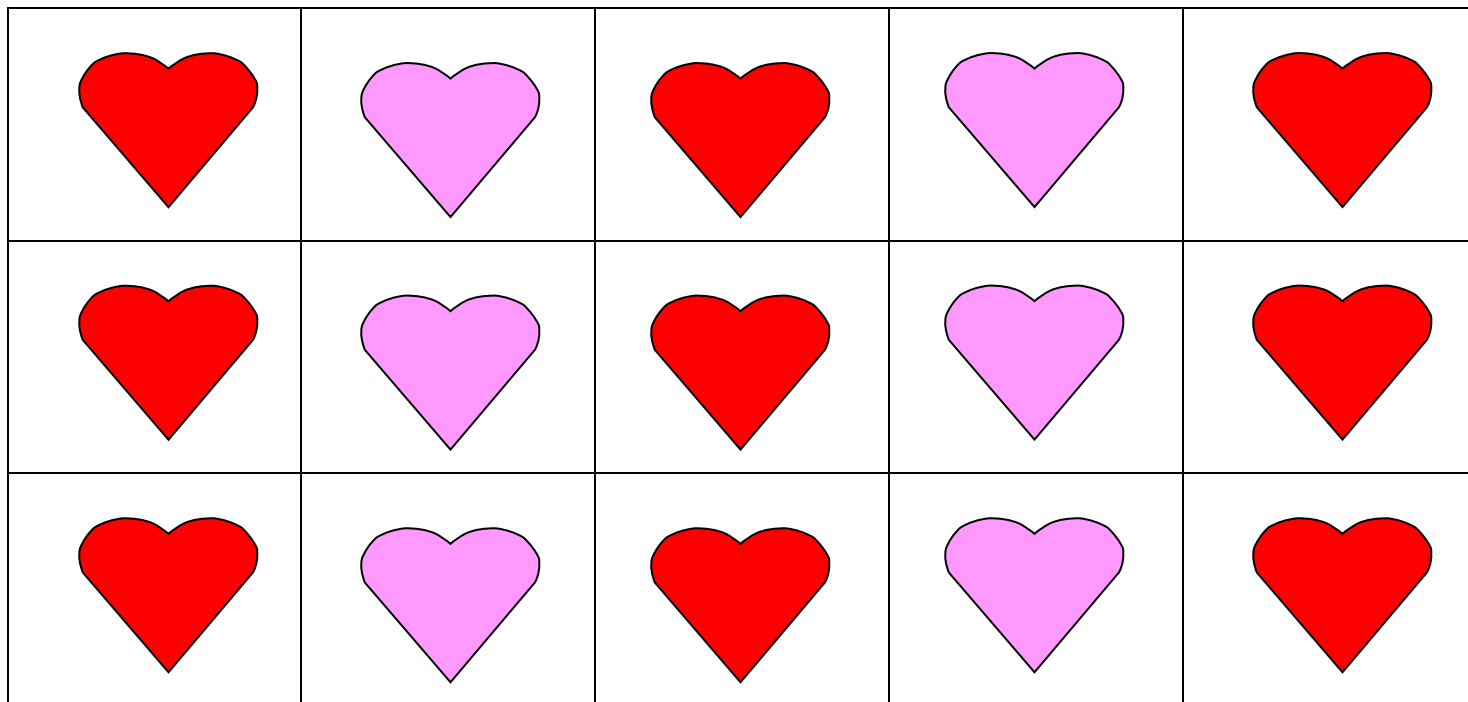
What is a letter?

Are they the same?

