Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Tic Tac Toe #1
Focus:	Math Review

Materials:

White boards 8" x 8" squares

Crayolas

Socks

Pencils

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

If you and I are counting together and I say 8, what number would you say comes next? I say 14, 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. When we count forward we are adding, when we count backwards, we are subtracting.

Content (the "Meat")

Problem of the Day

You have 2 seashells. You get 1 more seashell. How many do you have altogether? Draw your answer.

Fact Practice

Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives.

Today's lesson will be tracing one hand, count the fingers and label the picture with the number 5.

Directions:

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

When possible, engage

Divide students into pairs. Ask each child to trace one hand of the partner. Ask them to count the fingers (including the thumb. Ask them to write the number 5 at the bottom of the 8 x 8" square.	students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: left Left is the word we use to describe a direction or our hand. For example, you have both a right hand and a left hand. Your left hand is easy to tell. When you lay your hand down flat on a table and put your fingers together and pull your thumb down so it is straight and going in the opposite direction of your fingers, you should see the letter "L". Try it now. Get with a partner and trace the "L" of each person's hand at least 5 times. Example: L L L L L 	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).
Activity Tic Tac Toe #1 This game is played just like Tic Tac Toe only with teams. Tic Tac Toe #1 <u>Directions:</u> 1. Together, work through each of the squares on the Tic Tac Toe Grid. 2. Mark the answers on the game board (highlight). 3. Teach children how to play Tic Tac Toe. 4. Divide group into 2 teams. 5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like). 6. Explain that this is down with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already). 7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this. 8. When you have played several times, begin to back off and let the team become more responsible for the team's play.	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What are some strategies you use to play Tic Tac Toe? Which is your left hand? Which is the right?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Tic Tac Toe #1

Start at 2 and count to 8 Start at 5 and count to 9 Start at 5 and count to 15	Which is the smaller number 4 or 10 9 or 3 2 or 5 7 or 8	Count backward from 10 to 2 Count backward from 15 to 5 Count backward from 20 to 13
How many teen numbers can you write?	Write the number that each word represents six _____ three _____ five _____	Which is the larger number? 7 or 17 12 or 2 9 or 4 8 or 0
How many fingers do you have on one hand? How many on two hands?	Answer these two problems: 8 +5 7 -2	What number comes before each of these numbers? _____ 7 _____ 13 _____ 10

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Tic Tac Toe #2
Focus:	Math Review

Materials:

White boards
Crayolas
Socks
Glue sticks
Tic Tac Toe

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

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

Let's count aloud from 1-20.

Give an example of one more than 19, one less than 6, one less than 13, 1 more than 11.

What do you know about how to play Tic Tac Toe? What are some strategies you can use to play the game well?

.Content (the "Meat")

Problem of the Day

Draw a shape that has no corners. Draw a shape that has 3 corners. Draw a shape that has 4 corners.

Fact Practice

Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today we are going to focus on eyes. Eyes come in pairs or in twos. Usually if you have one eye you will have a second one. A Cyclops is a type of monster that has only one eye. Sometimes you can see a pretend "Cyclops" in a cartoon.

Children are going to work on making a pair of eyes. Help the children count by 2's, pointing to the pair as you say the number. Today you will count, 2 (eyes) not by ones but by twos.

Directions:

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

When possible, engage students in a "teach to learn"

1. Have children partner with another student. 2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person. 3. It will look like this: 	opportunity and have the student become the teacher.
Math Vocabulary Word for Today: circle A circle is two-dimensional shape that is made by drawing a curve that is always the same distance from the center and continues until the line joins the beginning with the end. A circle has a radius (the center to the edge), a diameter (the distance across the center of the circle), and a circumference (the distance around the outside of a circle.) You can find circles in a lot of natural places, the sun and the moon are two of them. Have the students practice drawing circles. Ask them what would happen if they drew three circles one on top of another, with the middle one being smaller than the bottom one and larger than the top one.	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).
Activity Tic Tac Toe #2 This game is played just like Tic Tac Toe only with teams. Tic Tac Toe #2 <u>Directions:</u> 1. Together, work through each of the squares on the Tic Tac Toe Grid. 2. Mark the answers on the game board (highlight). 3. Teach children how to play Tic Tac Toe. 4. Divide group into 2 teams. 5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like). 6. Explain that this is down with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already). 7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this. 8. When you have played several times, begin to back off and let the team become more responsible for the team's play.	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What can you see that is in the shape of a circle? What are some other shapes you can see? What is one more than 5?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Tic Tac Toe #2

