

Component	Math
Grade Level:	1st Grade
Lesson Title:	Count Down #1
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day *Activity -> Teachable In this segment you will have a problem to work through with the students. You will want to Moment(s) *throughout* draw a picture of the problem so they can see that the words are connected to the numbers During the lesson check which represent the story. in with students You have 4 squares and 3 triangles. How many shapes do you have altogether? repeatedly. Math Facts Check in about what is happening and what they The Fact Practice activity will be the same every day for 1st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are are thinking. appropriate for the grade level students are in. Take advantage of any teachable moments. Fact Practice Stop the class and focus Kindergarten--Counting on a student's key learning or During the month you will work with Kindergartners to reinforce the number sense of understanding. Ask corresponding the numbers said with an actual number of objects. To help them do that you open-ended questions to will create number book. After working with the Kindergartners, if they can verbally count from determine what the rest 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them of the group is thinking. to learn those numbers by helping them with this book. You can always do more than one When possible, engage page of and single number if you need more time to reinforce counting. students in a "teach to learn" opportunity and For the next 10 days work together to create a page together so the Kindergartners will have the student become understand how to do this on their own. Use dice or cards to determine the number you will the teacher. be making out of object. Create large pages out of butcher paper. First Grade—Fact Families (They will have different fact families each day)



Fact Practice for 1 st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2		
After they have written the problem in all 4 way	s they will find a partner and say,	
"If $1 + 2 = 3$, then $2 + 1 = 3$ ".		
The other student will respond with "Yes, and s You should have them practice this conversation students every day. On the 5 th day, you will uti the conversation will follow the pattern, but the through his/her cards (of course we hope they to correct response.		
Today you will introduce this activity and begin	with the Fact Family of 2, 8 and 10	
Have students write the entire Fact Family on the entire Fact Family		
10 - 8 = 2	1	
Bring two students up to practice the conversat Try it again with several other pairs of students		
Then have children find a partner and practice		
Remember that today they are only doing the F		
Math Vocabulary		It is important to review
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.		academic math vocabulary often throughout the day. Complete the Vocabulary
Word for Today: hexagon		notebook for each word.
Description: A 6-sided flat shape.		When possible, have
Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.		students experience the word (Ex. 4 students creating a right angle, multiple students acting
Vocabulary Notebook Sample:		out an equation).
New Word	My Description	Vocabulary Notebooks
		can be made from ½ of a
hexagon	A flat shape that has 6 sides and 6 angles	composition book. It is important to review academic math
Personal Connection	Drawing	vocabulary often
What is shaped like a hexagon?		throughout the day.
1.4	·	

Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

Step 1: Basic Information

Student Practice

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.





Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.	
 Step 5: Play Have students play the game.' Circulate and answer questions as needed. Debrief the game at the end asking students: What skill did you practice? What did you learn? What about the game was enjoyable? What makes you say that? How would you have taught the game differently? 	
Game for the Day Count Down! Materials: Deck of Cards (remove face cards and jokers) Players: 2-4 Purpose of the game: Practice counting backwards from 10 to ensure the student understands the relationship between numbers, one greater, one less, etc. Will be in four stacks with 10 on the bottom and the ace or 1 on the top.	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.
 Directions: Shuffle the cards. Make a 3 x 3 grid of cards, face up. (A grid that has 3 columns and 3 rows), Place the remainder of the cards to the right of the grid. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number. Player continues to stack until there are no more additional moves. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4. Play continues until there are four stacks, 10-1. 	

Closing

Review

Say:

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



Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1st Grade
Lesson Title:	Count Down #2
Focus:	Math Processes

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story. You have 10 pennies and you are given 3 more. How many pennies do you have?	*Activity → Teachable Moment(s) throughout During the lesson check in with students repeatedly.
Math Facts The Fact Practice activity will be the same every day for 1 st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.	Check in about what is happening and what they are thinking. Take advantage of any teachable moments.
Fact Practice KindergartenCounting During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting. For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.	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.
First Grade—Fact Families (They will have different fact families each day)	



Fact Practice for 1 st grade is looking at number and subtraction. The key is for children to learn another in adding and subtracting. Fact practic Children will look at the math family. (We will b They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2 After they have written the problem in all 4 ways	a that numbers have a relationship with one e will follow this pattern every day. egin with 1 more, then 2 more, etc.)	
"If $1 + 2 = 3$, then $2 + 1 = 3$ ".	s they will find a particle and say,	
The other student will respond with "Yes, and si You should have them practice this conversatio students every day. On the 5 th day, you will util the conversation will follow the pattern, but the through his/her cards (of course we hope they r correct response.		
Today you will introduce this activity and begin	with the Eact Family of 2, 8 and 10	
Have students write the entire Fact Family on th 2 + 8 = 10 8 + 2 = 10	5	
10 - 2 = 8		
10 - 8 = 2	ion	
Bring two students up to practice the conversation Try it again with several other pairs of students.		
Then have children find a partner and practice t		
Remember that today they are only doing the F		
Math Vocabulary		It is important to review
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.		academic math vocabulary often throughout the day. Complete the Vocabulary
Word for Today: triangle		notebook for each word.
Description: A 3-sided shape.		When possible, have
Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space		students experience the
2, explain the word in your own words. In space	word (Ex. 4 students	
demonstrate your understanding of the word by	creating a right angle,	
		multiple students acting
Vocabulary Notebook Sample:		out an equation).
New Word	My Description	Vocabulary Notebooks can be made from ½ of a
		composition book.
triangle	A flat shape with 3 sides and 3 angles	It is important to review
		academic math
Personal Connection	Drawing	vocabulary often
What is shaped like a triangle?		throughout the day.

Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

Step 1: Basic Information

Student Practice

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.





Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.	
 Step 5: Play Have students play the game.' Circulate and answer questions as needed. Debrief the game at the end asking students: What skill did you practice? What did you learn? What about the game was enjoyable? What makes you say that? How would you have taught the game differently? 	
Game for the Day Count Down! Materials: Deck of Cards (remove face cards and jokers) Players: 2-4 Purpose of the game: Practice counting backwards from 10 to ensure the student understands the relationship between numbers, one greater, one less, etc. To win, the cards will be in four stacks with 10 on the bottom and the ace or 1 on the top.	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.
 Directions: Shuffle the cards. Make a 3 x 3 grid of cards, face up. (A grid that has 3 columns and 3 rows), Place the remainder of the cards to the right of the grid. Player one looks at the cards and stacks cards in backwards order, putting the smaller card on top of the larger number. Player continues to stack until there are no more additional moves. If player creates an entire stack 10-1, then he/she turns the stack upside down to show that it is no longer in play. When Player 1 finished his/her turn, Player 2 places cards from the remaining deck to re-create the 3 x 3 grid. Player may move a stack to another card. For example a stack of 3-2-1 could be placed on a 4. Play continues until there are four stacks, 10-1. 	