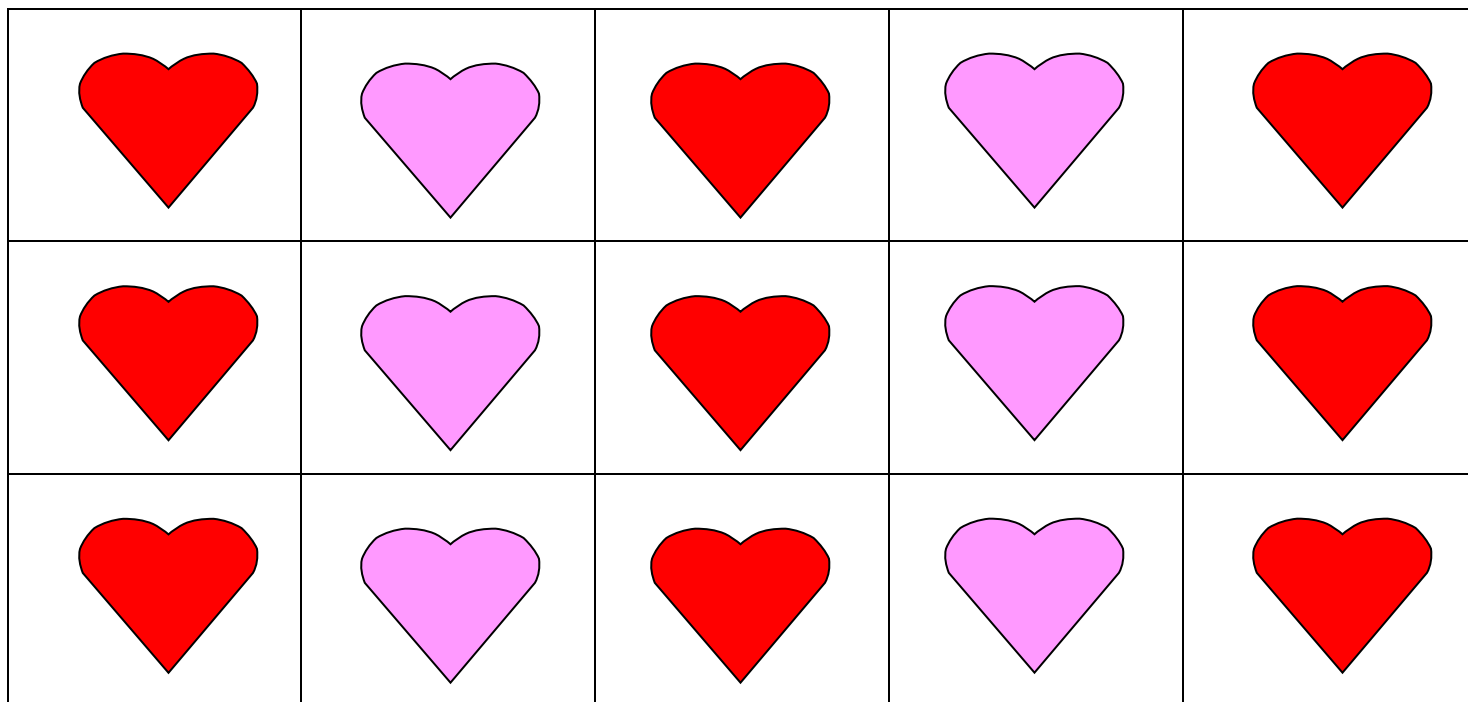
Reflection (Confirm, Tweak, Aha!)

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

Hearts



Hearts



Dimes



Dimes



Counting By 10's

10	20	30	40	50
60	70	80	90	100

Counting By 10's

10	20	30	40	50
60	70	80	90	100

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Quarter Math
Focus:	Money--Quarters

Materials:	
White boards	paper plate and rectangles
Crayolas	money cards
Socks	Quarter Equals Sheet
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 penny? Let's say the Penny Chant. What is a nickel? Let's say the Nickel Chant. What is a dime? Let's say the Dime Chant Give an example of one more than 19, one more than 6, one more than 13 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Practice this Quarter Chant with the students. Then have students draw four quarters which is worth \$1.00</p> <p>Quarter Chant Quarter, quarter Big and bold You're worth twenty-five I am told.</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. Take advantage of any teachable moments</p>
<p style="text-align: center;">Fact Practice Number Plates</p> <p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p>	<p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking When possible, engage</p>

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<p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate. 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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will past 16 rectangles on the plate. A rectangle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes rectangles on his/her plate. At the end, have the child count the rectangles. If he/she has too few, that can be corrected by adding more rectangles, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: quarter / coin A quarter is a coin that is worth 25¢. That means that it is worth 25 pennies or 5 nickels, or two times and one nickel. On the "head" of the quarter is a likeness of George Washington our first President. On the back there are different pictures. New quarters have a silver covering. Old quarters used to be solid silver. There are four quarters in one dollar. Quarters are bigger than pennies, nickels, and dimes. Let's practice the Quarter Chant one more time.</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 Quarter Math</p> <p>Materials: A Quarter Equals sheet, pictures of quarters, pennies, nickels, dimes, scissors, glue sticks, 9" x 18" construction paper</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide children into teams of 4. 2. Give each team the appropriate number of paper coins to cut apart (1 sheet for each group). 3. Together, work through the following equivalents. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> </div>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

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This will be the most difficult one because it is $10, 20 + 5 = 25$

Closing

Review

Say:

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





















Debrief

What did you like about what we did today in math?
 What would you like to do more of the next time we do math?
 What is a number?
 What is a letter?
 Are they the same?