Add these numbers: 1 + 1 = 2 + 2 = 3 + 3 = 4 + 4 =	Subtract these numbers: 5 – 3 = 6 – 3 = 7 – 3 = 8 – 3 =	Look at each row of numbers and circle the one that does not belong. 1 2 3 27 22 33 98 55 45 10 20 40
Write in the number that comes before and the number that comes in after: _____ 13 _____ _____ 20 _____ _____ 36 _____	Write 6 even numbers between 1 and 20.	Make tally marks to show the number: 13 _____ 20 _____ 18 _____
Which is the smaller number? 51 or 15 98 or 89 21 or 12	Subtract: 10 – 9 = 10 – 8 = 10 - 7 = 10 – 6 =	Write 3 odd numbers:

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Tic Tac Toe #3
Focus:	Basic Information

Materials:

White boards
Crayolas
Socks

Tic Tac Toe at end of lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

Using your fingers show each of these numbers: 7, 1, 6, 10, 8, 4

Count from 20-1 backwards

Count from 1-20 forwards

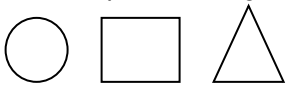
Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle

What is the difference between a number and a letter?

Content (the "Meat")

Problem of the Day

Which shape is a triangle? Tell how you know.



Fact Practice
Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—shoes.

How else might you show pairs—ears, eyes, shoes, socks, bicycle tires, etc?

Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands), 10 (socks).

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Directions:

1. Have children partner with another student.
2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person.
3. Then ask students to look at the ears on each side of the person's head. How many ears are there?
4. It will look like this:





Math Vocabulary

Word for Today: between

Between is a word that means something is in the middle of something else. Usually we think of middle as being the center, and between doesn't mean the middle, but it does mean that there is something on both sides.

If we look at the number line below, 5 would be in the middle. As well as that, the five is between the 4 and the 6, just like the 3 is between the 2 and the 4, even though it isn't in the middle of the whole line.

1	2	3	4	5	6	7	8	9

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

Complete the Vocabulary notebook for each word.

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

Activity

Tic Tac Toe #3

This game is played just like Tic Tac Toe with teams.

Tic Tac Toe #3

Directions:

1. Together, work through each of the squares on the Tic Tac Toe Grid.
2. Mark the answers on the game board (highlight).
3. Teach children how to play Tic Tac Toe.
4. Divide group into 2 teams.
5. Explain that the purpose for each team is to take one of the spaces and ultimately to get three in a row (Explain what that would look like).
6. Explain that this is down with Xs and Os, and in this case, to claim the space they have to know the right answer (which they do already).
7. Work with one team at a time to decide where to place their marker. Talk through how you are thinking about this.
8. When you have played several times, begin to back off and let the team become more responsible for the team's play.

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

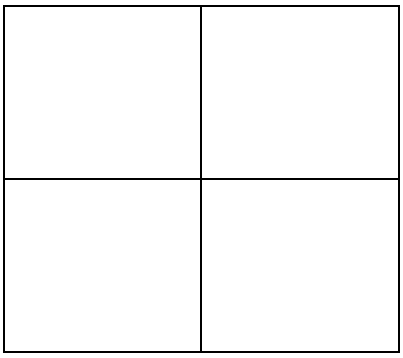
Consult 4 Kids Lesson Plans

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? Name 3 items that come in pairs. Name the numbers that come between 5 and 7; 3 and 5, 8 and 10.

Reflection (Confirm, Tweak, Aha!)

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

Tic Tac Toe #3

Write 3 number sentences that = 10. Example: 5 + 5 = 10.	Use either < or > in between each pair of number 5 _____ 9 10 _____ 4	Count backwards from 20-9
Make two dominoes that show 9 	Write 6 odd numbers. Circle the largest number that you wrote	2 + 2= 4 This is a double. Write 3 other doubles
Count backward by 2's from 21. Can you reach 0?	Start with 2. Add 3. Subtract 1 What number are you at?	Write 3 number sentences that will equal 9. Example: 8+ 1 = 9

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Fruit Kabob Patterns
Focus:	Patterns

Materials:

White boards
Crayolas
Socks
Glue sticks
Fruit for Kabobs (fresh or canned)

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

What would be the next two shapes in this pattern? Draw them.

