Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Number Order #1
Focus:	Number Order

Materials:

White boards
Crayolas
Socks (for erasers)
Pencils

Activity at the end of the 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

What do you know about counting? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 11? What number comes after 13? What number comes before 4? What number comes before 9? Let's count to 30 together.

Content (the "Meat")

Problem of the Day

If you have 3 cookies and you get 1 more, how many cookies do you have? Draw a picture to show your answer.

Fact Practice
Counting By 5s

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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of **stars** that shows the number that is represented on the dice.

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.

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: count** **Description**: The word count describes what we do when we say the numbers in order. We know that we can count to 10 by saying (have children count with you from 1 -1 0) We can count backwards from 10 as well. To count backwards, we start at 10 and back up. Have children count backwards from 10 with you. Now count with the children from 11 to 20. Remind students of how they have one item for each number they say. Have the children line up in one row and count off—each child saying only the number that he/she represents in the chain. Ask children to remember the number that each said and then count backwards.	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 **Counting** **Number Order** Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. **Number Order:** **Directions:** 1. Divide students into pairs 2. Give each pair a set of number cards 3. Pair should work together to organize the cards in numeric order from 1 – 30 4. Begin my turning over the cards one at a time and then putting them in order—pairs should take turns flipping the cards and putting them in order.	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.

Kindergarten Number Order

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Number Order #2
Focus:	Counting

Materials:

White boards
Crayolas
Socks (use as an eraser)
Glue sticks

Activity at the end of the 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.

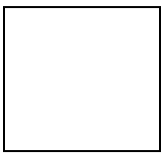
Gain prior knowledge by asking students the following questions

What do you know about counting? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 11? What number comes after 13? What number comes before 4? What number comes before 9? Let's count to 30 together.

Content (the "Meat")

Problem of the Day

How many corners are there in this shape? How do you know?



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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.

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.

3. Each child rolls the dice and then draws a picture of triangles that shows the number that is represented on the dice.	
Math Vocabulary **Word for Today: number order** **Description:** Number order is the term we use to talk about the order that we say numbers in. If we ay number randomly, it would be like saying 8, 3, 10, 1, 5, and so on. When we say the numbers in order we say: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10. Let's count 1-30 together. When we do this we are using number order that is correct. No matter how many times we count or how high we count, the order is the same. We begin with 1, whether that is 21, 31 or 41, and follow up with 2—12, 22, 32, 42 and so on. We use the numerals in the same order each time unless we are counting randomly which means that there is no order. When we don't count in order it is very confusing, which is why we count in order.	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 **Counting** **Number Order** Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. **Number Order:** **Directions:** 1. Divide students into pairs 2. Give each pair a set of number cards 3. Pair should work together to organize the cards in numeric order from 1 – 30 4. Begin my turning over the cards one at a time and then putting them in order—pairs should take turns flipping the cards and putting them in order.	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.

Kindergarten Number Order

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20
21	22	23	24	25
26	27	28	29	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Fill in the Blanks #1
Focus:	Number Order

Materials:

White boards
Crayolas
Socks (for an eraser)
Paper
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? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 11? What number comes after 13? What number comes before 4? What number comes before 9? Let's count to 30 together.

Content (the "Meat")

Problem of the Day

Complete the following pattern

☼☼♥☼☼♥☼___,___

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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of circles that shows the number that is represented on the dice.

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: between** **Description**: Between is the term that we use to describe something that is in the middle. For instance, we can hold our hand apart and what we would find between them is air. We can write numbers that have a numeral between them as well. For example: What is the numeral that comes between 3 and 5. To find that out we would count. Let's begin at one and when you hear us say the numeral between 3 and 5, raise your hand. (After doing that with the children, repeat with different numbers.) What is between 4 and 6? What is between 8 and 10?	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 **Counting** **Number Order** Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. It is also important to know what number is missing when you see a gap. For example, **4 _____ 6** we know that the number that goes between the 4 and 6 is a 5, because when we count we would say 4, 5, 6. **Fill In the Blanks** **Directions:** 1. Divide students into airs 2. Give each pair a set of Fill In the Blank Cards 3. Spread the cards out face down between the two students 4. Player 1 draws a card, turns it over and determines what number belongs in between the two on the card. 5. Player 2 confirms that the answer is correct and then takes his/her turn 6. Game is over when all of the cards have been turned over.	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.

