

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Straw Bundles #1
Focus:	Place Value

Materials:

White boards	Activity at the end of the lesson plan
Crayolas	straws
Socks (for erasers)	rubber bands
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

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count four bundles and 4 singles, 10, 20 30, 40, 41, 42, 43, 44.

Content (the "Meat")

Problem of the Day

John wants to read 7 pages of his book. He has read 5 pages. How many more pages does he need to read?

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

*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.

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<p>4. Child then draws that same number of hearts (♥) on the white board.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: bundle</p> <p>Description: The mathematical term “bundle” means that you are going make a group of ten and wrap up the group of ten so you can easily tell how many are there. When we count by tens, it is like counting these bundles. Demonstrate bundling to the children. Have children come up and count out 10 straws and then bundle the straws with a rubber band. After making each bundle, count how many you have bundled. (Develop 10 bundles to help children count to 100).</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>Straws and Bundles</p> <p>We can count by 1s and we can also count by 10s. Count aloud with the students from 1 – 10. Now count 10 straws and put a rubber band around them. Now count 10 more straws and put a rubber band around those. Ask the children how many straws there are if you have 2 bundles of 10. Take the bundles apart and count the straws, counting from 1-20. Recount 10 and bundle them together. Recount the next 10 and bundle them together. Now count them as 10, 20. Ask the students to help you count from 20-30, bundle those 10 straws. Recount them as 10 20, 30. Continue this process until you have 100 straws. Count aloud by 10s to 100.</p> <p>Straw Bundles</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair at least 30 straws and 3 rubber bands. 3. Remind them that they can only use the rubber band when you are putting 10 straws together. 4. Give students a deck of cards with the numbers 1-30 in the deck. 5. The pair should draw a card and then count out that many straws, remembering to bundle the ten straws together. 6. Children can take the straws in an out of the bundle. 7. Have students write the number on the white board. <p>Note: Circulate through the room and have children share what they have done.</p>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

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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?

How many do we put in a bundle? (10 items)

Count by tens to 100.

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 Straw Bundles

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:	Straw Bundles #2
Focus:	Place Value

Materials:

White boards	Activity at the end of the lesson plan
Crayolas	straws
Socks (use as an eraser)	rubber bands
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

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count 5 bundles and 6 singles, 10, 20 30, 40, 50, 51, 52, 53, 54, 55, 56.

Content (the "Meat")

Problem of the Day

Look at rectangles. Which is the widest? How do you know?



Fact Practice

Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes

***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.

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<p>that number on the white board.</p> <p>4. Child then draws that same number of happy faces (☺) on the white board.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: bundle</p> <p>Description: The mathematical term “bundle” means that you are going make a group of ten and wrap up the group of ten so you can easily tell how many are there. When we count by tens, it is like counting these bundles. Demonstrate bundling to the children. Have children come up and count out 10 straws and then bundle the straws with a rubber band. After making each bundle, count how many you have bundled. (Develop 10 bundles to help children count to 100).</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>Straws and Bundles</p> <p>We can count by 1s and we can also count by 10s. Count aloud with the students from 1 – 10. Now count 10 straws and put a rubber band around them. Now count 10 more straws and put a rubber band around those. Ask the children how many straws there are if you have 2 bundles of 10. Take the bundles apart and count the straws, counting from 1-20. Recount 10 and bundle them together. Recount the next 10 and bundle them together. Now count them as 10, 20. Ask the students to help you count from 20-30, bundle those 10 straws. Recount them as 10 20, 30. Continue this process until you have 100 straws. Count aloud by 10s to 100.</p> <p>Straw Bundles</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair at least 30 straws and 3 rubber bands. 3. Remind them that they can only use the rubber band when you are putting 10 straws together. 4. Give students a deck of cards with the numbers 1-30 in the deck. 5. The pair should draw a card and then count out that many straws, remembering to bundle the ten straws together. 6. Children can take the straws in an out of the bundle. 7. Have students write the number on the white board. <p>Note: Circulate through the room and have children share what they have done.</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

Review

Say:

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

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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.

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Kindergarten Straw Bundles

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:	Hop Scotch Place Value
Focus:	Place Value

Materials:	White boards	pencils
	Crayolas	
	Socks (for an eraser)	
	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.