▲ ▲ ☼ ▲ ▲ ☼ ▲ ___ ___

Fact Practice
Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—hands.

*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

Children are going to work on making a pair of eyes, a pair of ears, a pair of shoes and a pair of hands. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands). Directions: 1. Have children partner with another student 2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person. 3. Then ask students to look at the ears on each side of the person's head. How many ears are there? 4. It will look like this: 	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: shapes A shape can be flat or two-dimensional. When we draw a circle, square, rectangle, diamond, heart and other shapes on paper they are two dimensional. These are called plane shapes. On your white board draw a shape. Try another. Look at what you have drawn. We are going to draw a circle, square, triangle and diamond. If you don't have those 4 shapes, draw them now. Discuss the attributes of the shapes the children have drawn.	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 Fruit Kabobs Children will create a pattern using fruit pieces and then eat the pattern. Fruit Kabobs Directions: 1. Purchase a variety of fruits (oranges, apples, pineapple—this doesn't have to be fresh but could be in chunks, banana, grapes, strawberries) 2. Each student is to decide on a pattern that requires 8 pieces of fruit and draws it on a white board or paper 3. Student then comes up and selects the fruit he/she will need for his pattern and places it in a small bowl. Students also picks up a skewer (can be pointed or could be two plastic stir sticks 4. Student then creates his/her pattern, shares it with you and then can eat the pattern	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.

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number that is one less than 13? One less than 8? One less than 16?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Cereal Subtraction #1
Focus:	Subtraction

Materials:

White boards

Crayolas

Cereal

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

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

What is a star? Draw a star in the air. Stars have points. How many points do they have?

Give an example of one less than 10, one less than 18, on less than 7

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

Content (the "Meat")

Problem of the Day

You have 3 cookies. You eat one cookie. Now how many cookies do you have? Draw a picture.

Fact Practice

Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).

Today's lesson will be tracing five hands, count the fingers and label the picture with the number 25.

Directions:

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

When possible, engage

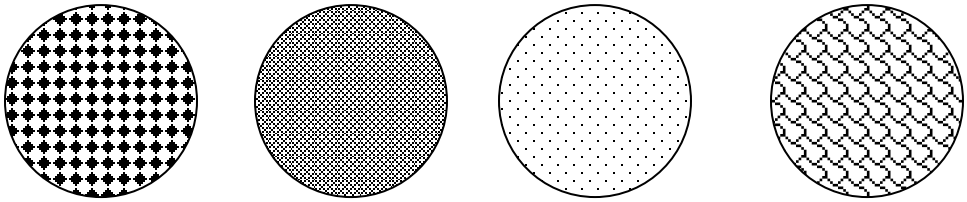
1. Divide students into pairs.
2. Ask each child to trace five hands of the partner.
3. Ask them to count the fingers (including the thumb).
4. Ask them to write the number 25 at the bottom of the paper.

students in a "teach to learn" opportunity and have the student become the teacher.

Math Vocabulary

Word for Today: pattern

Pattern is a word that we use to describe different ways that things are that is predictable. For example below there are circles with different patterns inside of them:



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

Cereal Subtraction

This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.

Cereal Subtraction

The purpose of this activity is to provide students with opportunities to create number sentences using cereal pieces

Cereal Subtraction

Directions:

1. Divide students into pairs.
2. Give each pair a small baggie of Cheerios.
3. Each pair should also have a white board and crayon for writing/drawing subtraction problems—show students how to set up the white board into three columns.
4. Pair should count out a particular number of Cheerios and either draw a picture of those Cheerios or write the number of the Cheerios in column #1.
5. Pair then decides how many of those Cheerios they are going to eat and take that number from the original pile of Cheerios and move them into column #2. Students either draw a picture of how many they are going to eat or write the number in the second square.
6. Students then share the Cheerios with one another.
7. Students complete the math program by moving the Cheerios remaining in column #1 into column #3 and recording the number or drawing the picture.
8. Students continue until all Cheerios are gone

Example:

Column 1	Column 2	Column 3
~~00000 (00)~~ →	~~00~~ →	~~00000~~
7 -	2 =	5

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

Consult 4 Kids Lesson Plans

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? What does it mean to add? What does it mean to subtract? What does a rectangle look like?