Closing

Review

Say:

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



Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1 st Grade
Lesson Title:	One More
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

· · ·	
Problem of the Day In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story. John has 8 pencils. Jill has 3 pencils. Jorge has 5 pencils. How many do they have altogether?	*Activity → Teachable Moment(s) <i>throughout</i> During the lesson check in with students repeatedly.
Math Facts The Fact Practice activity will be the same every day for 1 st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.	Check in about what is happening and what they are thinking. Take advantage of any teachable moments.
Fact Practice KindergartenCounting During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.	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
For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.	have the student become the teacher.



ily of 2, 8 and 10. Do this at least 4 times. and 10. Tor the grade level. The word e vocabulary entry in an ow this pattern. We will It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary
not include 0 since 0 means e 1, write the word. In space n a sentence. In space 4 of the word.
Vocabulary Notebooks
can be made from ½ of a
count things like 1, 2, 3, 4, and 5
f h le s c ii e



In co	punting numbers, I am 6 years old.		
	Math Activity	-	
they ne differen	Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.		
	Student Practice		
Step 1: - - - - - - - - - -	Basic Information Tell the students the name of the game. Tell them the skill that they will be practicing. Tell them the materials they will need to play the game. Tell them how many people may play the game at one time. Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players). Tell them how they will know that the game is over. Remind them of how to choose who will be first. Remind them at the end of the game that they will need to do to clean-up.		
Step 2:	Demonstration		
-	Talk the students through the game.		
-	Give the rules (it is best if they can see these).		
-	Give a demonstration or a "for example"		
-	Check for understanding by asking students to tell another student "how" to play the game from what they observed.		
Step 3: - - - - - - - - - -	Model Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end. Ask other students to make a circle around the volunteers so they can see how the game is played. Go through the game step by step having the volunteers actually make the plays. Ask players to explain what they were thinking when they made a particular move. Ask onlookers to make observations or ask questions. After playing the game for several minutes, praise the first volunteers and ask for 2-3 more. Replay the game with the new volunteers, providing less direction but being very responsive i the players are stuck or playing the game incorrectly. Ask players to explain what they were thinking when they made a particular move. Ask onlookers to make observations or ask questions. Check for understanding by asking students to tell another student "how" to play the game from what they observed.	f	



 Step 4: Open Play Divide students into small groups (you might want to put a "volunteer" who play each of these small groups) Have the students play a practice game (no winners or losers) Note: If you ar cards you might want to have the students display their hand of cards during C Check for understanding by asking students to tell another student "how" to play from what they experienced. Note: This is the last "practice" for the game. The majority of students will have a full u the game by this point. There will be only minor tweaks and adjustments that need to b 	e playing with pen Play. y the game nderstanding of
 Step 5: Play Have students play the game.' Circulate and answer questions as needed. Debrief the game at the end asking students: What skill did you practice? What did you learn? What about the game was enjoyable? What makes you say that? How would you have taught the game differently? 	
Game for the Day One More Materials: Deck of Cards (remove face cards and jokers) Players: 2-4 Purpose of the game: Practice recognizing the numbers between 1 and 10 and that is 1 more. Note: 10 can only be an answer card.	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.
Directions:	
1. Shuffle the cards.	
2. Deal 5 cards to each player.	
3. Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more than h For example, if the player wants to play his/her 2, he/she would ask for a	
 If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 t his/her card and says, " (the card asked for) is one more than (the card asked with." Example: "3 is one more than 2." 	
 If Player 2 does not have the card asked for, he/she says, "Draw A Card 1 draws a card and adds to his/her hand. 	', and Player
6. Player 2 then repeats the procedure.	
7. Game is over when all cards are matched or time is called.	



Closing

Review

Say:

Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1st Grade
Lesson Title:	Patterns Pat
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

· · ·	
Problem of the Day In this segment you will have a problem to work through with the students. You will want to	*Activity → Teachable Moment(s) <i>throughout</i>
draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.	During the lesson check in with students
How many pennies are in a nickel? If you have that many pennies and 3 more, how many pennies do you have altogether?	repeatedly.
Math Facts	Check in about what is happening and what they
The Fact Practice activity will be the same every day for 1 st graders and Kindergartners. You	are thinking.
may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.	Take advantage of any teachable moments.
Fact Practice	Stop the class and focus on a student's key
KindergartenCounting	learning or
During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from	understanding. Ask open-ended questions to determine what the rest of the group is thinking.
11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.	When possible, engage students in a "teach to learn" opportunity and
For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.	have the student become the teacher.



First Grade—Fact Families (They will have		
Fact Practice for 1 st grade is looking at number and subtraction. The key is for children to lea another in adding and subtracting. Fact practic Children will look at the math family. (We will They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2 After they have written the problem in all 4 wa "If $1 + 2 = 3$, then $2 + 1 = 3$ ". The other student will respond with "Yes, and You should have them practice this conversat students every day. On the 5 th day, you will u the conversation will follow the pattern, but the through his/her cards (of course we hope they correct response. Today you will introduce this activity and begi Have students write the entire Fact Family on 2 + 8 = 10 8 + 2 = 10 10 - 2 = 8 10 - 8 = 2 Bring two students up to practice the conversat Try it again with several other pairs of student Then have children find a partner and practice Remember that today they are only doing the	er families, so you are looking at both addition rn that numbers have a relationship with one ice will follow this pattern every day. begin with 1 more, then 2 more, etc.) ys they will find a partner and say, since that is true, $3 - 1 = 2$, and $3 - 2 = 1$ ". ion (exactly as it is written) with 3-5 other tilize all 4 problems from the days before, and e second responder will need to quickly look remember without looking) and gives the n with the Fact Family of 2, 8 and 10. the white board.	
	×	It is important to review
Math Vocabulary Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days. Word for Today: pattern Description: A group that is organized in such a way that you know what comes next. Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.		academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.
Description: A group that is organized in suc Complete the journal entry in your Vocabulary 2, explain the word in your own words. In spa demonstrate your understanding of the word b	Notebook. In space 1, write the word. In space a use the word in a sentence. In space 4	When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).
Description: A group that is organized in suc Complete the journal entry in your Vocabulary 2, explain the word in your own words. In spa demonstrate your understanding of the word b Vocabulary Notebook Sample:	Notebook. In space 1, write the word. In space ace 3 use the word in a sentence. In space 4 by drawing a picture of the word.	students experience the word (Ex. 4 students creating a right angle, multiple students acting
Description: A group that is organized in suc Complete the journal entry in your Vocabulary 2, explain the word in your own words. In spa	Notebook. In space 1, write the word. In space a use the word in a sentence. In space 4	students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).



