Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Beans and Cups #1
Focus:	Addition

Materials:	
White boards	pinto beans, pink beans, lima beans
Crayolas	2 ounce cups
Socks	dice

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 do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (5 + 4 = 9) and vertical manner

$$\begin{array}{r} 5 \\ +4 \\ \hline 9 \end{array}$$

Content (the "Meat")

Problem of the Day

John and Jorge share chocolate Hershey kisses. They have six Kisses. If they both get the same number, how many will each get? Draw a picture to show your answer.

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

*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

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, 9 and 13.
Have students write the entire Fact Family on the white board.

4 + 9 = 13
9 + 4 = 13
13 – 4 = 9
13 – 9 = 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, 9, 13

students in a "teach to learn" opportunity and have the student become the teacher

Math Vocabulary

Word for Today: addend

Description: Addend is the term we use to name the numbers in an addition problem that we are adding together. If we look at the math fact family for today, 4 + 9 = 13 and also 9 + 4 = 13, the numbers 4 and 9 are the addends. They are the two numbers that we are combining to equal 13. In a problem that looks like this: 4 + □ = 13, the box represents the missing addend, which in this case would be 9.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

New Word	My Description
addend	addends are the numbers you add together in an addition problem
Personal Connection	**Drawing**
What are the addends in the number sentence 6 + 4 = 10?	

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

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

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Beans and Cups

Materials: dry pinto beans, dry lima beans and dry pink beans, baggies (place some of each bean in the baggie—6-7 of each kind of bean), 2 6-sided dice.

Directions:

1. Divide students into pairs
2. Give each pair a baggie of beans and a pair of dice
3. Player #1 rolls both dice
4. Player uses one type of bean to represent one of the dice and another type of bean to

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

represent the number of the other dice 5. Player draws the different types of beans to represent the number sentence with the total or sum at the end. 6. Turn moves to Player #2 who follows the same procedure. 7. After each player has created 10 number sentences, the activity is over.	

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 when we say we found an answer by addition?

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:	Beans and Cups #2
Focus:	Addition

Materials:	
White boards	pinto beans, pink beans, lima beans
Crayolas	2 ounce cups
Socks	dice

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 do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (6 + 5 = 11) and vertical manner

$$\begin{array}{r} 6 \\ +5 \\ \hline 11 \end{array}$$

Content (the "Meat")

Problem of the Day

Maria has 3 kittens. Her mother gives her 2 more kittens. When her dad comes home he brings her 3 more kittens. How many kittens does Maria have altogether? Draw a picture of your answer.

Fact Practice

Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.

1 + 2 = 3
2 + 1 = 3
3 – 2 = 1
3 – 1 = 2

After they have written the problem in all 4 ways they will find a partner and say, "If 1 + 2 = 3, then 2 + 1 =3".

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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 4, 10, and 14.

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

4 + 10 = 14
10 + 4 = 14
14 – 4 = 10
14 – 10 = 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, 10 and 14

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

Math Vocabulary

Word for Today: addend

Description: Addend is the term we use to name the numbers in an addition problem that we are adding together. If we look at the math fact family for today, 4 + 10 = 14 and also 10 + 4 = 14, the numbers 4 and 10 are the addends. They are the two numbers that we are combining to equal 14. In a problem that looks like this: 4 + □ = 14, the box represents the missing addend, which in this case would be 10. Write several problems on the board. I some have missing addends, in others have missing sums. Have students complete the problems.

In your Vocabulary Notebook review the entry for the word "addend" with a friend and be sure that it captures your understanding of the word.

Vocabulary Notebook Sample:

New Word	My Description
addend	the numbers you add together to find a total or a sum
Personal Connection	**Drawing**
What is the sum of 9 + 2?	9 +2 11

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

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

Complete the Vocabulary notebook for each word.

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).

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

Activity
Beans and Cups

Materials: dry pinto beans, dry lima beans and dry pink beans, baggies (place some of each bean in the baggie—6-7 of each kind of bean), 2 6-sided 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.

Consult 4 Kids Lesson Plans

Directions:	
1. Review the game that students played yesterday. 2. Have students share how to play the game. 3. Have students play the game with new partners today.	

