

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Time Frames
Focus:	Time

Materials:	
White boards	Activity at the end of the lesson plan
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 time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) During the day, there are different time frames. What are some of the times of the day? (Identify meal times, morning, noon, evening, night—before school, during school, after school) What month is it now? What month was it last month? What month will it be next month?

Content (the “Meat”)								
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn”</p>							
<p>Complete the chart by drawing hearts to show the number.</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50px; text-align: center;">3</td> <td style="width: 100px; text-align: center;">♥ ♥ ♥</td> </tr> <tr> <td style="text-align: center;">4</td> <td></td> </tr> <tr> <td style="text-align: center;">5</td> <td></td> </tr> <tr> <td style="text-align: center;">6</td> <td></td> </tr> </table>		3	♥ ♥ ♥	4		5		6
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4								
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6								
Fact Practice								
Counting By 5s								
<p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed.</p>								

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<p>Today draw: 7 circles</p> <p>You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: time frame</p> <p>Description: Time frame is a term that we use to describe a section of time. When you get your picture taken you can put it in a frame. That frame provides four sides to the picture and the picture must stay inside that frame. A time frame is similar to a picture frame. It puts four sides around a period of time and says, "This is the time we are talking about." When you watch television, each of the shows you watch has a time frame around it. Some programs last only 30 minutes or $\frac{1}{2}$ of an hour, while other programs will last for an entire hour. This is because they have different time frames. Ask children to discuss different time frames in their day (school, afterschool, lunch time, recess and so on).</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Time</p> <p>Time Frames</p> <p>The day is divided into time frames. These time frames have names. The names include: morning, noon, evening, and night. Certain activities happen during each of these times. For example, in the morning students get up, get dressed, eat breakfast, brush their teeth, etc. At noon they eat lunch, play outside for recess, and for some Kindergartners, they come to school at noon. In the evening they have dinner, get ready for bed, etc, and at night, students sleep. Brainstorm different activities that happen at each of these times during the day.</p> <p>During The Day</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give each student a piece of plain paper and a box of crayons or colored pencils. 2. Have children fold the paper into 4 parts (one hot dog fold and one hamburger fold) 3. Have children label the quadrants: morning, noon, evening and night. 4. Have children draw a picture in each of the quadrants 5. Have children share their drawings with the rest of the group. 	<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!)

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

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Days of the Week Concentration
Focus:	Time

Materials: White boards Crayolas Socks Glue sticks	Activity at the end of the lesson plan
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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 What do you know about time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) During the day, there are different time frames. What are some of the times of the day? (Identify meal times, morning, noon, evening, night—before school, during school, after school) What day is it now? What day was it yesterday? What day will it be tomorrow?

Content (the “Meat”)									
<p style="text-align: center;">Problem of the Day</p> <p>Look at the chart below. Draw a picture in the empty box to show 1 more.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center;">♥ ♥ ♥</td> <td style="width: 50%;"></td> </tr> <tr> <td style="text-align: center;">▲ ▲</td> <td></td> </tr> <tr> <td style="text-align: center;">☺</td> <td></td> </tr> <tr> <td style="text-align: center;">☀ ☀ ☀ ☀ ☀</td> <td></td> </tr> </table>	♥ ♥ ♥		▲ ▲		☺		☀ ☀ ☀ ☀ ☀		<p>*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>
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<p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p>									

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<p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw: 3 hearts You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: day Description: Day is a word that we use to talk about a 24 hour period of time. There are 7 days in each week: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. We call Saturday and Sunday the week end and Monday, Tuesday, Wednesday, Thursday, and Friday week days. A day is made up of 24 hours. 12 hours happen between midnight and noon and are called morning, while 12 hours happen between noon and midnight and are called night. However, we know that we have the afternoon time, the evening (this is usually when we eat dinner) and then night when we go to sleep. There are 365 days in one year.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Time</p> <p>Days of the Week You have worked with students on the days of the week, and hopefully you have continued using the cheer for the days of the week. During this session you will want to revisit the days in the format of Today is..., Yesterday was..., and Tomorrow will be... Have the children spend time with the days of the week and have children identify the days that are written on the cards. Talk about the fact that each of them end with the word day and ask children to underline the word. Ask the kids for clues that they could look for to determine which day is which. Remember that Sunday and Saturday, as well as Tuesday and Thursday begin with the same letters and end with day, so the key to unlocking which word is which is in the middle of the word. Talk about those differences.</p> <p>Days of the Week Concentration Directions:</p> <ol style="list-style-type: none"> 1. Divide the students into pairs 2. Give each pair a set of Days of the Week cards 3. Tell students to lay the card out in a 3 x 3 grid, face down, with extra cards put to the side. 4. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile 5. Player 2 then takes his/her turn 6. Game is over when all cards have been paired. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

