Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Telling Time to the Hour #1
Focus:	Telling Time

Materials:

White boards	Fantastic Fun Game Board and Cards
Crayolas	Beans or other markers
Socks	Activity at end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the ways that we measure time? Is a season a measurement of time? What are the seasons? Do we measure time in months? What are the names of the months? What about days? What are the names of the days? We also measure in weeks. Weeks are how many days long? How about hours? How many in a day? How about minutes? How many minutes in an hour?

We need to track time and there are many different ways that we can do that.

Content (the "Meat")

Problem of the Day

Write the following numbers in order from the largest to the smallest. Tell how you know the order is correct.

23, 7, 10, 32, 13

Fact Practice

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

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

student become the teacher

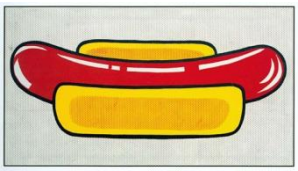
Math Vocabulary

Word for Today: clock

Description: The term clock is a word that describes a way we keep track of hours and minutes. A clock can be an analog clock. These are clock that we can often see on walls and are usually round and have then numbers 1-12 on them. They have two moving hands as well. A clock is too big to wear.

Have children complete the Vocabulary notebook. A clock that you can wear is called a watch. Ask children questions about what a clock looks like. If there is a clock in the room, have them look at it.

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

The focus for the next 4 days will be telling time both to the hour and the ½ hour. Telling

Focus on having young people "compete" in pairs or

time with both a digital and analog (this is with a clock face) clocks. Draw a circle on the white board and a rectangle. Ask the students what they have seen that comes in the shape of both a circle and a rectangle. List several of their suggestions. Tell them that clocks come in those two shapes. Tell them that a circle clock shows the time by using two hands, a short hand to point to the hour and a long hand to point to the minutes. Tell the children that this is called analog time (they may easily remember this word since it is unusual). Draw the circle and ask children about the numbers that they see on a clock face. Point to the face of a clock in the classroom if there is one. Show children how to write the numbers on the clock. Step #1: Place the 12 and the 6 on the top and the bottom of the circle. Step #2: Place the 3 and the 9 across from each other, ½ way between the 12 and the 6. Step #3: Numbers 1 and 2 are placed between the 12 and 3 Step #4: Numbers 4 and 5 placed between the 3 and 6 Step #5: Numbers 7 and 8 placed between the 6 and the 9 Step #6: Numbers 10 and 1 placed between the 9 and the 12 Have children draw several circles and practice this with them. Go through the process each time. Tell them that the other way we tell time is on a digital clock which is usually shaped like a rectangle. Tell them that a digital clock show the time the way that you would write time. Show them a digital clock face by drawing a rectangle on the board or chart paper. Put the : in the center of the rectangle. Explain to children that this symbol ":" is used to separate the hour from the minutes. If the time is 1:00 it is written in that way—the hour is one and the minutes are 0. Have students practice writing the time on the digital clock. Have children draw a rectangle and place a : in the center. Practice writing different hours, have the minutes be either zero or 30 minutes. Today's activity is to make an analog clock out of a paper plate or a circle. Work through the process of writing the numbers on the plate or the circle in the same way that you did at the beginning Have children cut out the clock hands that are provided in this lesson plan. Using a brad, attach the clock hands to the clock face.	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?

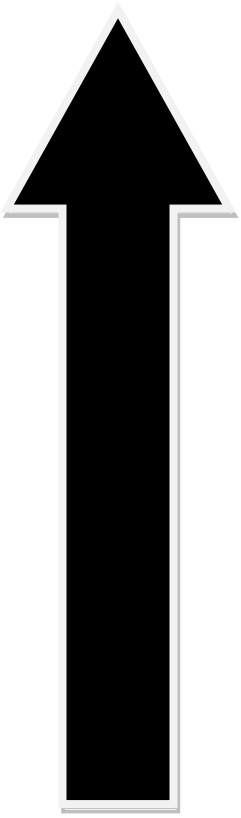
What would you like to do more of the next time we do math?

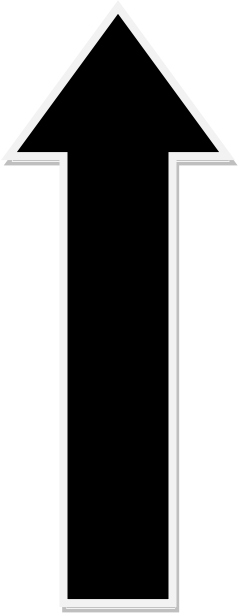
What does it mean when we say we found an answer by addition?

Reflection (Confirm, Tweak, Aha!)