	What is the pattern on the wallpaper?	₩₩₽₽₩₩₽₽₽₩₩	
	Math Each day students will have the opportunity to they need to work on. For the next several da different games. Here is how to introduce gan practice different games and activities.		
	Step 1: Basic Information - Tell the students the name of the game. - Tell them the skill that they will be practic - Tell them the materials they will need to p - Tell them how many people may play the - Tell them if the game is cooperative (all s competitive (each student hopes to defeate) - Tell them how they will know that the game - Tell them of how to choose who will the material the end of the game that		
 Step 2: Demonstration Talk the students through the game. Give the rules (it is best if they can see these). Give a demonstration or a "for example" Check for understanding by asking students to tell another student "how" to play the game from what they observed. 			
	 see the game played from beginning to e Ask other students to make a circle arour played. Go through the game step by step having Ask players to explain what they were thine Ask onlookers to make observations or an After playing the game for several minute Replay the game with the new volunteers the players are stuck or playing the game Ask players to explain what they were thine Replay the game stuck or playing the game Ask players to explain what they were thine Ask players to explain what they were thine Ask players to explain what they were thine 	nd the volunteers so they can see how the game is g the volunteers actually make the plays. nking when they made a particular move. sk questions. es, praise the first volunteers and ask for 2-3 more. s, providing less direction but being very responsive if e incorrectly. nking when they made a particular move.	



 Step 4: Open Play Divide students into small groups (you might want to put a "volunteer" wheeach of these small groups) Have the students play a practice game (no winners or losers) Note: If y cards you might want to have the students display their hand of cards dur Check for understanding by asking students to tell another student "how" from what they experienced. Note: This is the last "practice" for the game. The majority of students will have a the game by this point. There will be only minor tweaks and adjustments that need. 	rou are playing with ing Open Play. to play the game full understanding of
 Step 5: Play Have students play the game.' Circulate and answer questions as needed. Debrief the game at the end asking students: What skill did you practice? What did you learn? What about the game was enjoyable? What makes you say that How would you have taught the game differently? 	1?
Game for the Day One More Materials: Deck of Cards (remove face cards and jokers) Players: 2-4 Purpose of the game: Practice recognizing the numbers between 1 and 1 that is 1 more. Note: 10 can only be an answer card.	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.0 and the number
Directions:	
1. Shuffle the cards.	
2. Deal 5 cards to each player.	
 Player 1 asks Player 2 (3 or 4) for a card that is a number 1 more the For example, if the player wants to play his/her 2, he/she would ask 	
 If Player 2 has the card asked for, he/she gives it to Player 1. Player his/her card and says, " (the card asked for) is one more than1 started with." Example: "3 is one more than 2." 	
 If Player 2 does not have the card asked for, he/she says, "Draw A 1 draws a card and adds to his/her hand. 	Card", and Player
6. Player 2 then repeats the procedure.	
7. Game is over when all cards are matched or time is called.	



Closing

Review

Say:

Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1 st Grade
Lesson Title:	Memory Match #1
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

What is a pattern that you could make with 8 circles and 4 triangles?

Math Facts

The Fact Practice activity will be the same every day for 1st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

Fact Practice

Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

First Grade—Fact Families (They will have different fact families each day)

*Activity \rightarrow 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 openended 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.





	Math Activity
they ne games.	ay students will have the opportunity to play different games to practice the skills that ed to work on. For the next several days you will want to help children practice different Here is how to introduce games to them and then an opportunity for them to practice t games and activities.
	Student Practice
Step 1:	Basic Information
-	Tell the students the name of the game.
-	Tell them the skill that they will be practicing.
-	Tell them the materials they will need to play the game.
-	Tell them how many people may play the game at one time. Tell them if the game is cooperative (all students working together to defeat the game)
-	or competitive (each student hopes to defeat the other players).
	Tell them how they will know that the game is over.
-	Remind them of how to choose who will be first.
_	Remind them at the end of the game that they will need to do to clean-up.
Step 2:	Demonstration
-	Talk the students through the game.
-	Give the rules (it is best if they can see these).
-	Give a demonstration or a "for example"
-	Check for understanding by asking students to tell another student "how" to play the
	game from what they observed.
Step 3:	Model
	Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class
	can see the game played from beginning to end.
-	Ask other students to make a circle around the volunteers so they can see how the
	game is played.
-	Go through the game step by step having the volunteers actually make the plays.
-	Ask players to explain what they were thinking when they made a particular move.
-	Ask onlookers to make observations or ask questions.
-	After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
-	Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
-	Ask players to explain what they were thinking when they made a particular move.
_	Ask onlookers to make observations or ask questions.
-	Check for understanding by asking students to tell another student "how" to play the game from what they observed.
Sten 4.	Open Play
-	Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)



underst	Have the students play a practice game (no winners or losers) Note : If you are playing with cards you might want to have the students display their hand of cards during Open Play. Check for understanding by asking students to tell another student "how" to play the game from what they experienced. This is the last "practice" for the game. The majority of students will have a full anding of the game by this point. There will be only minor tweaks and adjustments that be made.	
-	Have students play the game.'	
-	Circulate and answer questions as needed.	
-	Debrief the game at the end asking students:What skill did you practice?	
	• What did you learn?	
	• What about the game was enjoyable? What makes you say that?	
	 How would you have taught the game differently? 	
	Game for the Day	Focus on having young
Materia		people "compete" in pairs or small groups. Once a game is mastered you can utilize it
Player Purpos Directi	se of the game: Practice recognizing the numbers between 1 and 10.	in the "When Homework Is Complete" center.
1.	Shuffle the cards.	
2.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)	
3.	Place the remainder of the cards to the right of the grid.	
4.	Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.	
5.	Player 1 then replaces the 2 cards with ones from the deck.	
6.	If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2.	
7.	Play continues until all of the cards are matched.	
1		



Closing

Review

Say:

• Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1 st Grade
Lesson Title:	Memory Match #2
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

You walk 10 steps and stop. Then you walk 10 more steps. How many steps have you walked altogether?

