

Consult 4 Kids Lesson Plans

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| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Calendar |
| Focus: | Calendar |

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| Materials: White boards Crayolas Socks |
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| Opening |
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| 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 have you learned this week that helps you make more sense out of math? Share with your friend the Fact Families that you have been studying? |

| Content (the “Meat”) | |
|--|--|
| Problem of the Day Complete this list of numbers: 5, 10, 15 ____, ____, ____, ____, ____, 45, 50 | *Activity → Teachable Moment(s) throughout During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher. |
| Fact Practice Fact Practice for 1 st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways. $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ After they have written the problem in all 4 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 5 th 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 | |

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correct response.

Today you will introduce this activity and begin with the Fact Family of 4, 7, and 11.

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

$$4 + 7 = 11$$

$$7 + 4 = 11$$

$$11 - 4 = 7$$

$$11 - 7 = 4$$

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

Word for today: pattern

Pattern is a word that describes a way that something is organized. Patterns repeat themselves. For example, the American flag repeats red and white stripes. Other patterns can be found in plaid, wallpaper, and in the way numbers work together. Think of a place where a pattern makes sense.

Create an entry in your Vocabulary Notebook to demonstrate your understanding of the word pattern.

Vocabulary Notebook Sample:

| | |
|--|---|
| <p>New Word</p> <p style="text-align: center;">pattern</p> | <p>My Description</p> <p style="text-align: center;">Something that is organized and can be reproduced</p> |
| <p>Personal Connection</p> <p style="text-align: center;">I made a pattern out of the blocks.</p> | <p>Drawing</p> <p style="text-align: center;"> </p> |

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.

Activity

Calendar

Materials:

- Calendar template attached to this lesson plan

Directions:

1. Students will work independently.
2. Give each student a calendar grid.
3. Student should label the days of the week.
4. Student should label the name of the month.
5. Student should insert the date onto the calendar.
6. Student add pictures to identify special days (holidays, birthdays, special activities)

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 do you know about a calendar?

What are the names of the month?

What are the names of the days of the week?

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.



Calendar Template

Name of Month

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|---------|-----------|----------|--------|----------|
| | | 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 | | |

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| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Cereal Sort |
| Focus: | Attributes |

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| Materials: | |
| White boards | small cup |
| Crayolas | Lucky Charms |
| 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

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.

What do you know about addition?
 What is a Fact Family? If you are adding the number 6 and 8 together, what is the fact family of three numbers?
 What is a sum?
 In the Fact Family 6, 4, and 10 what is the sum?

Content (the “Meat”)

Problem of the Day

Look at the graph below. How many people like happy faces? How many more people like happy faces than musical notes?

| | | | | |
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| ♥ | ♥ | ♥ | | |
| 😊 | 😊 | 😊 | 😊 | 😊 |
| 🎵 | 🎵 | | | |
| 1 | 2 | 3 | 4 | 5 |

***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.

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.

$1 + 2 = 3$

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| <p> $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, "If $1 + 2 = 3$, then $2 + 1 = 3$".</p> <p>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.</p> <p>Today you will introduce this activity and begin with the Fact Family of 1, 8, and 9. Have students write the entire Fact Family on the white board.</p> <p> $1 + 8 = 9$ $8 + 1 = 9$ $9 - 1 = 8$ $9 - 8 = 1$ </p> <p>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, 8 and 9</p> | <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p> |
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| <h3>Math Vocabulary</h3> | | | | | |
| <p>Word for Today: graph</p> <p>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. Look at the graph. It shows how children voted to tell someone which shape was a favorite. When you look at the chart, which shape is the favorite?</p> <div style="display: flex; align-items: center; margin: 10px 0;"> <div style="margin-right: 10px;"> <p>♥</p> <p>♦</p> <p>☀</p> <p>♣</p> </div> </div> <p>Have children complete the Vocabulary notebook.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">graph</p> </td> <td style="padding: 5px;"> <p>My Description</p> <p style="text-align: center;">A drawing to show information</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p>I can graph the number of cars that are blue.</p> </td> <td style="padding: 5px;"> <p>Drawing</p> </td> </tr> </table> | <p>New Word</p> <p style="text-align: center;">graph</p> | <p>My Description</p> <p style="text-align: center;">A drawing to show information</p> | <p>Personal Connection</p> <p>I can graph the number of cars that are blue.</p> | <p>Drawing</p> | <p>It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p> <p>Vocabulary Notebooks can be made from 1/2 of a composition book.</p> |
| <p>New Word</p> <p style="text-align: center;">graph</p> | <p>My Description</p> <p style="text-align: center;">A drawing to show information</p> | | | | |
| <p>Personal Connection</p> <p>I can graph the number of cars that are blue.</p> | <p>Drawing</p> | | | | |