Kindergarten More Number Order

6 _____ 8	11 _____ 13	2 _____ 4
13 _____15	19 _____21	25 _____ 27
9 _____ 11	3 _____ 5	27 _____ 29
1 _____ 3	4 _____6	5 _____ 7
7 _____9	8 _____10	10 _____ 12
12 _____ 14	14 _____ 16	15 _____ 17
16 _____ 18	17 _____ 19	18 _____ 20
20 _____ 21	21 _____ 23	22 _____ 24
23 _____ 25	24 _____ 26	26 _____ 28

28 _____ 30		

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Fill in the Blanks #2
Focus:	Counting

Materials:

White boards
Crayolas
Socks (for erasers)
Glue sticks

Activity at the end of the 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.

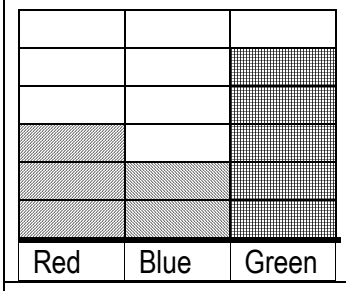
Gain prior knowledge by asking students the following questions

What do you know about counting? What is the order that the numbers come in when we count to 10? When we are counting, what number comes after 13? What number comes after 17? What number comes before 8? What number comes before 13? Let's count to 30 together.

Content (the "Meat")

Problem of the Day

Look at the graph below. Which color is the favorite?



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:

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.

1. Divide children into pairs. 2. Give each pair 2 dice and 2 white boards, pens/crayons. 3. Each child rolls the dice and then draws a picture of triangles that shows the number that is represented on the dice.	
Math Vocabulary **Word for Today: count** **Description:** Counting is something that we do in math. We count all of the time. Who can suggest something in the classroom for us to count? What else could we count in here? What could we count if we were somewhere else at the school? What might we count in the cafeteria? What could we count when we are outdoors? What could we count in our closet? What could we count if we were at the grocery store. Let's count to 30 together.	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 **Counting** **Number Order** Being able to count aloud is important. So is the ability to count items. Another skill that Kindergartners need to develop is the ability to put numbers in order. Counting to 30 is part of the key learning for Kindergartners. Being able to recognize the order of numbers is important. It is also important to know what number is missing when you see a gap. For example, **4 _____ 6** we know that the number that goes between the 4 and 6 is a 5, because when we count we would say 4, 5, 6. **Fill In the Blanks** **Directions:** 1. Divide students into airs 2. Give each pair a set of Fill In the Blank Cards 3. Spread the cards out face down between the two students 4. Player 1 draws a card, turns it over and determines what number belongs in between the two on the card. 5. Player 2 confirms that the answer is correct and then takes his/her turn 6. Game is over when all of the cards have been turned over.	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.

Kindergarten More Number Order

6 _____ 8	11 _____ 13	2 _____ 4
13 _____15	19 _____21	25 _____ 27
9 _____ 11	3 _____ 5	27 _____ 29
1 _____ 3	4 _____6	5 _____ 7
7 _____9	8 _____10	10 _____ 12
12 _____ 14	14 _____ 16	15 _____ 17
16 _____ 18	17 _____ 19	18 _____ 20
20 _____ 21	21 _____ 23	22 _____ 24
23 _____ 25	24 _____ 26	26 _____ 28

28 _____ 30		

Concentration and Go Fish Cards

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

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Writing Number Sentences #1
Focus:	Addition

Materials:

White boards
Crayolas
Cereal

Activity at the end of the 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

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 1 finger up on one hand and one finger up on your other hand, you would have how many fingers up altogether? This is what it means to add.

Content (the "Meat")

Problem of the Day

If you have 6 cookies how many do you have if you have 1 less? Draw a picture to show your answer.

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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of hearts that shows the number that is represented on the dice.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

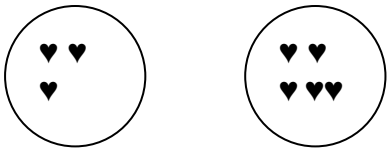
Check in about what is happening and what they are thinking.