Math Facts

The Fact Practice activity will be the same every day for 1st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

Fact Practice

Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

*Activity → Teachable Moment(s) *throughout* During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

Stop the class and focus on a student's key learning or understanding. Ask openended 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.



First Grade—Fact Families (They will have different fact families can be chady a both addition and subtraction. The key is for children will oblew this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They dive is both addition and under families, so you are looking at both addition and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 1 = 2 After they have written the problem in all 4 ways they will find a partner and say. Ti + 2 = 3, then 2 + 1 = 3: The other student will respond with "Yes, and since that is true, 3 - 1 = 2, and 3 - 2 = 1'. You should have them practice intic conversation (scally as it is written) with 3-5 other students every day. On the 5 th day, you will utilize all 4 problems from the days before, and the correct response. Today you will introduce this activity and begin with the Fact Family of 2, 8 and 10. Have a vacabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary wort may be reviewed more than one time. Youth need to complete the vocabulary motebook. The Vocabulary Notebook. The Vocabulary Notebook. The Vocabulary Notebook. The Vocabulary Notebook. The Vocabulary Notebook scan be ander form ½ of a complete the vocabulary Notebook scan be made figure with all sides equal Nord Mord			
Math VocabularyIt is important to review academic math vocabulary often throughout the day.Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.It is important to review academic math vocabulary often throughout the day.Word for Today: square Description: A shape that has four sides that are all equal in length. Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.When possible, have students creating a right angle, multiple students acting out an equation). Vocabulary Notebook SampleNew WordMy Description A four sided figure with all sides equalIt is important to review academic math vocabulary often throughout the day. Complete the Vocabulary often throughout the day. Composition book. It is important to review academic math vocabulary often throughout the day. Composition book.Vocabulary Notebook Sample New WordMy Description A four sided figure with all sides equalIt is important to review academic math vocabulary often throughout the day. Complete the Vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a Complete the Vocabulary notebook for each word.New WordMy Description I have a square clock in my room.It	Fact Practice for 1 st grade is looking at number subtraction. The key is for children to learn that in adding and subtracting. Fact practice will foll Children will look at the math family. (We will be They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2 After they have written the problem in all 4 ways "If $1 + 2 = 3$, then $2 + 1 = 3$ ". The other student will respond with "Yes, and si You should have them practice this conversatio every day. On the 5 th day, you will utilize all 4 p conversation will follow the pattern, but the seco his/her cards (of course we hope they remember response. Today you will introduce this activity and begin Have students write the entire Fact Family on th 2 + 8 = 10 8 + 2 = 10 10 - 2 = 8 10 - 8 = 2 Bring two students up to practice the conversati Try it again with several other pairs of students. Then have children find a partner and practice t	families, so you are looking at both addition and numbers have a relationship with one another ow this pattern every day. egin with 1 more, then 2 more, etc.) a they will find a partner and say, nce that is true, $3 - 1 = 2$, and $3 - 2 = 1$ ". n (exactly as it is written) with 3-5 other students roblems from the days before, and the ond responder will need to quickly look through er without looking) and gives the correct with the Fact Family of 2, 8 and 10. ne white board.	
Word may be reviewed index that and the line. Fourmeed to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We Complete the Vocabulary notebook for each word. Word for Today: square Description: A shape that has four sides that are all equal in length. Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word. Wocabulary Notebook Sample Vocabulary Notebook Sample My Description New Word My Description New Word My Description A four sided figure with all sides equal It is important to review academic math vocabulary often throughout the day. Personal Connection Drawing Drawing When possible, have students creating a composition book. I have a square clock in my room. Drawing When possible, have students creating a composition book.	Each lesson will also have a vocabulary word	academic math vocabulary	
Description: A shape that has four sides that are all equal in length. Students experience the word Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word. In space 4 demonstrate your understanding of the word by drawing a picture of the word. Vocabulary Notebook Sample Vocabulary Notebook Sample My Description Vocabulary Notebook. It is important to review academic math vocabulary often throughout the day. Square A four sided figure with all sides equal It is important to review academic math vocabulary notebook for each word. Personal Connection Drawing When possible, have students experience the word (Ex. 4 students creating a I have a square clock in my room. Drawing When possible, have students creating a	in an Academic Vocabulary Notebook. The V	Complete the Vocabulary	
Description: A shape that has four sides that are all equal in length.Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.In sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.In sentence. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.Students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).Vocabulary Notebook SampleMy Description A four sided figure with all sides equalIt is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.Personal ConnectionDrawingDrawingI have a square clock in my room.DrawingWhen possible, have students experience the word (Ex. 4 students creating a			
New Word My Description It is important to review academic math vocabulary often throughout the day. Square A four sided figure with all sides equal It is important to review academic math vocabulary often throughout the day. Personal Connection Drawing Complete the Vocabulary notebook for each word. I have a square clock in my room. Drawing When possible, have students experience the word (Ex. 4 students creating a	Description: A shape that has four sides tha Complete the journal entry in your Vocabulary space 2, explain the word in your own words. space 4 demonstrate your understanding of the space 4 demonstrate yo	(Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can	
New word My bescription Square A four sided figure with all sides equal Personal Connection Drawing I have a square clock in my room. Drawing			
Square A four sided figure with all sides equal academic math vocabulary often throughout the day. Personal Connection Drawing Complete the Vocabulary notebook for each word. I have a square clock in my room. Drawing When possible, have students experience the word (Ex. 4 students creating a			1
Personal Connection Drawing notebook for each word. I have a square clock in my room. I have a square clock in my room. I have a square clock in my room.	Square	A four sided figure with all sides equal	academic math vocabulary often throughout the day.
I have a square clock in my room. When possible, have students experience the word (Ex. 4 students creating a			
I have a square clock in my room. students experience the word (Ex. 4 students creating a	Personal Connection	Drawing	
	I have a square clock in my room.		students experience the word (Ex. 4 students creating a



	acting out an equation).
Math Activity Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.	
Student Practice	
 Step 1: Basic Information Tell the students the name of the game. Tell them the skill that they will be practicing. Tell them the materials they will need to play the game. Tell them how many people may play the game at one time. Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players). Tell them how they will know that the game is over. Remind them of how to choose who will be first. Remind them at the end of the game that they will need to do to clean-up. 	
 Step 2: Demonstration Talk the students through the game. Give the rules (it is best if they can see these). Give a demonstration or a "for example" Check for understanding by asking students to tell another student "how" to play the game from what they observed. 	
 Step 3: Model Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end. Ask other students to make a circle around the volunteers so they can see how the game is played. Go through the game step by step having the volunteers actually make the plays. Ask players to explain what they were thinking when they made a particular move. Ask onlookers to make observations or ask questions. After playing the game for several minutes, praise the first volunteers and ask for 2-3 more. Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly. Ask players to explain what they were thinking when they made a particular move. 	
 Check for understanding by asking students to tell another student "how" to play the game from what they observed. Step 4: Open Play 	
- Divide students into small groups (you might want to put a "volunteer" who played the	



