# Consult 4 Kids Lesson Plans

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|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | One More #1 |
| Focus: | Math Vocabulary, addition, subtraction, fact families |

| Materials: | |
|---|---|
| White boards | decks of cards with face cards and jokers removed |
| Crayolas | Socks |

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What is a Fact Family? If you are adding the number 4 and 3 together, what is the fact family of three numbers?

What is a sum?

What is another way of telling you to add?

Write a number sentence for the Fact Family 4, 3, and 7. Circle the sum.

Addition and subtraction is really about understanding counting both forward (increasing) and backward (decreasing). Sometimes you count forward or backward by 1s, other times by 2s, 3s, 4s, or many more. That's why addition and subtraction were invented so you didn't have to spend so much time counting. It is simply easier once you get the hang of it.

## Content (the "Meat")

### Problem of the Day

Look at the lines below. Which line is longer? How can you tell?

A _____ B _____

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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

### *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"

After they have written the problem in all 4 ways they will find a partner and say, "If 1 + 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 this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.
Have students write the entire Fact Family on the white board.

1 + 5 = 6
5 + 1 = 6
6 – 1 = 5
6 – 5 = 1

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 the conversation. Do this at least 4 times.
Remember that today they are only doing the Fact Family of 1, 5, and 6.

opportunity and have the student become the teacher.

## Math Vocabulary

Word for Today: equals

The word equals means that the two sides of an equation or a number sentence are the same. When you are looking at a Fact Family we use an equal sign to show that the numbers in the Fact Family are related, they are equal.

For example 3 + 2 = 5. This problem says if you increase 3 by 2 you will have a sum or a total of 5. The Fact Family is then set—3, 2, and 5 will be related.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| equals | Things that have the same value |
| **Personal Connection** | **Drawing** |
| We need to know how much that equals in order to order the right number. | |

Students will complete this notebook for each vocabulary word that they are given.

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.

## Activity
## One More

Review how to play the game One More. When you are certain that the children remember how to play the game, let them select a partner to play the game with. After 10 minutes, have them change partners.

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.

## Consult 4 Kids Lesson Plans

Purpose of the game: Practice recognizing the numbers between 1 and 10 and the number that is 1 more. Note: 10 can only be an answer card.
Materials: Deck of Cards (remove face cards and jokers)
Players: 2

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 his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.
4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2."
5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.
6. Player 2 then repeats the procedure.
7. Game is over when all cards are matched or time is called.

| Closing |
| --- |
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>Give me an example of two things that are equal. |

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | One More #2 |
| Focus: | Addition, comparing numbers/values |

Materials:

White boards
Crayolas
Socks
decks of cards with face cards and jokers removed

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What do you know about addition?

What is a Fact Family? If you are adding the number 2 and 3 together, what is the fact family of three numbers?

What is a sum?

In the Fact Family 2, 3, and 5 what is the sum?

Addition and subtraction is really about understanding counting both forward (increasing) and backward (decreasing). Sometimes you count forward or backward by 1s, other times for 2s, 3s, 4s, or many more. That's why addition and subtraction were invented so you didn't have to spend so much time counting. It is simply easier once you get the hang of it.

## Content (the "Meat")

### Problem of the Day

Look at the two boxes below. Which one has the most Happy Faces in it?

| | |
|---|---|
| ☺ ☺ ☺ ☺ ☺<br>☺ ☺ | ☺ ☺ ☺ ☺ ☺ |

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,

*Activity → Teachable Moment(s) *throughout*

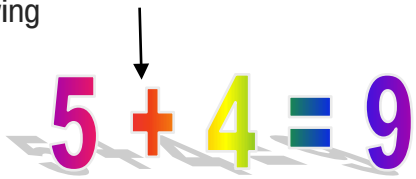
During the lesson check in with students repeatedly.

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

| | |
|---|---|
| "If 1 + 2 = 3, then 2 + 1 =3".<br>The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".<br>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.<br>Have students write the entire Fact Family on the white board.<br>1 + 4 = 5<br>4 + 1 = 5<br>5 – 1 = 4<br>5 – 4 = 1<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 1, 4, and 5. | student become the teacher. |
| Math Vocabulary<br>Word for Today: plus<br>The word plus can be used as another way of saying add. It is representing in the symbol +. Plus means to increase or be bigger.<br>Have children complete the Vocabulary notebook.<br><br>Vocabulary Notebook Sample:<br>**New Word**: plus<br>**My Description**: A word that means to add together<br>**Personal Connection**: You can add two numbers by saying 5 plus 4. .<br>**Drawing**:  <br>Students will complete this notebook for each vocabulary word that they are given. | It is important to review academic math vocabulary often throughout the day<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>One More<br><br>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.<br><br>Purpose of the game: Practice recognizing the numbers between 1 and 10 and the | 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. |

number that is 1 more. Note: 10 can only be an answer card.
Materials: Deck of Cards (remove face cards and jokers)

Players: 2

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 his or her card. For example, if the player wants to play his/her 2, he/she would ask for a 3.
4. If Player 2 has the card asked for, he/she gives it to Player 1. Player 1 then lays down his/her card and says, "___ (the card asked for) is one more than ___ (the card Player 1 started with." Example: "3 is one more than 2."
5. If Player 2 does not have the card asked for, he/she says, "Draw A Card", and Player 1 draws a card and adds to his/her hand.
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

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

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

Read the problem aloud: 6 + 9 = 15. 3+ 2 = 5. Did you use the word plus?

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Beat the Dice #1 |
| Focus: | Math vocabulary, basic operations, comparing numbers |

Materials:

White boards dice

Crayolas

Socks

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What is another way of telling you to add?

What is a Fact Family? If you are adding the number 2 and 4 together, what is the fact family of three numbers?

What is a sum?

What does equals mean? How does the = sign connect the numbers of a Fact Family.

## Content (the "Meat")

### Problem of the Day

Below there is a ten frame. Some of the boxes have a Happy Face in them. How many more Happy Faces are needed to have 10? Tell how you know.

| | | | | |
|---|---|---|---|---|
| ☺ | ☺ | ☺ | ☺ | ☺ |
| ☺ | ☺ | | | |

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,
"If 1 + 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".

### *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.

| | |
|---|---|
| You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.<br>Have students write the entire Fact Family on the white board.<br>2 + 2 = 4<br>2 + 2 = 4<br>4 – 2 = 2<br>4 – 2 = 2<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 2, 2, and 4.<br>Talk about how we will continue with the four problems in the family even though two problems look exactly the same. | |
| Math Vocabulary<br>Words for Today: addition, sum, plus, equals<br>Today and tomorrow you will be working with the four words addition, sum, plus, and equals to talk about number sentences that you can create to define a problem.<br>Write the problems on the board or chart paper. Have students read the problems aloud and then create the number sentence for each problem.<br>Have students read the number sentence using key vocabulary words.<br>Frank ate 2 pieces of bread for breakfast. He ate 2 more pieces for lunch. How many did he eat in all?<br>Maria bought 4 cookies with pink frosting. She bought 5 cookies with blue frosting. How many cookies did she have in all? | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Beat The Dice<br>Review how to play the game with the students. When you are sure that they are clear on how to play the game, have them pick a partner to play the game with.<br>Purpose of the game: Practice determining if numbers are greater than, less than, or equal to another number.<br>Players: 2<br>Directions:<br>1. Player rolls one die or if a larger number is desired, the player rolls two dice and finds the sum.<br>2. This becomes the target number<br>3. Players prepare their white board in three columns.<br>4. Column 1: > target number<br>5. Column 2: < target number | 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. |

| | |
|---|---|
| 6. Column 3: = to target number<br>7. The first player rolls two dice and adds the numbers<br>8. Player decides which column the number sentence goes into<br>9. Player writes the number sentence in the column (e.g. Target number is 7, 2 + 3 < 7)<br>10. Each player rolls 10 times.<br><br>Note: There is not a winner or a loser. | |

| Closing |
|---|
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>What are some of your favorite math vocabulary words?<br>How do you use them in school? |

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

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|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Beat the Dice #2 |
| Focus: | Math vocabulary, fact families, addition |

Materials:

White boards dice

Crayolas

Socks

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What is another way of telling you to add?