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

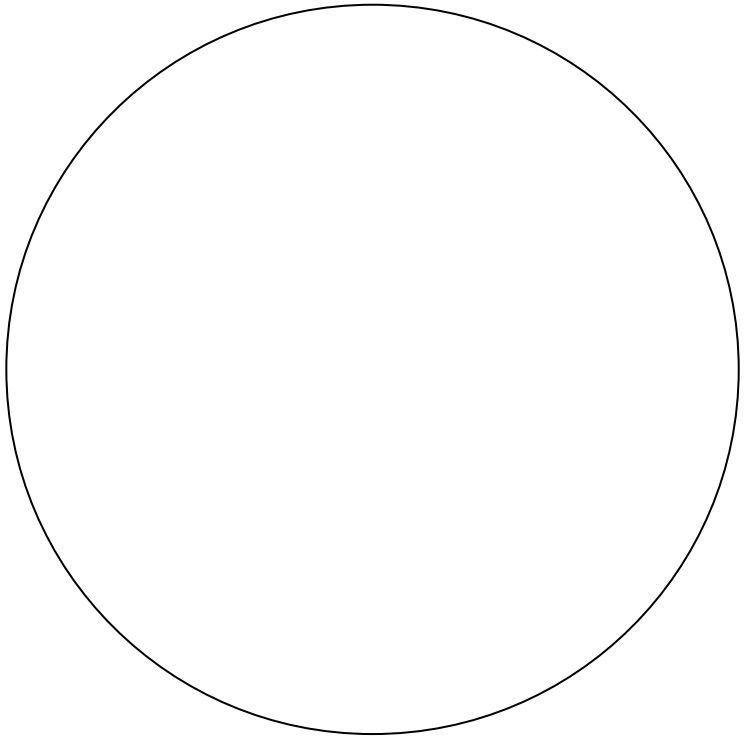
Math Vocabulary **Word for Today: addition** **Description:** Addition is the math term that means putting things in more than one group together into one group. If we have 3 cookies on one plate and 2 cookies on another plate, if we add them together, we would put all of the cookies together on one plate. We could then count how many cookies are on the plate and we would discover that we have a total of 5 cookies (3 from on3 plate and 2 from the other). Let's try another. We have 4 cookies on one plate and we have 4 cookies on a second plate. If we put them together onto one plate, and we count the cookies, we would find that we have 8 cookies altogether,	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 **Addition** **Adding Concrete Objects** After learning how to count and that every number you say represents a specific number of objects, it is important that you learn how to add groups together. Work several examples through with the class. Draw two circles on the white board or chart paper. Place a certain number of objects in each circle. Below the circle write the number of objects in the circle. Then count them altogether and write the number sentence.  **3 + 5 = 8** **Writing Number Sentences** **Directions:** 1. Divide students into pairs 2. Give each pair a number of paper clips, a Writing Number Sentences Template, white board and pens/crayons 3. Together, pair places objects in each circle, writes the number of items in each circle underneath the circle and then write the total after the equals sign. 4. Have students share the number sentences they create with one another.	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.

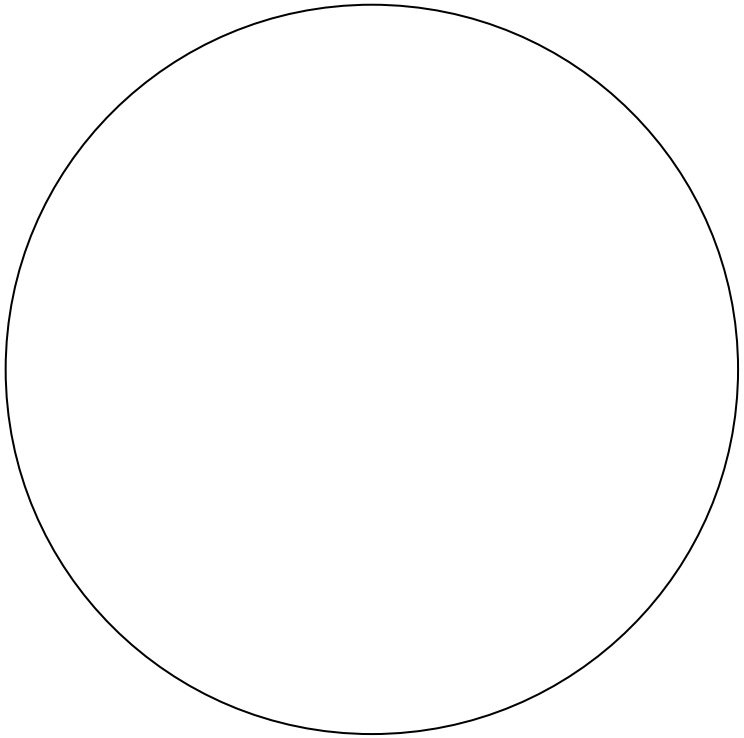
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?