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| <p>Students will complete this notebook for each vocabulary word that they are given.</p> | |
| <p style="text-align: center;">Activity</p> <p>Cereal Sort</p> <p>Materials: Cups (2 oz.) Lucky Charms (maybe 2 boxes)</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Give each pair of students a cup of Lucky Charms. 2. Ask students to work together to sort the Lucky Charms into categories (color, shapes, cereal vs. marshmallow). 3. Have students draw a graph to show the sort that they have made and share it with the class. 4. Let students eat the Lucky Charms when you are finished. | <p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p> |

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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>Name something that we could graph.</p> <p>If you were graphing something that began with a value of 4 and then moved to a value of 9, would the graph show more or less?</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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. |
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|----------------------|-------------|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | How Many |
| Focus: | Estimation |

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| Materials: | |
| White boards | assorted cereals |
| Crayolas | cups |
| 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”)

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| <p style="text-align: center;">Problem of the Day</p> <p>If a ♥ = 5 and a ♪ = 3, how much do you have if you have this number sentence:</p> <p style="text-align: center;">♥ + ♪ =</p> | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>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.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p> |
| <p style="text-align: center;">Fact Practice</p> <p>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.</p> <p style="margin-left: 20px;">1 + 2 = 3 2 + 1 = 3 3 – 2 = 1 3 – 1 = 2</p> <p>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</p> | |

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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.

Math Vocabulary


Word for today: how many?

How many is a question asked when you want to know a total. Write a number sentence for this story: Shelly has 8 marbles. John gives her 7 marbles. How many marbles does Shelly have now?

Ask students to give you another problem. Illustrate it on the board and then create a number sentence.

Have children complete the vocabulary notebook for the word between.

Vocabulary Notebook Sample:

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| New Word How many | My Description Ask the question about quantity, total number |
| Personal Connection He asked me how many sweaters I had. | Drawing  |

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 1/2 of a composition book.

Activity

How many?

Materials:

- 2 ounce cups
- Cheerios
- Rice Chex
- Trix
- white board

Directions:

1. Have students work in pairs.
2. Students should make a guess as to how many piece of each cereal it will take to fill the 2 ounce cup.

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.

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| <ol style="list-style-type: none"> 3. Students should write the estimate on the white board, being sure to label the cereal type. 4. Once students have estimated the number of pieces of each cereal, students should get 1 cup of each type of cereal and count the pieces. 5. Students should write a comparison statement: My guess _____, Actual Number _____ for each type of cereal. | |
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Closing

Review

Say:

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

Debrief

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

What does the term "how many" mean?

What operation (addition or subtraction) do you do to answer the question, "How many?"

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: | Cereal Word Problems |
| Focus: | Review |

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| Materials: | |
| White boards | Trix |
| Crayolas | Cocoa Puffs |
| Socks | Rice Chex |

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| Opening |
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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 like best about working with numbers?
 What does it mean to estimate?
 What is a coin?
 What is a number sentence?

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| Content (the "Meat") | |
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| <p style="text-align: center;">Problem of the Day</p> <p>This is Fred's domino. Write a number sentence that tells how many dots on the domino.</p> <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;"> • • • </td> </tr> <tr> <td style="padding: 5px;"> • • • </td> </tr> </table> </div> | • • • | • • • | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>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.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p> |
| • • • | | | |
| • • • | | | |
| <p style="text-align: center;">Fact Practice</p> <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>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 $3 - 2 = 1$".</p> | | | |

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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 4, 8 and 12.

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

$$4 + 8 = 12$$

$$8 + 4 = 12$$

$$12 - 4 = 8$$

$$12 - 8 = 4$$

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, 8 and 12.

Math Vocabulary


Words for today: domino

A domino is a game piece that has dots or spots on it. A domino is divided into two sides and sometimes you can have a domino that only has spots on one side or the other.

