Component:	Math
Grade Level:	First Grade
Lesson Title:	Roll and Compare #1
Focus:	Comparing Numbers

Materials:	
White boards	dice
Crayolas	Roll and Compare Game Board
Socks	Comparison Cards

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")

	*Activity ➔ Teachable Moment(s) *throughout*
Problem of the Day Write the number that comes before 39. Write the number that comes after 39. How do you know you are right? Have students draw this problem on the white board.	During the lesson check in with students repeatedly.
	Check in about what is happening and what they are thinking.

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 correct
	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.

response.
Today you will introduce this activity and begin with the Fact Family of 4, 4, and 8.
Have students write the entire Fact Family on the white board.

4 + 4 = 8
4 + 4 = 8
8 – 4 = 4
8 – 4 = 4

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 4, 4, and 8.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day.

Word for today: 10s

Review yesterday's conversation with the children. Talk about how we write numbers when we count by 10s. Ask children to count by 10s to 100. As they say each number, write the number on the board. Children should show ten fingers and then close hands into fists and then show ten fingers again when they say the next number. After counting to 100 by tens, show children that the math problem looks like 10 + 10 = 20, 10 + 10 + 10 = 30 and so on.

Have children review the vocabulary entry from yesterday and make any additions or adjustments as needed for today.

Vocabulary Notebook Sample:

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.

New Word	My Description
tens	Counting numbers that are 10 apart, like 9, 19, 29, 39, and so on

Personal Connection	Drawing
I can count by 10s to 500.	3, 13, 23, 33, 43

| Activity
Roll and Compare	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 .

Review how to play the game Roll and Compare. Have children tell you how to play the game. When you are sure that they can play on their own, have them find a partner and play the game. You will use the materials from yesterday.
Materials: Two 6-sided dice for each player
                Game Board
                Game Tokens
                Comparison Cards Deck #2 (<, >, =, and between)
                Vis-à-vis pens
Players: 2-4
Purpose of the game: Practice determining if numbers are greater than, less than, between, or equal to another number.

Directions:
   1.   Players prepare their own Roll and Compare game board. (There are 25 squares on

the board. Players should write the numbers 0-15 in the boxes, one number per box. Player may use a number more than one time.)

2. Player 1 draws a comparison card and calls out the comparison.
3. Player 1 then rolls 2 dice and tells the other players the numbers represented on the dice.
4. Players select a number on their board that meets the criteria determined by the comparison die and place a game marker over the number.
5. Procedure continues with Player 2 leading and rolling.
6. Game is over when 1 or more people have covered 5 in a row, column, or diagonal. See sample board:

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 does it mean to compare a number?

What do these symbols mean: < and >?

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.

Component:	Math
Grade Level:	First Grade
Lesson Title:	Role and Compare #2
Focus:	Comparing Numbers

Materials:
White boards dice Crayolas   Roll and Compare Game Board (at end of lesson plan) Socks   < and > cards (at end of lesson plan)

Opening

State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about 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
If the ☼ = 3 and a ♥ = 1, what is the sum of
 	
$$☼ + ♥ =$$
 	
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 $3 - 2 = 1$".
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 3, 9 and 12

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

$3 + 9 = 12$

$9 + 3 = 12$

$12 - 3 = 9$

$12 - 9 = 3$

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 3, 9 and 12.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.

Word for Today: tens

Tens is the word we use to describe the place that a numeral can be that represents counting by 10s. While ones is in the place furthest to the right, the 10s place is next to it on the left. The number 10 means 1 ten and no ones. When we get to 10 it is like we bundled the items together and instead of having to count again and again, we can simply look at the bundle and know that it is 10. Just like a dime is 10 pennies collected into one coin, a 10s bundle is 10 items collected into one item—usually with a rubber band or some other way to separate the group of ten from everything else. Ask children to share different ways that you could bundle 10 together (baggie, paper clip, rubber band, envelope, etc.)

Have children complete the Vocabulary notebook.

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.