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

Are numbers and letters the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Kindergarten—Days of the Week

Sunday	Sunday	Monday
Monday	Tuesday	Tuesday
Wednesday	Wednesday	Thursday
Thursday	Friday	Friday

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Saturday	Saturday	Sunday
Sunday	Monday	Monday
Tuesday	Tuesday	Wednesday
Wednesday	Thursday	Thursday
Friday	Friday	Saturday

Consult 4 Kids Lesson Plans

Saturday		
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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Days of the Week Concentration #2
Focus:	Time

Materials:	
White boards	pencils
Crayolas	Work sheets, scissors
Socks	
Paper	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) During the day, there are different time frames. What are some of the times of the day? (Identify meal times, morning, noon, evening, night—before school, during school, after school) What are the days of the week? What day is it now? What day was it yesterday? What day will it be tomorrow?

Content (the “Meat”)

Problem of the Day

Complete the pattern below:

☺☺♥♥☺ ____, ____, ____

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

Directions:

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

11 triangles

You can color them with any color or pattern that you would like.

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

When possible, engage students in a “teach to learn”

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	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: day</p> <p>Description: We discussed the word day, yesterday. Who can name the days of the week? Who knows what today is? What will tomorrow be? What was yesterday? Does anyone remember how many hours are in a day? How many days are in a year? How many days are in a week?</p> <p>Ask children to draw a picture of their favorite time of the day.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Time</p> <p>Days of the Week</p> <p>Review the days of the week with the children. Practice again with the Today is...Yesterday was..., Tomorrow will be.... Have them identify the days of the week as you write them on the board. Today you can play Concentration again or you can share with the students how to play Go Fish.</p> <p>Days of the Week Concentration</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide the students into pairs 2. Give each pair a set of Days of the Week cards 3. Tell students to lay the card out in a 3 x 3 grid, face down, with extra cards put to the side. 4. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile 5. Player 2 then takes his/her turn 6. Game is over when all cards have been paired. 	<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? <p style="text-align: center;">Debrief</p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

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Reflection (Confirm, Tweak, Aha!)

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

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Kindergarten—Days of the Week

Sunday	Sunday	Monday
Monday	Tuesday	Tuesday
Wednesday	Wednesday	Thursday
Thursday	Friday	Friday

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Saturday	Saturday	Sunday
Sunday	Monday	Monday
Tuesday	Tuesday	Wednesday
Wednesday	Thursday	Thursday
Friday	Friday	Saturday

Consult 4 Kids Lesson Plans

<p>Saturday</p>		
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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	My Favorite Graph
Focus:	Graphs

Materials:	
White boards	cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about graphs and graphing? What are some of the things that you have made a graph of in your school day classroom? What do you think we could easily graph today? (Favorite colors, ice cream flavors, TV show, game, outdoor activity and so on). Create at least one of these graphs with the children.

Content (the “Meat”)

Problem of the Day

Start at 10. Count backwards to 0. Write the numbers that you say.

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

Directions:

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

13 hearts

You can color them with any color or pattern that you would like.

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

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	student become the teacher
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: taller</p> <p>Description: Taller is a word that we generally to describe people rather than the word longer. Taller means that the top of your head is above or taller than the top of the head of another person. Sometimes it is an advantage to be taller. For instance if you play basketball, it would be good if you were taller. You would be closer to the basket and have a better chance of getting the ball into the hoop. If you wanted to be a jockey (a person who rides races horses) being taller would not be a good thing. Jockeys are usually smaller because it makes better sense when you are racing a horse.</p> <p>Have children name some things that would be easier if you were taller and other things that would be easier if you were shorter or smaller.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Graphing</p> <p>Graphs</p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite colors. Ask them to share things that they know of that are typical of each of the colors. For example, green can be the color of trees, grass, broccoli, lettuce, and so forth. Red is the color of licorice, stop signs, Santa Claus suits, and roses. Have children share items for each color. Share with students that you have placed an 8" square of colored paper around the room. Show them where those squares are.</p> <p>My Favorite</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place an 8" square of red, green, yellow, orange, blue, and purple in different places in the room. 2. Ask children to go and stand by the square that represents their favorite color. 3. Create a graph, counting the number of children that are at each color and recording that number by the color word. 4. Then count the number of squares that are equal to the number of children standing by the color, creating the graph. 5. When the graph is finished bring children together and talk about what the graph represents. 6. Be sure to point out that there is one square colored in for each child that stood at the color. 	<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 one more than 6?