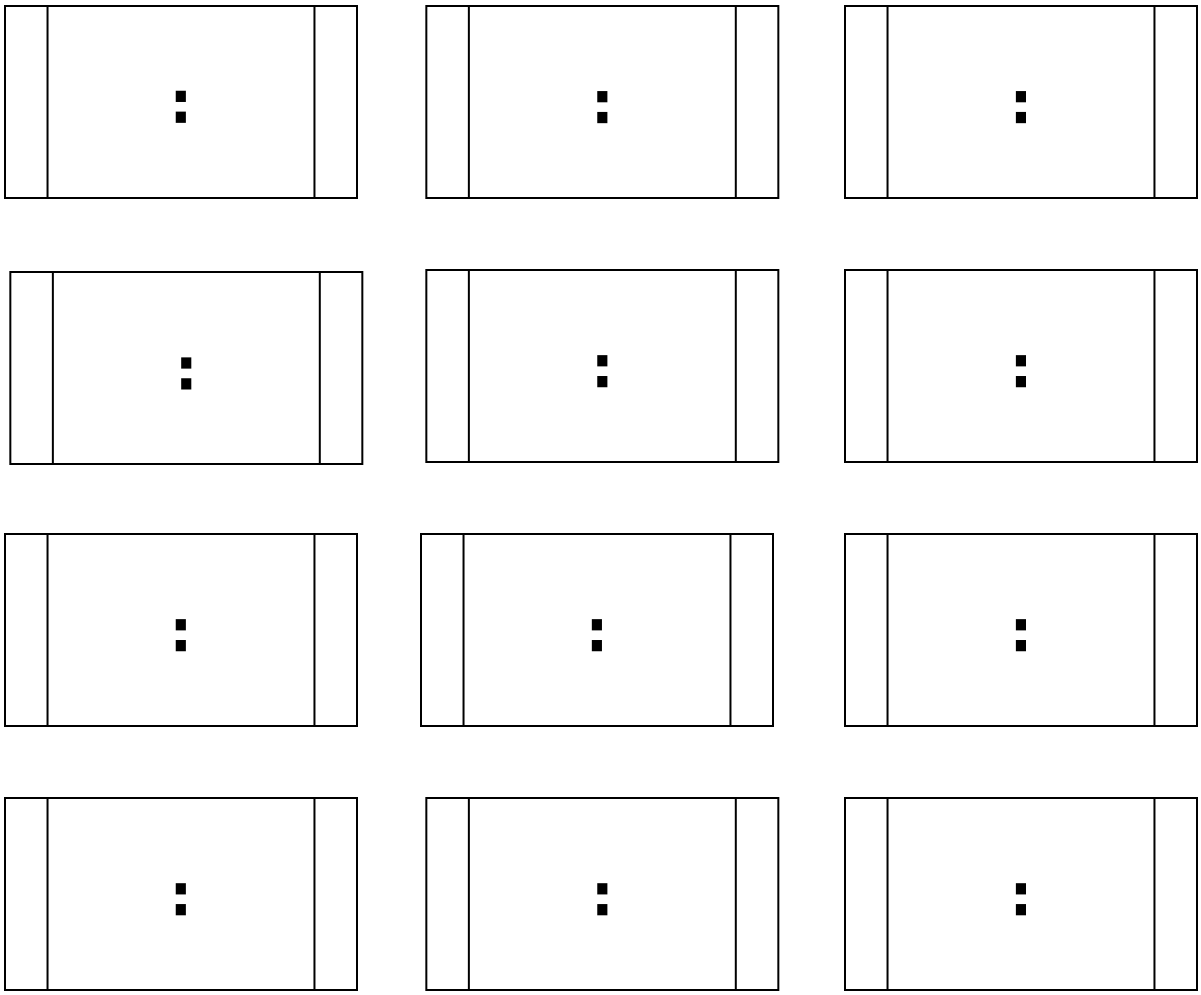
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to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

1st Grade Clock Hands





1st Grade Digital Clocks



Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Telling Time to the Hour #2
Focus:	Telling Time

Materials:	
White boards	pinto beans, pink beans, lima beans
Crayolas	Fantastic Fun Game Board
Socks	Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the ways that we measure time? Is a season a measurement of time? What are the seasons? Do we measure time in months? What are the names of the months? What about days? What are the names of the days? We also measure in weeks. Weeks are how many days long? How about hours? How many in a day? How about minutes? How many minutes in an hour?

We need to track time and there are many different ways that we can do that.

Content (the "Meat")

Problem of the Day

Jorge has 4 nickels. Does she have enough to purchase a candy bar that costs a quarter? 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
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

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

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, 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.

student become the teacher

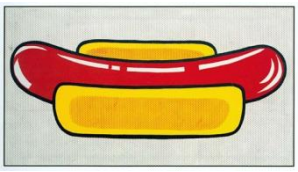
Math Vocabulary

Word for Today: analog

Description: The word analog is a reference to a type of clock. It is a clock that has a face with the numbers 1-12 on it. It has hands that move to show the time. It has a long hand which is a minute tracking hand and a short hand which is an hour tracking time. Analog clock require that you learn how to read the time that the two hands are pointing to.

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

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

Telling Time

Today you are going to work with children on telling time by looking at analog clock. Draw several clocks (circles) on the board.
Work through the process of placing the numbers on the clock face. Discuss how the longer hand points to the minutes and the short hand points to the hour. Discuss that when the large hand is pointing to the 12 it means that there are 0 minutes (also talk about that there are 60 minutes in 1 hour). Today you are going to focus on telling time to the hour.

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

Pass out copies of Worksheet #1 to each pair of students. You will need to get this worksheet by going to the website at Have them work through the worksheet together. Have children transfer the analog time from the worksheet to the digital clock worksheet provided.	