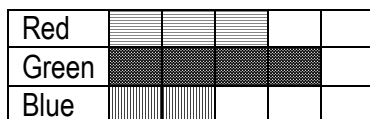
Gain prior knowledge by asking students the following questions

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count 2 bundles and 8 singles, 10, 20 21, 22, 23, 24, 25, 26, 27, 28.

Content (the "Meat")

Problem of the Day

Look at the graph. Do more people like green or red?



***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.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.

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<p>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</p> <p>4. Child then draws that same number of triangles (▲) on the white board.</p>			
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: place value</p> <p>Description: Place value is a term we use to describe the value of one of our digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Draw a chart on the board like the one below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> </table> <p>Count several of the bundles that you created yesterday and record the number of bundles under the tens column. Be sure that you count the bundles by tens. Then count the loose straws and record that number under ones. Have children come up and select different numbers of bundles and single straws, recording the bundles and the singles on the chart. Write the correct number as well. 3 tens + 6 ones = 36.</p> <p>Have children help complete the chart so they are prepared for the activity today.</p>	Tens	Ones	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p>
Tens	Ones		
<p style="text-align: center;">Activity</p> <p>Place Value</p> <p>We only have 10 digits with which we make all of our numbers. These digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the place that this digit is in that determines the value of the digit. This is called place value. It is important that Kindergartners begin to understand this concept. When they say the number 23, they are saying 2 tens or twenty, plus 3 ones. Using linker cubes or straws bundled into 10s, have children create different numbers. Remind them that they can only bundle 10s. If they have more straws than 10 but less than a second 10, those straws have to remain single.</p> <p>Attached to this lesson plan is a “hopscotch” game. If possible, make it as large as you can.</p> <p>Play this game with the children collectively before allowing them to play alone.</p> <p>Place the board among the children. Ask for a volunteer to come up and take two counters, and toss them onto the hopscotch. Have the children identify which one of the numbers will be for 10s and which number will be for the 1s. Record the tens and ones on the “Tens and Ones” chart.</p> <p>Help children to bundle the straws in 10s, or count out 10 linker cubes, attaching them together.</p> <p>Children should build each of the numbers that they have identified on the hopscotch.</p> <p>On this day, play the game as a whole class. Tomorrow you can have the children play in pairs.</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 place value?

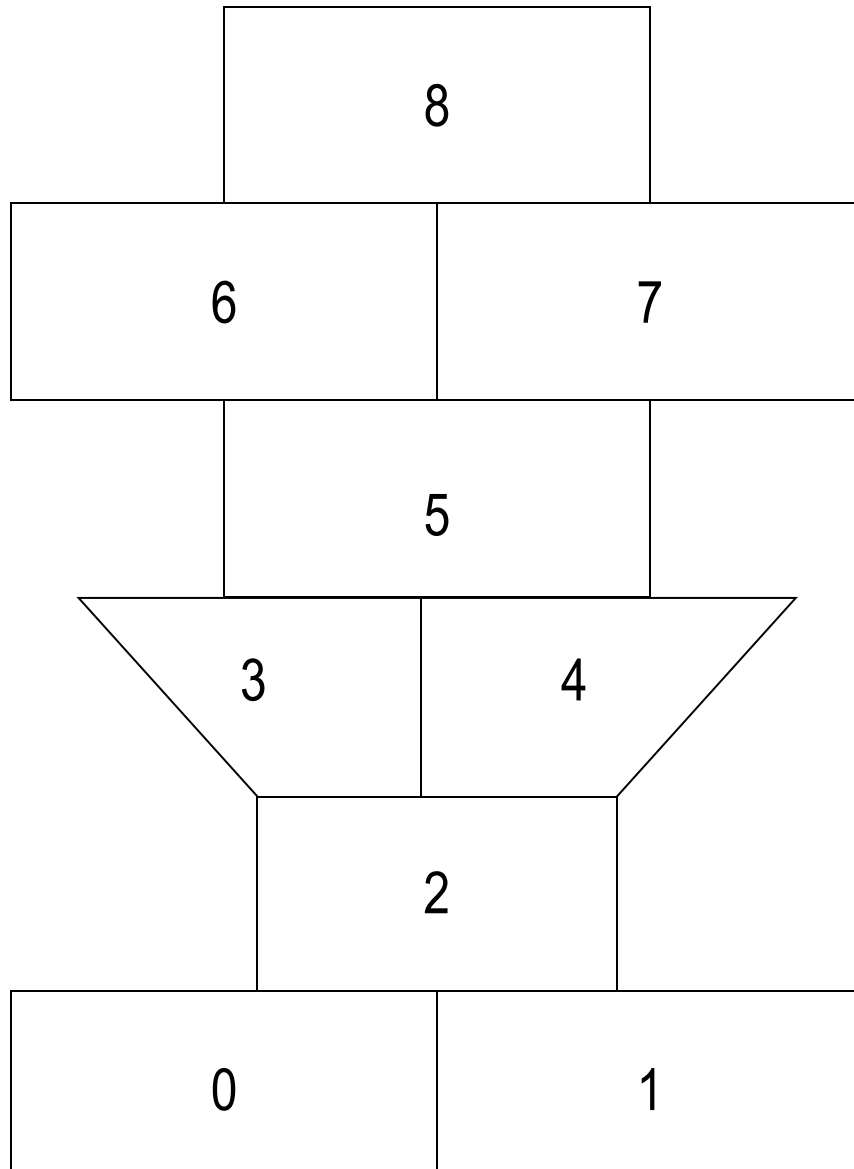
How many 10s in the number 28? How many ones?