Vocabulary Notebook Sample:

New Word	My Description
tens	Number that are separated by 10, also the tens place to create larger numbers
Personal Connection	**Drawing**
Now that I am 10, I have a numeral in the tens place.	

Activity	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.

Roll and Compare

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.

Materials: Two 6-sided dice for each player

Game Board

Game Tokens

Comparison Cards Deck #2 ($<$, $>$, $=$, and between)

Vis-à-vis pens

Players: 2-4

Purpose of the game: Practice determining if numbers are greater than, less than, between, or equal to another number.

Directions:

1. Players prepare their own Roll and Compare game board. (There are 25 squares on the board. Players should write the numbers 0-15 in the boxes, one number per box. Player may use a number more than one time.)
2. Player 1 draws a comparison card and calls out the comparison
3. Player 1 then rolls 2 dice and tells the other players the numbers represented on the dice
4. Players select a number on their board that meets the criteria determined by the comparison die and place a game marker over the number
5. Procedure continues with Player 2 leading and rolling
6. Game is over when 1 or more people have covered 5 in a row, column, or diagonal. See sample board:

Closing

Review

Say:

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

Debrief

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

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

When would you compare numbers?

When would you want the largest number? When would you want the smallest?

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.

Roll and Compare Game Board

Greater Than—Less Than Comparison Cards

< UP ↑	**<** UP ↑	**<** UP ↑
< UP ↑	**<** UP ↑	**<** UP ↑
> UP ↑	**>** UP ↑	**>** UP ↑
> UP ↑	**>** UP ↑	**>** UP ↑

Component:	Math
Grade Level:	First Grade
Lesson Title:	Beat the Dice #1
Focus:	Comparison of Numbers < and >

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 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 Draw a picture to show the number sentence written below. 7 – 3 = 4 Have students draw this problem on the white board.	***Activity → Teachable Moment(s)** *throughout* During the lesson check in with students repeatedly.

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 correct response.
Today you will introduce this activity and begin with the Fact Family of 3, 8 and 11
	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.

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

$$3 + 8 = 11$$
$$8 + 3 = 11$$
$$11 - 3 = 8$$
$$11 - 8 = 3$$

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 3, 8 and 11.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day

Word for Today: count

Review the conversation from yesterday with the children. Ask the group to count aloud by 5s, by 10s, and then by 1s. Discuss which one takes longer. Ask them why that is. Ask them when it would be best to count by 5s and when it would be best to count by 1s. Have children review the Vocabulary Notebook from yesterday with a peer and make any additions or corrections.

Vocabulary Notebook Sample:

New Word	My Description
Count	Saying the numbers in order to identify how many of something there is

Personal Connection	Drawing
Please count the number of marbles that I have in the jar.	1, 2, 3, 4, 5, 6

Right column text (Math Vocabulary row):
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 Beat the 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.

Review how to play the game. Remind students to think carefully before placing the number they rolled in the correct column.
Purpose of the game: Practice determining if numbers are greater than, less than, or equal to another number.
Directions:
1. Player rolls one die or if a larger number is desired, the player rolls two dice and finds the sum.
2. This becomes the target number.
3. Players prepare their white board in three columns.
4. Column 1: > target number.
5. Column 2: < target number.
6. Column 3: = to target number.
7. The first player rolls two dice and adds the numbers.
8. Player decides which column the number sentence goes into.
9. Player writes the number sentence in the column (e.g. Target number is 7, 2 + 3 < 7).
10. Each player rolls 10 times.
Note: There is not a winner or a loser.

Consult 4 Kids Lesson Plans

Closing
Review
Say: • Please recap what we did today.   • Did we achieve our objectives?
Debrief
What did you like about what we did today in math?   What would you like to do more of the next time we do math?   What does it mean to compare numbers?   What does this sign mean: <?   How would you use is to compare the number 5 and 9?