	around in each of these small around)	
-	game in each of these small groups) Have the students play a practice game (no winners or losers) Note: If you are playing with cards you might want to have the students display their hand of cards during Open Play. Check for understanding by asking students to tell another student "how" to play the game from what they experienced.	
unders	This is the last "practice" for the game. The majority of students will have a full anding of the game by this point. There will be only minor tweaks and adjustments that be made.	
Step 5: - - -	 Play Have students play the game.' Circulate and answer questions as needed. Debrief the game at the end asking students: What skill did you practice? What did you learn? What about the game was enjoyable? What makes you say that? How would you have taught the game differently? 	
	Game for the Day	Focus on having young people "compete" in pairs or
Materia Player Purpos	s: 2 se of the game: Practice recognizing the numbers between 1 and 10.	small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.
Directi	ons:	
1.	Shuffle the cards.	
2.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)	
2. 3.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows) Place the remainder of the cards to the right of the grid.	
2.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)	
2. 3.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows) Place the remainder of the cards to the right of the grid. Player 1 turns over two cards. If they match (have the same numeric value) then	
2. 3. 4.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows) Place the remainder of the cards to the right of the grid. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.	
2. 3. 4. 5.	Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows)Place the remainder of the cards to the right of the grid.Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them.Player 1 then replaces the 2 cards with ones from the deck.If Player 1 matches, then he/she takes a second turn. If Player 1 does not match,	
 2. 3. 4. 5. 6. 	 Make a 4 x 4 grid, placing cards face down. (4 columns, 4 rows) Place the remainder of the cards to the right of the grid. Player 1 turns over two cards. If they match (have the same numeric value) then the player takes both of the cards and places them face down by them. Player 1 then replaces the 2 cards with ones from the deck. If Player 1 matches, then he/she takes a second turn. If Player 1 does not match, he/she turns the cards back over and play continues with Player 2. 	



Closing

Review

Say:

• Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1 st Grade
Lesson Title:	Duel
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

If you have 5 dimes and you spend 3 of them, how many do you have left?

Math Facts

The Fact Practice activity will be the same every day for 1st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

Fact Practice

Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

First Grade—Fact Families (They will have different fact families each day) Fact Practice for 1st grade is looking at number families, so you are looking at both addition and

*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 openended 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.



in adding and subtracting. Fact practice will fol Children will look at the math family. (We will b They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2 After they have written the problem in all 4 ways "If $1 + 2 = 3$, then $2 + 1 = 3$ ". The other student will respond with "Yes, and s	egin with 1 more, then 2 more, etc.) s they will find a partner and say, ince that is true, 3 – 1 = 2, and 3 – 2 = 1". on (exactly as it is written) with 3-5 other students problems from the days before, and the ond responder will need to quickly look through er without looking) and gives the correct with the Fact Family of 2, 8 and 10. he white board.	
	*	It is important to review
Each lesson will also have a vocabulary word the may be reviewed more than one time. Youth n Academic Vocabulary Notebook. The Vocabulary practice working on this for the next 11 days. Word for Today: subtraction Description: Reducing a total by a specific and what you started with and what you have after the subtraction of the subtraction what you started with and what you have after the subtraction what you started with and what you have after the subtraction what you have after the subtraction what you started with and what you have after the subtraction what you have a subtraction what you have after the subtraction what you have a subtraction what you h	ary section will follow this pattern. We will nount and then finding the difference between removing some items. Notebook. In space 1, write the word. In space e 3 use the word in a sentence. In space 4	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). Vocabulary Notebooks can be made from ½ of a composition book. It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary
Personal Connection	Drawing	notebook for each word.
Do you know how to do subtraction problems?		When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

Math Activity

Each day students will have the opportunity to play different games to practice the skills that they need to work on. For the next several days you will want to help children practice different games. Here is how to introduce games to them and then an opportunity for them to practice different games and activities.

Student Practice

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) Note: If you are





unders	playing with cards you might want to have the students display their hand of cards during Open Play. Check for understanding by asking students to tell another student "how" to play the game from what they experienced. This is the last "practice" for the game. The majority of students will have a full tanding of the game by this point. There will be only minor tweaks and adjustments that be made.	
Step 5	Play	
-	Have students play the game.'	
-	Circulate and answer questions as needed.	
-	 Debrief the game at the end asking students: What skill did you practice? 	
	• What did you learn?	
	• What about the game was enjoyable? What makes you say that?	
	 How would you have taught the game differently? 	
	Game for the Day	Focus on having young
Duel Player:	~ 0	people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is
Players	5. 2	Complete" center.
Directi	ons:	·
1.	Shuffle the cards and deal them out.	
2.	Each player puts their cards in a pile facing down.	
3.	Together players flip the top card over and place it in the center.	
4.	The first player to say the names of the numbers on both cards, wins the cards.	
5.	If a player calls an incorrect answer the cards are returned to the bottom of the pile.	
6.	When all cards have been drawn the winner is the player with the most cards.	

		Closing	
		Review	
Say:			
•	Please recap what we did today. Did we achieve our objectives?		



Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component	Math
Grade Level:	1 st Grade
Lesson Title:	Just the Facts #1
Focus:	Learning Each Math Lesson Segment

Materials:

Dominoes (attached)

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day

In this segment you will have a problem to work through with the students. You will want to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.

If you have 5 marbles and your friend has 3 marbles, how many do you have altogether?

Math Facts

The Fact Practice activity will be the same every day for 1st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.

Fact Practice

Kindergarten--Counting

During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.

For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.

Activity - Teachable
Moment(s) throughout
During the lesson check in with
students repeatedly.
Check in about what is
happening and what they are
thinking.
Take advantage of any

teachable moments.