What is a Fact Family? If you are adding the number 4 and 3 together, what is the fact family of three numbers?

What is a sum?

What does equals mean? How does the = sign connect the numbers of a Fact Family.

## Content (the "Meat")

### Problem of the Day

Look at the list of number. What are the missing numbers? Write them in. How do you know you are right?

1 , 2, ___, 4, 5, 6, ___, 8, 9, 10

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,
"If 1 + 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 this conversation (exactly as it is written) with 3-5 other

*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.

| | |
|---|---|
| students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.<br>Have students write the entire Fact Family on the white board.<br>1 + 6 = 7<br>6 + 1 = 7<br>7 – 1 = 6<br>7 – 6 = 1<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 1, 6, and 7. | |
| Math Vocabulary<br>Words for Today: addition, sum, plus, equals<br>Today and tomorrow you will be working with the four words addition, sum, plus, and equals to talk about number sentences that you can create to define a problem.<br>Write the problems on the board or chart paper. Have students read the problems aloud and then create the number sentence for each problem.<br>Have students read the number sentence using key vocabulary words.<br>Mr. Torres has 10 books on a shelf. He buys 3 more books. How many books does he have in all?<br>Jorge has 3 cars. He receives 8 new cars on his birthday. How many cares does Jorge have in all?<br>Judy has 4 red hair ribbons. She gets 3 new ones for her birthday. How many red ribbons does Judy have in all? | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Beat The Dice<br>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play<br>Purpose of the game: Practice determining if numbers are greater than, less than, or equal to another number.<br>Players: 2<br>Directions:<br>1. Player rolls one die or if a larger number is desired, the player rolls two dice and finds the sum.<br>2. This becomes the target number<br>3. Players prepare their white board in three columns.<br>4. Column 1: > target number<br>5. Column 2: < target number | 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. |

| | |
|---|---|
| 6. Column 3: = to target number<br>7. The first player rolls two dice and adds the numbers<br>8. Player decides which column the number sentence goes into<br>9. Player writes the number sentence in the column (e.g. Target number is 7, 2 + 3 < 7)<br>10. Each player rolls 10 times.<br><br>Note: There is not a winner or a loser. | |

| Closing |
|---|
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>How will you use today's math in school tomorrow? |

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Up to Three #1 |
| Focus: | Math vocabulary, basic operations |

Materials:

White boards
Crayolas
Socks
3 six-sided dice for each pair

## Opening

### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about addition and subtraction. 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

Give an example of a subtraction problem.

Why is the difference lower than the first number in a subtraction problem?

In a Fact Family how does the arrangement of the numbers change when you subtract?

What does equals mean? How does the = sign connect the numbers of a Fact Family in a subtraction problem.

## Content (the "Meat")

### Problem of the Day

Counting backwards is fun. Look at the list of numbers below. If you are counting backwards, what numbers fit into the spaces? How do you know?
10, 9, 8, 7, ____, 5, ____, ____, 2, 1

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,
"If 1 + 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 this conversation (exactly as it is written) with 3-5 other

*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.

students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.

Have students write the entire Fact Family on the white board.

2 + 5 = 7
5 + 2 = 7
7 – 2 = 5
7 – 5 = 2

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 the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 2, 5, and 7.

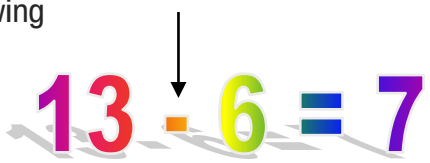
## Math Vocabulary

Word for Today: minus

Minus is another word for subtract. The symbol for minus is -. It means to take away the second number from the first number. In a number sentence you could say 7 minus (-) 5 equals (=) 2

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| minus | Means subtraction or taking away |
| **Personal Connection** | **Drawing** |
| 17 minus 11 equals 6. |  |



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.

## Activity
## Up To Three

Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.

Purpose of the game: Practice adding numbers to find a correct sum.

Materials: Three 6-sided dice for the game

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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Players: 2<br><br>Directions:<br>1. Players create a game board by writing the number 3-18 on a piece of paper or a white board.<br>2. Player 1 rolls 3 dice<br>3. Player totals the 3 dice and crosses out the number that represents the sum<br>4. If the number is already crossed out, the player may roll 1, 2, or 3 dice again For example, the player may keep 1 of the dice and roll only 2 to get another total<br>5. Player may roll up to 3 times before he/she loses his/her turn<br>6. Player 2 repeats<br>7. Game is over when time is called or all of the numbers are crossed out. | |

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

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Up to Three #2 |
| Focus: | Addition |

Materials:

White boards
Crayolas
Socks
3 six-sided dice for each pair

## Opening

### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about addition and subtraction. 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

Give an example of a subtraction problem.

Why is the difference lower than the first number in a subtraction problem?

In a Fact Family how does the arrangement of the numbers change when you subtract?

What does equals mean? How does the = sign connect the numbers of a Fact Family in a subtraction problem.

## Content (the "Meat")

### Problem of the Day

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?

| | |
|---|---|
| red | ♥ ♥ ♥ |
| green | ♥ ♥ |
| blue | ♥ ♥ ♥ ♥ ♥ |

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,

*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.

| | |
|---|---|
| "If 1 + 2 = 3, then 2 + 1 =3".<br>The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".<br>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.<br>Have students write the entire Fact Family on the white board.<br>2 + 6 = 8<br>6 + 2 = 8<br>8 – 2 = 6<br>8 – 6 = 2<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 2, 6, and 8. | |
| Math Vocabulary<br>Words for Today: subtraction, difference, minus, equals<br>Today and tomorrow you will be working with the four words subtraction, difference, minus and equals to talk about number sentences that you can create to define a problem.<br>Fred had 9 cookies. He ate three cookies. How many does he have left?<br>Juana had 11 socks that were green. She gave 4 of them away. How many does she have left?<br>The library had 13 books on the shelf. A lady came and checked out 4 of them. How many are still on the shelf?<br>Martin had 10 toy cars. He gave 3 to his little brother. How many does he have left? | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Up To Three<br><br>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.<br>Purpose of the game: Practice adding numbers to find a correct sum.<br>Materials: Three 6-sided dice for the game<br>Players: 2<br>Directions:<br>1. Players create a game board by writing the number 3-18 on a piece of paper or a white board.<br>2. Player 1 rolls 3 dice. | 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. |

| | |
|---|---|
| 3. Player totals the 3 dice and crosses out the number that represents the sum.<br>4. If the number is already crossed out, the player may roll 1, 2, or 3 dice again for example, the player may keep 1 of the dice and roll only 2 to get another total.<br>5. Player may roll up to 3 times before he/she loses his/her turn.<br>6. Player 2 repeats.<br>7. Game is over when time is called or all of the numbers are crossed out. | |

| Closing |
|---|
| Review |
| Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief |
| What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>What do you do when you add?<br>What do you do to subtract? |

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Only 10 #1 |
| Focus: | Fact families, math vocabulary, addition |

Materials:

White boards
Crayolas
Socks
decks of cards with face cards and jokers removed

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What do you know about math?

What do you know about addition?

How old are you today? How old will you be on your next birthday? Did you simply say the next number? Did you add one to your current age? When you increase a number it is addition. How old are you today? How old were you before your last birthday? Did you simply count backwards? Did you subtract one from your current age? Subtraction is what you do when you decrease a number.

Addition and subtraction is really about understanding counting both forward (increasing) and backward (decreasing)

## Content (the "Meat")

### Problem of the Day

Romeo the cat is wearing a glove on each of his paws. How many gloves is Romeo wearing?

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say, "If 1 + 2 = 3, then 2 + 1 =3".

