

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Count and Cover Up #1
Focus:	Subtraction

Materials:	
White boards	Activity at the end of the lesson plan
Crayolas	counters
Socks (for erasers)	beans
Pencils	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 is subtraction? What does it mean to “take away”? Does “take away” mean the same thing as minus? When would you use subtraction? Make a story to describe this number sentence: $6 - 3 = 3$. Make a number sentence for this story: John has 3 balloons. One of them popped. How many balloons does he have left?

Content (the “Meat”)

Problem of the Day

Romeo the cat is wearing a bracelet around each leg. How many bracelets does he have?
Draw your answer.

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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

***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>Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The mathematical term subtraction means to take things away. You start with a total number of items. Then you decide how to give away or remove, or put to the side, a certain number of those items. Then you count the number that are left, which is the difference, and finish by creating a number sentence. For example, $7 - 3 = 4$ is a number sentence. The story could be that you have 7 trucks. You give 3 to your brother and have 4 left. Practice several subtraction problems with the children. Show them how to cover things up to indicate that they have taken them away.</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>Activity</p> <p>Subtraction</p> <p>Count and Cover</p> <p>Understanding how to subtract is important for Kindergartners. Children need to understand that when you subtract you start with a total, remove a portion of the total and then end up with the difference. It is taking away one amount from a total.</p> <p>Working with the whole group demonstrate having a total amount—use counters and grab a handful and then ask children to help you count them. Write the number on the white board or chart paper. Spread the counters out on the floor or table. Using a container (you can use a plastic cup, butter tub, or inexpensive storage container, cover up some or all of the counters. Count the remaining counters. Write that number on the right hand side of the equals sign. Now lift up the cup or container, count the number of counters under is and this becomes the second number in the equation, the amount that you are removing. For example, you have 13 counters, you cover up 6 and have 7 left. That would be written in this number sentence:</p> <p>13 counters - _____ = _____</p> <p>13 counters - _____ = 7 counters</p> <p>13 counters – 6 (the ones you covered up) = 7 counters.</p> <p>Repeat several times, writing the number sentence each time, explaining, asking questions, utilizing students to help as you go.</p> <p>Cover Up</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, cup (or other container) and a baggie of counters (20 is plenty). 3. Working together, pair sets out the counters, covers some of the up and then creates number sentences to describe what they did. 4. When pairs have worked for 15 minutes, bring the group back together to share the problems they have created. 	<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.

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Count and Cover Up #2
Focus:	Subtraction

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.

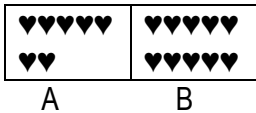
Gain prior knowledge by asking students the following questions

What is subtraction? What does it mean to “take away”? Does “take away” mean the same thing as minus? When would you use subtraction? Make a story to describe this number sentence: $6 - 3 = 3$. Make a number sentence for this story: John has 3 balloons. One of them popped. How many balloons does he have left?

Content (the “Meat”)

Problem of the Day

Look at the boxes below Which box has the least number of 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. 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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

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<p>number of beans that he/she had in the handful.</p> <p>5.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: subtraction</p> <p>Description: The mathematical term subtraction means to take things away. You start with a total number of items. Then you decide how to give away or remove, or put to the side, a certain number of those items. Then you count the number that are left, which is the difference, and finish by creating a number sentence. For example, $7 - 3 = 4$ is a number sentence. The story could be that you have 7 trucks. You give 3 to your brother and have 4 left. Practice several subtraction problems with the children. Show them how to cover things up to indicate that they have taken them away.</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>Count and Cover</p> <p>Understanding how to subtract is important for Kindergartners. Children need to understand that when you subtract you start with a total, remove a portion of the total and then end up with the difference. It is taking away one amount from a total. Working with the whole group demonstrate having a total amount—use counters and grab a handful and then ask children to help you count them. Write the number on the white board or chart paper. Spread the counters out on the floor or table. Using a container (you can use a plastic cup, butter tub, or inexpensive storage container, cover up some or all of the counters. Count the remaining counters. Write that number on the right hand side of the equals sign. Now lift up the cup or container, count the number of counters under is and this becomes the second number in the equation, the amount that you are removing. For example, you have 13 counters, you cover up 6 and have 7 left. That would be written in this number sentence:</p> <p>13 counters - _____ = _____</p> <p>13 counters - _____ = 7 counters</p> <p>13 counters – 6 (the ones you covered up) = 7 counters.</p> <p>Repeat several times, writing the number sentence each time, explaining, asking questions, utilizing students to help as you go.</p> <p>Cover Up</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a white board, cup (or other container) and a baggie of counters (20 is plenty). 3. Working together, pair sets out the counters, covers some of the up and then creates number sentences to describe what they did. 4. When pairs have worked for 15 minutes, bring the group back together to share the problems they have created. 	<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?