Reflection (Confirm, Tweak, Aha!)

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

Cereal Subtraction

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Cereal Subtraction #2
Focus:	Subtraction

Materials:
White boards
Crayolas
Socks
Glue sticks

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about counting?

How far can you count?

If you and I are counting together and I say 13, what number would you say comes next? I say 11, you say?

What is a star? Draw a star in the air. How many points does a star have?

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

Content (the "Meat")

Problem of the Day

What number comes between 13 and 15? How do you know?

Fact Practice

Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).
Today's lesson will be tracing four hands, count the fingers and label the picture with the number 20.

*Activity → Teachable Moment(s) *throughout*

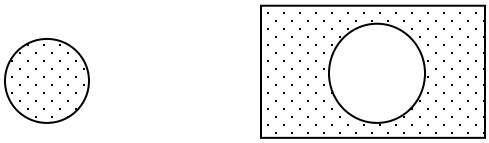
During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

When possible, engage

Directions: 1. Divide students into pairs. 2. Ask each child to trace four hands of the partner. 3. Ask them to count the fingers (including the thumb). 4. Ask them to write the number 20 at the bottom of the paper.	students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: outside Outside is a word to describe something that is not contained or in something. For example, a circle with polka dots inside looks like this:  A circle that has polka dots on the outside, looks like the second figure. Have student draw 3 circles with a pattern on the outside.	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 Cereal Subtraction The purpose of this activity is to provide students with opportunities to create number sentences using cereal pieces Cereal Subtraction <u>Directions:</u> 1. Divide students into pairs. 2. Give each pair a small baggie of Cheerios. 3. Each pair should also have a white board and crayon for writing/drawing subtraction problems—show students how to set up the white board into three columns. 4. Pair should count out a particular number of Cheerios and either draw a picture of those Cheerios or write the number of the Cheerios in column #1. 5. Pair then decides how many of those Cheerios they are going to eat and take that number from the original pile of Cheerios and move them into column #2. Students either draw a picture of how many they are going to eat or write the number in the second square. 6. Students then share the Cheerios with one another. 7. Students complete the math program by moving the Cheerios remaining in column #1 into column #3 and recording the number or drawing the picture. 8. Students continue until all Cheerios are gone. Example: Column 1: ~~0000 (00)~~ → 7 - Column 2: ~~00~~ → 2 = Column 3: ~~0000~~ 5	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Consult 4 Kids Lesson Plans

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? What does it mean to be outside? What does it mean to be inside? What is the difference when you subtract 5 - 3

Reflection (Confirm, Tweak, Aha!)

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

Cereal Subtraction

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Licorice Measurement #1
Focus:	Measurement

Materials:

White boards
Crayolas
Socks
Glue sticks
Licorice
Licorice Work Sheet
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

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

Start at 9. Count backwards to 6. Make a mark for each number you say. How many marks did you make?

Fact Practice
Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).
Today's lesson will be tracing two hands, count the fingers and label the picture with the number 10.

Directions:

1. Divide students into pairs.
2. Ask each child to trace two hands of the partner.
3. Ask them to count the fingers (including the thumb).
4. Ask them to write the number 10 at the bottom of the 8 x 8" square.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary Word for Today: right Right is the word we use to describe a direction or our hand. For example, you have both a right hand and a left hand. Your right hand is easy to tell. When you lay your hand down flat on a table and put your fingers together and pull your thumb down so it is straight and going in the opposite direction of your fingers, you should see a mirror image of the letter "L". Try it now. I will look like it is backwards. Get with a partner and trace the backwards L of each person's hand at least 5 times. Example: 	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 Licorice Measurement This activity will give students an opportunity to measure things in a non-tradition manner, using licorice. Be sure that you have several licorice sticks for each student (probably red licorice is better). Licorice Measurement <u>Directions:</u> 1. Divide students into pairs. 2. Give each pair 6 licorice sticks and a work page. 3. Ask students to cut the licorice stick into one inch pieces, using the small ruler on the worksheet. 4. On the Licorice Measurement sheet is a list of a variety of items commonly found in the classroom. 5. Pairs should measure each of the items using licorice 1" pieces and then record the number of pieces of licorice the item is long. Bring children together to look at the results.	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.