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

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



First Grade—Fact Families (They will have Fact Practice for 1 st grade is looking at number addition and subtraction. The key is for child relationship with one another in adding and pattern every day. Children will look at the math family. (We we They will write the problem in four ways. 1 + 2 = 3 2 + 1 = 3 3 - 2 = 1 3 - 1 = 2 After they have written the problem in all 4 we "If $1 + 2 = 3$, then $2 + 1 = 3$ ". The other student will respond with "Yes, and 1". You should have them practice this converse students every day. On the 5 th day, you will and the conversation will follow the pattern, quickly look through his/her cards (of course and gives the correct response. Today you will introduce this activity and be Have students write the entire Fact Family of 2 + 8 = 10 10 - 2 = 8 10 - 8 = 2 Bring two students up to practice the convert Try it again with several other pairs of stude Then have children find a partner and practice	ber families, so you are looking at both dren to learn that numbers have a subtracting. Fact practice will follow this ill begin with 1 more, then 2 more, etc.) vays they will find a partner and say, ad since that is true, $3 - 1 = 2$, and $3 - 2 =$ ation (exactly as it is written) with 3-5 other utilize all 4 problems from the days before, but the second responder will need to a we hope they remember without looking) egin with the Fact Family of 2, 8 and 10. on the white board.	
times. Remember that today they are only of	doing the Fact Family of 2, 8 and 10.	
Math Vocabulary Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days. Word for Today: operations Description: The word operation refers to a mathematical process. The four most common are addition, subtraction, multiplication, and division that are represented with these symbols: +, -, X, and ÷. Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.		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). Vocabulary Notebooks can be made from ½ of a composition book. It is important to review
Vocabulary Notebook Sample:	academic math vocabulary often	
New Word My Description		throughout the day. Complete the Vocabulary



operations	There 4 basic operations: addition, subtraction, multiplication and division	notebook for each word. When possible, have students experience the word (Ex. 4
Personal Connection How many of the operations can you complete?	Drawing	students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.
Mat	h Activity	
Each day students will have the opportur	nity to play different games to practice the skills several days you will want to help children introduce games to them and then an	
Stude	ent Practice	
Step 1: Basic Information - Tell the students the name of the gather of the students the name of the gather of the student the skill that they will be particular of that they will be part	racticing. ed to play the game. ay the game at one time. e (all students working together to defeat the game)	
 Tell them how they will know that th Remind them of how to choose who Remind them at the end of the gam 	•	
 Step 2: Demonstration Talk the students through the game Give the rules (it is best if they can Give a demonstration or a "for exar Check for understanding by asking game from what they observed. 	see these).	
 can see the game played from begi Ask other students to make a circle game is played. Go through the game step by step l Ask players to explain what they we Ask onlookers to make observation 	around the volunteers so they can see how the naving the volunteers actually make the plays. are thinking when they made a particular move.	
more.Replay the game with the new volu responsive if the players are stuck	nteers, providing less direction but being very or playing the game incorrectly.	



-	Ask players to explain what they were thinking when they made a particular move.	
-	Ask onlookers to make observations or ask questions.	
- Sten 4:	Check for understanding by asking students to tell another student "how" to play the game from what they observed. Open Play	
-	Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)	
-	Have the students play a practice game (no winners or losers) Note: If you are playing with cards you might want to have the students display their hand of cards during Open Play.	
-	Check for understanding by asking students to tell another student "how" to play the game from what they experienced.	
underst	This is the last "practice" for the game. The majority of students will have a full anding of the game by this point. There will be only minor tweaks and adjustments that be made.	
Step 5:	Play	
-	Have students play the game.'	
-	Circulate and answer questions as needed.	
-	Debrief the game at the end asking students:	
	• What skill did you practice?	
	What did you learn?What about the game was enjoyable? What makes you say that?	
	 What about the game was enjoyable? What makes you say that? How would you have taught the game differently? 	
	Game for the Day	Focus on having young people
Just the Players		"compete" in pairs or small groups. Once a game is mastered you can utilize it in the
Directio	ons:	"When Homework Is Complete" center.
1.	Dominoes are placed in the center of the table, face down.	contor.
2.	After deciding who will go first, Player 1 draws a domino, turns it face up and places it down in front of him/her.	
3.	Kindergarten: Play 1 counts the pips on the dominoes and tells how many are on the domino	
	1^{st} Grade: Player 1 totals the pips on the domino by saying (e.g. $2 + 4 = 6$). If the answer is correct, then player keeps the domino and play moves on to player 2.	
4.	If player does not say the correct total or sum, then the domino is returned to the pile	
5.	Play continues until all dominoes are taken.	



Closing

Review

Say:

Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

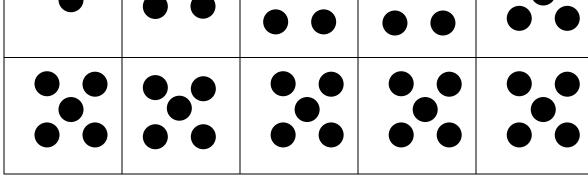
What advice would you give to a "new" student getting ready to do this activity?

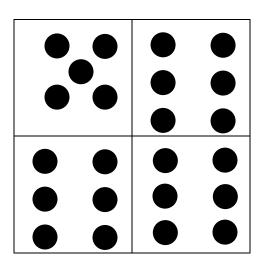
- 1. Ask students to think about what they did today in math.
- 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new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



	•	











Component	Math
Grade Level:	1 st Grade
Lesson Title:	Just the Facts #2
Focus:	Learning Each Math Lesson Segment

Materials:

Dominoes (attached)

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day In this segment you will have a problem to work through with the students. You will want	*Activity → Teachable Moment(s) <i>throughout</i>
to draw a picture of the problem so they can see that the words are connected to the numbers which represent the story.	During the lesson check in with students repeatedly.
If you have 2 chocolate chip cookies and 3 Oreos, how many cookies do you have altogether?	Check in about what is happening and what they are
Math Facts	thinking.
The Fact Practice activity will be the same every day for 1 st graders and Kindergartners. You may use dice, dominoes, cards, white board, or other items to practice the math facts	Take advantage of any teachable moments.
that are appropriate for the grade level students are in.	Stop the class and focus on a student's key learning or
Fact Practice	understanding. Ask open-
KindergartenCounting	ended questions to determine
During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that	what the rest of the group is thinking.
you will create number book. After working with the Kindergartners, if they can verbally	When possible, engage students in a "teach to learn"
count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always	opportunity and have the student become the teacher.
do more than one page of and single number if you need more time to reinforce counting.	
For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.	