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.

Adding Concrete Objects





_____ + _____ = _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Writing Number Sentences #2
Focus:	Addition

Materials:

White boards
Crayolas
Socks (for erasers)
Glue sticks

Activity at the end of the 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

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 2 fingers up on one hand and two fingers up on your other hand, you would have how many fingers up altogether? This is what it means to add.

Content (the "Meat")

Problem of the Day

If you have 3 hearts and you get 2 more hearts, how many do you have altogether? Draw a picture to show your answer.

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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of rectangles that shows the number that is represented on the dice.

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

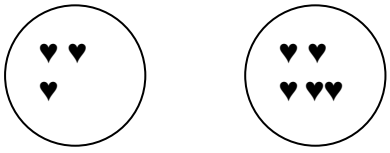
Check in about what is happening and what they are thinking.

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

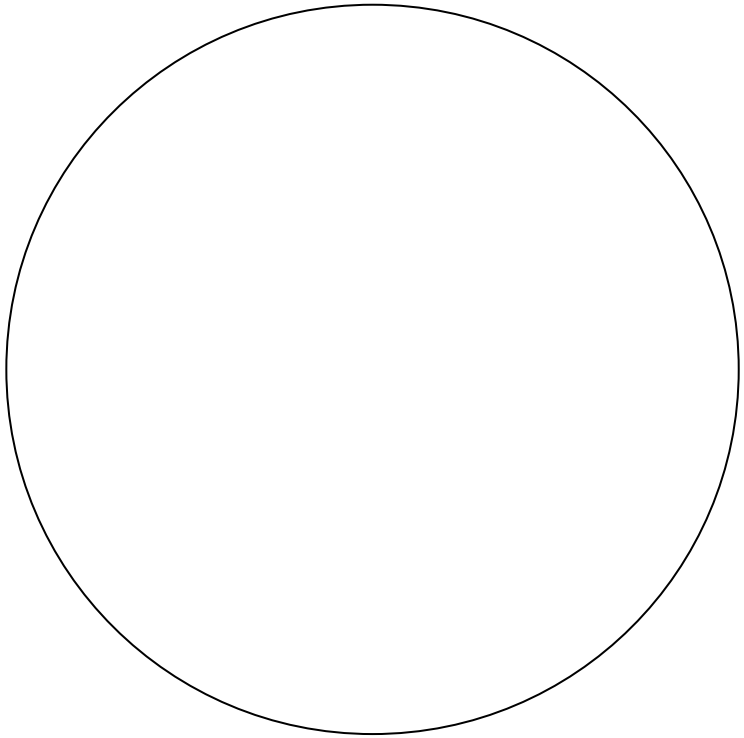
Math Vocabulary **Word for Today: sum** **Description:** Sum is the word that we use to name the answer to an addition problem. Sum is another way of saying total. For example, the sum of 3 + 5 is 8. Let's put it on the board. Here are 2 circles. In one circle we will draw 3 hearts. In the second circle we will draw 5 hearts. If we were to put them all into one circle (draw a third circle and label it sum), and put in the 3 hearts from one circle (erase them from the first circle) and now put in the 5 hearts (erase them from the second circle), and now count them altogether. Now you have a sum.	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 **Addition** **Adding Concrete Objects** After learning how to count and that every number you say represents a specific number of objects, it is important that you learn how to add groups together. Work several examples through with the class. Draw two circles on the white board or chart paper. Place a certain number of objects in each circle. Below the circle write the number of objects in the circle. Then count them altogether and write the number sentence.  **3 + 5 = 8** **Writing Number Sentences** **Directions:** 1. Divide students into pairs 2. Give each pair a number of paper clips, a Writing Number Sentences Template, white board and pens/crayons 3. Together, pair places objects in each circle, writes the number of items in each circle underneath the circle and then write the total after the equals sign. 4. Have students share the number sentences they create with one another.	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.