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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<p>Math Vocabulary</p> <p>Word for Today: geometry</p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</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>Activity</p> <p>Geometry</p> <p>Sorting Shapes</p> <p>Shapes have attributes. They can have 3 sides, 4 sides, no sides, they can be large, medium, or small, and they can also be a variety of colors. Recognizing the different attributes of something allows you to sort those items in a number of ways.</p> <p>Create a set of the shapes the students will be working with of your own for demonstration purposes. It is strongly suggested that you duplicate the shapes on white card stock. Select 3 colors (green, red, yellow) and color the shapes one of those colors. Then cut out the shapes so you can manipulate them easily. (This is exactly what the children will do. It is suggested that you have all of the shapes colored and cut out except one, explain how you selected your 3 colors, and then color the shape and cut it out.)</p> <p>Then ask the children how you might sort the shapes. (Hopefully they will say color, size, shape at the minimum). Demonstrate how to sort the shapes, asking the children to help you out. Once you have the shapes sorted onto a paper mat, trace around each shape, pick it up and then color the shape you have traced. Continue until you have a graph of how you sorted the shapes.</p> <p>After going through the process, explain to children that they are going to work in pairs to do exactly the same thing.</p> <p>Give each student a shape card, three crayons, and scissors, as well as a large piece of paper to create the graph on.</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
<p>Say:</p> <ul style="list-style-type: none"> • 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?

What is place value?

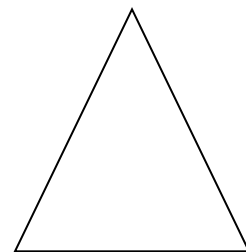
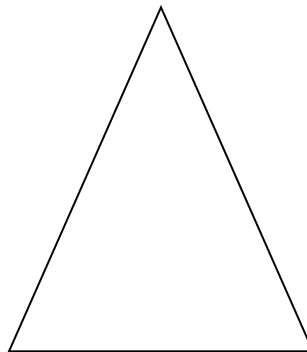
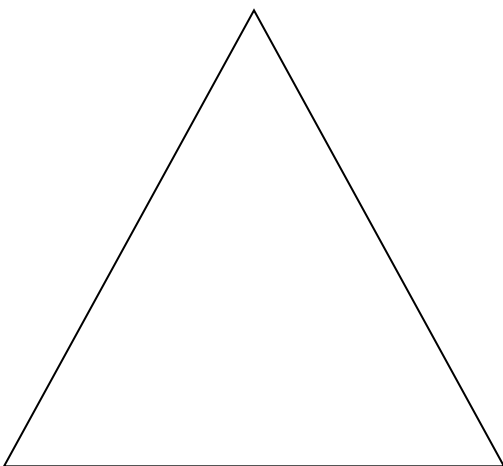
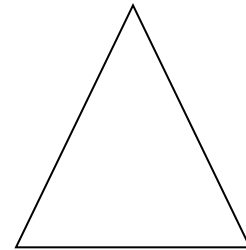
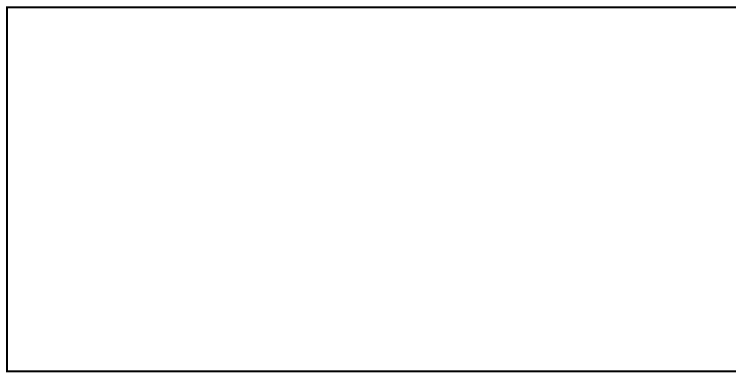
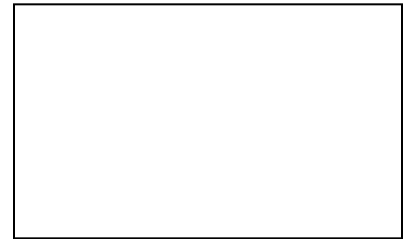
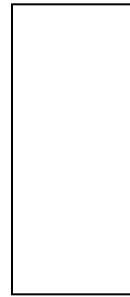
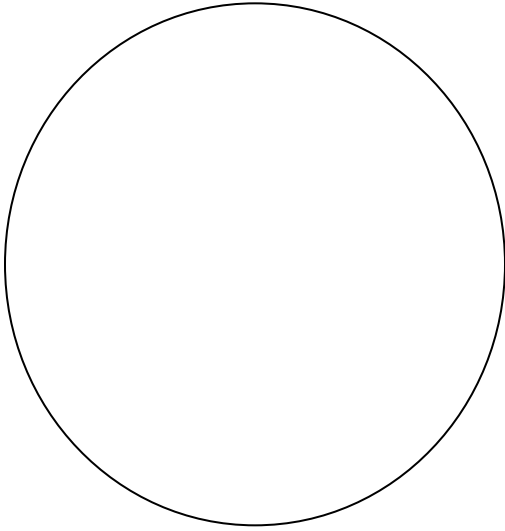
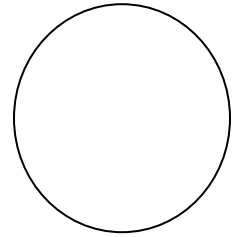
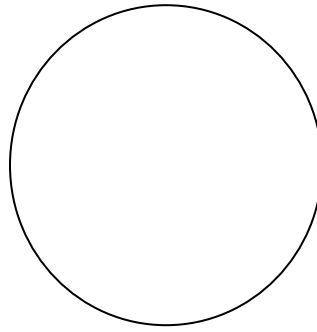
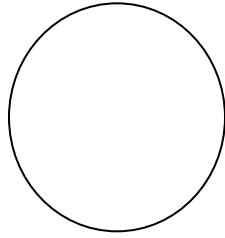
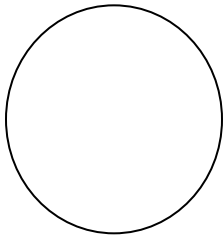
How many 10s in the number 28? How many ones?