### *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"

| | |
|---|---|
| The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1". You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 2, and 3.<br>Have students write the entire Fact Family on the white board.<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 1, 2, and 3. | opportunity and have the student become the teacher. |
| Math Vocabulary<br>Word for Today: addition<br>The word addition means to increase or enlarge. When you add you can accumulate more. For example if I have 3 birds and I acquired one more bird, then I would add the 1new bird to the 3 old birds and have a total of 4 birds. In other words, I have increased the number of birds that I have.<br>Have children complete the Vocabulary notebook.<br><br>Vocabulary Notebook Sample:<br>New Word: addition<br>My Description: Math you do when you combine items from several groups into one group<br>Personal Connection: Addition is easy and I like to do it.<br>Drawing: <br>Students will complete this notebook for each vocabulary word that they are given. | It is important to review academic math vocabulary often throughout the day<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)<br>Vocabulary Notebooks can be made from ½ of a composition book |
| Activity<br>Only 10!<br><br>Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.<br>Purpose of the game: Practice addition facts to 10.<br>Materials: Deck of Cards (remove face cards and jokers) | 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 |

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Players: 2<br>Directions:<br>1. Shuffle the cards.<br>2. Place cards in a 4 x 4 grid (4 rows and 4 columns), face down.<br>3. Remainder of cards will be placed on the side of the grid.<br>4. Game is played like Memory, except the player is trying to turn over two numbers that equal exactly 10.<br>5. If player turns over two cards that equal 10, they collect the cards, replace the cards they took from the pile, and take another turn.<br>6. If player does not find two numbers that equal exactly 10, then player loses turn and the next player begins.<br>7. Game is over when there are no more matches to be made. | |

| Closing |
|---|
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>What are some strategies you use to add?<br>What is the total of 3 and 8? |

Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Just the Facts #1 |
| Focus: | Math vocabulary, basic operations, fact families, |

Materials:

White boards
Crayolas
Socks

Double 9 Dominoes (attached to this lesson plan)

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What do you know about subtracting?

How is subtraction different from addition?

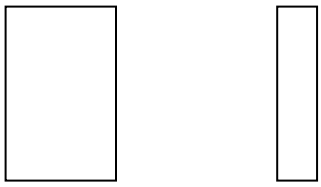
In a Fact Family how does the arrangement of the numbers change when you subtract?

What does equals mean? How does the = sign connect the numbers of a Fact Family in a subtraction problem.

## Content (the "Meat")

### Problem of the Day

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



Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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

*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.

After they have written the problem in all 4 ways they will find a partner and say, "If 1 + 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 this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.
Have students write the entire Fact Family on the white board.

2 + 4 = 6
4 + 2 = 6
6 – 2 = 4
6 – 4 = 2

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 the conversation. Do this at least 4 times.
Remember that today they are only doing the Fact Family of 2, 4, and 6.

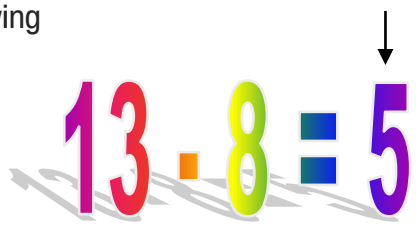
## Math Vocabulary

Word for Today: difference

Difference is the word that means the answer to a subtraction problem. It is the amount that is left when you start with a particular amount and then take a certain amount away, you have the difference left.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| difference | The difference is the result of a subtraction problem |
| **Personal Connection** | **Drawing** |
| What is the difference between 13 and 8? |  |



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.

## Activity
## Just the Facts

Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do

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.

| | |
|---|---|
| not and you can observe the final four play.<br>Purpose of the game: Practice addition facts<br>Materials: Double 9 Dominoes, 1 set for each group<br>Players: 2<br>Directions:<br>1. Dominoes are placed in the center of the table, face down.<br>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.<br>3. 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.<br>4. If player does not say the correct sum, then the domino is returned to the pile<br>5. Play continues until all dominoes are taken. | |

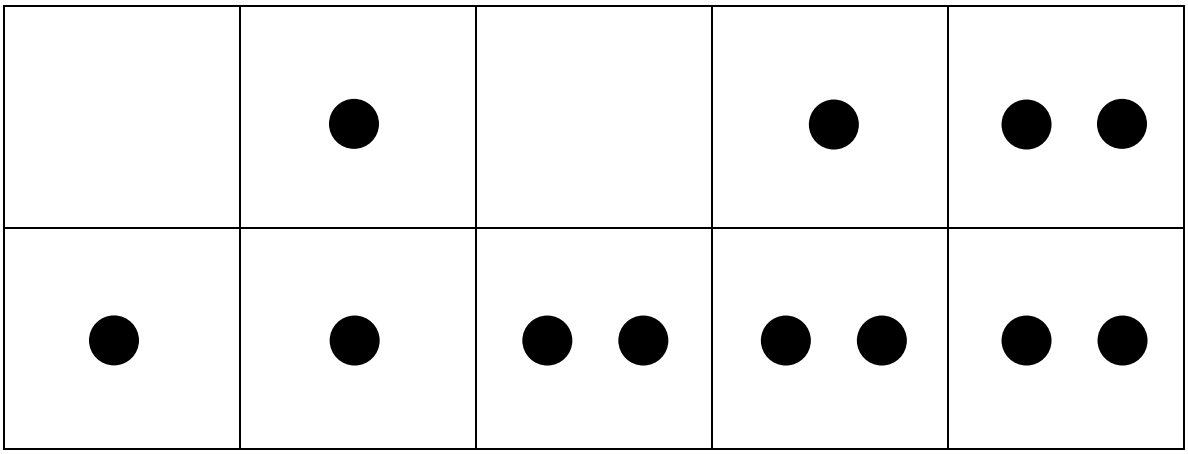
| Closing |
|---|
| Review |
| Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief |
| What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>How can you use the math we worked on today in school tomorrow? |

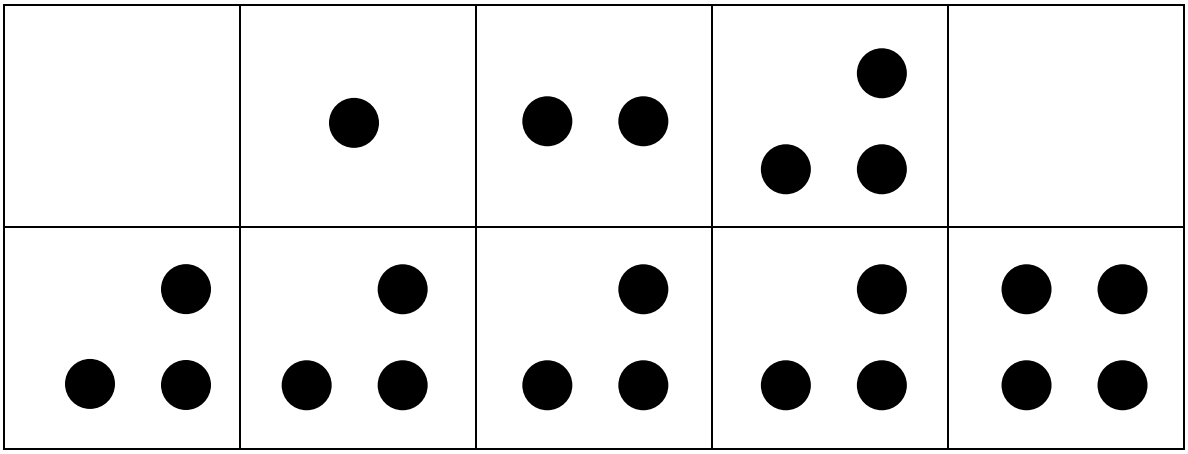
Reflection (Confirm, Tweak, Aha!)