Reflection (Confirm, Tweak, Aha!)







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

Rectangles




































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Quarter Equals Sheet

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Coins

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Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Number Plate and One More
Focus:	Addition

Materials:	
White boards	cards
Crayolas	paper plate, red crayolas
Socks	
Glue sticks	

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Let's count together from 1-25. Give an example of one more than 10 one more than 3, one more than 13 Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
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>Judy has 5 bugs. Draw a picture that shows more than 5 bugs. Write the number that you have drawn.</p>	
Fact Practice Number Plates	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</p>	

Consult 4 Kids Lesson Plans

<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 18: The 1 is a straight line down. 8s are tricky. When you see them printed they look exactly like at 2 piece snowman, or a completed 3. However, that is not how they are made. While the 3s start a circle to the right, or clock wise, the 8 is really made by creating the letter "S: and then connecting the ending point with the beginning point with a straight line. An "S" is really two parts of circles, one to the left, the top one, and then the bottom one is to the right, like in a three. Have the students practice making "s"s in the air to capture the feel of the "s". Once they get that idea, the rest of the 8 is a straight line to connect the two points.</p> <p>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will draw 18 red lines on the plate. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws red lines on his/her plate. At the end, have the child count the lines. If he/she has too few, that can be corrected by adding more lines, if he/she has too many, then cross out the extras.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: numeral</p> <p>The term numeral is a word the we use to describe these numerals: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 0. These numerals stand alone or can be combined with themselves or one another to create numbers. A number is what you call a numeral when it is naming or counting something. When one of these symbols stands alone, it is a numeral. Other languages have numerals as well. Sometimes we look at Roman Numerals in which V = 5 and X = 10. Write your numerals 0 through 9. Write them again starting at 9 and going backwards. Have children make the numerals in the air.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity One More</p> <p>Materials: Deck of cards without face cards or jokers</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 card Player 1 started with." Example: "3 is one more than 2." 5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand. 	<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

6. Player 2 then repeats the procedure. 7. Game is over when all cards are matched or time is called.	
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Closing
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 one more than 6? What are the numerals?</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. (Aha!)
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Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Number Plate and One Less
Focus:	One Less

Materials:	
White boards	deck of cards without face cards and jokers
Crayolas	paper plates
Socks	green crayons

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
Using your fingers show each of these numbers: 7, 1, 6, 10, 8, 4 Count from 20-1 backwards Count from 1-20 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

Content (the “Meat”)	
Problem of the Day	<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”</p>
<p>If you are looking at two dogs, how many legs could you see? Draw a picture to show your answer.</p>	
Fact Practice Number Plates	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate. Writing the number: You will want to help the Kindergartners learn how to write each</p>	

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<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 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>Making the plate. Remember to have the paper plate ready for the children. Today, children will draw 20 green polka dots on the plate. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws green polka dots on his/her plate. At the end, have the child count the green polka dots. If he/she has too few, that can be corrected by adding more green polka dots, if he/she has too many, then cross out the extras.</p>	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: one less, less than <</p> <p>The words one less, less than and the symbol < means that you think of the number that you say just before the target number. For example, if the target number is 7, one less is 6. Numbers that are less than 7 would include 1, 2, 3, 4, 5, and 6. When we think of numbers that are less than it is like subtracting. We start at the target number and count backwards. If we were to write a number sentence, we could write:</p> <p style="text-align: center;">7 < 9</p> <p style="text-align: center;">or we could write that 3 < 7</p> <p>The pointed end of the sign points to the smallest number.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity One Less</p> <p>Materials: Deck of cards without face cards and jokers</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Shuffle the cards. 2. Deal 3 cards to each player. 3. Make a 3 x 3 grid with the cards face up (3 rows x 3 columns) 4. Player 1 looks at the cards in his or her hand and the cards on the grid, looking for a card that represents 1 less than the cards in his/her hand. 5. If a card that represents 1 less is in the grid, the player collects the card and says, "____ (the card picked up) is one less than ____ (the card from his/her hand) and places them both in a pile to his/her left. 6. Player replaces the card taken from the grid with a card from the extra deck 7. Player 2 now takes his/her turn. 8. Play continues until all cards are matched or time is called. 	<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