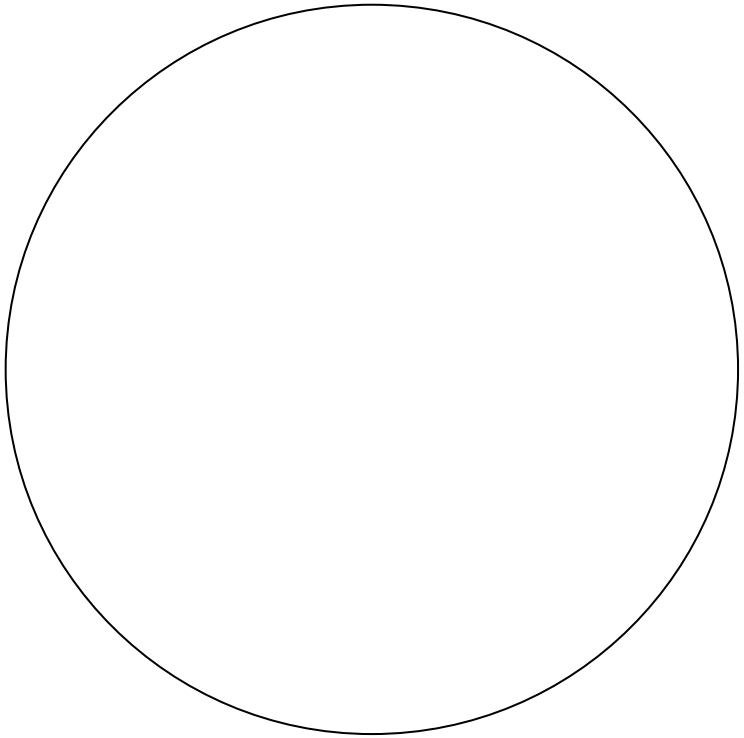
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?

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.

Adding Concrete Objects





_____ + _____ = _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	One More #1
Focus:	Addition—One More

Materials:

White boards
Crayolas
Socks (use for erasers)
Glue sticks
decks of cards
Activity at the end of the 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.

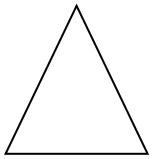
Gain prior knowledge by asking students the following questions

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 3 fingers up on one hand and three fingers up on your other hand, you would have how many fingers up altogether? This is what it means to add. How many fingers do you have up?

Content (the "Meat")

Problem of the Day

How many sides does the figure below have? How do you know?



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:

1. Divide children into pairs.
2. Give each pair 2 dice and 2 white boards, pens/crayons.

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.

3. Each child rolls the dice and then draws a picture of happy faces that shows the number that is represented on the dice.	
Math Vocabulary **Word for Today: one more** **Description:** When we count and we say a number, the next number we say is one more. For example, when we say 7, the next number we will say if 8. Eight is one more than 7. We are going to play a game now. I am going to say a number. As a class you are to say a number that is one more. So if I say 7, you will say "8". I say 6, you say _____. I say 9, you say _____. I say 13, you say _____.	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).
Addition **One More** It is important that Kindergartens learn what one more is and can easily do that. Demonstrate several examples of one more with student on the board or chart paper. Roll two dice together and ask students to tell you what one more is. **One More** **Directions:** 1. Divide students into pairs or trios 2. Give each pair a deck of cards without the face cards and jokers. 3. Shuffle the cards. 4. Deal 5 cards to each player. 5. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3. 6. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2." 7. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand. 8. Player 2 then repeats the procedure. 9. Game is over when all cards are matched or time is called.	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.

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	One More #2
Focus:	Addition—One More

Materials:

White boards
Crayolas
Socks (for erasers)
Glue sticks
decks of 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.

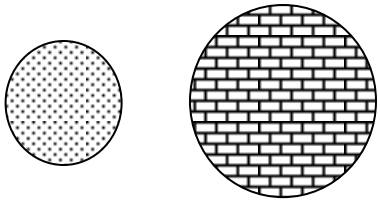
Gain prior knowledge by asking students the following questions

What do you know about addition? What does it mean when you put two groups of things together? How is addition like counting? If you have 4 fingers up on one hand and four fingers up on your other hand, you would have how many fingers up altogether? This is what it means to add. How many fingers do you have up?