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 Hopscotch



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Kindergarten Hopscotch

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Hop Scotch Place Value #2
Focus:	Place Value

Materials:

White boards	Activity at the end of the lesson plan
Crayolas	scoops for children
Socks (for erasers)	sugar or sand (something that can be scooped)
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.

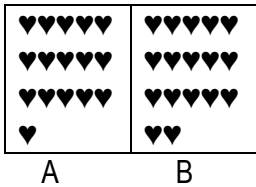
Gain prior knowledge by asking students the following questions

Say the numbers between 1 and 10. Write them on the board. Write the digits that students say (0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.) We are going to bundle straws together in tens. Let's count 10 straws and bundle them in a group of 10. Create several of these bundles. Count the bundles by 10. Count 3-5 single straws. Count 2 bundles and 8 singles, 10, 20 21, 22, 23, 24, 25, 26, 27, 28.

Content (the "Meat")

Problem of the Day

Look at the boxes below Which box has the most hearts?



*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.

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.

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<ol style="list-style-type: none"> 2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons. 3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board. 4. Child then draws that same number of circles on the white board. 			
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: place value</p> <p>Description: Place value is a term we use to describe the value of one of our digits 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Draw a chart on the board like the one below:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 5px;">Tens</td> <td style="padding: 5px;">Ones</td> </tr> </table> <p>Count several of the bundles that you created yesterday and record the number of bundles under the tens column. Be sure that you count the bundles by tens. Then count the loose straws and record that number under ones. Have children come up and select different numbers of bundles and single straws, recording the bundles and the singles on the chart. Write the correct number as well. $3 \text{ tens} + 6 \text{ ones} = 36$.</p> <p>Have children help complete the chart so they are prepared for the activity today.</p>	Tens	Ones	<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>
Tens	Ones		
<p style="text-align: center;">Activity</p> <p>Place Value</p> <p>We only have 10 digits with which we make all of our numbers. These digits are 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the place that this digit is in that determines the value of the digit. This is called place value. It is important that Kindergartners begin to understand this concept. When they say the number 23, they are saying 2 tens or twenty, plus 3 ones. Using linker cubes or straws bundled into 10s, have children create different numbers. Remind them that they can only bundle 10s. If they have more straws than 10 but less than a second 10, those straws have to remain single.</p> <p>Attached to this lesson plan is a “hopscotch” game. If possible, make it as large as you can.</p> <p>Play this game with the children collectively before allowing them to play alone.</p> <p>Place the board among the children. Ask for a volunteer to come up and take two counters, and toss them onto the hopscotch. Have the children identify which one of the numbers will be for 10s and which number will be for the 1s. Record the tens and ones on the “Tens and Ones” chart.</p> <p>Help children to bundle the straws in 10s, or count out 10 linker cubes, attaching them together. Children should build each of the numbers that they have identified on the hopscotch.</p> <p>On this day, play the game as a whole class. Tomorrow you can have the children play in pairs.</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 place value?