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Number Plate and Count Down
Focus:	Counting

Materials:	
White boards	cards
Crayolas	paper plate
Socks	blue crayons
Glue sticks	

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
Have the students line up in one line. Have them count themselves, each student only has the opportunity to say one number. Have them change positions and count again. Let's count together from 1-25. Give an example of one more than 7, one more than 14, one more than 19. Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the "Meat")	
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>Bonnie has 6 pennies. How many more pennies does Bonnie need to have to have a total of 10 pennies?</p>	
Fact Practice Number Plates	
<p>You will continue working with Kindergartners to reinforce the number sense skill of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</p>	

Consult 4 Kids Lesson Plans

<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 19: The number 1 is a straight line down. A nine is like an upside down 6 however it is made completely differently from a six. A 9 is like making the letter "c" and then lifting the pencil and making a 1 that connect both ends of the "c" and then extends beyond the "c" for the stem.</p> <p>Making the plate. Remember to have the paper plate ready for the children. Today, children will draw 19 blue birds on the plate. (These birds should look like a wide spread "m".) Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child draws blue birds on his/her plate. At the end, have the child count the blue birds. If he/she has too few, that can be corrected by adding more blue birds, if he/she has too many, then cross out the extras.</p>	<p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: backwards</p> <p>Backwards is a word that means you are no going or facing forward. For example, is you are walking backwards, you are facing one way and walking in the opposite way. If you spell your name backward, you would start with the last letter in your name and move toward the first letter. We can also count backwards. Counting backwards is like subtracting. Instead of adding, counting forward, and say a number 1 higher than the number you said before, when you count backwards, you say the number that is one less than the number you just said. If you start at 10 and count backwards, you would say 10, 9, 8, 7, 6, 5, 4, 3, 2, and 1.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity Count Down</p> <p>Materials: Deck of cards without face cards and jokers</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Shuffle the cards. 2. Make a 4 x 3 grid of cards, face up. (A grid that has 4 columns and 3 rows), 3. Place the remainder of the cards to the right of the grid. 4. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number. 5. Player continues to stack until there are no more additional moves. 6. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play. 7. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

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<p>8. Play then continues with Player 2 stacking the numbers.</p> <p>9. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4.</p>	
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Closing
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 that is one less than 13? One less than 8? One less than 16?</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:	Number Plate and Number Match
Focus:	Number Sense

Materials:	
White boards	decks of cards
Crayolas	paper plates, squares
Socks	scissors
Glue sticks	

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
Have children pick a partner. Have one child pretend to “write” on the other child’s back. He/she should draw a triangle, circle, or a square. The child being “drawn on” should guess which shape is being drawn. Repeat training the drawing partners. Let’s count together from 1-25. Give an example of one more than 12 one more than 9, one more than 15 Counting is essential in math. You can’t do any sort of math if you can’t count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted.

Content (the “Meat”)										
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</p>									
<p>Look at the picture in the 10 frame. How many hearts do you see? Write the number.</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> </tr> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td></td> <td></td> <td></td> </tr> </table>		♥	♥	♥	♥	♥	♥	♥		
♥	♥	♥	♥	♥						
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Fact Practice Number Plates										
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</p>										

Consult 4 Kids Lesson Plans

<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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will paste 17 squares on the plate. A square sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes squares on his/her plate. At the end, have the child count the squares. If he/she has too few, that can be corrected by adding more squares, if he/she has too many, then cross out the extras.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: greater than, one more, <</p> <p>These math terms all mean virtually the same thing. It means that you are going to compare two numbers. One will be of less value or smaller than the other. In this exercise it is about the number that is one more or is greater than the target or identified number.</p> <p>For example, if the target is 7, one more or the number just greater than 7 is 8. What is one more or greater than 18? Than 5? Than 13? We can write this using the symbol >. The pointed end always points to the smaller number. For example $7 < 8$</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 Number Match</p> <p>Materials: deck of cards without face cards and jokers</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Group students in pairs. 2. Shuffle the cards. 3. Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows) 4. Place the remainder of the cards to the right of the grid. 5. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them. 6. Player 1 then replaces the 2 cards with ones from the deck. 7. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2. 8. Play continues until all of the cards are matched. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