What are the numerals?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Concentration-Months and Days
Focus:	Time

Materials:	Activity at the end of the lesson plan
White boards	
Crayolas	
Cereal	

Opening
State the objective
Today we are going to learn some math vocabulary—words that we need to use when we talk about numbers and shapes. We are also going to practice some of the math skills that we will need to be excellent at math.
Gain prior knowledge by asking students the following questions
What do you know about time? What is a time that you know? What happens during that time? Other than hours, how else do we tell time? (days, months, years, seasons, etc.) What are the days of the week? What day is it now? What day was it yesterday? What day will it be tomorrow? There are four seasons in the year. What are the names of the seasons? What season are we in now? What was last season? What is the next season? What is your favorite season?

Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking When possible, engage students in a “teach to learn” opportunity and have the</p>
<p>Count by 5s to 25. Write the numbers that you say as a group.</p> <p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw: 8 happy faces You can color them with any color or pattern that you would like.</p>	

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	student become the teacher
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: season</p> <p>Description: Season is a word that we use to describe the 4 different parts of the calendar that are determined by weather. The closer you live to the equator (the center of the earth), the more alike each of the seasons is. The further away you live from the equator, the bigger the difference in the seasons. The four seasons are Spring, Summer, Fall, and Winter. What sort of temperature or weather do you think of with each of these seasons? What happens during the season that you enjoy?</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Time</p> <p>Months of the Year/Season There are 12 months in the year. These months can be categorized into seasons.</p> <p>Winter: December, January, February Spring: March, April, May Summer: June, July, August Fall: September, October, November</p> <p>Using the month of the year cards and the season cards, have children with the season cards come up and then have the children with the month cards decide which category the card that they are holding belongs in. Discuss special days in each month and why these months are in the season you have classified them in.</p> <p>When you have finished this activity have the kid play either Go Fish or Concentration with the Month of the Year Cards.</p> <p>Month of the Year Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a deck of Month of the Year Cards 3. Give each pair a set of Days of the Week cards 4. Tell students to lay the cards out in a 3 x 3 grid, face down, with extra cards put to the side. 5. Player 1 turns over two cards, if they are a match, he/she picks up the two cards and replaces them with some extras from the pile 6. Player 2 then takes his/her turn 7. Game is over when all cards have been paired. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number?

What is a letter?

Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Months of the Year Cards

January	January	February
February	March	March
April	April	May
May	June	June

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July	July	August
August	September	September
October	October	November
November	December	December

Days of the Weeks Cards

Sunday	Sunday	Monday
Monday	Tuesday	Tuesday
Wednesday	Wednesday	Thursday
Thursday	Friday	Friday

Consult 4 Kids Lesson Plans

<p>Saturday</p>	<p>Saturday</p>	
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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Sort 'Em #1
Focus:	Categories

Materials:	
White boards	Activity at the end of the lesson plan
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 is a category? If I asked you to raise your hand if you were a boy, what category of people am I asking for? If I asked you to stand up if you were a girl, what category of people am I asking for? What are some other categories that you can think of? What about being able to put things into categories is helpful? What about putting things into categories might not be helpful?

Content (the “Meat”)									
<p style="text-align: center;">Problem of the Day</p> <p>Look at the chart below. Draw the picture that shows 1 less.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">♥ ♥ ♥</td> <td style="width: 50px;"></td> </tr> <tr> <td style="text-align: center;">▲ ▲</td> <td></td> </tr> <tr> <td style="text-align: center;">☺ ☺ ☺ ☺ ☺</td> <td></td> </tr> <tr> <td style="text-align: center;">☀ ☀ ☀ ☀ ☀</td> <td></td> </tr> </table>	♥ ♥ ♥		▲ ▲		☺ ☺ ☺ ☺ ☺		☀ ☀ ☀ ☀ ☀		<p>*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>
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<p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p>Directions:</p>									