First Grade—Fact Families (They will hav Fact Practice for 1 st grade is looking at numb addition and subtraction. The key is for child with one another in adding and subtracting.		
day. Children will look at the math family. (We will They will write the problem in four ways. 1 + 2 = 3	I begin with 1 more, then 2 more, etc.)	
2 + 1 = 3 3 - 2 = 1 3 - 1 = 2		
After they have written the problem in all 4 w "If $1 + 2 = 3$, then $2 + 1 = 3$ ".	ays they will find a partner and say,	
The other student will respond with "Yes, and You should have them practice this conversa students every day. On the 5 th day, you will and the conversation will follow the pattern, b look through his/her cards (of course we hop	ation (exactly as it is written) with 3-5 other utilize all 4 problems from the days before, but the second responder will need to quickly	
the correct response. Today you will introduce this activity and beg Have students write the entire Fact Family of 2 + 8 = 10	J	
8 + 2 = 10 10 - 2 = 8 10 - 8 = 2		
Bring two students up to practice the converse Try it again with several other pairs of studer Then have children find a partner and practic Remember that today they are only doing the		
, , , , ,	cabulary	It is important to review
Each lesson will also have a vocabulary word word may be reviewed more than one time.	d that is appropriate for the grade level. The Work with the children to create a	academic math vocabulary often throughout the day.
Vocabulary entry on paper as a class (as 1 st grader mature they can do their own journals). The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.		Complete the Vocabulary notebook for each word. When possible, have students
Word for Today: math		experience the word (Ex. 4
Description: Math is the word we use that is short for mathematics. Math is the study of numbers, patterns, space, and change. In math we learn about operations, geometry, data and statistics, algebra, and mathematical reasoning.		students creating a right angle, multiple students acting out an equation).
Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.		Vocabulary Notebooks can be made from ½ of a composition book.
Vacabulary Natabaok Sample:		It is important to review
Vocabulary Notebook Sample: New Word My Description		academic math vocabulary often throughout the day.
math A term that is short for mathematics and		Complete the Vocabulary notebook for each word.
		When possible, have students



	is about numbers and patterns	experience the word (Ex. 4 students creating a right
Personal Connection Math is one of my favorite subjects in school.	Drawing	angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.
Math A Each day students will have the opportunity t that they need to work on. For the next seve practice different games. Here is how to intro opportunity for them to practice different gam	o play different games to practice the skills ral days you will want to help children oduce games to them and then an	
 Step 1: Basic Information Tell the students the name of the game. Tell them the skill that they will be practi Tell them the materials they will need to Tell them how many people may play th Tell them if the game is cooperative (all competitive (each student hopes to defeee) Tell them how they will know that the gate is Remind them of how to choose who will Remind them at the end of the game that Step 2: Demonstration Talk the students through the game. Give the rules (it is best if they can see the game a demonstration or a "for example") 	cing. play the game. e game at one time. students working together to defeat the game) or eat the other players). me is over. be first. at they will need to do to clean-up.	
 game from what they observed. Step 3: Model Ask for 2-3 student volunteers to play a can see the game played from beginnin Ask other students to make a circle arou game is played. Go through the game step by step havir Ask players to explain what they were th Ask onlookers to make observations or a After playing the game for several minut more. Replay the game with the new volunteer responsive if the players are stuck or play 	ind the volunteers so they can see how the og the volunteers actually make the plays. ninking when they made a particular move. ask questions. es, praise the first volunteers and ask for 2-3	



 Ask onlookers to make observations or ask questions. 	
 Check for understanding by asking students to tell another student "how" to play the 	
game from what they observed.	
Step 4: Open Play	
 Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups) 	
 Have the students play a practice game (no winners or losers) Note: If you are playing with cards you might want to have the students display their hand of cards during Open Play. 	
 Check for understanding by asking students to tell another student "how" to play the game from what they experienced. 	
Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.	
Step 5: Play	
- Have students play the game.'	
- Circulate and answer questions as needed.	
- Debrief the game at the end asking students:	
 What skill did you practice? 	
 What did you learn? 	
 What about the game was enjoyable? What makes you say that? 	
 How would you have taught the game differently? 	
Game for the Day	Focus on having young
	people "compete" in pairs or
Just the Facts	small groups. Once a game is
Players: 2-3	mastered you can utilize it in
Directions:	the "When Homework Is Complete" center.
1. Dominoes are placed in the center of the table, face down.	Complete Center.
2. After deciding who will go first, Player 1 draws a domino, turns it face up and places it down in front of him/her.	
3. Kindergarten: Play 1 counts the pips on the dominoes and tells how many are on the	
domino 1 st Grade: Player 1 totals the pips on the domino by saying (e.g. 2 + 4 = 6). If the answer is correct, then player keeps the domino and play moves on to player 2.	
4. If player does not say the correct total or sum, then the domino is returned to the pile	
5. Play continues until all dominoes are taken.	



Closing

Review

Say:

Please recap what we did today.

• Did we achieve our objectives?

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

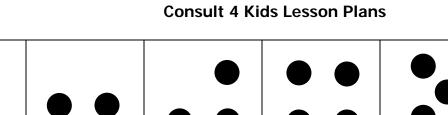
What opportunities might you have to do this same thing in the "real world"?

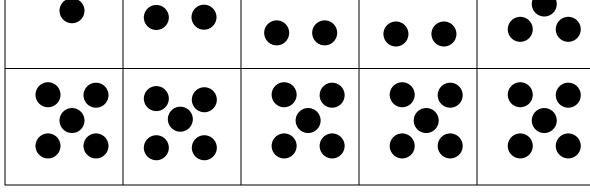
What advice would you give to a "new" student getting ready to do this activity?

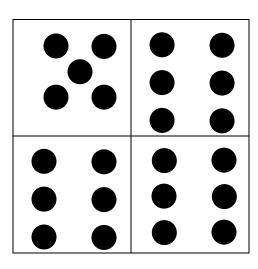
- 1. Ask students to think about what they did today in math.
- 2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new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



	•	











Component	Math
Grade Level:	1 st Grade
Lesson Title:	Student Activity Choice #1
Focus:	Learning Each Math Lesson Segment

Materials:

Deck of cards with face cards and jokers removed. Share with children that the "Ace" counts as 1. One deck for every two children.

White boards or paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by "Problem of the Day"?