Sometimes there are dots on both sides. The most common dominos have from double 0 to double 6 sets of spots. You play dominos by matching the spots. Another kind of dominos are called Double Nines which means the spots go from double zero to double 9.

Create an entry for the word domino in your Vocabulary Notebook.

Vocabulary Notebook Sample:

| | |
|---|--|
| New Word <div style="text-align: center;">domino</div> | My Description <div style="text-align: center;">Rectangular game piece with dots on it</div> |
| Personal Connection <div style="text-align: center;">I like to use the dominoes to add.</div> | Drawing <div style="text-align: center;">  </div> |

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

Cereal Word Problems

Materials

- 2 ounce cups
- Student's favorite cereals (Trix, Cocoa Puffs, etc.)

Directions:

1. Have students work in pairs.
2. Have each student get a cup of his/her favorite cereal.
3. Students work together to write number sentences about the cereal (they do not have to use

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.

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| <p>all of the cereal for every problem.</p> <p>4. Students should write at least 10 number sentences.</p> | |
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| Closing |
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| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>Tell how you think you would play the game of dominos.</p> <p>Tell why it is important to understand how to write a number sentence?</p> <p>Tell what the common U.S. coins are named and how much they are worth.</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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. |
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Consult 4 Kids Lesson Plans



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|----------------------|-------------|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | How Long? |
| Focus: | Estimation |

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|-------------------|-------------|
| Materials: | |
| White boards | paper clips |
| Crayolas | strings |
| Socks | scissors |

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 | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p> |
| <p>I am the answer to the number sentence</p> <p style="text-align: center;">$5 + 2 =$</p> <p>What number am I?</p> | |
| Fact Practice | |
| <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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.</p> | |

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|--|--|--|---|---|--|
| <p>Today you will introduce this activity and begin with the Fact Family of 3, 8 and 11. Have students write the entire Fact Family on the white board.</p> $3 + 8 = 11$ $8 + 3 = 11$ $11 - 3 = 8$ $11 - 8 = 3$ <p>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.</p> | | | | | |
| <h3>Math Vocabulary</h3> | <p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.</p> | | | | |
| <p>Word for Today: estimate</p> <p>Estimate is to make a great guess about how many things you think there are in any identified space. Ask students to talk about things that would make sense to estimate rather than count, since there are so many of them. (beans, fish in a pond, glasses of water in a five gallon bottle.)</p> <p>Have children review the Vocabulary Notebook.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">estimate</p> </td> <td style="width: 65%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">Make a guess based on information gathered</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p>I estimate the answer to be 352 jelly beans.</p> </td> <td style="padding: 5px;"> <p>Drawing</p>  </td> </tr> </table> | <p>New Word</p> <p style="text-align: center;">estimate</p> | <p>My Description</p> <p style="text-align: center;">Make a guess based on information gathered</p> | <p>Personal Connection</p> <p>I estimate the answer to be 352 jelly beans.</p> | <p>Drawing</p>  | |
| <p>New Word</p> <p style="text-align: center;">estimate</p> | <p>My Description</p> <p style="text-align: center;">Make a guess based on information gathered</p> | | | | |
| <p>Personal Connection</p> <p>I estimate the answer to be 352 jelly beans.</p> | <p>Drawing</p>  | | | | |
| <h3>Activity</h3> | <p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p> | | | | |
| <p>How Long?</p> <p>Materials</p> <ul style="list-style-type: none"> • Paper clips • Strings(students to cut to different lengths) • Scissors • White board • Crayolas <p>Directions:</p> <ol style="list-style-type: none"> 1. Have students work in pairs 2. Each pair comes up and cut 6 different strings of different lengths. 3. Student pick up a handful of paper clips. 4. Students “string” the paper clips together to use as a tool to measure. 5. Looking at each piece of string, students estimate how many paper clips long the string is. | | | | | |

Consult 4 Kids Lesson Plans

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| 6. Students record the number and then actually measure the string against the paper clips. 7. Students determine how close the estimation was. 8. Students share results with one another. | |
|---|--|

Closing

Review

Say:

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

Debrief

What does it mean to measure something?

If you didn't use paper clips to measure something, what else might you do?

How many paper clips tall are you? What's your best guess?