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Adding With Toothpicks #1
Focus:	Addition

Materials:		
White boards	decks of cards with face cards and jokers removed	
Crayolas	toothpicks, cups	
Socks	glue sticks	8" square construction paper

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 do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (17 – 8 = 9) and vertical manner

$$\begin{array}{r} 17 \\ \underline{-8} \\ 9 \end{array}$$

Content (the "Meat")

Problem of the Day

Look at the list of numbers below. Two of the numbers are missing. What do you think will fill in the blanks correctly? How do you know?

10, 12, _____, 16, _____, 20, 22

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

*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

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 5, 6, and 11. Have students write the entire Fact Family on the white board. 5 + 6 = 11 6 + 5 = 11 11 – 5 = 6 11 – 6 = 5 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 5, 6, and 11	the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: cylinder Cylinder is the term we use to describe something that looks like an oatmeal box. The base and top of a cylinder is a circle and the edges of the cylinder are shaped by the base and the top, creating a shape without corners and sharp edges coming together in a 90° angle. Cylinders do not have corners. Ask students to identify other cylinders (cans of food, ice cream cartons, drums, salt and pepper shakers, etc.) Talk with students about how to draw a cylinder, beginning with the circle that is flat for the top Followed by the straight edges that are connected to a curving bottom which is really the only piece of the circle that you can see. Also, if you shade the cylinder on one side and leave the other side clear, it helps the look or the cylinder. Complete an entry for coin in your Vocabulary Notebook. Vocabulary Notebook Sample: 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.

New Word	My Description
cylinder	cans, glasses, trash cans
Personal Connection	**Drawing**
I drank the tea out of a cylinder.	

Consult 4 Kids Lesson Plans

Activity Adding With Toothpicks	
Materials: 8" construction paper (dark color), flat toothpicks, small cup, glue stick, crayons, deck of cards with face cards and jokers removed. Directions: 1. Review the game that students played yesterday. 2. Have students share how they did this activity yesterday. 3. Have students work with new partners today.	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? How can you use the information from today in school tomorrow?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Adding With Toothpicks #2
Focus:	Addition

Materials:

White boards	small cup	deck of cards without jokers and face cards
Crayolas	tooth picks	8" square construction paper (dark color)
Socks	glue sticks	

Opening

State the objective

Today we are going to learn some math vocabulary—words that we need to use when we talk about 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 do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (13 – 6 = 7) and vertical manner

13
-6
7

Content (the "Meat")

Problem of the Day

Look at the two shapes below. How are they alike?

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

*Activity → Teachable Moment(s) *throughout*

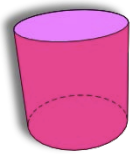
During the lesson check in with students repeatedly.

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.

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 5, 5, and 10 Have students write the entire Fact Family on the white board. 5 + 5 = 10 5 + 5 = 10 10 – 5 = 5 10 – 5 = 5 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 5, 5, and 10. Share with students that this fact is a double—the addends are the same.	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Math Vocabulary Word for Today: cylinder Cylinder is the term we use to describe something that looks like an oatmeal box. The base and top of a cylinder is a circle and the edges of the cylinder are shaped by the base and the top, creating a shape without corners and sharp edges coming together in a 90° angle. Cylinders do not have corners. Ask students to identify other cylinders (cans of food, ice cream cartons, drums, salt and pepper shakers, etc.) 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
cylinder	a glass, a can, a garbage can, a vase are all cylinders
Personal Connection	**Drawing**
I will drink the milk from a cylinder.	

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

Consult 4 Kids Lesson Plans

Activity Adding With Toothpicks	
Materials: 8" construction paper (dark color), flat toothpicks, small cup, glue stick, crayons, deck of cards with face cards and jokers removed. Directions: 1. Group students in pairs. 2. Give each pair 2 pieces of construction paper, a cup of toothpicks, a glue stick and a deck of cards. 3. Player #1 draws two cards from the deck and using toothpicks creates a number sentence (4 + 5 = 9) if the player rolls a 4 and a 5. 4. Player #1 says the number sentence aloud. 5. Player #2 takes his/her turn, repeating the same procedure. 6. After each player has drawn 8 pairs or cards, when he/she draw the 9th set, he/she makes the problem and glues the toothpicks to the construction paper.	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 is a cylinder? Where can you see them in the world?

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 (Aha!)