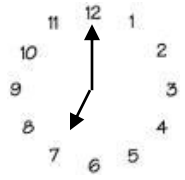
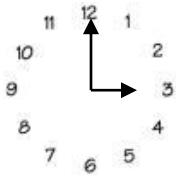
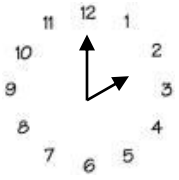
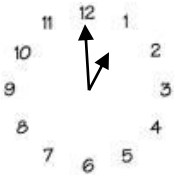
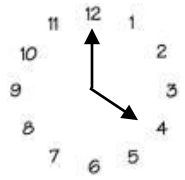
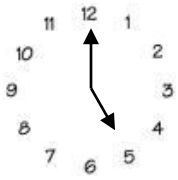
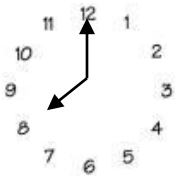
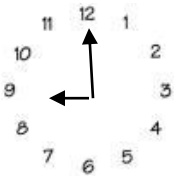
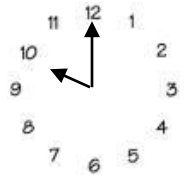
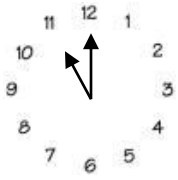
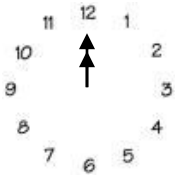
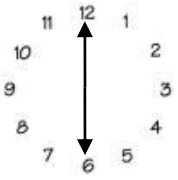
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What would you like to do more of the next time we do math? What is a number? What is a letter? Are they the same?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

1st Grade

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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Telling Time to the Half Hour #1
Focus:	Telling Time

Materials:

White boards
Crayolas
Socks

Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the ways that we measure time? Is a season a measurement of time? What are the seasons? Do we measure time in months? What are the names of the months? What about days? What are the names of the days? We also measure in weeks. Weeks are how many days long? How about hours? How many in a day? How about minutes? How many minutes in an hour?

We need to track time and there are many different ways that we can do that.

Content (the "Meat")

Problem of the Day

Look at the graph below. Which cookie is the most well-liked? How do you know?

Sugar					
Chocolate					
Coconut					
Date					

Fact Practice

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

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

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

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 7, 7, and 14.
Have students write the entire Fact Family on the white board.

7 + 7 = 14
7 + 7 = 14
14 – 7 = 7
14 – 7 = 7

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 7, 7, and 14. Share with students that this fact is a double—the addends are the same.

student become the teacher

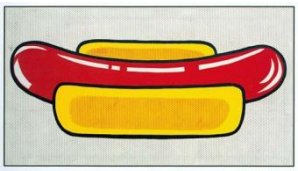
Math Vocabulary

Word for Today: digital

Description: The term digital refers to a type of clock that has the numbers written on the face of the clock in the same way that you would write it yourself. If it is twelve o'clock, a digital clock would read: 12:00. If it were three o'clock, the digital clock would read: 3:00. If the time is to the half hour, in other words if it was four thirty, a digital clock would look like this: 4:30. Since there are 60 minutes in an hour, ½ hour would be 30 minutes.

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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Vocabulary Notebooks can be made from ½ of a composition book

Activity

Telling Time

Focus on having young people "compete" in pairs or

Today you are going to work with children on telling time by looking at analog clock. Draw several clocks (circles) on the board. Work through the process of placing the numbers on the clock face. Discuss how the longer hand points to the minutes and the short hand points to the hour. Discuss that when the large hand is pointing to the 12 it means that there are 0 minutes (also talk about that there are 60 minutes in 1 hour). Today we are going to focus on telling time to the ½ hour. Discuss that since the 6 is ½ way around the clock it is called the ½ hour. Share with children that ½ of 60 minutes is 30 minutes and that this is why we call the ½ hour thirty—for the 30 minutes in a ½ hour. Pass out copies of Worksheet #3 to each pair of students. Have them work through the worksheet together. Have children transfer the analog time from the worksheet to the digital clock worksheet provided.	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!)

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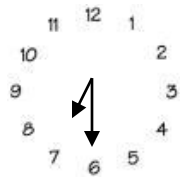
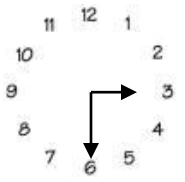
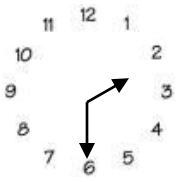
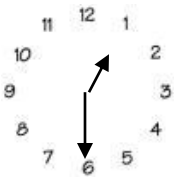
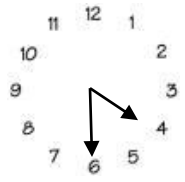
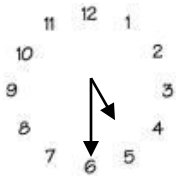
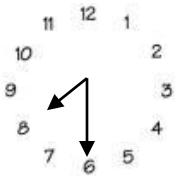
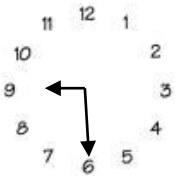
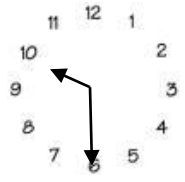
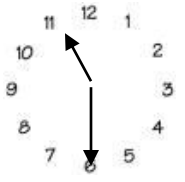
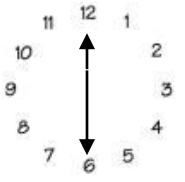
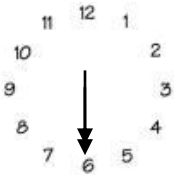
Consult 4 Kids Lesson Plans

1st Grade

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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Telling Time to the Hour and Half Hour
Focus:	Telling time

Materials:

White boards
Crayolas
Socks
decks of cards with face cards and jokers removed
Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the ways that we measure time? Is a season a measurement of time? What are the seasons? Do we measure time in months? What are the names of the months? What about days? What are the names of the days? We also measure in weeks. Weeks are how many days long? How about hours? How many in a day? How about minutes? How many minutes in an hour?