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? Can you count to 20? If yes, then do. If no, then how high can you go? Are numbers and letters the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Licorice Measurement

1”	2”	3”	4”	5”	6”

Each one of these segments is 1” long. There are 6 one inch sections. Students should cut the licorice as long as one of those sections. Once the licorice sticks are cut, give students the following items to measure.

Pencil _____

Pointer finger _____

Crayon _____

Length of your shoe _____

Length of your desk _____

Arm from wrist to elbow _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Licorice Measurement #2
Focus:	Measurement

Materials:

White boards
Crayolas
Socks
Paper
pencils
Licorice, work sheets, 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 coins?

Give me the names of the coins you know.

Is there more value in a quarter or a dime? A penny or a nickel? A dime and a nickel?

Content (the "Meat")

Problem of the Day

What number comes in between 7 and 9? How do you know?

Fact Practice

Counting By 5s

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. For the next 5 days we are going to focus on the fact that there are 5 fingers on each hand and that when you count hands you can count fingers by 5's.

How many hands? There are 5 fingers are on each hand, so when we place one hand down, we can say 5 or we can count each finger. Discuss how it is easier to learn to count by fives. If we place two hands down we can say 5, 10 or we can count each of the fingers (and of course the thumbs).
Today's lesson will be tracing three hands, count the fingers and label the picture with the number 15.

Directions:

1. Divide students into pairs.
2. Ask each child to trace three hands of the partner.
3. Ask them to count the fingers (including the thumb).
4. Ask them to write the number 15 at the bottom of the paper.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

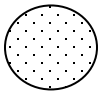
Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary Word for Today: inside Inside is a term that we use to describe things that are "contained" in something. For example if I draw a circle and I put polka dots inside it, the circle would look like this:  Ask students to draw 5 circles and put something different inside of each one.	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 Licorice Measurement This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today. Licorice Measurement This activity will give students an opportunity to measure things in a non-tradition manner, using licorice Be sure that you have several licorice sticks for each student (probably red licorice is better) Licorice Measurement <u>Directions:</u> 1. Divide students into pairs. 2. Give each pair 6 licorice sticks and a work page. 3. Ask students to cut the licorice stick into one inch pieces, using the small ruler on the worksheet. 4. On the Licorice Measurement sheet is a list of a variety of items commonly found in the classroom. 5. Pairs should measure each of the items using licorice 1" pieces and then record the number of pieces of licorice the item is long. 6. Bring children together to look at the results.	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.

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Licorice Measurement

1”	2”	3”	4”	5”	6”

Each one of these segments is 1” long. There are 6 one inch sections. Students should cut the licorice as long as one of those sections. Once the licorice sticks are cut, give students the following items to measure.

Pencil _____

Pointer finger _____

Crayon _____

Length of your shoe _____

Length of your desk _____

Arm from wrist to elbow _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Down the Path #1
Focus:	Counting 1:1 Correspondence

Materials:

White boards cards

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

What would be the next two shapes in this pattern? Draw them.

▲ ●▲ ●▲ ____ ____

Fact Practice

Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—shoes.

How else might you show pairs—ears, eyes, shoes, socks, bicycle tires, etc?

*Activity → Teachable Moment(s) *throughout*

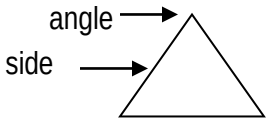
During the lesson check in with students repeatedly.

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

Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes). Directions: 1. Have children partner with another student 2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person. 3. Then ask students to look at the ears on each side of the person's head. How many ears are there? 4. It will look like this: 	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: triangle A triangle is a three sided figure. There are a variety of different triangles that you can make, but they all have three sides and three angles.  Have children draw the triangle in a specific manner—obtuse, acute, or right triangle.	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 Down the Path This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today. Down the Path This will give students an opportunity to count from 1-10. Down the Path Directions: 1. Divide students into pairs. 2. Give each pair a set of Down the Path Counting Cards and a Down the Path game board. 3. Shuffle the cards and place face down by the Game Board. 4. Player 1 draws a card, counts the number of items on the card, locates the number on the game board that reflects the answer and places a marker on that space. 5. Player 2 repeats the process. 6. When Player 1 gets a second turn, he/she repeats and then moves either forward or	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.

backwards to the number represented on the card. 7. Play continues until a player is able to reach the Finish Line.	

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is one more than 6? What are the numerals?