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Marshmallow Shapes #1
Focus:	Geometry

Materials:	
White boards	small marshmallows
Crayolas	cups
Socks	8" construction paper square

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 do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (17 – 8 = 9) and vertical manner

$$\begin{array}{r} 17 \\ \underline{-8} \\ 9 \end{array}$$

Content (the "Meat")

Problem of the Day

Look at the squares below. Which one is divided into equal parts? How do you know?

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

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 5, 7, and 12.

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

5 + 7 = 12
7 + 5 = 12
12 – 5 = 7
12 – 7 = 5

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 5, 7, and 12.

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

Math Vocabulary

Word for today: equal

Equal is the math term that means the same value. If something is equal, it may look different but the numbers represented are the same. 3 + 6 is the same value as 9 or 1 + 8, or 5 + 4 or 9 + 0, or 2 + 7, and then a lot of subtraction problems. The equal sign can be written horizontally like this =, and vertically it is a line like this _____. In math, when you have drawn the equal sign, you are saying what is written on one side with have the same value as what is written on the other side.

Have children complete the vocabulary notebook for the word equal.

Vocabulary Notebook Sample:

New Word	My Description
equal	things that are the same
Personal Connection	**Drawing**
I have two piggy banks with the same amount of money in them. They are equal.	

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
Marshmallow Shapes

Materials: small marshmallows, flat toothpicks, small cups, 8" piece of construction paper for each student

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. Group students in pairs 2. Give each pair of students a small cup of toothpicks and a second cup of marshmallows 3. Discuss how to make different shapes using marshmallows and toothpicks 4. Instruct students to make a square, a triangle, a rectangle, and a hexagon—stop sign. 5. Ask them to display the shape on the construction paper 6. When student has made each of the requested shapes, ask him/her to create a shape of his/her choosing.	

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 next time? What are the different shapes that you made with the marshmallows and toothpicks Where can you find those shapes in the world?

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 (Aha!)

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Marshmallow Shapes #2
Focus:	Geometry

Materials:	
White boards	toothpicks and small cups
Crayolas	small marshmallows
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 do you know about addition? What do you know about subtraction?

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

Ask student volunteers for a number sentence. Write it on the board and discuss the name of each of the numbers (addends/sums, or minuend, subtrahend, and difference), the operations signs (+ and -) and also the equals sign which can be written = in a horizontal problem, and _____ (the underline) in a vertical problem. Write the problems students give you in both a horizontal (17 – 8 = 9) and vertical manner

$$\begin{array}{r} 17 \\ \underline{-8} \\ 9 \end{array}$$

Content (the "Meat")

Problem of the Day

2 + 2 = 4 is a **double fact**. Write 3 more double facts.

Fact Practice

Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.

1 + 2 = 3
2 + 1 = 3
3 – 2 = 1
3 – 1 = 2

After they have written the problem in all 4 ways they will find a partner and say,

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

"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 5, 8 and 13. Have students write the entire Fact Family on the white board. 5 + 8 = 13 8 + 5 = 13 13 – 5 = 8 13 – 8 = 5 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 5, 8 and 13	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher
Math Vocabulary Word for today: equal Equal is the math term that means the same value. If something is equal, it may look different but the numbers represented are the same. 3 + 6 is the same value as 9 or 1 + 8, or 5 + 4 or 9 + 0, or 2 + 7, and then a lot of subtraction problems. The equal sign can be written horizontally like this =, and vertically it is a line like this _____. In math, when you have drawn the equal sign, you are saying what is written on one side with have the same value as what is written on the other side. Have students provide you with number sentences that have equal values on both sides of the equals sign. Write problems both horizontally and vertically. Create an entry in your Vocabulary Notebook for the word estimate. Vocabulary Notebook Sample: New Word: equal My Description: means the same, two or more things are the same Personal Connection: 9 is the same as 3 + 6. They are equal. 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 ½ of a composition book
Activity Marshmallow Shapes Materials: small marshmallows, flat toothpicks, small cups, 8" piece of construction paper for each student	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it

Consult 4 Kids Lesson Plans

Directions:	
1. Review the activity that students did yesterday. 2. Have students share how to the activity was done. 3. Have students complete the activity with a new partner today. 4. Give students more time to explore the different shapes that they can make and then make a picture of those different shapes on the construction paper square.	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 the different shapes that you made with the marshmallows and toothpicks Where can you find those shapes in the world?