We need to track time and there are many different ways that we can do that.

Content (the "Meat")

Problem of the Day

Draw a picture that will illustrate the number sentence below. Explain your picture.

7 – 3 = 4

Fact Practice

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

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

Today you will introduce this activity and begin with the Fact Family of 7, 8 and 15.

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

7 + 8 = 15
8 + 7 = 15
15 – 7 = 8
15 – 8 = 7

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 7, 8 and 15.

student become the teacher

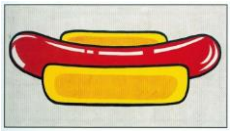
Math Vocabulary

Word for Today: ½ hour

Description: The term ½ hour refers to 30 minutes which is half of an hour. A lot of TV shows are just ½ hour long. The may last from 7:00 – 7:30 for example. That means that you could watch two different programs in 1 hour, each one taking ½ of the time.

Complete an entry for ½ hour in your Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

Telling Time

Today we will review both hour and ½ hour time with a game of concentration.

Time Match

Directions:

1. Divide students into pairs
2. Give each pair a set of Time Match Cards
3. Shuffle the Time Match Cards and place them in a grid that is 4 cards by 4 cards, face down

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

4. Player 1 turns over two cards, if they match then player removes the cards and places two new cards in the vacant spaces 5. Player 2 then takes a turn 6. When all the cards have been matched the game is over.	

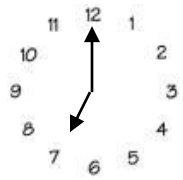
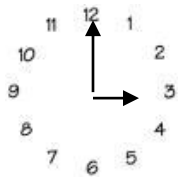
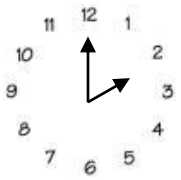
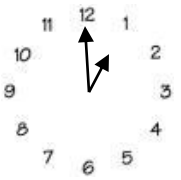
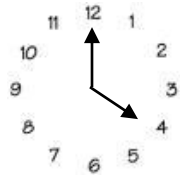
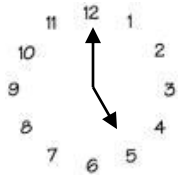
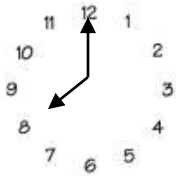
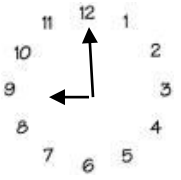
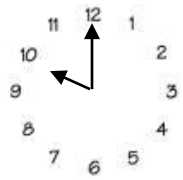
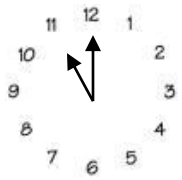
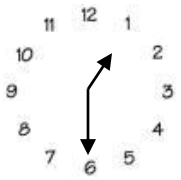
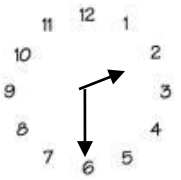
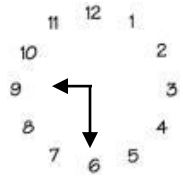
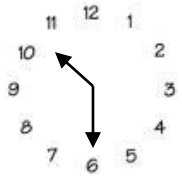
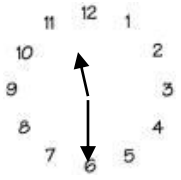
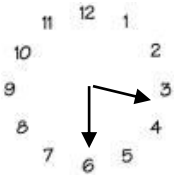
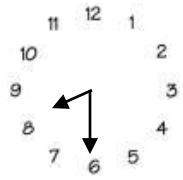
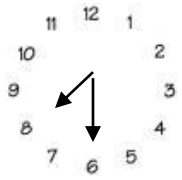
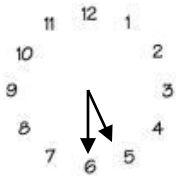
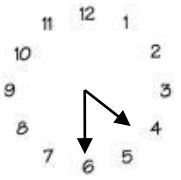
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? How can you use the information from today in school tomorrow?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

1st Grade

Consult 4 Kids Lesson Plans

9:00	9:30	10:00	10:30
11:00	11:30	8:00	8:30
1:00	1:30	2:00	2:30
3:00	3:30	4:00	4:30
5:00	5:30	7:00	7:30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	How Much? #1
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of this lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many pennies in $1.00. How many dimes in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00?

Content (the "Meat")

Problem of the Day

Draw a picture of a clock that shows that your favorite television show begins at 7:30. Tell how you know that your clock is correct.

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

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

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 7, 9, and 16.
Have students write the entire Fact Family on the white board.

7 + 9 = 16
9 = 7 = 16
16 – 7 = 9
16 – 9 = 7

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 7, 9 and 16..

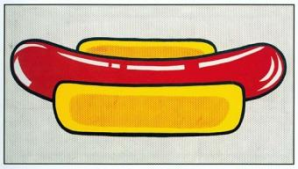
Math Vocabulary

Word for today: coin

Description: the term coin refers to money around the world that it is made out of metal. It is not paper money. A coin is round and in some countries it will have a hole in the middle. A coin can also be called change. In the United States the four most common coins are the penny, the nickel, the dime, and the quarter. Each of these has a different value.
Ask children to share the value of each of these coins with you.