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 #2
Focus:	Comparisons < or > or =

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 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")

	*Activity ➔ Teachable Moment(s) *throughout*
Problem of the Day If you were to count from 20 to 22, would you count forward 2 or backward 2? How do you know? Share with a peer. Have students draw this problem on the white board.	During the lesson check in with students repeatedly.
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 correct response. **Today** you will introduce this activity and begin with the Fact Family of 3, 7 and 10 Have students write the entire Fact Family on the white board.	Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

3 + 7 = 10 7 + 3 = 10 10 – 3 = 7 10 – 7 = 3 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 3, 7 and 10.	

Math Vocabulary **Word for Today: count** Count is a word that describes what we do to find out how many. We can count by ones saying 1, 2, 3, 4, 5, and so on. Sometimes we count by 5s, saying 5, 10, 15, 20, 25. When we count by 5s, we have to move 5 items over at one time and then say 5. When we count by ones, we count one item at a time. You can count forward and you can count backward. When you count forward the number gets larger, when you count backward, the next number you say is smaller than the one before. Have children complete the Vocabulary notebook. **Vocabulary Notebook Sample:**	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.

New Word	My Description
count	Identify the amount of things that you have
Personal Connection	**Drawing**
I can count to 500.	**1, 2, 3, 4, 5**

Activity
Beat the Dice
Demonstrate how to play the game by bringing the children all together around a single table. (Note: you played this game last month so children may remember how to play the game after a quick review). 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.
Materials: Two 6-sided dice for the game
                         White Boards
                         Vis-à-vis pens
 	
Players: 2-4
Purpose of the game: Practice determining if numbers are greater than, less than, or equal to another number.
Directions:
   1. Player rolls one die or if a larger number is desired, the player rolls two dice and finds the sum.
   2. This becomes the 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.

3. Players prepare their white board in three columns.
4. Column 1: > target number
5. Column 2: < target number
6. Column 3: = to target number
7. The first player rolls two dice and adds the numbers.
8. Player decides which column the number sentence goes into.
9. Player writes the number sentence in the column (e.g. Target number is 7, 2 + 3 < 7).
10. Each player rolls 10 times.

Note: There is not a winner or a loser.

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? Start at 43 and count to 61. Start at 82 and count backwards to 63.

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:	Put Them in Order
Focus:	Counting

Materials:
White boards   **Place Them In Order** game board Crayolas   number cards 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 math?

What do you know about addition?

How many fingers do you have on your right hand? How many fingers do you have on your left hand? How many fingers do you have altogether? Did you add or did you count? When you increase a number it is addition. How many fingers do you have on 2 hands. If you take the fingers on one hand away and hid them behind your back, how many fingers do you have showing? Did you count backwards? Did you subtract? 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")

	*Activity ➔ Teachable Moment(s) *throughout*
Problem of the Day Nancy has 3 black rocks and 9 white rocks in a bag. If Nancy pulls a rock out of the bag without looking, which color rock is she most likely to pull out? Why do you think what you think? Have students draw this problem on the white board.	During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

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 $3 - 2 = 1$".
	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 2, 8 and 10.
Have students write the entire Fact Family on the white board.
    2 + 8 = 10
    8 + 2 = 10
    10 – 2 = 8
    10 – 8 = 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, 8, and 10.
	student become the teacher.

<div align="center">

Math Vocabulary

</div>

Word for Today: ones

The word "ones" identifies the place value of a number. The ones place is the number that is written furthest to the right or if a number has only a single digit, then that numeral is in the ones place. The numerals: 0, 1, 2, 3, 4, 5,6,7,8, and 9 can all find themselves in the ones place—just one at a time.

In the number 34, 4 is in the ones place, in the number 76, the 6 is in the ones place. Try several other numbers to determine the digit that is in the ones place.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

New Word	My Description
ones	We count by 1s when we say a number that is one more
Personal Connection I can count by ones.	**Drawing** 1, 2, 3, 4

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.

<div align="center">

Activity
Put Them In Order

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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.
Materials:
   Put Them In Order game board and numbers at the end of this 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.

Prepare these by cutting out the numbers. **Directions:** 1. Take the numbers and lay them out on the table face up. 2. Take turns and put the numbers in order on the Put Them In Order game board. 3. Say the number as you place it on the board.	