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 (Aha!)

Consult 4 Kids Lesson Plans

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

Materials:	
White boards	Circle A Sum #2 (laminate or place in sheet protector for future use
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? What do you know about addition? In a Fact Family how does the arrangement of the numbers change when you subtract? How does it change when you add? What does equals mean? How does the = sign connect the numbers of a Fact Family in a subtraction problem? In an addition problem?

.Content (the "Meat")	
Problem of the Day There are nine girls and ten boys in Room 23. If there are 20 coat hooks in the room, are there enough hooks for everybody's coat?	*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 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 6, 6, and 12 (a double)
Have students write the entire Fact Family on the white board.

6 + 6 = 12
6 + 6 = 12
12 – 6 = 6
12 – 6 = 6

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 6, 6, and 12. Ask students to give you examples of other doubles. Ask students to tell how doubles are different than other fact families.

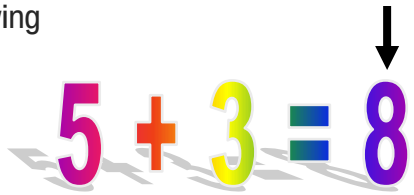
Math Vocabulary

Word for Today: sum

Sum is the math term we use to describe the answer we get when we add numbers together. The sum is written on one side of an equals sign while on the other side will be written the numbers that were added or put together to arrive at the sum. A synonym for the word sum is total. Have students give you several problems and identify the sum by that word.

Have children review the entry in the Vocabulary notebook for the term sum. Have them share with a friend to be sure that they have captured the meaning.

Vocabulary Notebook Sample:

New Word	My Description
sum	total in an addition problem
Personal Connection	**Drawing**
What is the sum of 5 + 3?	

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
Circle A Sum

Materials: Circle A Sum Sheet #2 (attached to the lesson plan), crayolas
Directions:

1. Review the game that students played yesterday.
2. Have students share how to play the game.
3. Have students play the game with new partners today.

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? Give an example of how you will use what we did today in school tomorrow.

Reflection (Confirm, Tweak, Aha!)

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

Circle A Sum #2

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Circle A Sum Practice #2
Focus:	Addition

Materials:	
White boards	Circle A Sum Worksheet (laminated or in sheet protector so it can be used again
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")

Problem of the Day

Draw a picture that shows the number sentence written below:

10 - 4 = 6

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 5, 9 and 14
Have students write the entire Fact Family on the white board.

5 + 9 = 14
9 + 5 = 14
14 – 5 = 9
14 – 9 = 5

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 5, 9, and 14

Math Vocabulary

Word for Today: sum

Sum is the math term we use to describe the answer we get when we add numbers together. The sum is written on one side of an equals sign while on the other side will be written the numbers that were added or put together to arrive at the sum. A synonym for the word sum is total.

Have children create an entry in the Vocabulary Notebook for the word sum.

Vocabulary Notebook Sample:

New Word	My Description
sum	the answer when you have an addition problem
Personal Connection	**Drawing**
The sum of 9 + 8 is 17.	

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
Circle A Sum

Materials: Circle A Sum Sheet #1 (attached to the lesson plan), crayolas

Directions:

1. Group students in pairs.
2. Taking turns, first one student and then another circles numbers that will add up to 5, 7, or 9.
3. Game is over when all of the possible combinations are found.

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 today's lesson? How can you use the information from today during class tomorrow? What is one key learning you had today in math?

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. (Aha!)

Circle A Sum #1

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Math Blast #1
Focus:	Operations

Materials:	
White boards	Math Blast Game Board is in a second file. Laminate or put in sheet protector.
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.

Focus Student's Prior Knowledge

Give an example of an addition or a subtraction problem by writing it on the white board. Share this with a friend and explain, using math vocabulary, what you have written on the white board.

On the white board write an addition and/or a subtraction problem both vertically and horizontally. Tell your partner which sign represents equals.

Content (the "Meat")

Problem of the Day

Look at the problem written below. What number would you put in the ♡ to make the number sentence correct?

$$5 + \heartsuit = 7$$

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

*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.

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 6, 7 and 13
Have students write the entire Fact Family on the white board.