Have children complete the vocabulary notebook for the word coin.

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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)

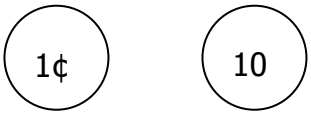
Vocabulary Notebooks can be made from ½ of a composition book

Activity

Money

The focus for the next 7 days will be money, combining both bills and coins, understanding the decimal point and how this is all compared to 100 cents in a dollar.
There are four main coins that we use in the United States. They are the penny, the nickel, the dime and the quarter. We also have a 50¢ piece and a silver dollar, but those are not used as often as the other four coins. Each coin has a front (called the head) and a back (called the tail). A penny is worth 1¢, a nickel is worth 5¢, a dime is worth 10¢, and a quarter is worth 25¢. These values are all in comparison with the 100¢ it takes to make a dollar.
Work through several examples of counting money with the children. Draw the coins by drawing a circle and writing the value of the coin inside. For example:

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



Once the students have practiced they are ready to participate in the activity.

How Much?

Directions:

1. Divide the students into pairs
2. Give each pair a deck of How Much cards
3. Player 1 selects a card and determines the value of the coins on the card in cents.
4. Player 2 repeats the process
5. Activity is over when all of the cards have been selected.

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!)

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

1st Grade How Much?

_____¢	_____¢
_____¢	_____¢
_____¢	_____¢
_____¢	_____¢
	_____¢

CONSULT 4 KIDS

Consult 4 Kids Lesson Plans

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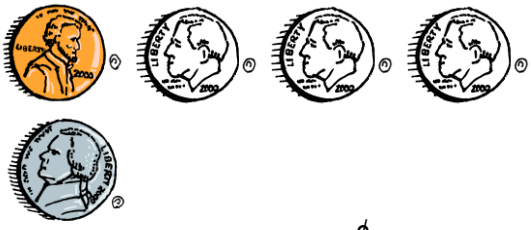

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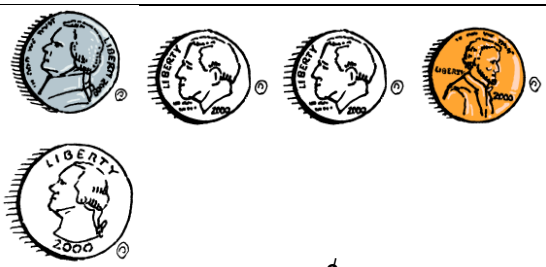

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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	How Much? #2
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many pennies in $1.00. How many dimes in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00?

Content (the "Meat")

Problem of the Day

Is it possible or impossible that there will be a cloud in the sky tomorrow? Explain your thinking.

Fact Practice

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other

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

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 8, 8 and 16.
Have students write the entire Fact Family on the white board.

8 + 8 = 16
8 + 8 = 16
16 – 8 = 8
16 – 8 = 8

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 8, 8, and 16.

student become the teacher

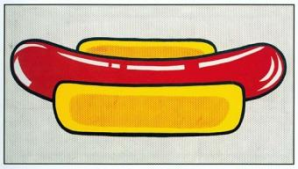
Math Vocabulary

Word for today: value

Description: The term value refers to how much something is worth. We place a value on things and you can generally figure the value in terms of money. For example, you might spend $1.00 for a candy bar and get some change back, but is you were going to buy a pair of shoes, you would probably need at least $10.00 to $20.00. In the United States we believe that there is more value in a pair of shoes than in a candy bar. Think about some common items that you have at your house. What is the value of each of those when it comes to money? Which is considered more valuable?

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

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

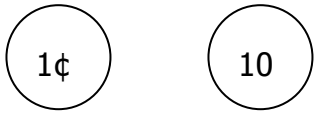
Activity

Money

There are four main coins that we use in the United States. They are the penny, the nickel, the dime and the quarter. We also have a 50¢ piece and a silver dollar, but those are not used as often as the other four coins. Each coin has a front (called the head) and a back (called the tail). A penny is worth 1¢, a nickel is worth 5¢, a dime is worth 10¢, and a

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

quarter is worth 25¢. These values are all in comparison with the 100¢ it takes to make a dollar.
Work through several examples of counting money with the children. Draw the coins by drawing a circle and writing the value of the coin inside. For example:



Once the students have practiced they are ready to participate in the activity.

How Much?
Directions:

1. Divide the students into pairs
2. Give each pair a deck of How Much cards
3. Player 1 selects a card and determines the value of the coins on the card in cents.
4. Player 2 repeats the process
5. Activity is over when all of the cards have been selected.

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!)

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

1st Grade How Much?