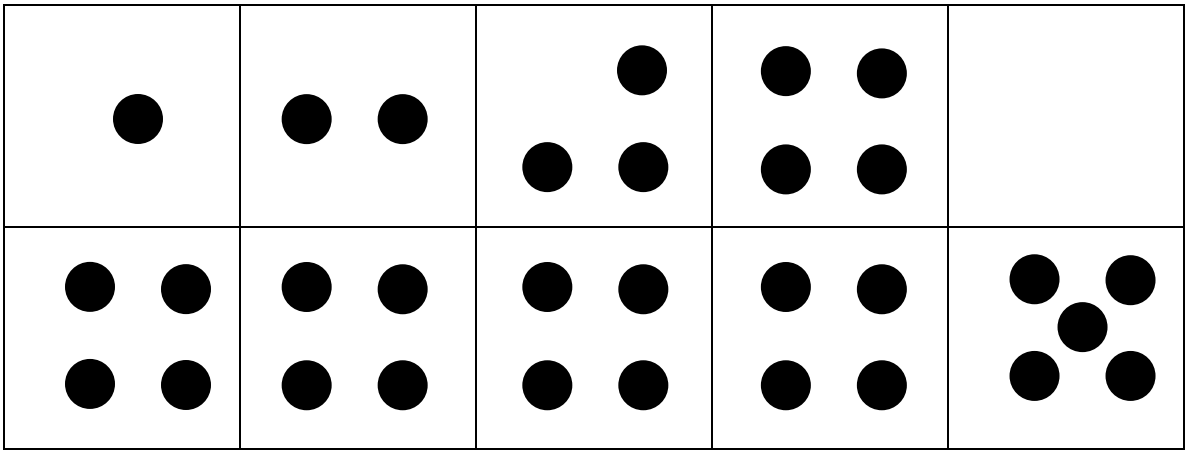
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