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.

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Kindergarten—Sorting Shapes



Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Sorting Shapes #1
Focus:	Geometry

Materials:

White boards	Activity at the end of the lesson plan
Crayolas	beans and cups
Socks (for erasers)	scissors
Glue sticks	

Opening

State the objective

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

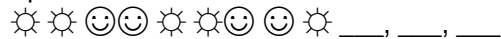
Gain prior knowledge by asking students the following questions

Name several different shapes and draw them on the white board. When we study shapes we are studying geometry. Geometry is all about shapes. What shape has 3 sides? What shape has no sides? What shape has 4 sides?

Content (the “Meat”)

Problem of the Day

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



*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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

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<p>Math Vocabulary</p> <p>Word for Today: geometry</p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</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>Activity</p> <p>Geometry</p> <p>Sorting Shapes</p> <p>Shapes have attributes. They can have 3 sides, 4 sides, no sides, they can be large, medium, or small, and they can also be a variety of colors. Recognizing the different attributes of something allows you to sort those items in a number of ways.</p> <p>Create a set of the shapes the students will be working with of your own for demonstration purposes. It is strongly suggested that you duplicate the shapes on white card stock. Select 3 colors (green, red, yellow) and color the shapes one of those colors. Then cut out the shapes so you can manipulate them easily. (This is exactly what the children will do. It is suggested that you have all of the shapes colored and cut out except one, explain how you selected your 3 colors, and then color the shape and cut it out.)</p> <p>Then ask the children how you might sort the shapes. (Hopefully they will say color, size, shape at the minimum). Demonstrate how to sort the shapes, asking the children to help you out. Once you have the shapes sorted onto a paper mat, trace around each shape, pick it up and then color the shape you have traced. Continue until you have a graph of how you sorted the shapes.</p> <p>After going through the process, explain to children that they are going to work in pairs to do exactly the same thing.</p> <p>Give each student a shape card, three crayons, and scissors, as well as a large piece of paper to create the graph on.</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?