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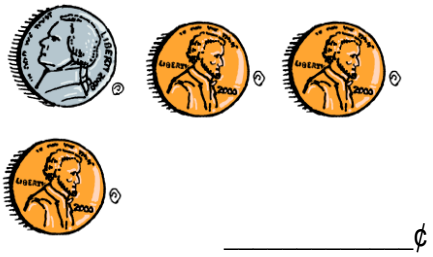 _____¢	_____¢
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CONSULT 4 KIDS

Consult 4 Kids Lesson Plans

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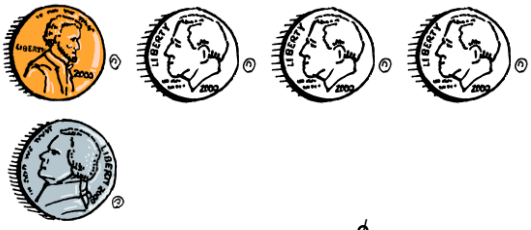

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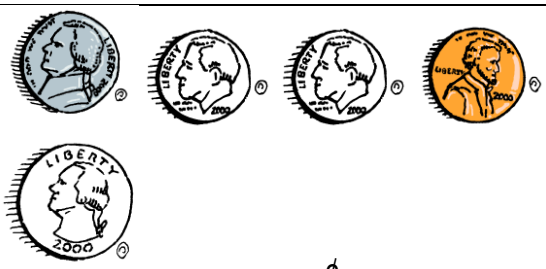

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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Going Shopping #1
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of this lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many nickels in $1.00. How many quarters in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00? Would you rather have 3 quarters or 6 dimes? Explain your thinking.

Content (the "Meat")

Problem of the Day

What number makes this sentence true? How do you know your answer is correct?

8 - _____ = 5

Fact Practice

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

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

Today you will introduce this activity and begin with the Fact Family of 8, 9 and 17

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

8 + 9 = 17
9 + 8= 17
17 – 8 = 9
17 – 9 = 8

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 8, 9, and 17

Math Vocabulary

Word for Today: quarter

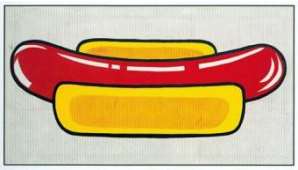
Description: Quarter is a word that we use to describe a coin in the United States that is worth $.25 or 25¢. It is called a quarter because it takes four of them to equal one dollar, each coin is worth a quarter of a dollar. Practice this Quarter Chant with the students. Then have students draw four quarters which is worth $1.00

Quarter Chant

Quarter, quarter
Big and bold
You're worth twenty-five
I am told.

Have children revisit the entry in the Vocabulary Notebook for the word **quarter**.

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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
Money

Using Coins

Focus on having young people "compete" in pairs or small groups. Once a game

Understanding how to count coins and values of combined coins, is only half of it. It is important for you to determine what you can buy with the money you have. Today we are going to do an activity that gives you an opportunity to count the coins that you have and then determine what you can buy. Demonstrate several problems with the students before they pair up to participate in the activity. **Going Shopping** **Directions:** 1. Divide students into pairs 2. Give each pair a deck of Going Shopping Cards, a Going Shopping Game Board, and a white board 3. Player 1 draws a Going Shopping Card and determines how much money he/she has 4. Player 1 then determines what he/she will purchase and places a token on that item on the game board 5. Player 2 then repeats the process 6. Game is over when all of the cards have been drawn 1. **Note:** more than one person can purchase each item.	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!)

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

1st Grade Going Shopping

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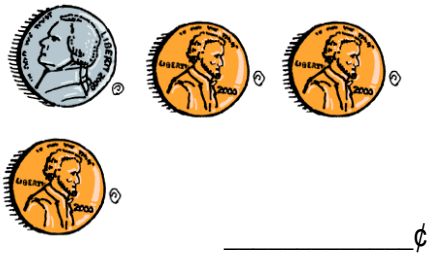 _____¢	_____¢
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Consult 4 Kids Lesson Plans