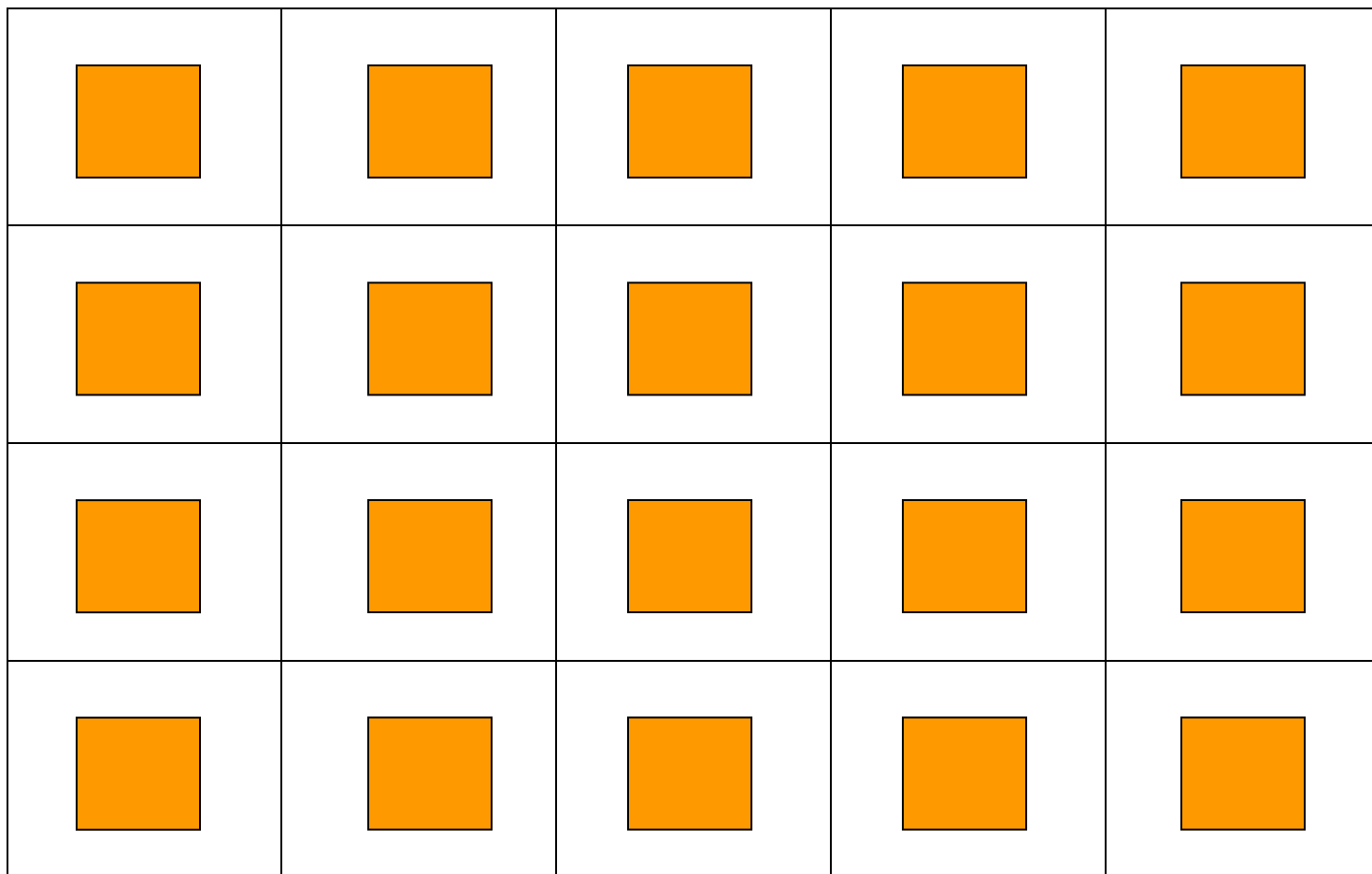
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9. Winner is the player with the most cards at the end of the game.	
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Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
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 one more than 9?</p> <p>What is one more than 13?</p> <p>How do you know that a number is "one more"?</p>

<p>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 (Aha!)