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: | M and M Graph |
| Focus: | Graphing |

| | |
|-------------------|------------------------|
| Materials: | M and M small packages |
| | White boards |
| | 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 |
| 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”) | |
|--|---|
| <p style="text-align: center;">Problem of the Day</p> <p>What would you call the shape below?</p> <div style="text-align: center;">  </div> | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p> |
| <p style="text-align: center;">Fact Practice</p> <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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</p> | |

Consult 4 Kids Lesson Plans

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, 6 and 10. Have students write the entire Fact Family on the white board.

$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$10 - 4 = 6$$

$$10 - 6 = 4$$

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 3, 9 and 12.

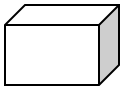
Math Vocabulary

Word for Today: cube

Cube is a word that describes a shape that has 6 equal sides. It is a three dimensional figure. It is made up of a faces that are squares but a cube is not flat like a square. Think of things that you see in the world which are shaped like a cube.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| | |
|--|--|
| <p>New Word</p> <p style="text-align: center;">cube</p> | <p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p> |
| <p>Personal Connection</p> <p>I put 4 ice cubes in my glass of tea.</p> | <p>Drawing</p> <div style="text-align: center;">  </div> |

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 1/2 of a composition book.

Activity

M and M Graph

Materials:

- Small bag of M and Ms for each pair of students
- Graph paper (attached to this lesson plan)
- Crayons

Directions:

1. Students work in pairs.
2. Students create a graph to show how many of each color of M and M is in the bag.
3. Students prepare the graph (demonstrate how to color in the squares).
4. Students share the individual graphs with the class.
5. Create a class graph combining all of the M and Ms.

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

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 is a cube?

How many sides does a cube have?

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: | Penny Graph |
| Focus: | Graph |

| | | |
|-------------------|--------------|-------------|
| Materials: | White boards | penny graph |
| | 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”)

| | |
|--|---|
| <p style="text-align: center;">Problem of the Day</p> <p>Mark has a card with the number sentence $3 + 4 = \underline{\quad}$ on it. Judy has a card with the number sentence $4 + 7 = \underline{\quad}$ on it. Who has a card with the greatest sum? How do you know?</p> | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. 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.</p> |
| <p style="text-align: center;">Fact Practice</p> <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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</p> | |

Consult 4 Kids Lesson Plans

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|--|--|--|--|------------------------|--|
| <p>correct response.</p> <p>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.</p> $3 + 9 = 12$ $9 + 3 = 12$ $12 - 3 = 9$ $12 - 9 = 3$ <p>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.</p> | | | | | |
| <h3>Math Vocabulary</h3> | <p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.</p> | | | | |
| <p>Word for Today: number sentence</p> <p>A number sentence is a math problem that is written to tell or capture a story. For example, if the story is this: Judy has 3 dolls. She is given 5 dolls. How many dolls does Judy have? Would be written in a number sentence that looks like this: $3 + 5 = 8$</p> <p>Have children create an entry in the Vocabulary notebook for the term number sentence.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 35%; padding: 5px; text-align: center;"> New Word Number sentence </td> <td style="width: 65%; padding: 5px; text-align: center;"> My Description A sentence in numbers that shares information </td> </tr> <tr> <td style="padding: 5px; text-align: center;"> Personal Connection 18 onions and 17 olives equals 35 items. </td> <td style="padding: 5px; text-align: center;"> Drawing </td> </tr> </table> | New Word Number sentence | My Description A sentence in numbers that shares information | Personal Connection 18 onions and 17 olives equals 35 items. | Drawing | <p>Activity</p> <p>Penny Graph Materials: Make a copy of the Penny graph for each pair of students (graph at end of lesson plan) 1 penny for each pair of students</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Explain to the students what is meant by "heads" and "tails". 2. Tell students that they are going to "toss" the coin and let it land on either "heads" or "tails". 3. Once the coin has landed, students will record whether or not it landed on heads or tails. 4. Pair should toss the coin 10 times. 5. Do the entire activity with the students and then let them begin to work in pairs. 6. When finished, students must explain the results to the class. |
| New Word Number sentence | My Description A sentence in numbers that shares information | | | | |
| Personal Connection 18 onions and 17 olives equals 35 items. | Drawing | | | | |

Consult 4 Kids Lesson Plans

Review

Say:

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

Debrief

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

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

What is a number sentence?