6 + 7 = 13
7 + 6 = 13
13 – 6 = 7
13 – 7 = 6

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 6, 7 and 13.

Math Vocabulary

Word for Today: difference

Difference is the math term we use to describe the answer you get when you have subtracted one number from another. It is smaller than the top number, the minuend, unless you are subtracting 0. The difference is identifying how the top number will be different once you have subtracted something. It is letting you know that there is different value.

Have children complete the Vocabulary notebook for the word "difference".

Vocabulary Notebook Sample:

New Word	My Description
difference	The amount left after you have subtracted one number from another
Personal Connection	**Drawing**
The difference between 10 and 7 is three.	

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

Math Blast!

Materials: Math Blast Board (separate file), 3 dice for each pair of students, games tokens or colored paper to mark numbers.

Directions:

1. Group students in pairs.
2. Player #1 rolls all three dice and adding or subtracting finds a total that equals one of the uncovered numbers on the Math Blast Board.
3. Player #2 repeats the process.
4. Play is complete when all numbers are covered.

Example: Student rolls a 3, 4, and a 5. He/she could say 3 + 4 + 5 = 12. If 12 is covered, he/she could say 4 –3 + 5 = 6. If 6 is also covered, he/she could say 5 – 4 +3 = 4.

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 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.

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	First Grade
Lesson Title:	Math Blast #2
Focus:	Operations

Materials:

White boards

Crayolas

Socks

Math Blast Game Board attached

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 an addition or a subtraction problem by writing it on the white board. Share this with a friend and explain, using math vocabulary, what you have written on the white board.

On the white board write an addition and/or a subtraction problem both vertically and horizontally. Tell your partner which sign represents equals.

Content (the "Meat")

Problem of the Day

There are 8 pairs of shoes in the closet. How many shoes are there altogether? Draw a picture to show your answer.

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.

Consult 4 Kids Lesson Plans

Today you will introduce this activity and begin with the Fact Family of 6, 8, and 14.
Have students write the entire Fact Family on the white board.

6 + 8 = 14
8 + 6 = 14
14 – 6 = 8
14 – 8 = 6

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 6, 8, and 14.

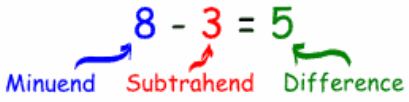
Math Vocabulary

Word for today: difference

Difference is the math term we use to describe the answer you get when you have subtracted one number from another. It is smaller than the top number, the minuend, unless you are subtracting 0. The difference is identifying how the top number will be different once you have subtracted something. It is letting you know that there is different value. Write three subtraction problems on your white board. Circle the difference in each problem.

Review the entry in your Vocabulary Notebook for "difference" Does it demonstrate your understanding of the word "difference"? Share your thoughts with a friend.

Vocabulary Notebook Sample:

New Word	My Description
difference	What is left over. The answer in a subtraction problem.
Personal Connection	**Drawing**
The difference between 8 – 5 is three.	

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
Math Blast!

Materials: Math Blast Board (separate file), 3 dice for each pair of students, games tokens or colored paper to mark numbers.

Directions:

1. Review the game that students played yesterday.
2. Have students share how to play the game.
3. Have students play the game with new partners today.

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.

Consult 4 Kids Lesson Plans

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

Materials:	
White boards	Materials for games played the past 10 days
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 like best about working with numbers?

What does it mean to estimate?

What is a coin?

What is a number sentence?

Content (the "Meat")

Problem of the Day

Dad barbecued 12 hamburgers. Jill ate 2 and Martin ate 3. How many hamburgers are there left for other people to eat?

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 6, 9 and 15. Have students write the entire Fact Family on the white board. 6 + 9 = 15 9 + 6 = 15 15 – 6 = 9 15 – 9 = 6 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 6, 9, and 15.	
Activity Today students will select the game from the week that they most want to play. Pairs can select different games. Game choices are: • Beans and Cups • Adding With Toothpicks • Marshmallow Shapes • Circle A Sum Sheet #1 or #2 • Math Blast!	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 Which of the games did you enjoy playing the most? What about this game is fun for you?

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.

First Grade Math Blast Game Board

1	2	3	4	5
6				7
8		18		9
10				12
13	14	15	16	17