Squares



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Shapes in a Pattern
Focus:	Patterns

Materials:	
White boards	paper plates, triangles
Crayolas	items that children can choose to show one (stickers, stamps, something flat)
Socks	scissors, glue sticks, and shapes pages in different colors
Glue sticks	

Opening
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	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the</p>
<p>Have each student draw a different domino. Have each student write a number sentence to show the total number of dots on the domino. Example: domino is a 3 and 2, number sentence is $3 + 2 = 5$</p>	
Fact Practice Number Plates	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate</p> <p>Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</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 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>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will make 12 triangles on the plate. A triangle sheet is attached to this lesson plan. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child pastes triangles on his/her plate. At the end, have the child count the triangles. If he/she has too few, that can be corrected by adding more triangles, if he/she has too many, then cross out the extras.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: order</p> <p>Remember that yesterday we said that order is a mathematical term or word that we use to describe a pattern. Some things go in an order, for example, numbers go in an order, 1, 2, 3, 4, 5, 6, and so on if we are counting to 10. If we are counting backward, the order is 10, 9, 8, 7, 6, 5, and so on. We make patterns by placing things in an order. Doing things in order helps us to remember. In the morning if you get up, eat breakfast, brush your teeth and get dressed for school, if you do that out of order it is easy to forget brushing your teeth.</p> <p>Prepare cards with the number 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 on them. Give 10 students one of those cards. Pass them out randomly. Ask them to get in order as if they were counting. Bring up a second group and have them start and 20 and go backwards.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity Shapes in a Pattern</p> <p>Materials: triangles, circles, squares, rectangles of different colors, strip of construction paper (4" x 12"), glue stick, scissors (shapes patterns attached).</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give each student scissors, a glue stick, and several shapes of each color. 2. Ask child to create a pattern out of the shapes that he/she has, paying attention to both color and shape. 3. Once the pattern has laid the pattern out and has repeated it at least once, give them the "go ahead" to clue it in place on the strip of paper. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

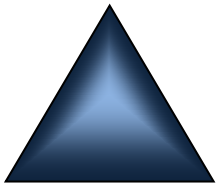
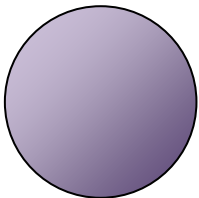

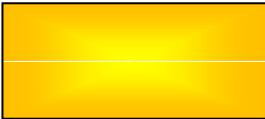
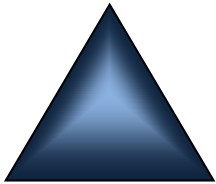
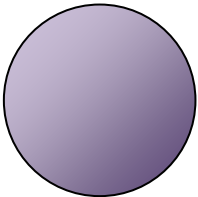


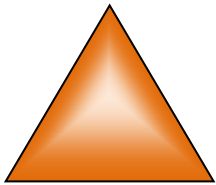
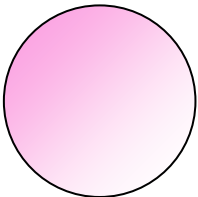

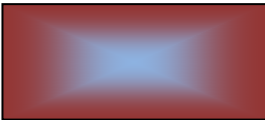
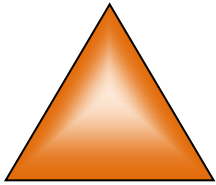
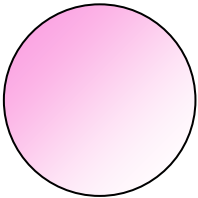

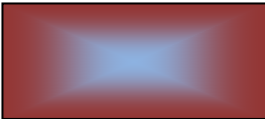
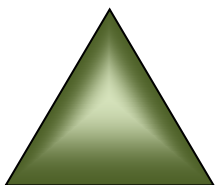
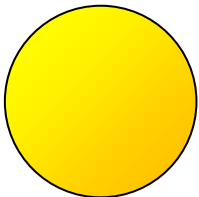


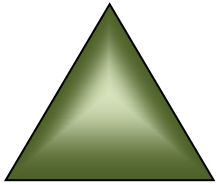
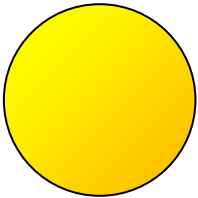
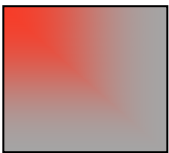

Can you count to 20? If yes, then do. If no, then how high can you go.

Are numbers and letters the same?