Content (the "Meat")

Problem of the Day

Which one of these circles is the largest? How do you know?



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:

1. Divide children into pairs.

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.

2. Give each pair 3 dice and 2 white boards, pens/crayons. 3. Each child rolls the dice and then draws a picture of stars that shows the number that is represented on the dice.	
Math Vocabulary **Word for Today: one more** **Description:** When we count and we say a number, the next number we say is one more. For example, when we say 7, the next number we will say if 8. Eight is one more than 7. We are going to play a game now. I am going to say a number. As a class you are to say a number that is one more. So if I say 7, you will say "8". I say 8, you say _____. I say 15, you say _____. I say 20, you say _____.	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 **Addition** **One More** It is important that Kindergartens learn what one more is and can easily do that. Demonstrate several examples of one more with student on the board or chart paper. Roll two dice together and ask students to tell you what one more is. **One More** **Directions:** 1. Divide students into pairs or trios 2. Give each pair a deck of cards without the face cards and jokers. 3. Shuffle the cards. 4. Deal 5 cards to each player. 5. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3. 6. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2." 7. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand. 8. Player 2 then repeats the procedure. 9. Game is over when all cards are matched or time is called.	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 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:	Looking at Clocks
Focus:	Time

Materials:

White boards
Crayolas
Socks (use for erasers)
Glue sticks

activity at end of the 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

What do you know about telling time? What does a clock look like? What are the things that you can see? (numbers, hands) What are the numbers that you see on the clock? What is the number on the top? What is the number on the bottom? What numbers come between the 12 and the 6? What numbers come between the 6 and the 12 going toward the 7?

Content (the "Meat")

Problem of the Day

What number comes in between the 2 numbers below? How do you know?

7 _____ 9

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:

1. Divide children into pairs.
2. Give each pair 3 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of circles that shows the number that is

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.

represented on the dice.	
Math Vocabulary **Word for Today: clock** **Description**: The word clock refers to the instrument that usually hangs on a wall or can be found on an over or a microwave. It keeps track of the hour and the minutes. It lets you know what time it is. There are two kinds of clocks, an analog clock and a digital clock. An analog clock has a face and hands. It usually has 12 numbers on it. A digital clock is one that just has the numbers written on it with a : in the middle. On a digital clock the time would look like this: 7:00. On an analog clock the hour hand would be pointing to the 12 and the hour hand would be pointing to the 7.	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 **Time** **Time** Kindergartners need to tell time to the hour and the ½ hour. We will start with the hour. In an analog clock (one with a face and hands), there is a long hand and a short hand. The long hand will point to the minutes and on the hour, the long hand always points to the 12. The short hand points to the hour, whether that is 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, and 12. Draw a circle on the white board and a rectangle. Ask the students what they have seen that comes in the shape of both a circle and a rectangle. List several of their suggestions. Tell them that clocks come in those two shapes. Tell them that a circle clock shows the time by using two hands, a short hand to point to the hour and a long hand to point to the minutes. Tell the children that this is called analog time (they may easily remember this word since it is unusual). Draw the circle and ask children about the numbers that they see on a clock face. Point to the face of a clock in the classroom if there is one. Show children how to write the numbers on the clock. Step #1: Place the 12 and the 6 on the top and the bottom of the circle. Step #2: Place the 3 and the 9 across from each other, ½ way between the 12 and the 6. Step #3: Numbers 1 and 2 are placed between the 12 and 3 Step #4: Numbers 4 and 5 placed between the 3 and 6 Step #5: Numbers 7 and 8 placed between the 6 and the 9 Step #6: Numbers 10 and 1 placed between the 9 and the 12 Have children draw several circles and practice this with them. Go through the process each time. Tell them that the other way we tell time is on a digital clock which is usually shaped like a rectangle. Tell them that a digital clock show the time the way that you would write time. Show them a digital clock face by drawing a rectangle on the board or chart paper. Put the : in the center of the rectangle. Explain to children that this symbol ":" is used to separate the hour from the minutes. If the time is 1:00 it is written in that way—the hour is one and the minutes are 0. Have students practice writing the time on the digital clock. Have children draw a rectangle and place a : in the center. Practice writing different hours, have the minutes be either zero or 30 minutes.	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.