Consult 4 Kids Lesson Plans

<p>Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw: 6 rectangles You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: shorter Description: Shorter is a word we use to describe something that is not as long or as tall as something or someone else. There is nothing wrong with being shorter, it is simply a way for us to categorize our thinking. Ask children to stand up in a line, all facing toward you, so the line is horizontal rather than vertical. Ask them to arrange themselves from the tallest person to the shortest person. Have them think about their position in the line. Even the tallest person in the group is probably shorter than the adult.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Categories</p> <p>Sort/Categorize Each thing has attributes. For example the attributes of a triangle are three sides and three angles, whereas the attributes of a square is four, straight, equal sides. There are a variety of ways that students can sort and categorize things that will be obvious to all of us and sometimes things that are only obvious to the child him or herself. Today we are going to give students an opportunity to classify some pretzels and other snack crackers.</p> <p>Sort 'Em #1 Materials: peanut butter pretzels, pretzel sticks, pretzel knots, Goldfish, Cheese Its, Cheese Nips, Small Ritz with Cheese in the middle. Give each pair of students a small cup of these items. Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a cup of food items 3. Give each pair a sheet of paper 4. Ask children to sort the items in the cup into meaningful groupings (they need to have at least 3 categories) 5. Examples could be pretzels, cheese crackers, and cheese crackers with filling. However they could also put the pretzel with peanut butter and the Ritz with cheese in them together as items with filling. Any sorting should be accepted as long as the group can identify the attributes. 6. Activity is over when items have been sorted 7. Allow children to eat the items (if you had them wash hands to begin with. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number?

What is a letter?

Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Sort 'Em #2
Focus:	Categories

Materials:	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

Opening

State the objective

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

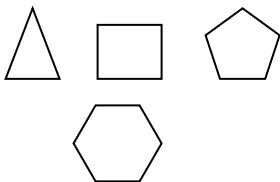
Gain prior knowledge by asking students the following questions

What is a category? If I asked you to raise your hand if you like cookies better than cupcakes, what category of people am I asking for? If I asked you to stand up if you like cupcakes better than squash, what category of people am I asking for? What are some other categories that you can think of? What about being able to put things into categories is helpful? What about putting things into categories might not be helpful?

Content (the “Meat”)

Problem of the Day

Look at the shapes below. Count the sides. Draw the shapes in order from the least number of sides to the most number of sides.



***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”

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

Consult 4 Kids Lesson Plans

<p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw: 10 pennies You can color them with any color or pattern that you would like.</p>	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: longer</p> <p>Description: Today's word is longer. The word longer is opposite of the word shorter. It describes something that has more length than something else. When we talk about people we usually say taller because people stand upright. You can stretch the word longer out when you say it: "l---o---n---g---e---r" and it becomes longer.</p> <p>Ask children to make two lines, one that is longer than the other. Ask children to draw lines and have some lines be longer than other lines. Ask children to share in a complete sentence about the drawing that they have made.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Down the Path Categories</p> <p>Sort/Categorize Review yesterday's activity. Ask the children to share the attributes that they used to sort the pretzels and crackers yesterday. Talk about things in the classroom that have the same attributes that they used to sort items yesterday. Share with students that they are going to do another sort today. Remind them that as a pair or a team they need to decide what attributes they will use to sort the items.</p> <p>Sort 'Em #2 Materials: Goldfish, Cheese Its, Cheese Nips, Small Ritz with Cheese in the middle, small Ritz with peanut butter in the middle, Wheat Thins, Large Ritz, and triangular shaped crackers . Give each pair of students a small cup of these items.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a cup of food items 3. Give each pair a sheet of paper 4. Ask children to sort the items in the cup into meaningful groupings (they need to have at least 3 categories) 5. Examples could be pretzels, cheese crackers, and cheese crackers with filling. However they could also put the pretzel with peanut butter and the Ritz with cheese in them together as items with filling. Any sorting should be accepted as long as the group can identify the attributes. 6. Activity is over when items have been sorted 7. Allow children to eat the items (if you had them wash hands to begin with. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number?

What is a letter?

Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	My Favorite Color
Focus:	Graphs

Materials:	
White boards	cards
Crayolas	Activity at the end of the lesson plan
Socks	
Glue sticks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about graphs and graphing? What are some of the things that you have made a graph of in your school day classroom? What do you think we could easily graph today? (Favorite colors, ice cream flavors, TV show, game, outdoor activity and so on). Create at least one of these graphs with the children.