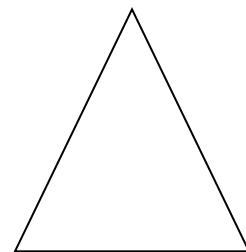
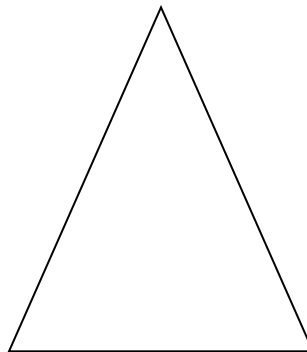
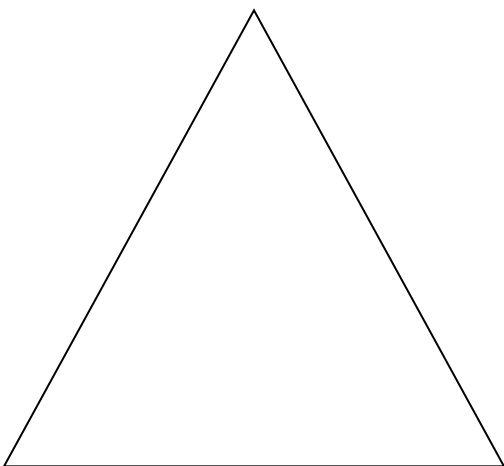
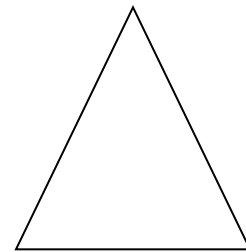
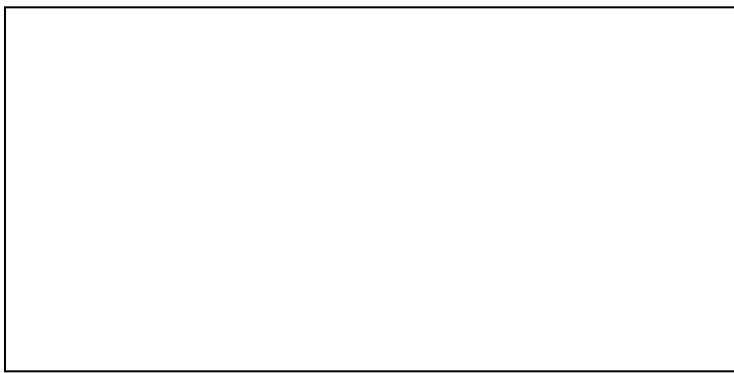
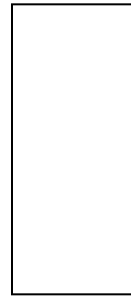
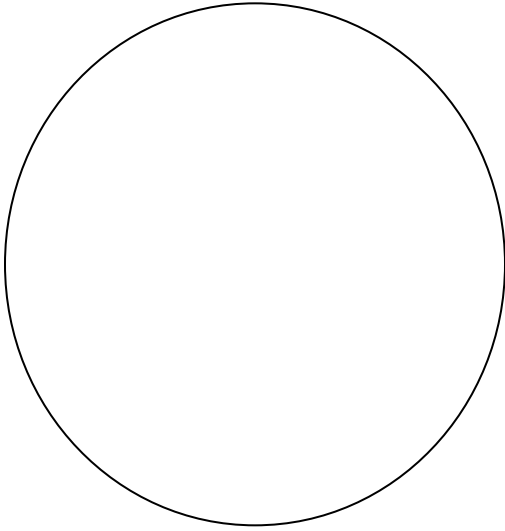
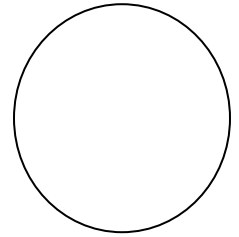
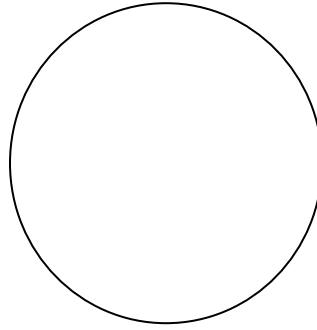
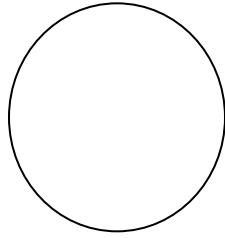
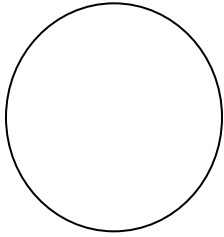
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Reflection (Confirm, Tweak, Aha!)

1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
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Consult 4 Kids Lesson Plans

Kindergarten—Sorting Shapes



Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Shape Pictures #1
Focus:	Geometry

Materials:

White boards	Activity at the end of the lesson plan
Crayolas	construction paper
Socks (for erasers)	scissors
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.

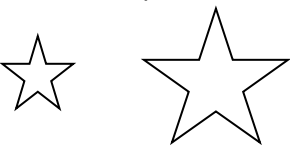
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Content (the “Meat”)

Problem of the Day

Look at the pictures. Which star is bigger? How can you tell?



*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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Directions:

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4. Child then counts the beans, draws the beans on the white board, and records the

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<p>number of beans that he/she had in the handful.</p>	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: geometry</p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p> <p>Sometimes you can combine shapes to make a picture. Which shapes would you like to put together to make something?</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 Geometry</p> <p>Shape Pictures</p> <p>Creating art from shapes is always interesting. Give students the Shape sheet from yesterday and tell them that today they are going to create a picture by cutting out the shapes, coloring them as they see fit, and then gluing them into a picture on a piece of colored construction paper.</p> <p>Demonstrate how they may use these shapes to create a picture.</p> <p>Give students crayons, shape sheet, background paper, scissors and glue. Student will work on his/her own for this activity.</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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>