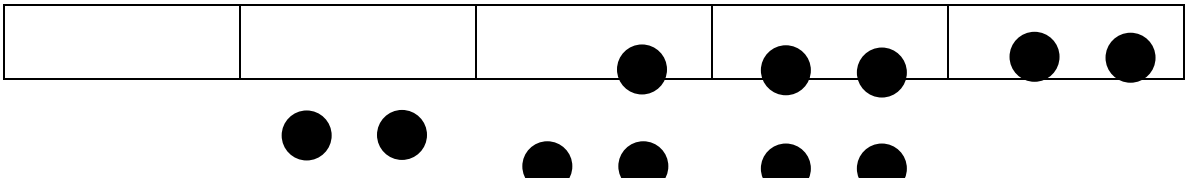
**Consult 4 Kids Lesson Plans**

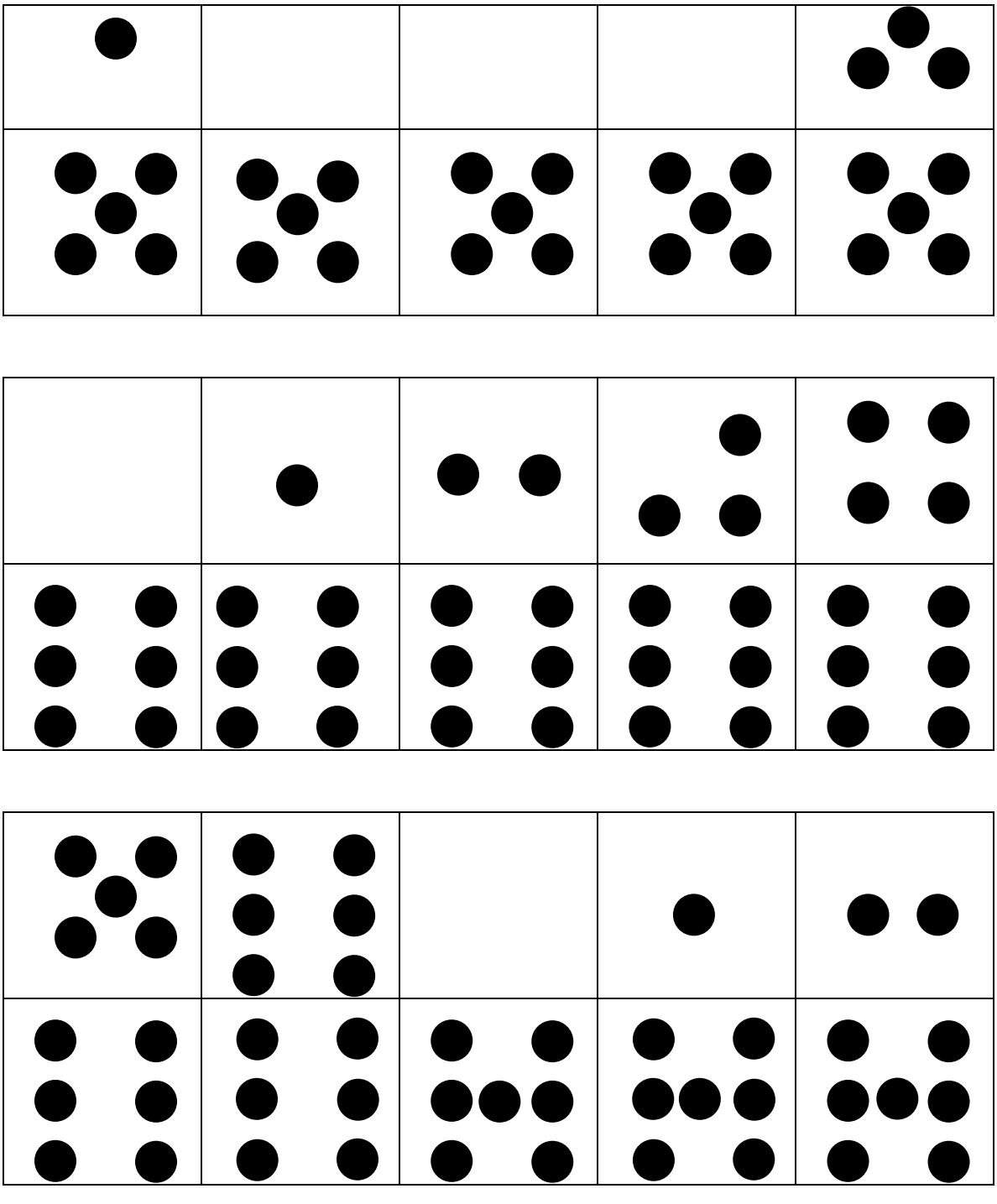
Double 9 Dominoes

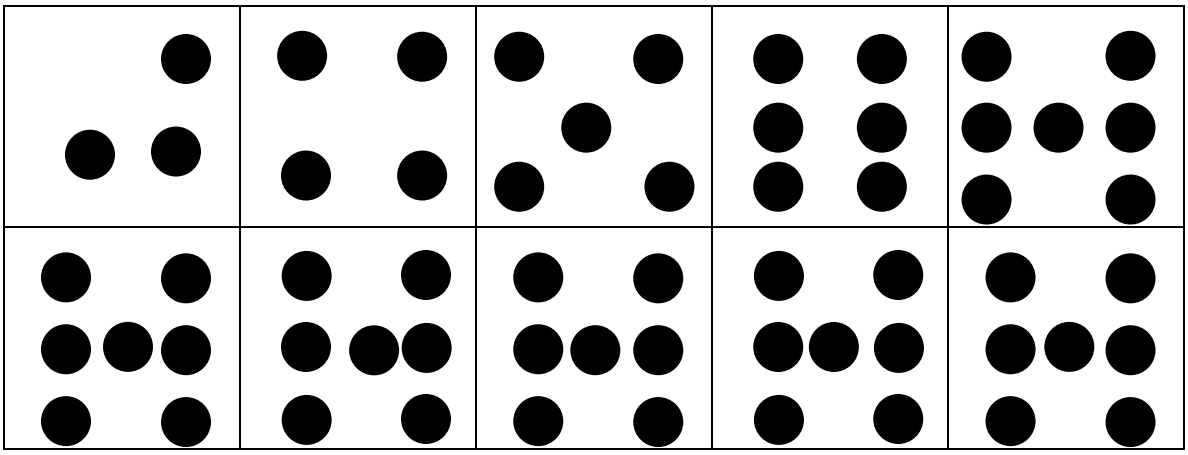












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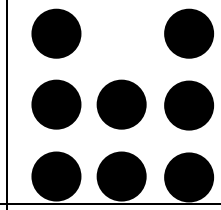
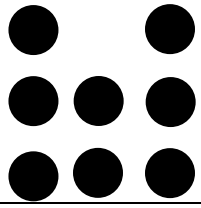
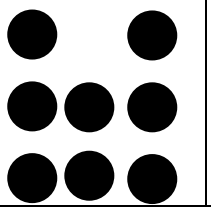
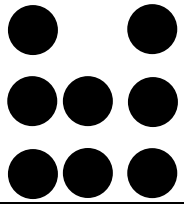
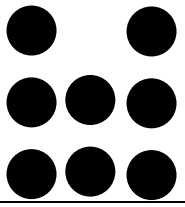
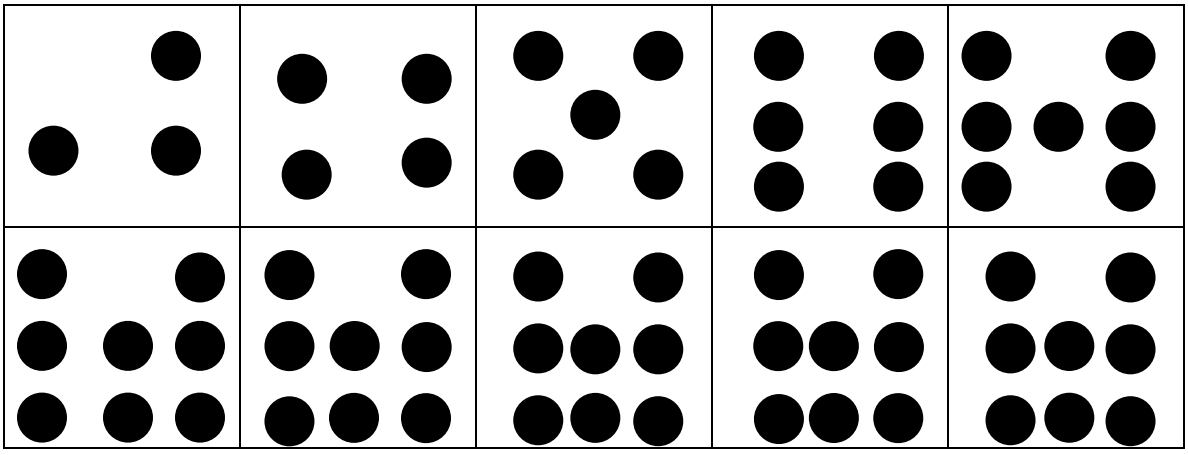
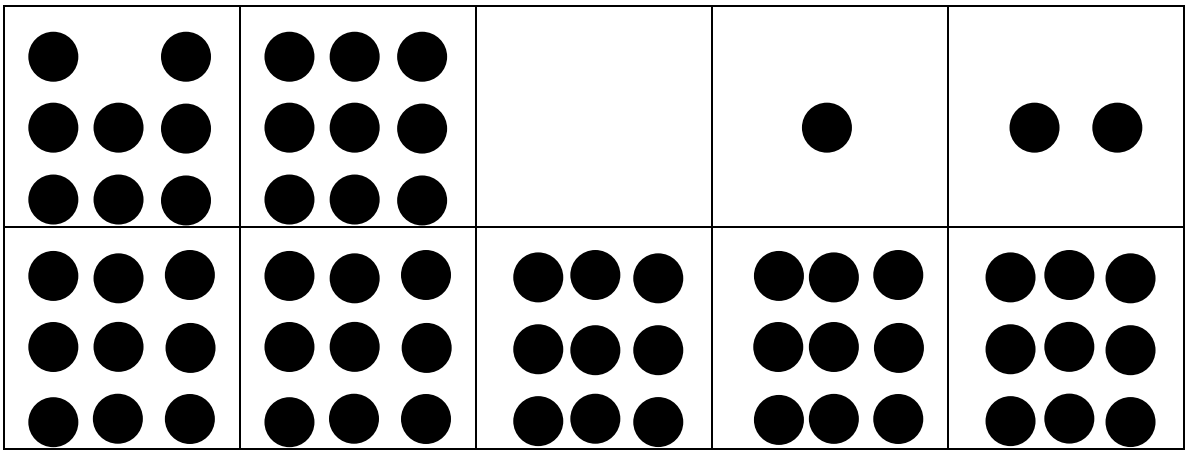
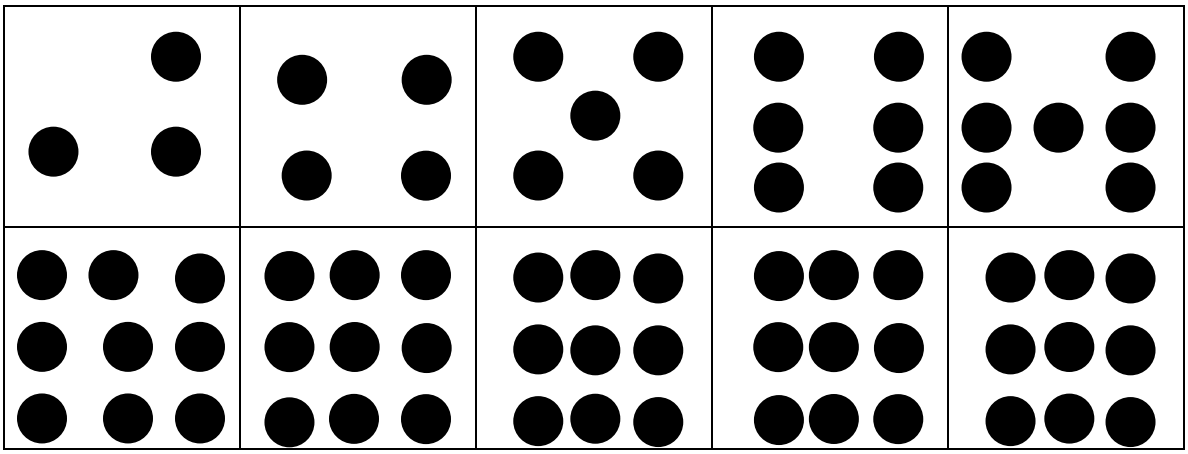
| Do not use |  | | | |
| Do not use |  |  |  |  |







# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Only 10 #2 |
| Focus: | Math vocabulary, addition, and patterns |

| Materials: | |
|---|---|
| White boards | decks of cards with face cards and jokers removed |
| Crayolas | |
| Socks | |

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What do you know about addition?

What is a Fact Family? If you are adding the number 2 and 3 together, what is the fact family of three numbers?

Addition and subtraction is really about understanding counting both forward (increasing) and backward (decreasing). Sometimes you count forward or backward by 1s, other times for 2s, 3s, 4s, or many more. That's why addition and subtraction were invented so you didn't have to spend so much time counting. It is simply easier once you get the hang of it.

## Content (the "Meat")

### Problem of the Day

Look at the pattern below. Copy it and add the next 3 shapes. How do you know you are correct?

♥ ☺ ♥ ☺ ♥ ___ ___ ___

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,
"If 1 + 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".

### *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

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.

Have students write the entire Fact Family on the white board.

1 + 3 = 4
3 + 1 = 4
4 – 1 = 3
4 – 3 = 1

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 the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 1, 3, and 4.

student become the teacher.

## Math Vocabulary

Word for Today: sum

The word sum represents the answer that you get when you add things together or you increase your original amount by another amount. When you add you get a sum.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| sum | Answer to an addition problem |
| **Personal Connection** | **Drawing** |
| What is the sum of 9 and 5? | |



Students will complete this notebook for each vocabulary word that they are given.

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

## Activity
## Only 10!

Review with students how you play the game only 10. Check to be sure that they have a good understanding of how to play the game. When you are sure that they have a good understanding, have the children select a partner to play with. After about 10 minutes, ask them to find a new partner.

Purpose of the game: Practice addition facts to 10.