Content (the "Meat")

Problem of the Day	*Activity → Teachable
In this segment you will have a problem to work through with the students. You will want to	Moment(s) throughout
draw a picture of the problem so they can see that the words are connected to the numbers	During the lesson check in
which represent the story.	with students repeatedly.
If you have 9 apple pieces and you eat 3 of them, how many do you have left?	Check in about what is
Math Facts	happening and what they
The Fact Practice activity will be the same every day for 1 st graders and Kindergartners.	are thinking.
You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in.	Take advantage of any teachable moments.
Fact Practice	Stop the class and focus on a student's key learning or
KindergartenCounting	understanding. Ask open-
During the month you will work with Kindergartners to reinforce the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create number book. After working with the Kindergartners, if they can verbally count from 11-20, then make the book that counts from 11-20. If they struggle counting to 20, help them to learn those numbers by helping them with this book. You can always do more than one page of and single number if you need more time to reinforce counting.	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
For the next 10 days work together to create a page together so the Kindergartners will understand how to do this on their own. Use dice or cards to determine the number you will be making out of object. Create large pages out of butcher paper.	teacher.





Do you know how to do addition problems?	7+3=10	students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.
Math Activit Each day students will have the opportunity to play they need to work on. For the next several days yo different games. Here is how to introduce games to to practice different games and activities.	different games to practice the skills that u will want to help children practice	
 Student Pract Step 1: Basic Information Tell the students the name of the game. Tell them the skill that they will be practicing. Tell them the materials they will need to play the Tell them how many people may play the game. Tell them if the game is cooperative (all studen competitive (each student hopes to defeat the or competitive (each student hopes to defeat the or competitive (each student hopes to defeat the or tell them how they will know that the game is co Remind them of how to choose who will be first Remind them at the end of the game that they of the students through the game. Give the rules (it is best if they can see these). Give a demonstration or a "for example" Check for understanding by asking students to from what they observed. 	e game. e at one time. ts working together to defeat the game) or other players). over. t. will need to do to clean-up.	
 Step 3: Model Ask for 2-3 student volunteers to play a "teaching see the game played from beginning to end. Ask other students to make a circle around the is played. Go through the game step by step having the v Ask players to explain what they were thinking Ask onlookers to make observations or ask quee After playing the game for several minutes, proversponsive if the players are stuck or playing the Ask players to explain what they were thinking Ask onlookers to make observations or ask quee Check for understanding by asking students to 	volunteers so they can see how the game rolunteers actually make the plays. when they made a particular move. estions. ise the first volunteers and ask for 2-3 more. iding less direction but being very be game incorrectly. when they made a particular move. estions.	



from what they observed.	<u></u>
Step 4: Open Play	
- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)	
 Have the students play a practice game (no winners or losers) Note: If you are playing with cards you might want to have the students display their hand of cards during Open Play. 	
 Check for understanding by asking students to tell another student "how" to play the game from what they experienced. 	
Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.	
Step 5: Play - Have students play the game.' - Circulate and answer questions as needed.	
 Debrief the game at the end asking students: What skill did you practice? 	
What did you learn?What about the game was enjoyable? What makes you say that?	
 How would you have taught the game differently? 	
Game for the Day	Focus on having young
Children choose from the activities they have done over the past few days	people "compete" in pairs or small groups. Once a game is mastered you can utilize it
Have children work in pairs and/or small groups	in the "When Homework Is
Games to Choose From	Complete" center.
1. Count Down	
2. One More	
3. Patterns	
4. Memory Match	
5. Duel	
6. Just the Facts	

	Closing	
Say:Please recap what we did today.Did we achieve our objectives?	Review	



Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

- 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.



Component:	Math
Grade Level:	Kindergarten
Lesson Title:	Student Activity Choice #2
Focus:	Review

Materials:	
White boards	decks of cards with face cards and jokers removed
Crayolas	page for the number book (This is the page for 1)
Socks	items that children can choose to show one (stickers, stamps, something flat
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

Count from 10-1 backwards Using your fingers show each of these numbers: 6, 3, 2, 8, 9, 7 Count from 1-10 forwards Using your hands, show a circle. Show a triangle. Show a square. Stretch the square into a rectangle What is the difference between a number and a letter?

		Content (the "M	leat")	
	children figure o	*Activity → Teachable Moment(s) <i>throughout</i>		
Then put the white boa	this problem or rd.	During the lesson check in with students repeatedly.		
Look at the graph below. Children had to pick a favorite color. There is one heart for each child's vote. Which color has the most hearts by it?				Check in about what is happening and what they are thinking.
	red	•••		Take advantage of any
	green blue	* *		teachable moments.
Fact Practice The Number Book During this next 11 days you will be working with Kindergartners to develop the number sense of corresponding the numbers said with an actual number of objects. To help them do that you will create a number book. After working with the Kindergartners, if they can			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.	



 verbally count to 10, then make the number book go to 10. If they struggle counting to 10, make the number book with 2 pages for each number 1-5. The Book Make the cover and the back for the book. Remember to have the book pages cut (an 8" square works nicely, glue sticks, and items for the children to select and paste. Once they have completed the book you will want to connect it with either staples or by punching a hole at the top and connecting the pages with a ring. You might want to consider making the cover out of colored card stock and then having the children decorate the front and back cover. If you pre-print the cover you can title it <u>My Counting Book</u>. Be sure that the child writes his/her name on the cover so you can send it home. Double check all of the pages to be sure that the number of items corresponds to the number written by the child. It is important that they see the corresponding number and symbol done correctly or we are reinforcing a misconception/error. 	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary	It is important to review
Word for Today: rectangle	academic math vocabulary often throughout the day.
Today you will review all of the words that the children have learned:	Complete the Vocabulary
number	notebook for each word.
circle	When possible, have
square	students experience the word
triangle rectangle	(Ex. 4 students creating a right angle, multiple students
Have students draw on the white board as you say the word. Ask them to share with one	acting out an equation).
another shat the word means.	
Make the symbols and shapes on the board and ask students to identify them for you. Work with them to answer questions in complete sentences—for example, A square has 4 sides that are all the same rather than 4 sides.	
Activity	Focus on having young
Student Choice	people "compete" in pairs or
Review how to play the games One Less, One More, Count Down and Memory Match. Once you are sure that students know how to play each game, have them choose a partner and play the game that they most enjoy. This will be a good opportunity for you to be sure that these games can be placed in a center or in the "after homework is done" choice. It is important that children can play the game independently which you will know by the end of the session today. If they are not yet independent, then do not put the game out for them when you are not available to help and support the play.	small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.



	Closing
	Review
Say:	
• Please recap what we did today.	
 Did we achieve our objectives? 	
	Debrief
What did you like about what we did today in n	ath?
What would you like to do more of the next tim	e we do math?
What is a rectangle?	
What is another shape that looks like a rectang	le only all of the sides are even?

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- 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)
- Ask them to comment on something (if anything) they have learned today that was brand new to them