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?

Start at 15 and count to 25.

Start at 49 and count backwards to 31.

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.

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Cards to cut apart, print on different color paper from the Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Only 10
Focus:	Addition

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
Jorge wants to read 5 pages in his book. He has already read 2 pages. How many more pages does Jorge need to read? Tell why you think what you think.

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 correct response.

*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.

Today you will introduce this activity and begin with the Fact Family of 2, 9 and 11.
Have students write the entire Fact Family on the white board.

$2 + 9 = 11$
$9 + 2 = 11$
$11 - 2 = 9$
$11 - 9 = 2$

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, 9 and 11.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day
Word for Today: ones	Complete the Vocabulary notebook for each word.
Review the conversation that you had with the students yesterday about ones and the ones place value.	When possible, have students experience the word. (Ex. 4 students creating a right angle, multiple students acting out an equation.)
Have children share the Vocabulary notebook with another student. Make any corrections or additions that you think you should make to be more clear about "ones".	
Vocabulary Notebook Sample:	Vocabulary Notebooks can be made from ½ of a composition book.

New Word	My Description
ones	The place in a number than identifies units, values less than 10
Personal Connection	**Drawing**
She will place the numeral 8 in the ones place.	325

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

Activity Only 10!	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

Review with students how you play the game Only 10. (You played it last month) 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.
2.   Place cards in a 4 x 4 grid (4 rows and 4 columns), face down.
3.   Place remainder of cards in a pile and place on the side of the grid.
4.   Game is played like Memory, except the player is trying to turn over two numbers that equal exactly 10.
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.
6. If player does not find two numbers that equal exactly 10, then player loses turn and the next player begins.
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 are some things that come in groups of 10?
What number comes just before 10? Just after?

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:	Clear the Deck #1
Focus:	Number Recognition

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 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")

	*Activity → Teachable Moment(s) *throughout*
### Problem of the Day Show an AABB pattern. Explain your thinking as to why your drawing is this AABB pattern. _____ _____ _____ _____ _____ _____ _____ _____	During the lesson check in with students repeatedly.
### 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	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

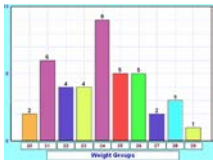|	

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 3, 4 and 7.
 Have students write the entire Fact Family on the white board.
      $3 + 4 = 7$
      $4 + 3 = 7$
      $7 - 3 = 4$
      $7 - 4 = 3$
 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 3, 4 and 7
	student become the teacher.

Math Vocabulary **Word for Today: graph** Remind students that yesterday we discussed how a graph is a picture that helps us to compare different answers to the same question. Ask the children to determine if they like red, green, or blue the best when thinking of those three colors. Create a graph on the board that will show the student responses. Draw a sample of grid paper so children can see how each one of them is linked to one of the responses. Ask each child one at a time his/her preference and then chart the information. At the end have children create a sentence that explains the graph and write it on the board. Have children review the entry from yesterday that they made in the Vocabulary notebook with a peer. After discussion, student may add or change the notebook if necessary.. **Vocabulary Notebook Sample:**	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.

New Word	My Description
graph	A chart that shows the relationship of information and numbers
Personal Connection We will make a graph to show how many Skittle there are of each color.	**Drawing**

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

Activity **Clear the Deck** **Review** how to play the game Clear the Deck. 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. **Materials**: Game cards from yesterday **Directions**:	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.

1. Shuffle the cards and divide them equally between two players
2. Each person should place his/her 15 cars in a row on his "deck"
3. First player turns over one of his/her cards. Person tells the missing number. If he/she is correct, then the card is cleared from the deck and set aside. If child can not name the missing number, he/she turns the number back over and loses his/her turn
4. Winner is first student who clear the deck first

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 can we make a graph of in our program?

When would a graph be helpful in sharing information?

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:	Clear the Deck #2
Focus:	Sequencing

Materials:	
White boards	decks of cards with face cards and jokers removed
Crayolas	Clear the Deck cards
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?