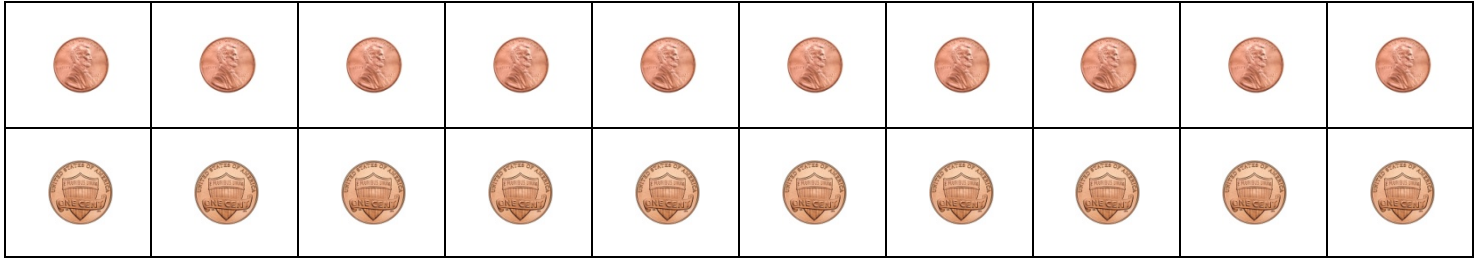
Turn to your partner and give them a number sentence that tells how old you are if your ages are combined.

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.

Penny Graph



Consult 4 Kids Lesson Plans

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|----------------------|---------------|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Make A Dollar |
| Focus: | Money |

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

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.

What is a Fact Family? If you are adding the number 7 and 6 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 7, 6 and 13. Circle the sum.

Content (the "Meat")

Problem of the Day

If you have pennies and nickels how can you make 10¢?

Nickel = 5¢

Penny = 1¢

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.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

*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.

Consult 4 Kids Lesson Plans

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| <p style="text-align: center;">$3 - 1 = 2$</p> <p>After they have written the problem in all 4 ways they will find a partner and say, "If $1 + 2 = 3$, then $2 + 1 = 3$".</p> <p>The other student will respond with "Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$".</p> <p>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.</p> <p>Today you will introduce this activity and begin with the Fact Family of 1, 9 and 10. Have students write the entire Fact Family on the white board.</p> <p style="margin-left: 20px;"> $1 + 9 = 10$ $9 + 1 = 10$ $10 - 1 = 9$ $10 - 9 = 1$ </p> <p>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, 9 and 10.</p> | <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p> |
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|---|--|--|--|---|---|
| Math Vocabulary | | <p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from 1/2 of a composition book.</p> | | | |
| <p>Word for Today: coin</p> <p>The word coin refers to any metal circle which has been stamped with official symbols. In America, a coin can usually be a penny, a nickel, a dime, a quarter, and a 50¢ piece. A coin is received when someone needs to make change because the amount needed is not a dollar. Think about how each of these coins looks. Which is the largest, which the smallest? Which ones appear to be silver, which one is copper?</p> <p>Complete an entry for coin in your Vocabulary Notebook.</p> | | | | | |
| <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">coin</p> </td> <td style="padding: 5px;"> <p>My Description</p> <p style="text-align: center;">A metal piece of money: dime, nickel quarter, penny</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">Did you put a coin in the box?</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table> | | | <p>New Word</p> <p style="text-align: center;">coin</p> | <p>My Description</p> <p style="text-align: center;">A metal piece of money: dime, nickel quarter, penny</p> | <p>Personal Connection</p> <p style="text-align: center;">Did you put a coin in the box?</p> |
| <p>New Word</p> <p style="text-align: center;">coin</p> | <p>My Description</p> <p style="text-align: center;">A metal piece of money: dime, nickel quarter, penny</p> | | | | |
| <p>Personal Connection</p> <p style="text-align: center;">Did you put a coin in the box?</p> | <p>Drawing</p> <div style="text-align: center;">  </div> | | | | |

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

| | |
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| <p style="text-align: center;">Activity</p> <p>Make A Dollar</p> <p>Materials:</p> <ul style="list-style-type: none"> • Real or plastic coins (you can also go on line and get pictures of coins and print, however Lakeshore has coins relatively inexpensively and they can be used in a lot of different ways | <p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is</p> |
|--|---|