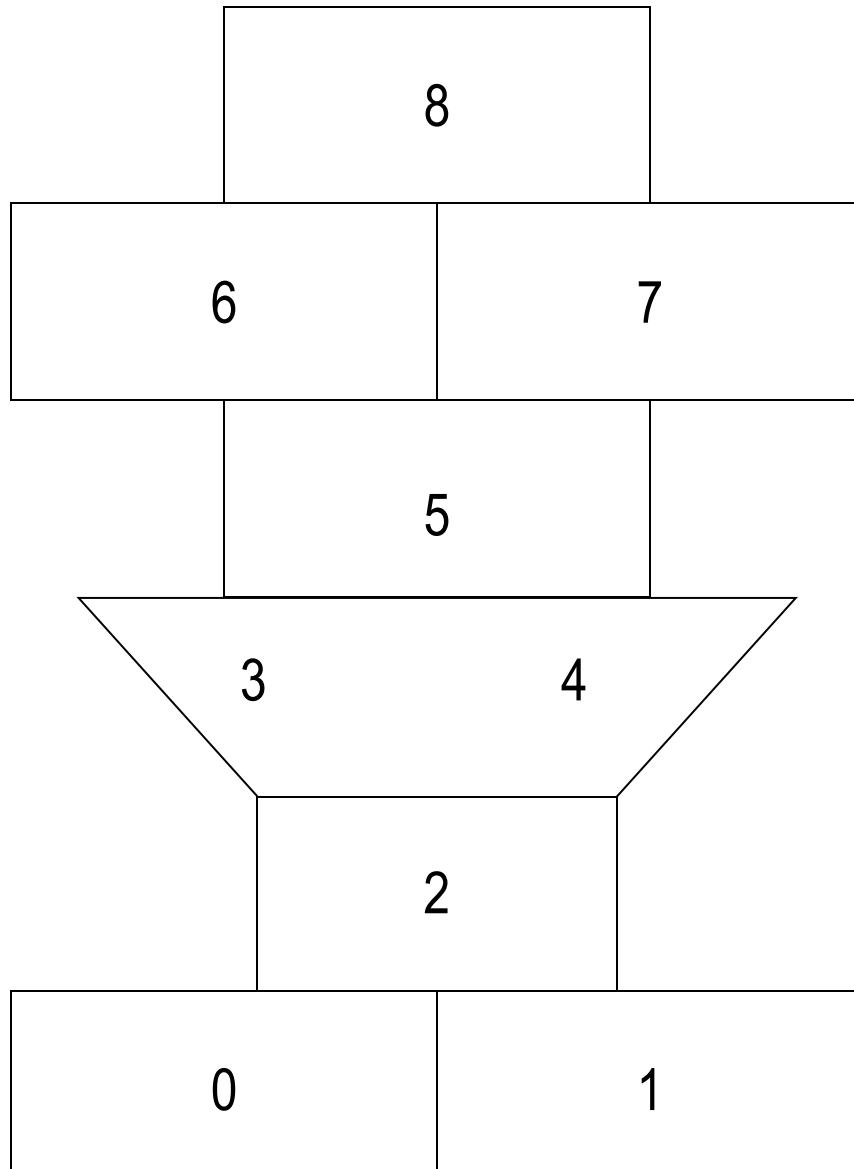
How many 10s in the number 28? How many ones?

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 Hopscotch



Consult 4 Kids Lesson Plans

Kindergarten Hopscotch

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Tens	Ones

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	How Many? #1
Focus:	Addition

Materials:	
White boards	Activity at the end of the lesson plan
Crayolas	dice
Socks (for erasers)	peanuts
Game Mat	

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? If you have 2 groups of paper clips and there are 5 clips in one container and 3 clips in a second container, what will happen if you put them into one container? How many will you have then? What would the number sentence look like that would describe the clips first in two containers and then in one.