Materials: Deck of Cards (remove face cards and jokers)

Players: 2

Directions:

1. Shuffle the cards.

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

| | |
|---|---|
| 2. Place cards in a 4 x 4 grid (4 rows and 4 columns), face down.<br>3. Place remainder of cards in a pile and place on the side of the grid.<br>4. Game is played like Memory, except the player is trying to turn over two numbers that equal exactly 10.<br>5. If player turns over two cards that equal 10, they collect the cards, replace the cards they took from the pile, and take another turn.<br>6. If player does not find two numbers that equal exactly 10, then player loses turn and the next player begins.<br>7. Game is over when there are no more matches to be made. | |

## Closing

### Review

Say:

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

### Debrief

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

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

What mathematical operation are you using when you find the sum?

What is another word for “sum”?

### Reflection (Confirm, Tweak, Aha!)

- 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.

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Just the Facts #2 |
| Focus: | Math vocabulary, fact families, |

Materials:

White boards
Crayolas
Socks

Double 9 Dominoes (attached to this lesson plan)

## Opening

### State the objective

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

### Gain prior knowledge by asking students the following questions

What do you know about subtracting?

In a Fact Family how does the arrangement of the numbers change when you subtract?

What does equals mean? How does the = sign connect the numbers of a Fact Family in a subtraction problem.

## Content (the "Meat")

### Problem of the Day

Jill has 4 Happy Faces. Draw a group of Happy Faces that has 1 more than Jill.
Jill = ☺ ☺ ☺ ☺

Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say, "If 1 + 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 this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

correct response.
Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.
Have students write the entire Fact Family on the white board.

2 + 3 = 5
3 + 2 = 5
5 – 2 = 3
5 – 3 = 2

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 the conversation. Do this at least 4 times.
Remember that today they are only doing the Fact Family of 2, 3, and 5.

Math Vocabulary

Word for Today: subtract

Subtract means to reduce a total by a certain amount. When you subtract it would be like having 5 cookies and eating 2 of them and only have 3 left. If you were to write a number sentence for this story if would say 5 – 2 = 3.

Have children complete the Vocabulary notebook.
Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| subtract | Minus or take away from a total |
| **Personal Connection** | **Drawing** |
| Subtract 9 from 17 to find the difference. | |



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.

Activity
Just the Facts

Demonstrate how to play the game by bringing the children all together around a single table. Ask for children to volunteer to learn how to play the game. Begin with 2 children. Once you have taught 2, have each of them teach 1 other student while everyone is watching. Repeat one more time so that you now have 4 children teaching 4 other children. When you start to play the game, put the 8 who know how to play the game with 8 who do not and you can observe the final four play.

Purpose of the game: Practice addition facts
Materials: Double 9 Dominoes, 1 set for each group
Players: 2
Directions:

1. Dominoes are placed in the center of the table, face down.
2. After deciding who will go first, Player 1 draws a domino, turns it face up and

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.

| | |
|---|---|
| places it down in front of him/her.<br>3. 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.<br>4. If player does not say the correct sum, then the domino is returned to the pile<br>5. Play continues until all dominoes are taken. | |

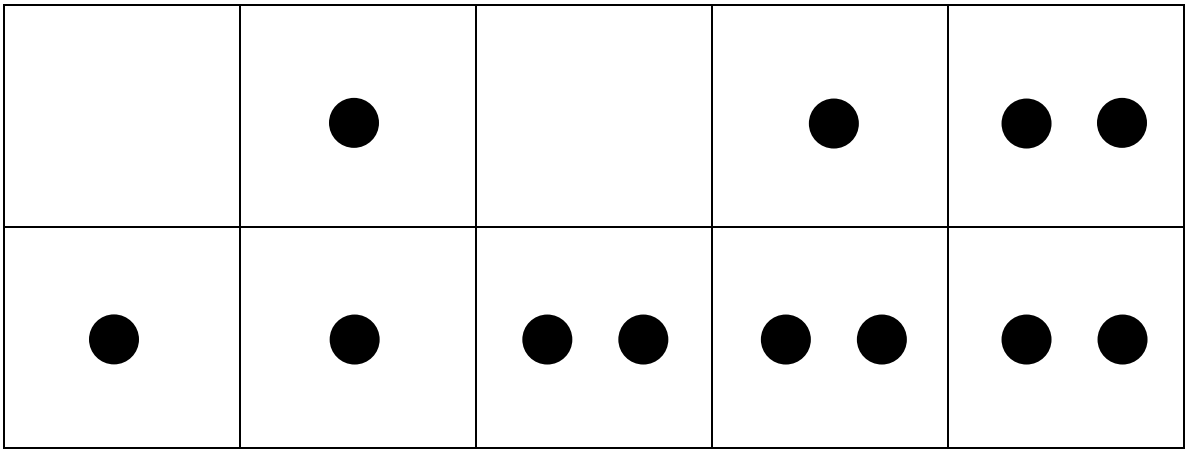
| Closing |
|---|
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>When do you use subtraction?<br>When was the last time you did that? |

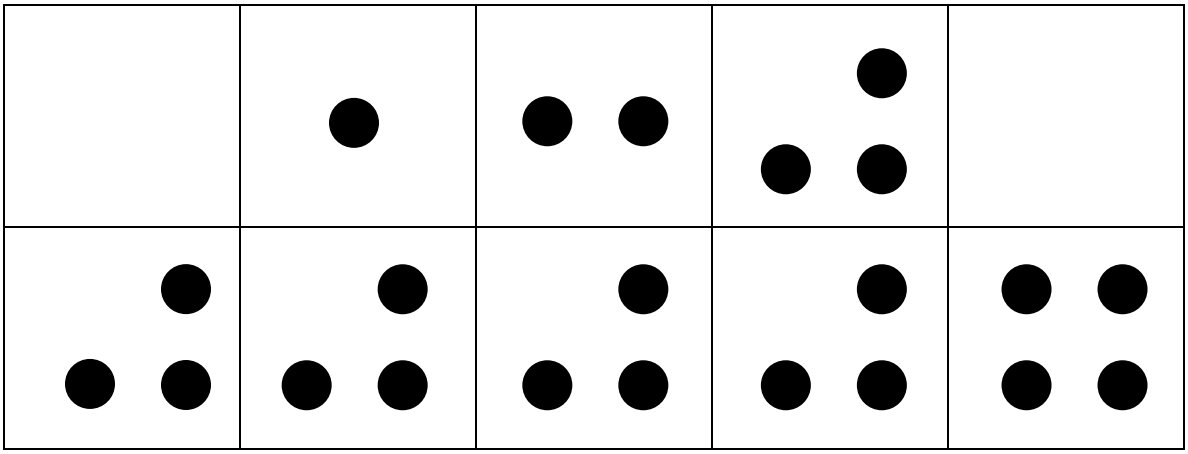
Reflection (Confirm, Tweak, Aha!)

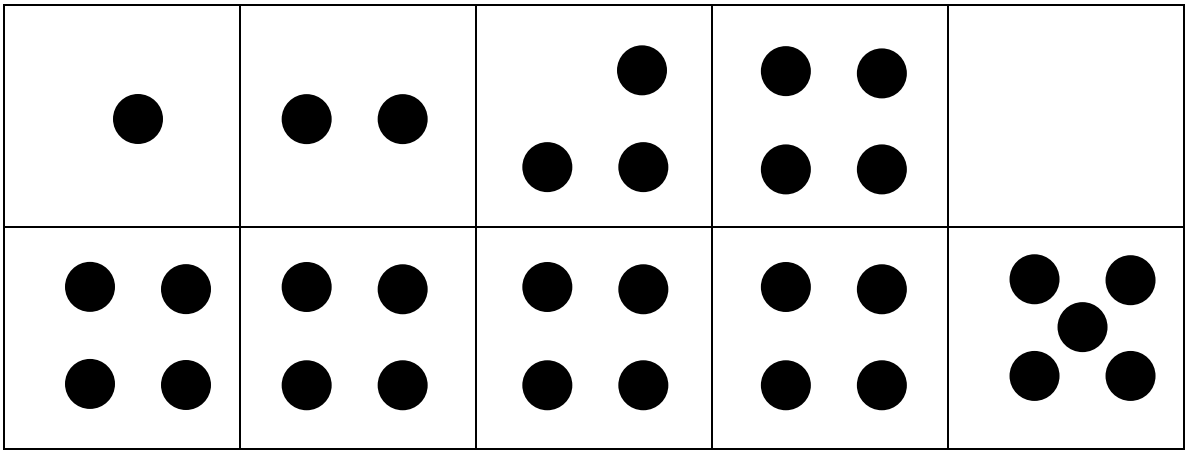
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