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")

	*Activity → Teachable Moment(s) *throughout*
Problem of the Day Look at this graph. Are there more squares with an "X" pattern, a vertical line pattern, or a solid pattern? **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. $\quad$ 1 + 2 = 3 $\quad$ 2 + 1 = 3	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"

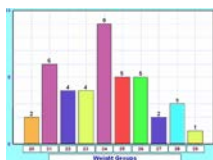|	

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 correct response.
Today you will introduce this activity and begin with the Fact Family of 3, 3, and 6.
Have students write the entire Fact Family on the white board.
 	
    3 + 3 = 6
    3 + 3 = 6
    6 − 3 = 3
    6 − 3 = 3
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 3, 3, and 6
	opportunity and have the student become the teacher.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day.
Word for Today: graph The word graph describes a tool that you can use in math so you can see and compare different things. For example, graphs might be in squares and you could color in the number of squares that would compare to the number that you are representing. So if you had 3 chocolate chip cookies, you would color in 3 squares, one for each cookie. Have children complete the Vocabulary notebook.	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 Notebook Sample:

New Word	My Description
Graph	A graphic or picture that tells a story about the information you have
Personal Connection	**Drawing**
Yesterday we graphed the number of people who walk home..	

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

Vocabulary Notebooks can be made from ½ of a composition book.

Activity Clear the Deck	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.
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.
Materials:
    Game cards
Directions:
1. Shuffle the cards and divide them equally between two players
2. Each person should place his/her 16 cards in a row on his "deck"
3. First player turns over one of his/her cards. Person tells the missing number. If he/she is correct, then the card is cleared from the deck and set aside. If child can not name the missing number, he/she turns the number back over and loses his/her turn
4. Winner is first student who clear the deck first

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?

Let's make a graph about the number of people who prefer Oreos, Chips Ahoy, and Animal Crackers

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.

Clear the Deck Cards

5 _____ 6	13 _____ 15	21 _____ 23	3 _____ 5
25 ___ 27	7 _____ 9	18 _____20	33 _____35
9 _____ 11	14 _____16	31 _____ 33	17 _____ 19
1 _____ 3	28 _____ 30	41 _____ 43	11 _____ 13
10 _____ 12	15 _____ 17	21 _____23	34 _____36
30 _____32	24 _____ 26	44 _____ 46	29 _____31
40 _____42	38 _____40	27 _____29	35 _____ 37
48 _____ 50	36 _____ 38	39 _____41	43 _____45

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Circle the Sum #1
Focus:	Addition

Materials:	
White boards	Circle the Sum game board
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

Sue is thinking of a number. That number comes between 14 and 16. What is the number?

$$14 \ \_\_\_\_\_ \ 16$$

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 correct response.

*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.

Today you will introduce this activity and begin with the Fact Family of 3, 5 and 8. Have students write the entire Fact Family on the white board. 　　　$3 + 5 = 8$ 　　　$5 + 3 = 8$ 　　　$8 - 3 = 5$ 　　　$8 - 5 = 3$ 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 3, 5 and 8.	

Math Vocabulary **Word for today: between** The word for today is between. Yesterday we played a game that demonstrated the word "between". In the game, Clear the Deck, you had to find the number that came "between" the two numbers on the card. Between is another way of saying in the middle of. When we make a peanut butter and jelly sandwich, the peanut butter and the jelly are between two slices of bread. In this case there are two things between. If we were to make a sandwich with mayonnaise, mustard, turkey lettuce and cheese between 2 slices of bread, we would have 5 things between. On the board draw 2 squares at least 2 feet apart. Ask for a student volunteer to come up and draw one thing between the squares. Repeat until you have several items between the squares. Have children complete the vocabulary notebook for the word between. **Vocabulary Notebook Sample:**	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.