Content (the “Meat”)

Problem of the Day

Count backwards from 30 to 0. Count forward from 1 – 30.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

***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

<p>4. Child then draws that same number of stars (☆) on the white board.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: addition</p> <p>Description: The term “addition” refers to the operation that combines two or more numbers to find a total. Demonstrate how you can start with a die, roll the die, and write down the number on the first die. Then repeat the process with a second die. Write that number with the first number in a number sentence. Example: first die 5, second die 3, number sentence is $5 + 3$. Then you will finish the number sentence by including the total. The number sentence would look like this: $5 + 3 = 8$. Do this several times, counting the pips and recording the number each time. Write a number sentence for each roll of the die.</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 Addition</p> <p>Addition</p> <p>Addition is the mathematical procedure of putting together two groups of items, which we represent by numbers. Addition is really counting. First you count one group and then you continue counting the second group to get a total or sum.</p> <p>Today you are going to use peanuts in a peanut shell (if you have any child allergic to peanuts you can use cereal). Demonstrate how you will create an addition number sentence by rolling dice, then counting out the number of peanuts to represent each of the dice, write the numbers in a number sentence and then count the total number of peanuts to find the sum.</p> <p>Demonstrate this several times with the children, having them come up and help you by rolling the dice, counting out the peanuts, writing the number sentence, counting the totals. After you have included the children in the process, they are ready to do this on their own.</p> <p>How Many?</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair two 6-sided dice, peanuts, and a game mat. 3. Working together, children roll the dice and create number sentences for each of the problems. <p>Note: Circulate and talk with children about what they are doing.</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

Kindergarten—How Many?

Use the peanuts to create number sentences.



Write the problems below:

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	How Many? #2
Focus:	Addition

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.

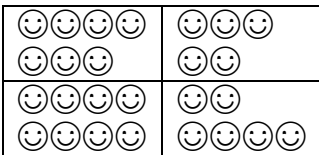
Gain prior knowledge by asking students the following questions

What do you know about addition? If you have 2 groups of paper clips and there are 5 clips in one container and 5 clips in a second container, what will happen if you put them into one container? How many will you have then? What would the number sentence look like that would describe the clips first in two containers and then in one.

Content (the “Meat”)

Problem of the Day

Look at the boxes below. Each has happy faces in it. Do they have equal number of happy faces?



How many happy faces all together?

***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.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons. 3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board. 4. Child then draws that same number of suns (☀) on the white board. 	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: addition</p> <p>Description: The term “addition” refers to the operation that combines two or more numbers to find a total. Demonstrate how you can start with a die, roll the die, and write down the number on the first die. Then repeat the process with a second die. Write that number with the first number in a number sentence. Example: first die 5, second die 3, number sentence is $5 + 3$. Then you will finish the number sentence by including the total. The number sentence would look like this: $5 + 3 = 8$. Do this several times, counting the pips and recording the number each time. Write a number sentence for each roll of the die.</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 Addition</p> <p>Addition Addition is the mathematical procedure of putting together two groups of items, which we represent by numbers. Addition is really counting. First you count one group and then you continue counting the second group to get a total or sum.</p> <p>Today you are going to use peanuts in a peanut shell (if you have any child allergic to peanuts you can use cereal). Demonstrate how you will create an addition number sentence by rolling dice, then counting out the number of peanuts to represent each of the dice, write the numbers in a number sentence and then count the total number of peanuts to find the sum.</p> <p>Demonstrate this several times with the children, having them come up and help you by rolling the dice, counting out the peanuts, writing the number sentence, counting the totals. After you have included the children in the process, they are ready to do this on their own.</p> <p>How Many? Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair two 6-sided dice, peanuts, and a game mat. 3. Working together, children roll the dice and create number sentences for each of the problems. <p>Note: Circulate and talk with children about what they are doing.</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?

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—How Many?

Use the peanuts to create number sentences.



Write the problems below:

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Beans and Dice #2
Focus:	Subtraction

Materials:	
White boards	decks of cards
Crayolas	Activity at the end of the lesson plan
Socks (use for erasers)	
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 subtraction? What does the word “minus” mean? In subtraction we can also say “take away”. What does that mean? When you subtract, begin with a total and then take some of them away. The difference is what you have left. Write a number on the white board, and draw the number of items that represent the number. Cross several out and count how many you have without X’s on them.