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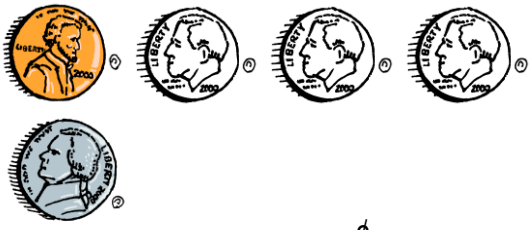 _____¢	_____¢
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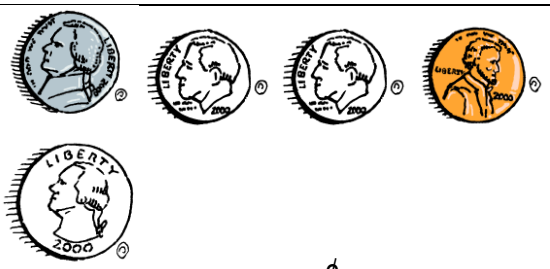
_____¢	 _____¢
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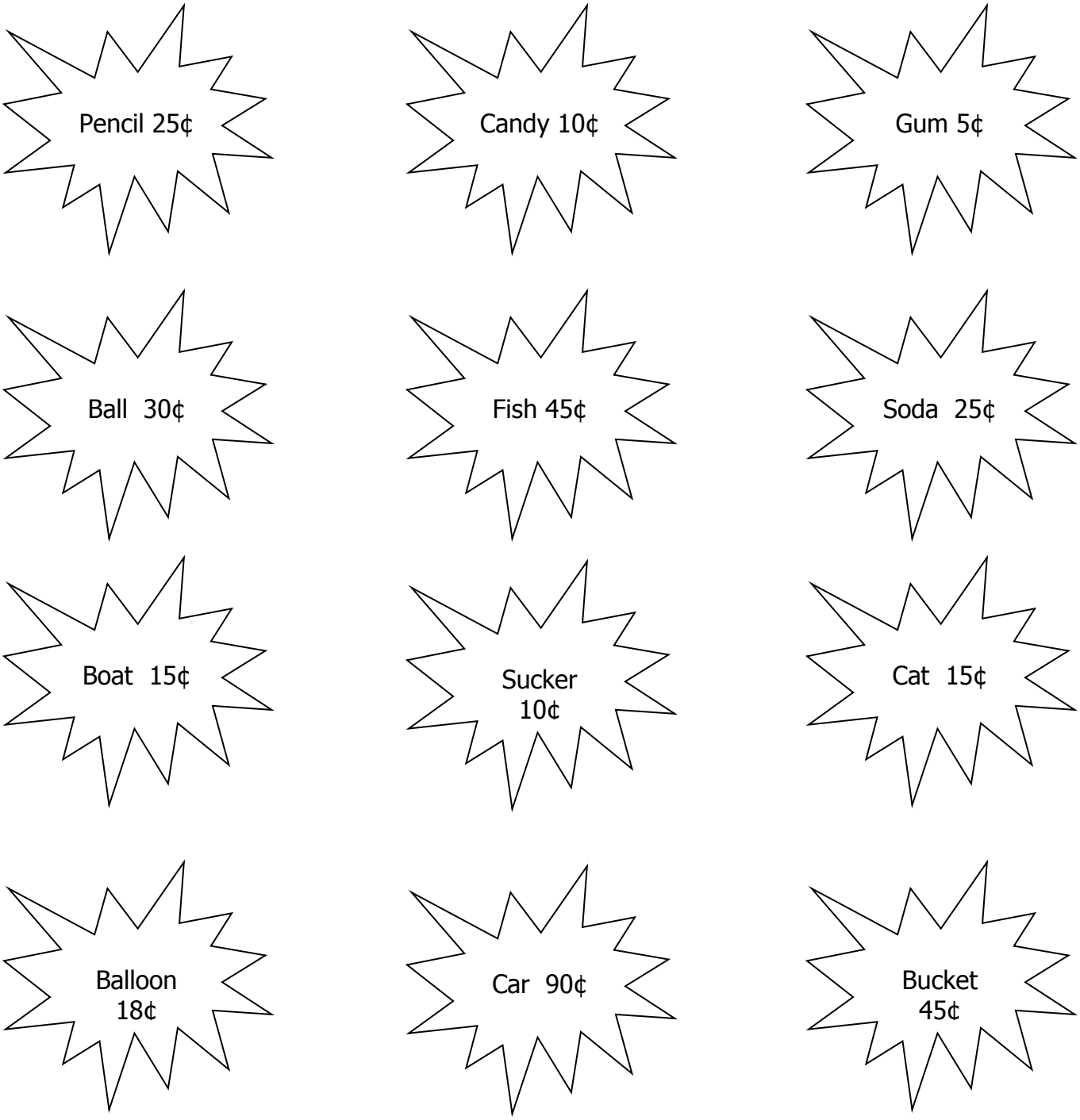
Going Shopping Game Board

Select the item that you most want. Put a token on the item you select. Be sure that you can afford the item that you select.



Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Going Shopping #2
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many nickels in $1.00. How many quarters in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00? Would you rather have 15 nickels or 8 dimes? Explain your thinking.

Content (the "Meat")

Problem of the Day

Count by 2s to 63 beginning at 27. Write the numbers that you will write down.

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 9, 9, and 18 (a double)
Have students write the entire Fact Family on the white board.

9 + 9 = 18
9 + 9 = 18
18 – 9 = 9
18 – 9 = 9

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 9, 9, and 18. Ask students to give you examples of other doubles. Ask students to tell how doubles are different than other fact families.

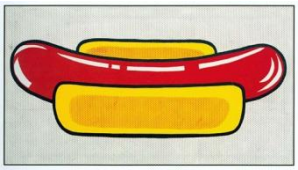
Math Vocabulary

Word for Today: nickel
Description: A nickel is coin in the United States that is equal to $.05 or 5¢. A nickel is bigger than both a dime and a penny. It takes two nickels to = one dime. It takes 5 pennies to equal one nickel. Practice this Nickel Chant with the students. Then have them draw 5 nickels (this equals a quarter—count by 5's)

Nickel Chant

Nickel, nickel
Thick and fat
You're worth five cents
I know that!

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

Money

Using Coins
Understanding how to count coins and values of combined coins, is only half of it. It is

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

important for you to determine what you can buy with the money you have. Today we are going to do an activity that gives you an opportunity to count the coins that you have and then determine what you can buy. Demonstrate several problems with the students before they pair up to participate in the activity. **Going Shopping** **Directions:** 1. Divide students into pairs 2. Give each pair a deck of Going Shopping Cards, a Going Shopping Game Board, and a white board 3. Player 1 draws a Going Shopping Card and determines how much money he/she has 4. Player 1 then determines what he/she will purchase and places a token on that item on the game board 5. Player 2 then repeats the process 6. Game is over when all of the cards have been drawn **Note:** more than one person can purchase each item.	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!)