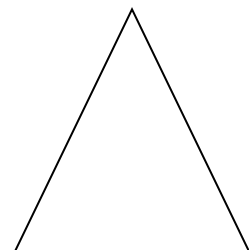
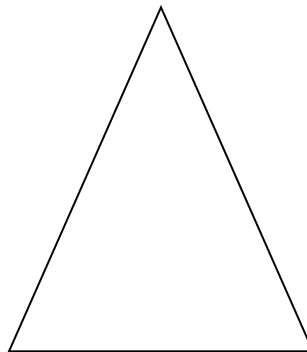
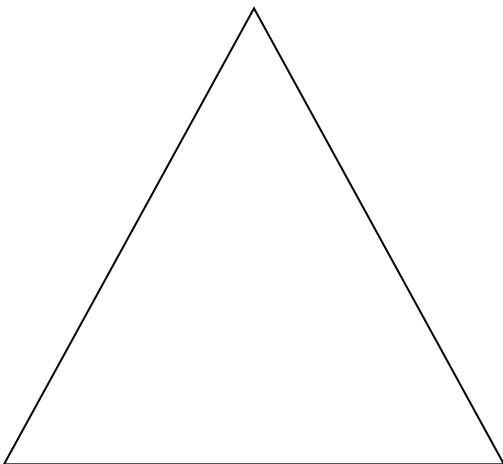
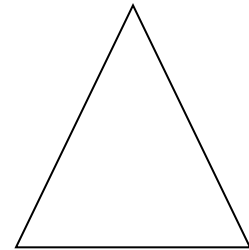
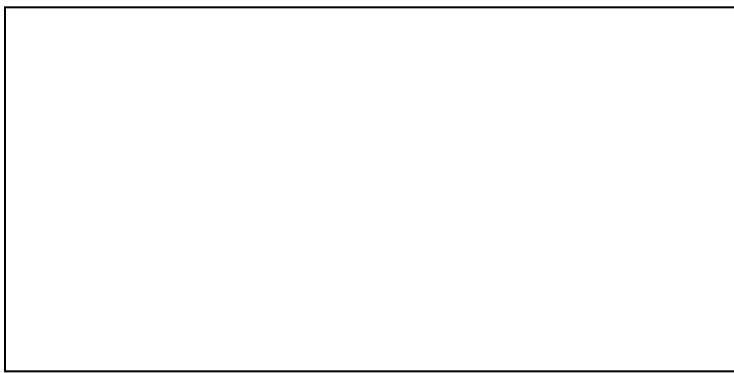
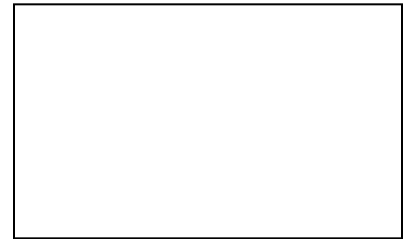
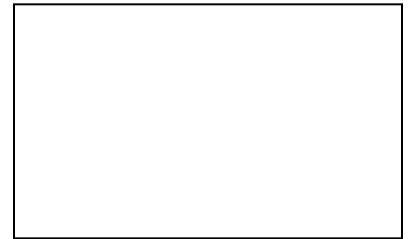
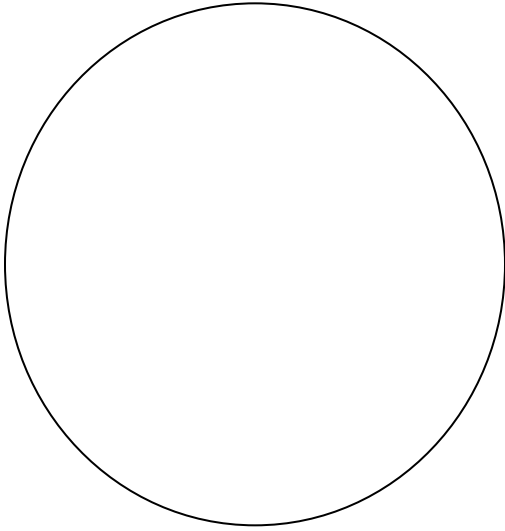
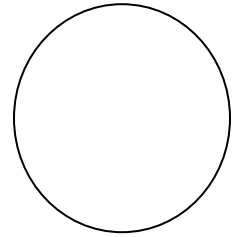
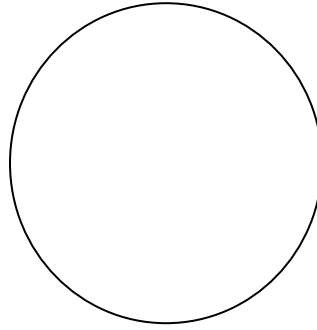
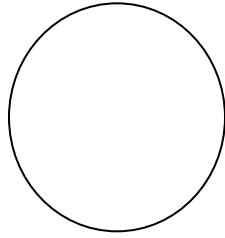
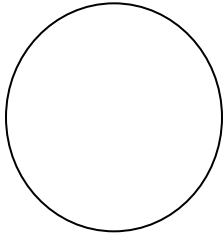
Consult 4 Kids Lesson Plans

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—Sorting Shapes



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Shape Pictures #2
Focus:	Geometry

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

Name several different shapes and draw them on the white board. When we study shapes we are studying geometry. Geometry is all about shapes. What shape has 3 sides? What shape has no sides? What shape has 4 sides?

Content (the “Meat”)

Problem of the Day

Jill has 4 stars. Jorge has 3 stars. How many stars do they have all together? Draw a picture to show your answer.

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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