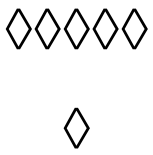
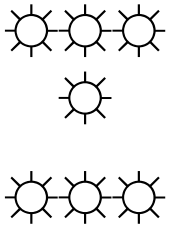
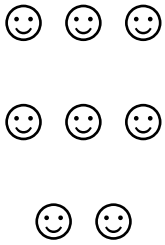
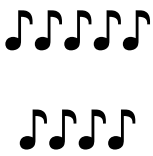
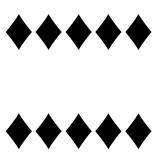
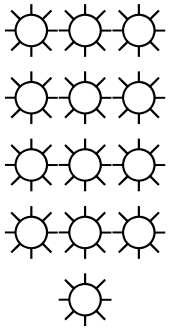
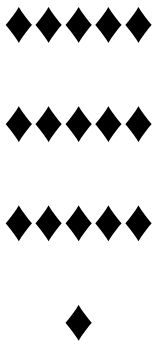
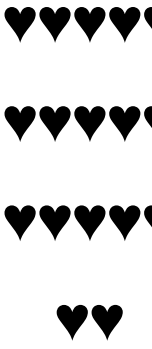
Reflection (Confirm, Tweak, Aha!)

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

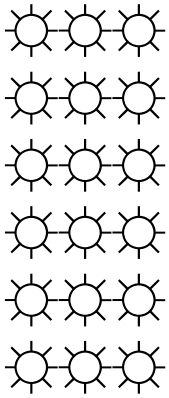
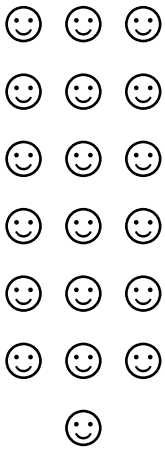
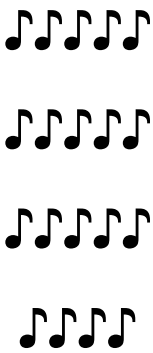
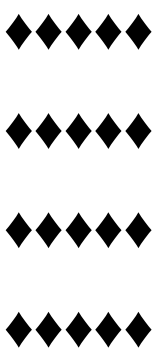
Down the Path

1	2	3	4	5	6
20					7
19					8
18					9
17					10
16	15	14	13	12	11

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Down the Path #2
Focus:	Counting, 1:1 Correspondence

Materials:

White boards
Crayolas
Socks
Glue sticks
decks of cards
Down the Path Game Board and 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 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

Draw a picture to show this number sentence:

$$3 + 2 = 5$$

Fact Practice

Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today we are going to focus on eyes and ears. Eyes come in pairs or in twos. Ears come in pairs two, one on each side of your head. Ears come in all shapes and sizes. Ask children to name other things that come in pairs.

Children are going to work on making a pair of eyes and a pair of ears. Help the children

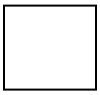
*Activity → Teachable Moment(s) *throughout*

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.

count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears). Directions: 1. Have children partner with another student 2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person. 3. Then ask students to look at the ears on each side of the person's head. How many ears are there? 4. It will look like this: 	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: square A square is a two-dimensional shape with four sides and four corners. The sides are all the same length and the corners are all 90° angles which means that the look like a capital L. A square looks like this:  Rooms are square and hopscotch has 3 squares at the beginning. Ask students to find squares in the room you are in.	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).
Down the Path This will give students an opportunity to count from 1-10. Down the Path <u>Directions:</u> 1. Divide students into pairs. 2. Give each pair a set of Down the Path Counting Cards and a Down the Path game board. 3. Shuffle the cards and place face down by the Game Board. 4. Player 1 draws a card, counts the number of items on the card, locates the number on the game board that reflects the answer and places a marker on that space. 5. Player 2 repeats the process. 6. When Player 1 gets a second turn, he/she repeats and then moves either forward or backwards to the number represented on the card. 7. Play continues until a player is able to reach the Finish Line.	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.

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? Count to 25. Count backwards from 10.