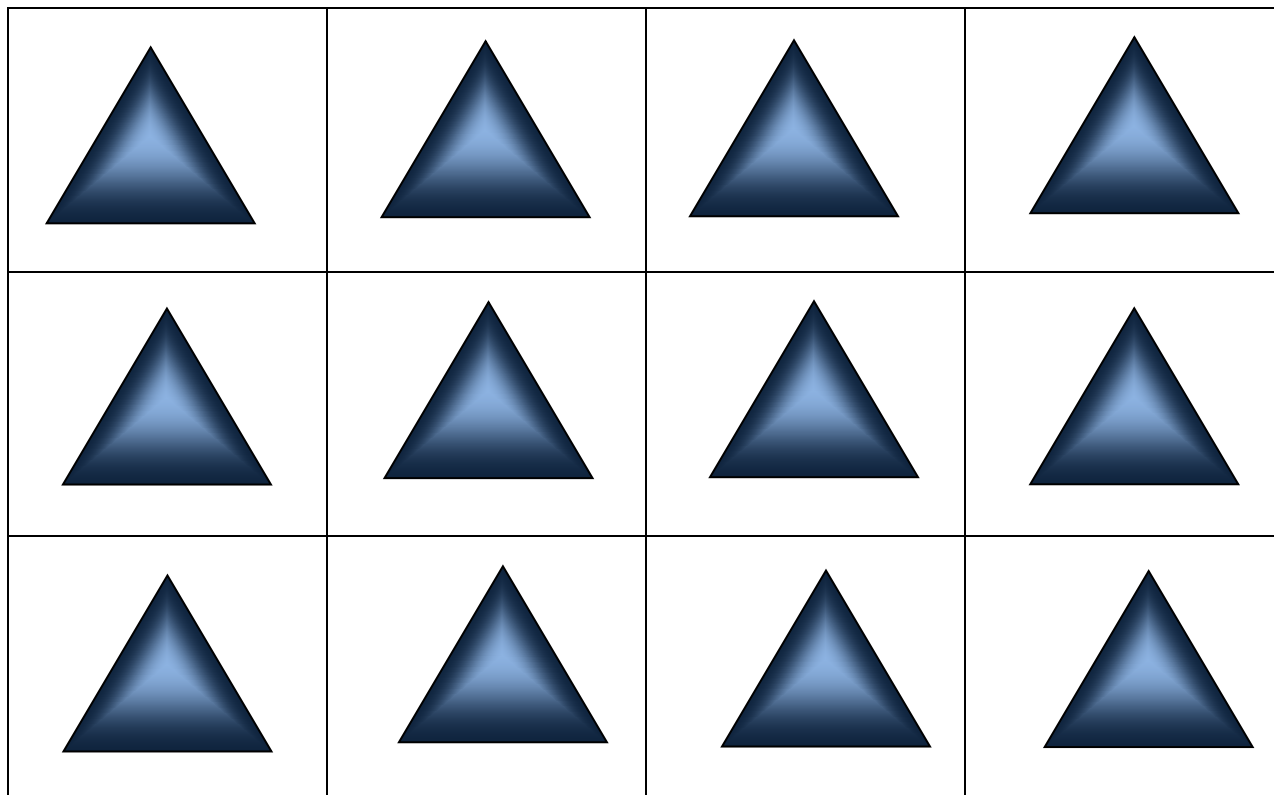
Reflection (Confirm, Tweak, Aha!)

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

Triangles, Circles, Squares and Rectangles

Triangles Only



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Pattern Necklace
Focus:	Patterns

Materials:	
White boards	paper plates, coffee stirrers—1 for each child
Crayolas	stamp pads (4-5)
Socks	Cereal: Cheerios, Fruit Loops, Apple Jacks, cups
Glue sticks	yarn and tape

Opening
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 counting?</p> <p>How far can you count?</p> <p>If you and I are counting together and I say 7, what number would you say comes next? I say 11, you say ?</p> <p>Counting is essential in math. You can't do any sort of math if you can't count, so we will spend time learning how to count objects and write the numeral that represents the number of things that have been counted. When we count forward we are adding, when we count backwards, we are subtracting.</p>

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage</p>
<p>You have 2 seashells. You get 1 more seashell. How many do you have altogether? Draw your answer.</p>	
Fact Practice Number Plates	
<p>During this next 11 days you will be working with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number plates. After working with the Kindergartners, if they can verbally count from 11-20, then make the plate that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this activity. You can always do more than one plate of and single number if you need more time to reinforce counting.</p> <p>The Plate</p> <p>Counting Items: Each day children will be given a different way to count the number of items that they need for the plate.</p> <p>Writing the number: You will want to help the Kindergartners learn how to write each</p>	