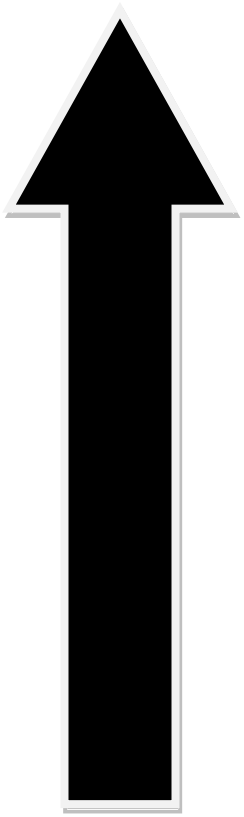
Today's activity is to make an analog clock out of a paper plate or a circle. Work through the process of writing the numbers on the plate or the circle in the same way that you did at the beginning Have children cut out the clock hands that are provided in this lesson plan. Using a brad, attach the clock hands to the clock face.	

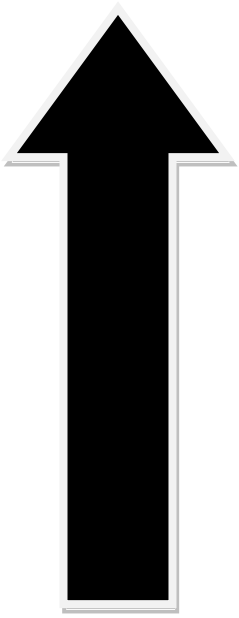
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number that is one less than 13? One less than 8? One less than 16?

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.

1st Grade Clock Hands





Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Telling Time to the Hour
Focus:	Time

Materials:

White boards
Crayolas
Socks

Activity 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 telling time. 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 telling time? What does a clock look like? What are the things that you can see? (numbers, hands) What are the numbers that you see on the clock? What is the number on the top? What is the number on the bottom? What numbers come between the 12 and the 6? What numbers come between the 6 and the 12 going toward the 7?

Content (the "Meat")

Problem of the Day

If you have 1 nickel and 2 pennies, how much money do you have? How do you know?

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:

1. Divide children into pairs.
2. Give each pair 3 dice and 2 white boards, pens/crayons.
3. Each child rolls the dice and then draws a picture of circles that shows the number that is

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.

represented on the dice.	
Math Vocabulary **Word for Today: clock** **Description**: The word clock refers to the instrument that usually hangs on a wall or can be found on an over or a microwave. It keeps track of the hour and the minutes. It lets you know what time it is. There are two kinds of clocks, an analog clock and a digital clock. An analog clock has a face and hands. It usually has 12 numbers on it. A digital clock is one that just has the numbers written on it with a : in the middle. On a digital clock the time would look like this: 9:00. On an analog clock the hour hand would be pointing to the 12 and the hour hand would be pointing to the 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 **Time** **Telling Time** Today you are going to work with children on telling time by looking at analog clock. Draw several clocks (circles) on the board. Work through the process of placing the numbers on the clock face. Discuss how the longer hand points to the minutes and the short hand points to the hour. Discuss that when the large hand is pointing to the 12 it means that there are 0 minutes (also talk about that there are 60 minutes in 1 hour). Today you are going to focus on telling time to the hour. Pass out copies of Worksheet #1 to each pair of students. Have them work through the worksheet together. Have children transfer the analog time from the worksheet to the digital clock worksheet provided.	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.

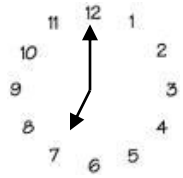
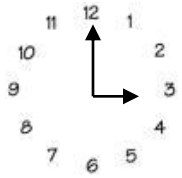
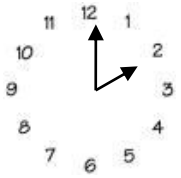
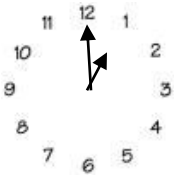
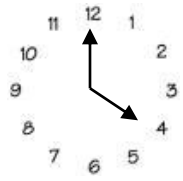
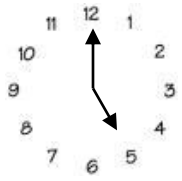
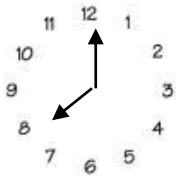
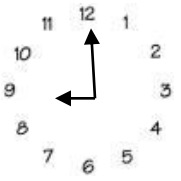
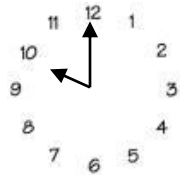
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?