Consult 4 Kids Lesson Plans

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| <p>Directions:</p> <ol style="list-style-type: none"> 1. Place all coins or coin cards in the center, face up. 2. Player selects coins to make \$1.00. 3. Player writes the equation: $\$.25 + \$.10 + \$.10 + \$.05 + \$.50 = \\1.00. 4. Coins are returned to the center for the next player to use. | <p>Complete" center.</p> |
|--|--------------------------|



| |
|---|
| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>What did you like about what we did today in math? How can you use the information from today in school tomorrow?</p> |

| |
|---|
| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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. |
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|----------------------|----------------|
| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Graphing Coins |
| Focus: | Graphing |

| | |
|-------------------|------------------------------|
| Materials: | |
| White boards | jar of real or plastic coins |
| Crayolas | white paper |
| Socks | Pencils |

| 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 coin? How many pennies does it take to make \$1.00 |

| Content (the “Meat”) | |
|--|---|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. 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.</p> |
| <p>Explain how the shapes below are alike and how they are different.</p> <div style="display: flex; justify-content: center; gap: 20px;">   </div> | |
| Fact Practice | |
| <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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.</p> | |

Consult 4 Kids Lesson Plans

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.

$$3 + 7 = 10$$

$$7 + 3 = 10$$

$$10 - 3 = 7$$

$$10 - 7 = 3$$

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, 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

Word for today: estimate

Estimate is a word that means to make a best guess. If you estimate something you make a very intentional decision about how many you think can be in the group that you are estimating. For example, if you reach into the candy jar for jelly beans and you bring out a handful and have 25 jelly beans, and if you were to guess the entire jar looks like it holds 4 handfuls of jelly beans, you would estimate that there are 100 jelly beans in the jar. That is a guess that would make sense so it is a good estimate.

Create an entry in your Vocabulary Notebook for the word estimate.

Vocabulary Notebook Sample:

| | |
|---|--|
| <p>New Word</p> <p style="text-align: center;">estimate</p> | <p>My Description</p> <p style="text-align: center;">Making a guess based on information gathered</p> |
| <p>Personal Connection</p> <p>I estimate that it is 500 miles from here.</p> | <p>Drawing</p> <div style="text-align: center;">  </div> |

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 1/2 of a composition book.

Activity

Graphing Coins

Materials:

- Paper
- Pencil
- Jar of coins (pennies, dimes, nickels, quarters)

Directions:

1. Students work in pairs and trace around one another's hand (student should create two hands).
2. After the hands are drawn, student reaches into the container of coins and pulls out a handful.
3. He/she then counts the number of each coin that he/she has drawn from the container.

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

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| <ol style="list-style-type: none"> 4. Student draws the coins in the hand that was traced. 5. Students put the coins back in the jar and then prepare a graph of the coins that were drawn out. 6. Students share the graph with the class. | |
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Closing

Review

Say:

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

Debrief

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

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

Name the different coins that we use.

How do you make a guess about how many steps to the counter?

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: | Raisin Bran 2 Scoops |
| Focus: | Estimation |

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| Materials: | |
| White boards | Raising Bran |
| Crayolas | 2 ounce cups |
| 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 |
| <p>What do you know about addition? What do you know about subtraction?</p> <p>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 hide 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)</p> |

| Content (the “Meat”) | |
|---|---|
| Problem of the Day | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking</p> <p>When possible, engage students in a “teach to learn” opportunity and have the</p> |
| <p>You are that aquarium to see the fish. There are 6 clown fish. 3 more clown fish swim into the aquarium. How many clown fish all together? Please draw a picture.</p> | |
| Fact Practice | |
| <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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</p> | |

Consult 4 Kids Lesson Plans

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, 6 and 7.

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

$$1 + 6 = 7$$

$$6 + 1 = 7$$

$$7 - 1 = 6$$

$$7 - 6 = 1$$

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, 6, and 7.

student become the teacher


Math Vocabulary

Word for Today: addition

Addition is the word that describes what you do when you put 2 or more groups of items together. For example if I have a group of 3 hearts and I have another group of 5 hearts, when I add them together I have a larger group of 8 hearts.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

| | |
|---|---|
| New Word <p style="text-align: center;">addition</p> | My Description <p style="text-align: center;">Totaling two or more things together</p> |
| Personal Connection <p style="text-align: center;">I can add the number of cookies on the two plates.</p> | Drawing <div style="text-align: center;">  </div> |