Content (the “Meat”)

Problem of the Day

Copy the pattern below and then draw the next 3 shapes.

☀️ 😊 ♥♥ ☀️ 😊 ♥♥ ☀️ ____, ____, ____

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes

***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

<p>that number on the white board.</p> <p>4. Child then draws that same number of squares (<input type="checkbox"/>) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 9, the single die is 3, number sentence is 9 - 3. Then but an x on 3 of the nine original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 9 – 3 = 6. Do this several times, recording the numbers and the number sentence for each problem.</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 Subtraction</p> <p>Subtraction</p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;">6 – 3 = 3</p> <p>To do today’s activity you will start with a number of beans and a 2 ounce cup.</p> <p>Take a number of beans and spread them out on the table. Count the number of beans and write that number down. Take the cup and put some of the beans underneath the cup so you can no longer see them. Count the number of beans that you can still see. Write that number in the number sentence so you have the total you started with and the number you can still see, along with the subtraction sign and the equal sign:</p> <p style="text-align: center;">7 – 3 =</p> <p>Now look underneath the cup and count the beans that are there, in this case “4”, and write the difference or answer after the equals sign.</p> <p style="text-align: center;">7 – 3 = 4</p> <p>Repeat several times, calling children up to help work through a number of problems. Ask the children to name the steps one at a time. When you have done several problems, divide the students into pairs and give each pair a small baggie of beans and a 2 ounce Dixie cup. Have children write the problems on a white board or on paper.</p> <p>Walk around and talk with the children about what they are doing.</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?
- When are some of the times that you would subtract?

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:	Beans and Dice #3
Focus:	Subtraction

Materials:

White boards	decks of cards
Crayolas	dominoes
Socks (for erasers)	beans
Glue sticks	small cups

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 subtraction? What does the word “minus” mean? In subtraction we can also say “take away”. What does that mean? When you subtract, begin with a total and then take some of them away. The difference is what you have left. Write a number on the white board, and draw the number of items that represent the number. Cross several out and count how many you have without X’s on them.

Content (the “Meat”)

Problem of the Day

Begin at 15 and count to 30. Begin at 20 and count to 30. Begin at 22 and count to 30.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.
3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.

*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

<p>4. Child then draws that same number of rectangles (<input type="text"/>) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 9, the single die is 3, number sentence is 9 - 3. Then put an x on 3 of the nine original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 9 – 3 = 6. Do this several times, recording the numbers and the number sentence for each problem.</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 Subtraction</p> <p>Subtraction</p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;">6 – 3 = 3</p> <p>To do today’s activity you will start with a number of beans and a 2 ounce cup.</p> <p>Take a number of beans and spread them out on the table. Count the number of beans and write that number down. Take the cup and put some of the beans underneath the cup so you can no longer see them. Count the number of beans that you can still see. Write that number in the number sentence so you have the total you started with and the number you can still see, along with the subtraction sign and the equal sign:</p> <p style="text-align: center;">7 – 3 =</p> <p>Now look underneath the cup and count the beans that are there, in this case “4”, and write the difference or answer after the equals sign.</p> <p style="text-align: center;">7 – 3 = 4</p> <p>Repeat several times, calling children up to help work through a number of problems. Ask the children to name the steps one at a time. When you have done several problems, divide the students into pairs and give each pair a small baggie of beans and a 2 ounce Dixie cup. Have children write the problems on a white board or on paper.</p> <p>Walk around and talk with the children about what they are doing.</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?

When are some of the times that you would subtract?

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

<p>that number on the white board.</p> <p>4. Child then draws that same number of question marks (?) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 10, the single die is 3, number sentence is 10 - 3. Then but an x on 3 of the ten original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 10 – 3 = 7. Do this several times, recording the numbers and the number sentence for each problem.</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</p> <p>Subtraction</p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;">6 – 3 = 3</p> <p>To do today’s activity you will start with a number of beans and one 6-sided die.</p> <p>To begin with count out 6 beans and place them on a paper. Write that number at the beginning of a number sentence. Roll the die and count the number of pips on the die. Remove that many beans from the paper. Write the number indicated on the die in the number sentence. Count the beans remaining on the paper and that becomes the answer.</p> <p style="text-align: center;">6 – 2 = 4</p> <p>Demonstrate several more times. Invite children to come up and help you. Talk through the process, inviting children to join in and tell you what is next.</p> <p>You can also begin with 7, 8 and 9 beans. When you believe that the children are ready, have them divide into pairs. Give each pair a white board or paper, nine beans and a 6-sided die.</p> <p>While children are working on writing these number sentences, circulate and take advantage of the teachable moment.</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 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:	Beans and Dice #2
Focus:	Subtraction