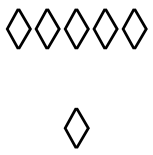
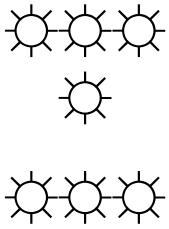
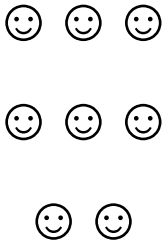
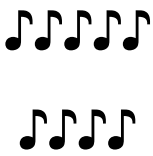
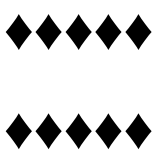
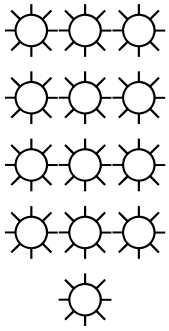
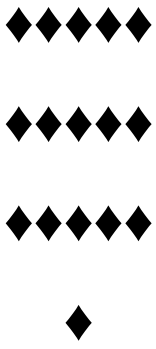
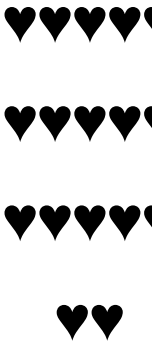
Reflection (Confirm, Tweak, Aha!)

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

Down the Path

1	2	3	4	5	6
20					7
19					8
18					9
17					10
16	15	14	13	12	11

Consult 4 Kids Lesson Plans

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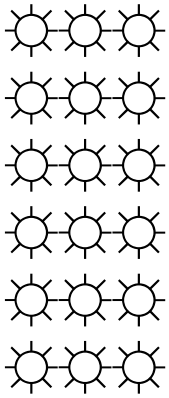	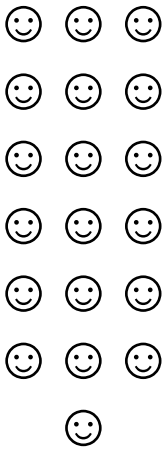	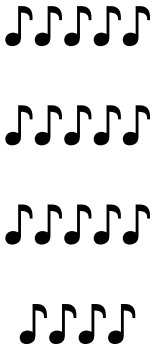	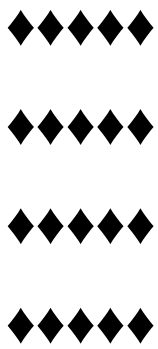		

Consult 4 Kids Lesson Plans

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

Materials:	
White boards	materials you will need for all of the games you have played the past 10 days
Crayolas	
Socks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

Count from 10-1 backwards

Count from 20 backwards

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

Count from 1-10 forwards

Count from 1-20 forward

Practice the Penny, Nickel, Dime, and Quarter Chants

Count by 10's to 100

Count by 5's to 50

Content (the "Meat")

Problem of the Day

Which of the numbers below is larger than 8? How do you know?

6 9 3 7

Fact Practice

Things That Come In Pairs

For the next several days we will be working at counting by twos. We're going to focus on things that come in pairs—eyes, ears, feet, hands, shoes, and so on.

Today, we are going to add to our interest in eyes by adding ears which also come in pairs one on each side of your head. Ears and eyes come in all shapes and sizes. Now let's add one more pair—shoes.

How else might you show pairs—ears, eyes, shoes, socks, bicycle tires, etc?

Children are going to work on making a pair of eyes, a pair of ears and a pair of shoes. Help the children count by 2's, pointing to each pair as you say the next number. Today you will count, 2 (eyes), 4 (ears), 6 (shoes), 8 (hands), 10 (socks), 12 (gloves).

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Consult 4 Kids Lesson Plans

Directions: 1. Have children partner with another student 2. Have them look at each other and on a piece of paper draw the number of eyes that they can see on the other person. 3. Then ask students to look at the ears on each side of the person's head. How many ears are there? 4. It will look like this: 	
Math Vocabulary Word for Today: total We have talked about the word total before. The word "total" in math means how many you end up with as an answer. If you have placed 13 yellow stars on a plate, you have a total of 13 stars. If you have 15 red lines on a plate, then you have a total of 15 red lines. Ask children to draw the total you ask them to on the small white boards. Draw a total of 9 yellow lines. Draw a total of 2 green triangles. Draw a total of 5 orange circles. Draw a total of 1 blue bird.	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 Choice of 5 activities Over the past 11 days students have played 5 different games. Give students an opportunity to play one of these games. Tic Tac Toe #1 TicTac Toe #2 Tic Tac Toe #3 Licorice Measurement Cereal Subtraction Down the Path	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.

Closing
Review
Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief
What did you like about what we did today in math? What would you like to do more of the next time we do math? What can you see that is a triangle? What are some things that come in pairs?

Reflection (Confirm, Tweak, Aha!)

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