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 1/2 of a composition book

Activity

Raisin Bran—2 Scoops

Materials:

- Raising Bran
- 2 ounce paper cups
- Post-Its
- Bowls
- Paper Towels

Directions:

1. Show the children the box of Raising Bran and ask them how many raisins they think are in the box. Write each estimate on a Post-it. When all are done, organize the list from smallest

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

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| <p>to largest.</p> <ol style="list-style-type: none"> 2. Divide students into pairs 3. Each pair comes up and puts "two scoops" (cups) of raisin bran in his/her bowl 4. Children then go back to their space and count the number of raisins in their sample 5. Write the amount on chart paper 6. Help children add the numbers 7. Check to see how close the estimates were. 8. Eat the raisin bran | |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What does it mean when we say we found an answer by addition?</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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. |
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Consult 4 Kids Lesson Plans



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| Component: | Math |
| Grade Level: | First Grade |
| Lesson Title: | Two Scoops Part 2 |
| Focus: | Measurement |

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|-------------------|--------------|
| Materials: | |
| White boards | raisins |
| Crayolas | 2 ounce cups |
| 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 5 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 | <p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. 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</p> |
| <p>If this month is December, what was last month? What is next month? How do you know?</p> | |
| Fact Practice | |
| <p>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.</p> <p style="margin-left: 20px;"> $1 + 2 = 3$ $2 + 1 = 3$ $3 - 2 = 1$ $3 - 1 = 2$ </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If $1 + 2 = 3$, then $2 + 1 = 3$”.</p> <p>The other student will respond with “Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$”.</p> <p>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</p> | |

Consult 4 Kids Lesson Plans

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, 7 and 8. Have students write the entire Fact Family on the white board.

$$1 + 7 = 8$$

$$7 + 1 = 8$$

$$8 - 1 = 7 \text{ when you touched the in between part of your knuckles.}$$

$$8 - 7 = 1$$

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, 7 and 8

student become the teacher.

Math Vocabulary

Word for Today: month

A month is a period of time that is measured in days. There are twelve months each year. Some of the months have 30 days. Some months have 31 days. One month has 28 days except for every four years it has 29 days.

The months of the year are **January, February, March, April, May, June, July, August, September, October, November, December**

If you put your fists out in front of you and you start on the knuckle of the smallest finger of your left hand, and say the months of the year as you touch the knuckle, then the space in between the knuckle, the knuckle, the space between the knuckle and so on, you will say January, February, March, April, May, June, July (you will be at the end of your left hand). You will begin August when you touch the knuckle on your right hand. September is the space, October the knuckle, November the space, and December the knuckle. Now you might wonder why that makes a difference. Every month you said when you touched a knuckle has 31 days. February has 28 or 29 dependent on the year. April, June, September, and November all have 30 days. These were the months you named

In your Vocabulary Notebook create an entry for the word month.


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 1/2 of a composition book.

Vocabulary Notebook Sample:

| | |
|---|--|
| <p>New Word</p> <p style="text-align: center;">Month</p> | <p>My Description</p> <p style="text-align: center;">Measurement of time: January, May</p> |
| <p>Personal Connection</p> <p style="text-align: center;">There are 12 months in the year.</p> | <p>Drawing</p> <div style="text-align: center;">  </div> |

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

Consult 4 Kids Lesson Plans

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| <p style="text-align: center;">Activity</p> <p>Raisins—Two Scoops Part II</p> <p>Materials:</p> <ul style="list-style-type: none"> • Chart from yesterday • Box of raisins (probably several—2 ounces for each student) <p>Directions:</p> <ol style="list-style-type: none"> 1. Discuss with students that the advertisement says that there are “two scoops” of raisins in every box. 2. Talk about that instead of a scoop we are using the cup. 3. Have students measure two small cups of raisins and count them. 4. Is the number the same, higher, lower that yesterday's number? 5. Decide if the advertisement is correct. | <p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p> |
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| Closing |
| Review |
| <p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives? |
| Debrief |
| <p>What did you like about what we did today in math?</p> <p>What would you like to do more of the next time we do math?</p> <p>What month were you born in?</p> <p>What special events happen in February?</p> |

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| <p>Reflection (Confirm, Tweak, Aha!)</p> <ul style="list-style-type: none"> • 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. |
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