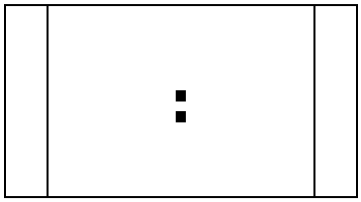
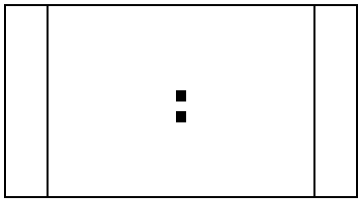
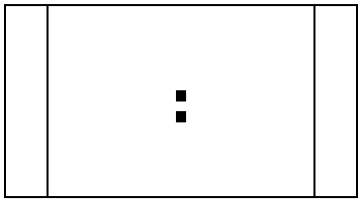
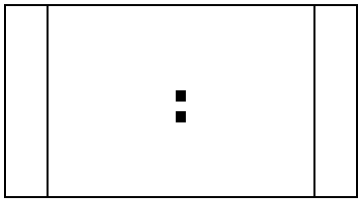
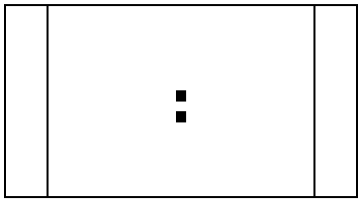
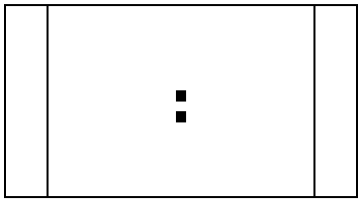
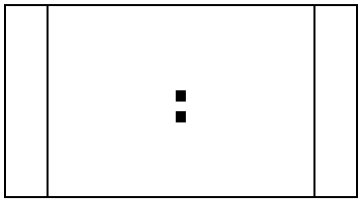
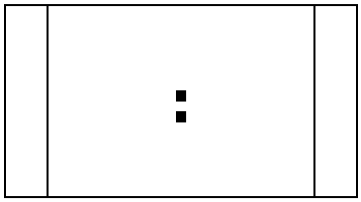
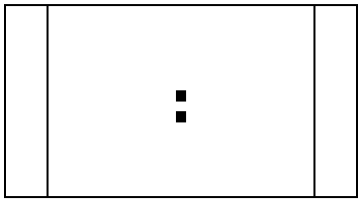
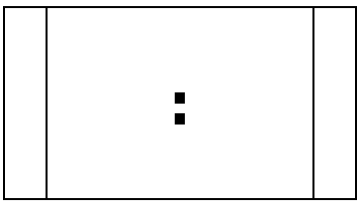
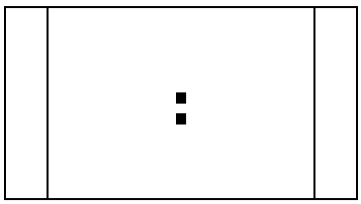
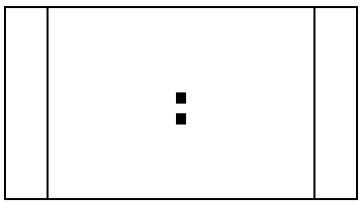
Reflection (Confirm, Tweak, Aha!)

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.

Consult 4 Kids Lesson Plans

Kindergarten Telling Time to the Hour

Consult 4 Kids Lesson Plans

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

Materials:

White boards
Crayolas
Socks (use or erasers)

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 is one more than 5? Draw a picture to show how you know.

Example:

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

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.

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:** 1. Divide children into pairs. 2. Give each pair 3 dice and 2 white boards, pens/crayons. 3. Each child rolls the dice and then draws a picture of squares that shows the number that is represented on the dice.	
Math Vocabulary **Word for Today: review the words from this week** **count** **number order** **between** **addition** **sum** **one more** **clock**	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 Today is review day. Students will be able to select from the Games you played for the last 10 days. Ask students to select from: **Number Order** **Fill In the Blank** **Writing Number Sentences** **One More** **Telling Time**	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.