***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

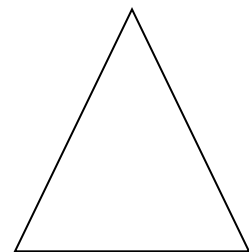
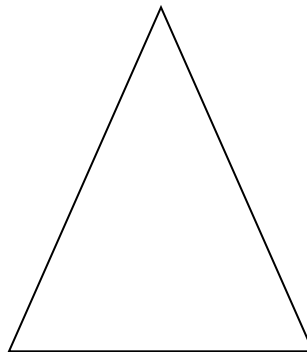
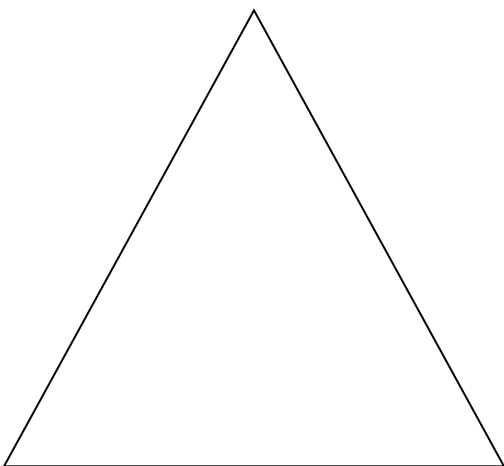
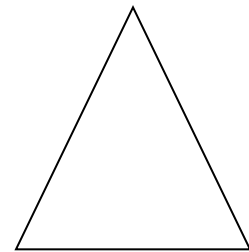
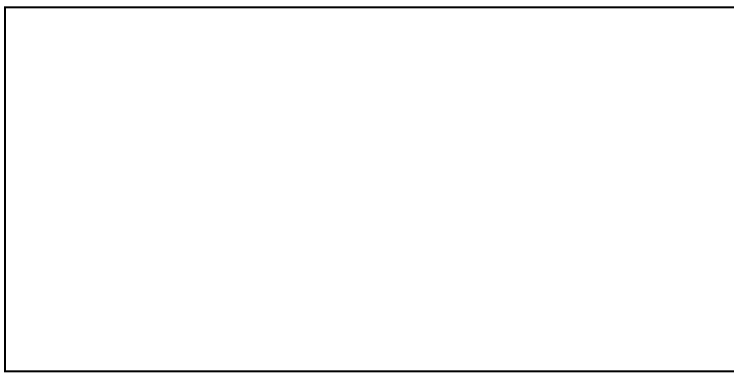
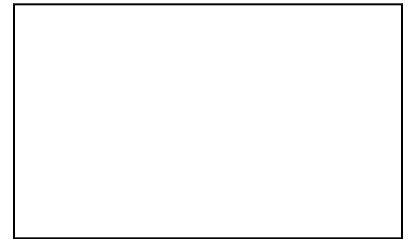
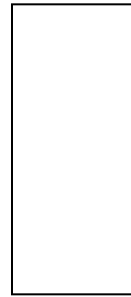
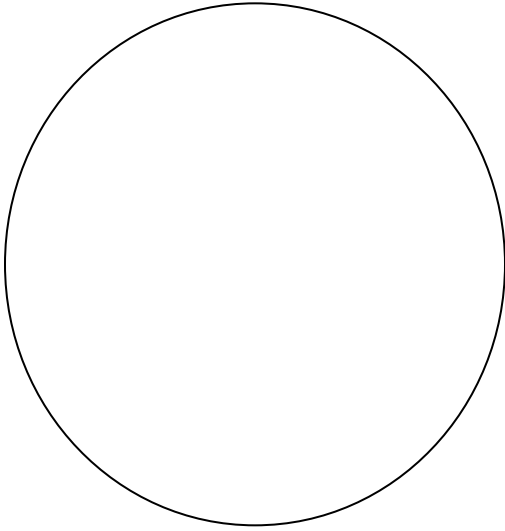
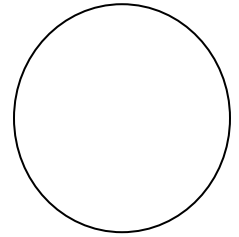
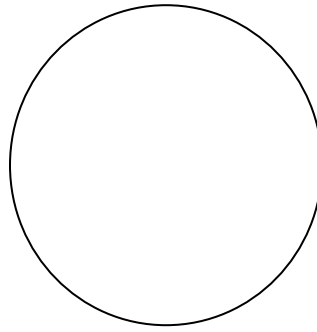
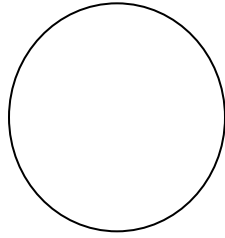
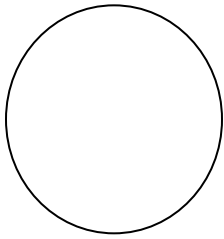
<p>Math Vocabulary</p> <p>Word for Today: geometry</p> <p>Geometry is the part of math that looks at shapes. Have children come up and draw different shapes on the white board. Talk about each shape. Talk about the shapes attributes and descriptors. Talk about the sides, the angles, which sides are the same, and so on. Talk about the different ways that you can sort the shapes.</p> <p>Sometimes you can combine shapes to make a picture. Which shapes would you like to put together to make something?</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>Activity Geometry</p> <p>Shape Pictures</p> <p>Creating art from shapes is always interesting. Give students the Shape sheet from yesterday and tell them that today they are going to create a picture by cutting out the shapes, coloring them as they see fit, and then gluing them into a picture on a piece of colored construction paper.</p> <p>Demonstrate how they may use these shapes to create a picture.</p> <p>Give students crayons, shape sheet, background paper, scissors and glue. Student will work on his/her own for this activity.</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
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p>

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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—Sorting Shapes



Consult 4 Kids Lesson Plans

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

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 counting? When you count, what number do you usually start with? How many eyes do you have? If you had 3 eyes, where do you think you would put the third one? How many legs do you have? What if you had 4 legs, where would you put the other two? Today you are going to create a goofy critter that may end up with eyes in odd places.