Consult 4 Kids Lesson Plans

<p>number. You will want them to practice writing the number first in the air as you direct them step by step, then on paper (without lines) and then finally on the poster. Don't stress over students struggling to coordinate the muscle control needed to write the numbers correctly. One of the strategies you can use is to create the number in a dotted line format and having students trace over the dotted lines several times prior to trying it on their own. It is important that you teach the students to make the numbers correctly. Place a dot at the starting point and then show them with an arrow the direction that they should go. The directions for doing that follow:</p> <p>Directions for writing the number 11: Begin at the top and draw a line straight down twice.</p> <p>Making the plate. Remember to have the paper plate and glue sticks ready for the children. Today, children will make 11 thumb prints on the plate. You will need to purchase a variety of ink pads for stamps for that the children can make thumb prints. Partner the children, one to count: 1, 2, 3, 4, 5, and so on while the other child makes prints on his/her plate. At the end, have the child count the prints. If he/she has too few, that can be corrected by adding more prints, if he/she has too many, then cross out the extras. Have a paper towel or Kleenex handy for children to wipe inked thumbs on. Tell them that they must use the same thumb over and over.</p>	<p>students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: order</p> <p>Order is a mathematical term or word that we use to describe a pattern. Some things go in an order, for example, numbers go in an order, 1, 2, 3, 4, 5, 6, and so on if we are counting to 10. If we are counting backward, the order is 10, 9, 8, 7, 6, 5, and so on. We make patterns by placing things in an order. Doing things in order helps us to remember. In the morning if you get up, eat breakfast, brush your teeth and get dressed for school, if you do that out of order it is easy to forget brushing your teeth.</p> <p>Give 10 students a playing card, Ace, 2, 3, 4, 5, 6, 7, 8, 9, and 10. Pass them out randomly. Ask them to get in order as if they were counting. Bring up a second group and have them start and 10 and go backwards.</p>	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
<p style="text-align: center;">Activity Pattern Necklace</p> <p>Materials: Cheerios, Apple Jacks, Fruit Loops (any cereal with a hole in the center), piece of yarn for each students, coffee stirrer, tape, small cup.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give each student a cup of assorted cereal. 2. Give each student a piece of yarn with a flat coffee stirrer taped to one end to guide the yarn through the holes in the cereal. 3. Student should create a pattern and then reproduce the pattern at least three times on his/her necklace. 4. Example: C, C, C, A, A, FL, FL, FL,FL, C, C, C, A, A, etc. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What clues do you use to determine a pattern?

What does it mean to put things in order?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Student Activity Choice
Focus:	Review

Materials: White boards Crayolas Socks	materials you will need for all of the games you have played the past 10 days
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Opening
State the objective Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions Count from 10-1 backwards Count from 20 backwards Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7 Count from 1-10 forwards Count from 1-20 forward Practice the Penny, Nickel, Dime, and Quarter Chants Count by 10's to 100 Count by 5's to 50

.Content (the "Meat")	
Problem of the Day Look at the list of numbers. Write in the numbers that are missing. 11, 12, 13 _____, 15, _____	*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 You have created plates for each of the numbers 11-20. Have children select the plate that they made that they like best. Ask them to line up in the numeric order of the plates they picked. Help children package up the plates to take home unless you have sent them home each day.	
Math Vocabulary Word for Today: total The word "total" in math means how many you end up with as an answer. If you have	It is important to review academic math vocabulary often throughout the day.

Consult 4 Kids Lesson Plans

<p>placed 13 yellow stars on a plate, you have a total of 13 stars. If you have 15 red lines on a plate, then you have a total of 15 red lines.</p> <p>Ask children to draw the total you ask them to on the small white boards.</p> <p>Draw a total of 4 red lines.</p> <p>Draw a total of 9 yellow triangles.</p> <p>Draw a total of 6 orange circles.</p> <p>Draw a total of 8 blue birds.</p>	<p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
Activity	
<p>Today students will select the game from the week that they most want to play. Pairs can select different games. Game choices are:</p> <ul style="list-style-type: none"> • One More • Count Down • One Less • Number Match 	<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
<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>How many sides does a triangle have?</p> <p>How many sides does a square have? Is this the same number as a rectangle?</p>

<p>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.