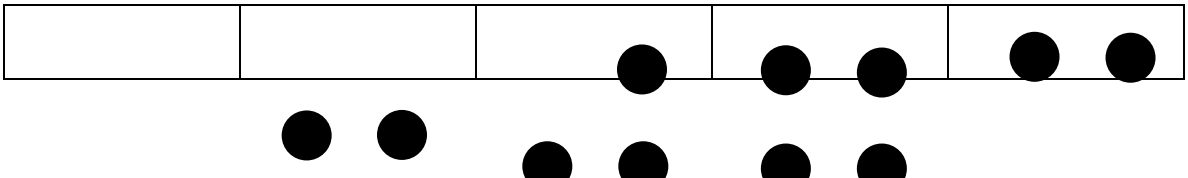
**Consult 4 Kids Lesson Plans**

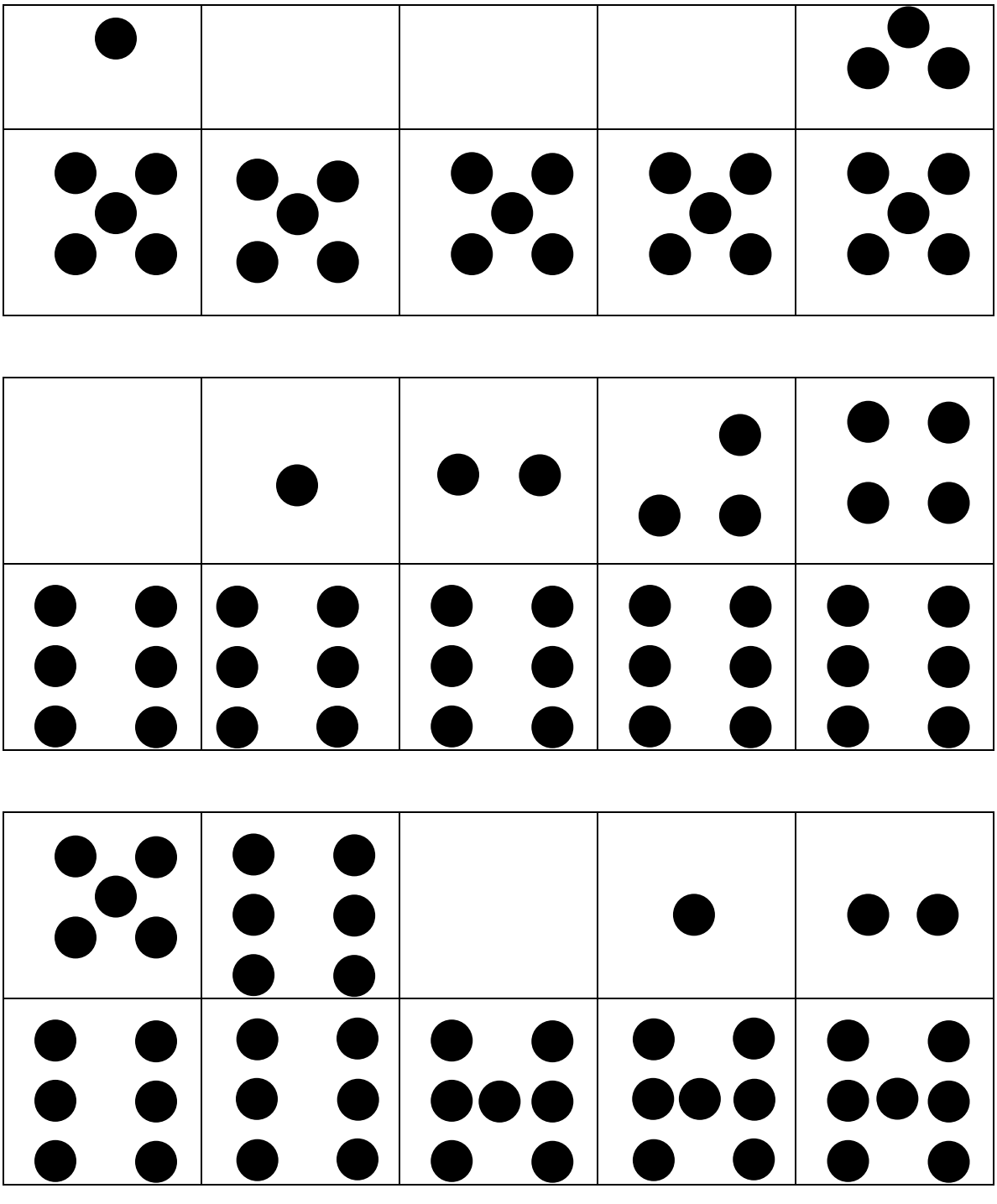
Double 9 Dominoes

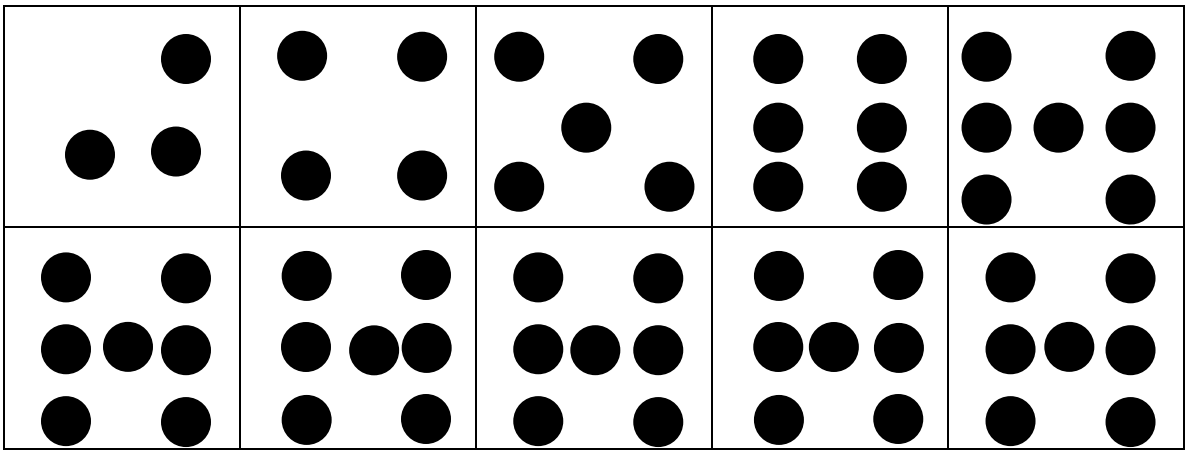












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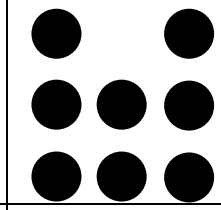
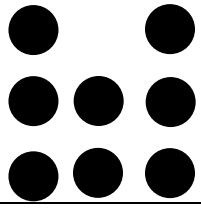
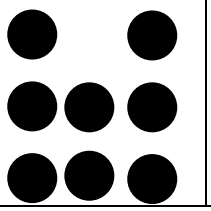
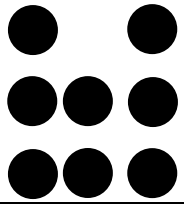
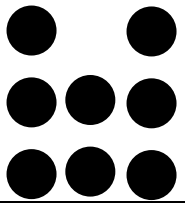
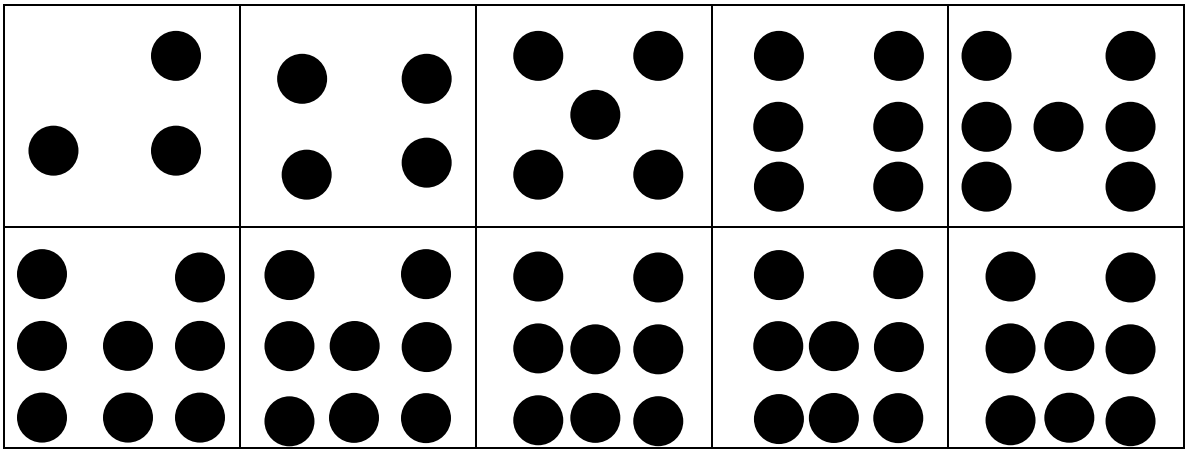
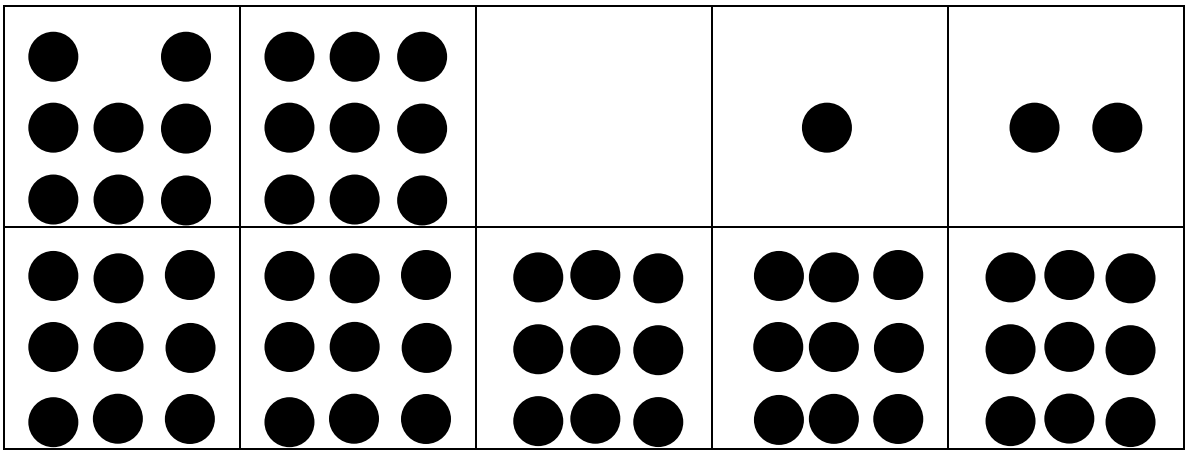
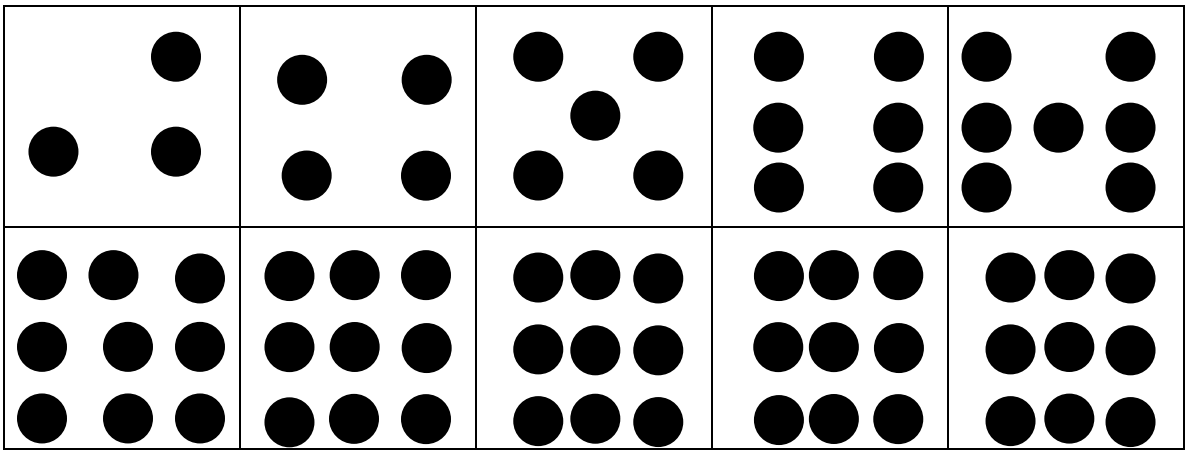
| Do not use |  | | | |
| Do not use |  |  |  |  |







# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Student Activity Choice |
| Focus: | Math |

Materials:

White boards
Crayolas
Socks
supplies for all of the games you have taught the students

## Opening

### State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about addition and subtraction. 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

Tell the difference between adding and subtracting.

Tell the difference between plus and minus.

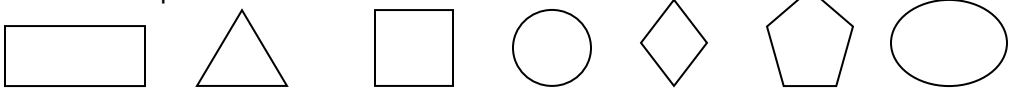
Will you have a sum in an addition or a subtraction problem?

Will you have a difference in an addition or a subtraction problem?

## Content (the "Meat")

### Problem of the Day

Name the shapes below.



Have students draw this problem on the white board.

### Fact Practice

Fact Practice for 1st 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 ways they will find a partner and say,
"If 1 + 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".

*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

| | |
|---|---|
| You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.<br>Today you will introduce this activity and begin with the Fact Family of 1, 3, and 4.<br>Have students write the entire Fact Family on the white board.<br>2 + 7 = 9<br>7 + 2 = 9<br>9 – 2 = 7<br>9 – 7 = 2<br>Bring two students up to practice the conversation.<br>Try it again with several other pairs of students.<br>Then have children find a partner and practice the conversation. Do this at least 4 times.<br>Remember that today they are only doing the Fact Family of 2, 7, and 9. | |