Content (the “Meat”)

Problem of the Day

Copy and complete the list of numbers. How did you know what the missing numbers are?

21, ____, 23, 24, ____, 26, 27, ____, ____, 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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the

***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>number of beans that he/she had in the handful.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: counting</p> <p>Description: Today you and the kindergartners are going to practice counting. Practice counting to 30. Count backwards for 10 to 0. Start at 5 and count to 15. Continue with this activity for about 5 minutes. Then ask one of the kindergartners to come up and draw a shape on the board that could be a head. Review the Goofy Critter chart with the children. Talk about how many of each item you have to draw onto the Goofy Critter head. Roll the dice and count the pips. Then find the corresponding number on the chart and decide where to draw that item on the head. Repeat several times so students are prepared to draw on their own.</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>Goofy Critters</p> <p>Today children are going to have fun creating a Goofy Critter by add the parts to the head as they roll the dice and determine which part they need to add to their drawing. Demonstrate how to roll the dice and locate the number on the grid and then add that body part to the Goofy Critter.</p> <p>Goody Critter</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Draw a Goofy Critter head on your white board. 2. Review the chart with parts to draw when you roll certain numbers. 3. Roll the dice and count the number of spots. 4. Find the number on the chart and draw the Goofy Critter parts it tells you to draw. 5. You might not be able to put the part in the “right” place, but you must put it on the parts of the Goody Critter that you have. 6. Share your Goofy Critter with the rest of the class. 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

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





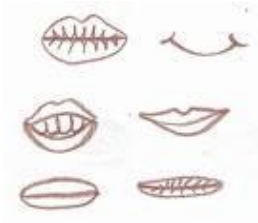

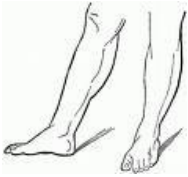


Consult 4 Kids Lesson Plans

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 Goofy Critter

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
<p>head</p>  <p>6</p>	<p>mouth</p>  <p>7</p>	 <p>8</p>
<p>legs</p>  <p>9-10</p>	<p>antenna</p>  <p>11</p>	<p>dots</p>  <p>12</p>

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Goofy Critters #2
Focus:	Counting

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 counting? When you count, what number do you usually start with? How many eyes do you have? If you had 3 eyes, where do you think you would put the third one? How many legs do you have? What if you had 4 legs, where would you put the other two? Today you are going to create a goofy critter that may end up with eyes in odd places.

Content (the “Meat”)											
<p style="text-align: center;">Problem of the Day</p> <p>Look at the ten frame below. How many more hearts are needed to make ten?</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> <td style="text-align: center;">♥</td> </tr> <tr> <td style="text-align: center;">♥</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide children into pairs. 2. Give each pair a small (2 oz Dixie) cup of beans. 3. Each child reaches in and takes out a handful of bean. 4. Child then counts the beans, draws the beans on the white board, and records the 	♥	♥	♥	♥	♥	♥					<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the</p>
♥	♥	♥	♥	♥							
♥											

Consult 4 Kids Lesson Plans

<p>number of beans that he/she had in the handful.</p>	<p>student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: counting</p> <p>Description: Today you and the kindergartners are going to practice counting. Practice counting to 30. Count backwards for 10 to 0. Start at 5 and count to 15. Continue with this activity for about 5 minutes. Then ask one of the kindergartners to come up and draw a shape on the board that could be a head. Review the Goofy Critter chart with the children. Talk about how many of each item you have to draw onto the Goofy Critter head. Roll the dice and count the pips. Then find the corresponding number on the chart and decide where to draw that item on the head. Repeat several times so students are prepared to draw on their own.</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 Goofy Critters</p> <p>Goofy Critters Today children are going to have fun creating a Goofy Critter by add the parts to the head as they roll the dice and determine which part they need to add to their drawing. Demonstrate how to roll the dice and locate the number on the grid and then add that body part to the Goofy Critter.</p> <p>Goody Critter Directions:</p> <ol style="list-style-type: none"> 1. Draw a Goofy Critter head on your white board. 2. Review the chart with parts to draw when you roll certain numbers. 3. Roll the dice and count the number of spots. 4. Find the number on the chart and draw the Goofy Critter parts it tells you to draw 5. You might not be able to put the part in the “right” place, but you must put it on the parts of the Goody Critter that you have. 6. Share your Goofy Critter with the rest of the class. 	<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?





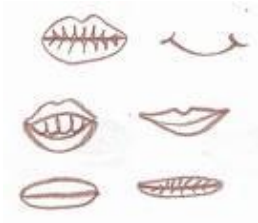

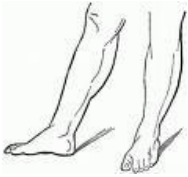


When are some of the times that you would subtract?