Materials:

White boards	activity at end of the lesson plan
Crayolas	straws or macaroni
Socks (use for erasers)	shoe strings
Glue sticks	deck 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 telling time. We are also going to practice some of the math skills that we will need to be excellent at math.

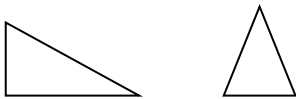
Gain prior knowledge by asking students the following questions

What do you know about subtraction? What does it mean to take something away? How do you write a number sentence to show that you are subtracting? When you subtract will you have or less left when you are finished subtracting? How do you know?

Content (the “Meat”)

Problem of the Day

Name the two shapes below. Tell how they are alike and how they are different.



***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

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

Directions:

1. Divide children into pairs.
2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons.

Consult 4 Kids Lesson Plans

<p>3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board.</p> <p>4. Child then draws that same number of diamonds (♦) on the white board.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The term “subtraction” refers to the operation that reduces one number by a second number to find the difference. Demonstrate how you can start with a total by rolling 2 dice and counting all of the spots on both dice (reroll the dice if you do not total a minimum of 6). Then repeat the process and roll only one die. Write that number with the first number in a number sentence. Example: first two dice total 10, the single die is 3, number sentence is 7 - 3. Then but an x on 3 of the ten original items and then count the number left without an X. Finish the number sentence by including the difference. The number sentence would look like this: 7 – 3 = 4. Do this several times, recording the numbers and the number sentence for each problem.</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>Subtraction</p> <p>Subtraction is the mathematical process that you use to take one number away from another number. When we subtract we write the problem this way:</p> <p style="text-align: center;">6 – 3 = 3</p> <p>To do today’s activity you will start with a number of beans and one 6-sided die.</p> <p>To begin with count out 6 beans and place them on a paper. Write that number at the beginning of a number sentence. Roll the die and count the number of pips on the die. Remove that many beans from the paper. Write the number indicated on the die in the number sentence. Count the beans remaining on the paper and that becomes the answer.</p> <p style="text-align: center;">6 – 2 = 4</p> <p>Demonstrate several more times. Invite children to come up and help you. Talk through the process, inviting children to join in and tell you what is next.</p> <p>You can also begin with 7, 8 and 9 beans. When you believe that the children are ready, have them divide into pairs. Give each pair a white board or paper, nine beans and a 6-sided die.</p> <p>While children are working on writing these number sentences, circulate and take advantage of the teachable moment.</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 sentence?

What does a subtraction number sentence look like?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

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

Materials:

White boards materials you will need for all of the games you have played the past 10 days
 Crayolas
 Socks (use or erasers)

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

Sally has 12 cookies on a plate. Draw a plate that has less cookies than Sally's plate.

Fact Practice Counting 1:1 Correspondence

Today 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 represent a physical number of objects. Today, we will ask children to represent a certain number by drawing a card and counting the shapes on the card and then representing that number of shapes with another figure.

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.

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Give each pair a deck of cards with face cards and jokers removed and 2 white boards, pens/crayons. 3. Each child selects two cards and then counts the shapes on both card, and writes that number on the white board. 4. Child then draws that same number of musical notes (♩) on the white board. 	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: review the words from this week</p>	<p>It is important to review academic math vocabulary often throughout the day.</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</p> <p>Today is a review day. Students should select from the following list of activities:</p> <ul style="list-style-type: none"> Straw Bundles Place Value How Many? Subtraction: Beans and Cups Subtraction: Beans 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

Closing

Review

Say:

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

Debrief

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

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

What is a number?

What is a letter?

Are they the same?

Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.

Consult 4 Kids Lesson Plans

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.