Content (the “Meat”)

Problem of the Day

Start at 10. Count backwards to 0. Write the numbers that you say.

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

Directions:

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

13 hearts

You can color them with any color or pattern that you would like.

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

Consult 4 Kids Lesson Plans

	student become the teacher
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: taller</p> <p>Description: Taller is a word that we generally to describe people rather than the word longer. Taller means that the top of your head is above or taller than the top of the head of another person. Sometimes it is an advantage to be taller. For instance if you play basketball, it would be good if you were taller. You would be closer to the basket and have a better chance of getting the ball into the hoop. If you wanted to be a jockey (a person who rides races horses) being taller would not be a good thing. Jockeys are usually smaller because it makes better sense when you are racing a horse.</p> <p>Have children name some things that would be easier if you were taller and other things that would be easier if you were shorter or smaller.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Graphing</p> <p>Graphs</p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite colors. Ask them to share things that they know of that are typical of each of the colors. For example, green can be the color of trees, grass, broccoli, lettuce, and so forth. Red is the color of licorice, stop signs, Santa Claus suits, and roses. Have children share items for each color. Share with students that you have placed an 8" square of colored paper around the room. Show them where those squares are.</p> <p>My Favorite</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place an 8" square of red, green, yellow, orange, blue, and purple in different places in the room. 2. Ask children to go and stand by the square that represents their favorite color. 3. Create a graph, counting the number of children that are at each color and recording that number by the color word. 4. Then count the number of squares that are equal to the number of children standing by the color, creating the graph. 5. When the graph is finished bring children together and talk about what the graph represents. 6. Be sure to point out that there is one square colored in for each child that stood at the color. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is one more than 6?

What are the numerals?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	My Favorite Cereal
Focus:	Graphing

Materials:	
White boards	Fruit for Kabobs (fresh or canned)
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 graphs and graphing? What are some of the things that you have made a graph of in your school day classroom? What do you think we could easily graph today? (Favorite colors, ice cream flavors, TV show, game, outdoor activity and so on). Create at least one of these graphs with the children.

Content (the “Meat”)				
<p style="text-align: center;">Problem of the Day</p> <p>Look at the boxes below. Which one has the most ♥?</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> </tr> </table> <p>How do you know?</p>	♥♥♥♥♥	♥♥	♥♥♥♥	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the</p>
♥♥♥♥♥	♥♥	♥♥♥♥		
<p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw:</p>				

Consult 4 Kids Lesson Plans

<p>5 nickels You can color them with any color or pattern that you would like.</p>	<p>student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: lighter</p> <p>Description: Lighter is a word that we use to describe one of two conditions. Lighter can be a word we use to describe something that doesn't weigh as much as something else. For example, a feather is lighter than a rock. Another way we use the word lighter is describe something that has more light than something else which is darker. It is important that you know which kind of "lighter" you are talking about. Ask children to brainstorm things that are lighter (as in weight) and things that are better when it is lighter (meaning there is more light either from the sun or light bulbs.) Make a list. Ask the children to select one and create a drawing to demonstrate what they think it means.</p>	<p>It is important to review academic math vocabulary often throughout the day 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 Graphing</p> <p>Graphs</p> <p>A graph is a way to look at information and data so you can easily make sense of it. There is a saying that a picture is worth a thousand words, and a graph is such as picture. In Kindergarten it is important to help children understand how to create a graph and why they are important.</p> <p>Today we are going to graph children's favorite cereal. Ask them to share things that they know of that are things that they like about their favorite cereal. For example, "I like Rice Chex because it is not sweet" "I like Cocoa Puffs because I like chocolate". Share with students that you have placed the name of 8 different cereals around the room and that they will need to pick the type that they like the best of the ones you have selected. Show them where those cereal titles are.</p> <p>My Favorite Directions:</p> <ol style="list-style-type: none"> 1. Place six cereal names around the room (6 different types). 2. Ask children to go and stand by the square that represents their favorite cereal. 3. Create a graph, counting the number of children that are at each cereal and recording that number by the cereal name. 4. Then count the number of squares that are equal to the number of children standing by the cereal, creating the graph. 5. When the graph is finished bring children together and talk about what the graph represents. 6. Be sure to point out that there is one square colored in for each child that stood at the cereal. 	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number that is one less than 13? One less than 8? One less than 16?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Making Comparisons
Focus:	Comparisons

Materials:	
White boards	Activity at end of lesson plan
Crayolas	
Socks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

We use words to compare things. First we put things in categories and then we describe the categories. Some words that we use to compare things have to do with size. We can say that someone is taller or shorter. What other comparisons might we make? Are you the oldest, youngest, or in the middle of the children in your family? What are some of the comparisons that happen between you and another person in your family.