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

Kindergarten Goofy Critter

<p>eyeball</p>  <p>2-3</p>	<p>wing</p>  <p>4</p>	<p>ear</p>  <p>5</p>
<p>head</p>  <p>6</p>	<p>mouth</p>  <p>7</p>	 <p>8</p>
<p>legs</p>  <p>9-10</p>	<p>antenna</p>  <p>11</p>	<p>dots</p>  <p>12</p>

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	Kindergarten
Lesson Title:	Match 'Em #1
Focus:	Comparing Numbers

Materials:

White boards	activity at end of the lesson plan
Crayolas	dominoes (Double 9)
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 does it mean to compare? What does it mean to find a match? Ask them how matching numerals with items works. Ask them to give you the steps they go through to match a number with items.

Content (the “Meat”)

Problem of the Day

Kim has 4 white sock and 12 blue socks. If he reaches into his sock drawer, which color is he likely to pull out? Explain your 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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.

Directions:

1. Divide children into pairs.
2. Give each pair a small (2 oz Dixie) cup of beans.
3. Each child reaches in and takes out a handful of bean.
4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful.

*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 style="text-align: center;">Math Vocabulary</p> <p>Word for Today: compare—match</p> <p>Description: The term compare or match means that you are looking for things that are alike. Ask children to compare or match things that they can see in the classroom. Show the children a set of dominoes (suggest that you use Double 9s). Pass out dominoes to the students. Ask them to find someone that they match with. Tell them they may need to compare the domino ends with several before they find the exact match. Once they have found a match, ask the children to link arms. Help one pair of children link to another pair or children. Explain how they will play a game that requires them to do this.</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 Comparing Numbers</p> <p>Comparing Numbers</p> <p>It is important that students learn how to compare or match numbers and values. Today students are going to play a version of dominoes. They will take turns trying to match the end of one of the dominoes to one that they have in their hand. Demonstrate the game with dominoes for the entire group. It is suggested that you use either a regular set of dominoes or you use the paper dominoes attached to this lesson plan.</p> <p>Match ‘Em Directions:</p> <ol style="list-style-type: none"> 1. Place the dominoes face down in the center of the table. 2. Each player takes 5 dominoes and stands them up so they can see the pips. 3. One domino is selected from the pile in the center and placed face-up in the center. 4. Players take turns trying to “match” one end of their domino to one of the ends of the domino(es) that are in play. 5. If the player cannot play, he/she draws a domino from the pile and loses his/her turn to Player 2. 6. Game continues until all plays have been made. 	<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 that is one less than 13? One less than 8? One less than 16?

Consult 4 Kids Lesson Plans

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

<ol style="list-style-type: none"> 2. Give each pair a small (2 oz Dixie) cup of beans. 3. Each child reaches in and takes out a handful of bean. 4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful. 	<p>opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: compare—match</p> <p>Description: The term compare or match means that you are looking for things that are alike. Ask children to compare or match things that they can see in the classroom. Show the children a set of dominoes (suggest that you use Double 9s). Pass out dominoes to the students. Ask them to find someone that they match with. Tell them they may need to compare the domino ends with several before they find the exact match. Once they have found a match, ask the children to link arms. Help one pair of children link to another pair or children. Explain how they will play a game that requires them to do this.</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 Comparing Numbers</p> <p>Comparing Numbers</p> <p>It is important that students learn how to compare or match numbers and values. Today students are going to play a version of dominoes. They will take turns trying to match the end of one of the dominoes to one that they have in their hand. Demonstrate the game with dominoes for the entire group. It is suggested that you use either a regular set of dominoes or you use the paper dominoes attached to this lesson plan.</p> <p>Match ‘Em</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place the dominoes face down in the center of the table. 2. Each player takes 5 dominoes and stands them up so they can see the pips. 3. One domino is selected from the pile in the center and placed face-up in the center. 4. Players take turns trying to “match” one end of their domino to one of the ends of the domino(es) that are in play. 5. If the player cannot play, he/she draws a domino from the pile and loses his/her turn to Player 2. 6. Game continues until all plays have been made. 	<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)
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Consult 4 Kids Lesson Plans

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

<p>Materials: White boards Crayolas Socks (use or erasers)</p>	<p>materials you will need for all of the games you have played the past 10 days</p>
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Opening

State the objective

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

Gain prior knowledge by asking students the following questions

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

Content (the “Meat”)

<p style="text-align: center;">Problem of the Day</p> <p>Penny has 11 cupcakes on a plate. Draw a plate that has more cupcakes than Penny’s plate.</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments.</p>
<p style="text-align: center;">Fact Practice Counting 1:1 Correspondence</p> <p>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 out a handful of beans from a cup, count the beans, and then draw a picture of the beans and record the number.</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide children into pairs. 	

Consult 4 Kids Lesson Plans

<ol style="list-style-type: none"> 2. Give each pair a small (2 oz Dixie) cup of beans. 3. Each child reaches in and takes out a handful of bean. 4. Child then counts the beans, draws the beans on the white board, and records the number of beans that he/she had in the handful. 	
<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 lesson. Students should choose from the following activities:</p> <ul style="list-style-type: none"> Cover Up Sorting Shapes Shape Pictures Goofy Critters Comparing Numbers 	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

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

<p style="text-align: center;">Debrief</p> <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What is a number?</p> <p>What is a letter?</p> <p>Are they the same?</p>
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<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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)
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Consult 4 Kids Lesson Plans

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.