| Math Vocabulary<br>Words for Today: subtraction, difference, minus, equals<br>Today and tomorrow you will be working with the four words subtraction, difference, minus and equals to talk about number sentences that you can create to define a problem.<br>Laura has 9 small angels. She took 3 of them to her grandmother. How many does she have left?<br>Joe is very good at track. He has won 14 ribbons. He has them in an envelope. He hung 7 of the ribbons on his wall. How many are still in the envelope?<br>Phillip was served 6 mini hamburgers on his plate. He has eaten 2 of them. How many are left on the plate?<br>Patty had 12 candy bars. She gave 5 of them to her friends. How many does she have left? | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Student Choice<br>You have taught the students several games: Only 10, One More, Beat the Dice, Just the Facts, and Up to Three<br>Review how you play each of the games and then invite the students to select the game that they would like to play today.<br>Have students pair up with one another to play the games. After about 10 minutes, invite them to switch both partners and games. Do not insist that they do this, simply give them the opportunity to make another choice.<br>Be sure that you have all of the supplies you need for them to play all of the games. | Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center. |

| Closing |
| --- |
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>What did you like about what we did today in math?<br>What would you like to do more of the next time we do math?<br>Which is your favorite game? What about it do you like? |

Reflection (Confirm, Tweak, Aha!)

- 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