Content (the “Meat”)

Problem of the Day

Draw a picture with 7 circles. Color in 3 of those circles

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.

Directions:

Draw a picture of the number that is named.

Illustrate the number in the shape listed.

Today draw:

15 circles

You can color them with any color or pattern that you would like.

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

When possible, engage students in a “teach to learn”

Consult 4 Kids Lesson Plans

	<p>opportunity and have the student become the teacher</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: heavier</p> <p>Description: The word heavier is used to describe something in relationship to something else. For example, a rock would be heavier than a feather, but a steel bar might be heavier than the rock. If you look at candy bars, some candy bars are heavier than other candy bars—this means that they weigh more. A Snicker’s should weigh more than an equal size 3 Musketeers because a Snickers has peanuts while 3 Musketeers does not. Have children brainstorm items that they generally think of as being heavy (elephants, hippos, cars, buildings, etc.) Then have children draw a picture of the items in order from heaviest to the lightest item on the list.</p>	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity Comparisons</p> <p>Describing Words—Comparisons</p> <p>There are words that we use to describe things. These words help us to identify attributes that something has and then use that attribute to compare it to something else. For example, a pretzel stick is longer than a Goldfish cheese cracker. A 2 ounce cup holds less than a 6 ounce cup (or vice versa). A single cracker is lighter than a box of crackers, (or vice versa), and so it goes.</p> <p>Today we are going to help children use these comparison words: shorter, longer, taller, smaller, heavier, lighter, and holds more.</p> <p>You will model this several times for the children—be sure to use complete sentences. Say: “This cracker is smaller than this cracker.” This book is heavier than this piece of paper.” “This string is longer than this shoe.”</p> <p>After you have modeled several comparisons, hold up two objects and ask for a volunteer to make the comparison. Have children continue until all of the children have made comparisons. Talk about the things they have compared.</p> <p>Give all of the children a piece of paper and crayolas, and ask them to draw the comparison that they made.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

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

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

What is a number?

What is a letter?

Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

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

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

- Count from 10-1 backwards
- Count from 20 backwards
- Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7
- Count from 1-10 forwards
- Count from 1-20 forward
- Practice the Penny, Nickel, Dime, and Quarter Chants
- Count by 10's to 100
- Count by 5's to 50

Content (the "Meat")

Problem of the Day

What number comes in between the pairs of numbers below?

$$3 \underline{\quad} 5$$

$$11 \underline{\quad} 13$$

$$16 \underline{\quad} 18$$

$$7 \underline{\quad} 9$$

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments

Fact Practice Counting 1:1 Correspondence

During this next 11 days you will be working with Kindergartners to reinforce number sense

Consult 4 Kids Lesson Plans

<p>and counting. It is important that Kindergartners understand that when they say a particular number that the word or words they say actually represents a physical number of objects. For the next 11 days, we will ask children to represent a certain number by drawing a particular shape that specific number of times.</p> <p>Directions: Draw a picture of the number that is named. Illustrate the number in the shape listed. Today draw: 4 stars You can color them with any color or pattern that you would like.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: holds more</p> <p>Description: The term, holds more, refers to size of something that is acting like a container. A container can be a hand, a cup, a plastic bag, and any number of other things. Ask children to name a container that they are familiar with. If my hand is larger than your hand I should be able to hold more jelly beans than you can hold. Ask children to discuss which of the containers the listed they believe would hold more and tell why they think what they think.</p>	<p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)</p>
<p style="text-align: center;">Activity</p> <p>Today is review day. Students will be able to select from the Fraction Games you played for the last 10 days. Ask students to select from: During the Day Days of the Week Months of the Year Sort 'em (#3) same process as before but have children sort and a variety of beans—white, navy, pink, lima, pinto, green peas, and any other bean that you can find My Favorite (use Lucky Charm Cereal)</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center</p>

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

Consult 4 Kids Lesson Plans

Debrief

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

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

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