New Word	My Description
between	In the middle
Personal Connection The sun is in the middle of the 2 happy faces.	**Drawing**

Activity **Circle the Sum** **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. **Materials:**　　Game Board 　　　　　　　　Vis-à-vis pens 　　　　　　　　Sock or other eraser **Players:** 1 **Purpose of the game:** Practice addition facts **Directions:**	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.

1. Each child is given a game board inside a sheet protector, a vis-à-vis pen and a sock or other eraser.
2. Child is given a target number (maybe 10, 9, 11, etc.)
3. Child circles as many combinations of numbers as he/she can to find a sum that is equal to the target number.
4. Game is over when 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?   What was something that you did today that you can use 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.

Circle the Sum Game Board

4	3	1	8	2	4	6	7
0	5	2	3	1	4	2	3
5	1	0	6	6	7	3	2
1	4	3	2	1	1	4	1
5	0	3	4	2	7	6	1
3	4	6	1	2	0	8	4
5	2	2	0	4	3	2	3
6	2	1	7	3	2	6	2
5	1	2	4	8	0	2	3

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Circle The Sum #2
Focus:	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 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 There are two rectangles below. Each one has triangles in it. Which rectangle has the fewest number of triangles? ▲▲ •▲ •▼ • ▲ ••▼ ◀▲ ▲ •▼ ◀•••▲ ▲ •••• Have students draw this problem on the white board.	***Activity → Teachable Moment(s)** *throughout* During the lesson check in with students repeatedly.

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
	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 3, 6 and 9.

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

$3 + 6 = 9$

$6 + 3 = 9$

$9 - 3 = 6$

$9 - 6 = 3$

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 3, 6 and 9.

Talk about how we will continue with the four problems in the family even though two problems look exactly the same.
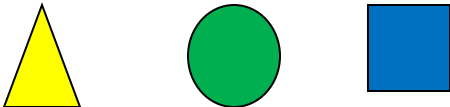
Math Vocabulary	It is important to review academic math vocabulary often throughout the day.

Word for today: between

Review the discussion that you had about the word between yesterday. Have students think about their favorite sandwich. Have them share with a peer the items that would come between the bread.

Have students review yesterday's vocabulary entry with the same person and add or change anything that makes sense to them to do.

Vocabulary Notebook Sample:

New Word	My Description
between	In the middle
Personal Connection	**Drawing**
The circle is between the triangle and the square.	

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 Circle the Sum	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.

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. Give them a different target number today and ask them to play the game with a different partner.

Materials: Game Board

Vis-à-vis pens

Sock or other eraser

Players: 1

Purpose of the game: Practice addition facts

Directions:

1. Each child is given a game board inside a sheet protector, a vis-à-vis pen and a sock or other eraser.

2. Child is given a target number.

3. Child circles as many combinations of numbers as he/she can to find a sum that is

equal to the target number.

4. Game is over when 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?

What does it mean to put things between?

Demonstrate a space between your hands.

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:	Student Activity Choice
Focus:	Review

Materials:

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

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")

	*Activity ➔ Teachable Moment(s) *throughout*
Problem of the Day What is the sum of 24 and 31? Write the answer in both numbers and words. Have students draw this problem on the white board.	During the lesson check in with students repeatedly.
	Check in about what is happening and what they are thinking.

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
	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.

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 4, 5 and 9.

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

$$4 + 5 = 9$$
$$5 + 4 = 9$$
$$9 - 4 = 5$$
$$9 - 5 = 4$$

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 4, 5 and 9.

Math Vocabulary	It is important to review academic math vocabulary often throughout the day.
Words for today: tens, count, between, graph, ones, Review all of the words that students have worked with for the past 11 days. Ask students to share the vocabulary notebook. Ask them to demonstrate the word. Have students share the notebook with a peer. Check for understanding.	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 Student Choice You have taught the students several games: Roll and Compare, Beat the Dice, Circle the Sum, Clear the Deck, and Put Them in Order (as well as games from last month). Review how you play each of the games and then invite the students to select the game that they would like to play today. 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. 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
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 are some of the ways that you can compare numbers? For what reason it is important that you can read and write numbers in order?

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.