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

1st Grade Going Shopping

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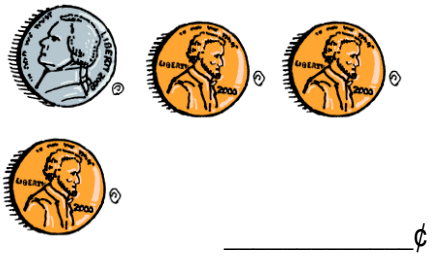 _____¢	_____¢
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Consult 4 Kids Lesson Plans

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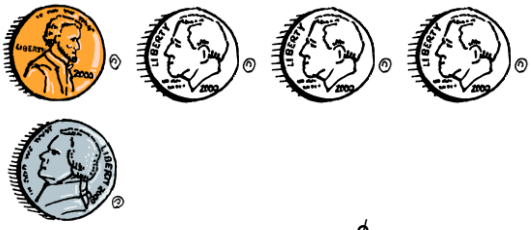

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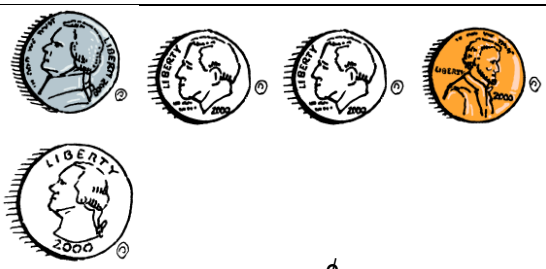

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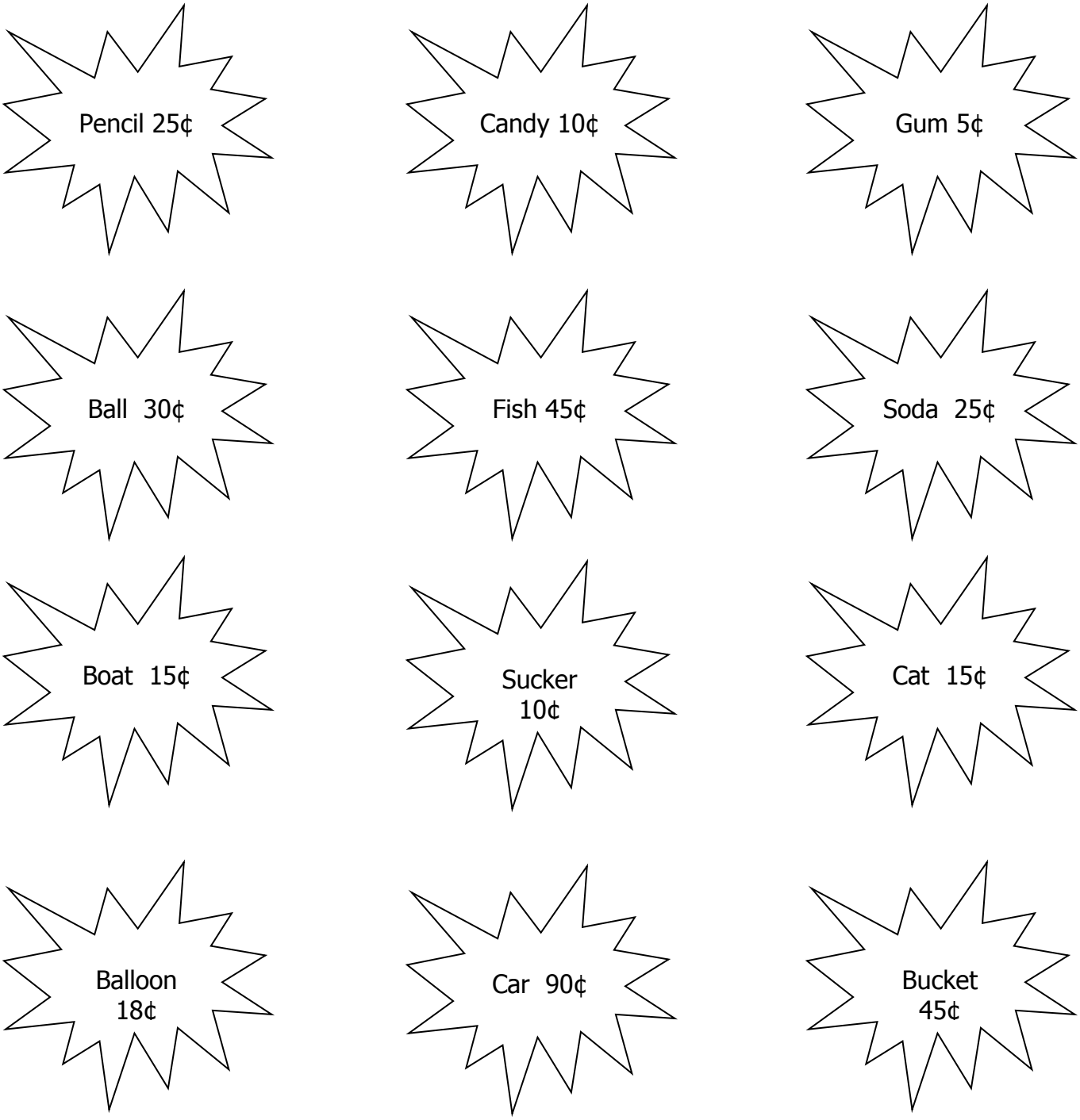
Going Shopping Game Board

Select the item that you most want. Put a token on the item you select. Be sure that you can afford the item that you select.



Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Circle the Coins #1
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of the lesson plan

Opening

State the objective

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

Focus Student's Prior Knowledge

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many nickels in $1.00. How many quarters in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00? Would you rather have 40 pennies or 8 nickels? Explain your thinking.

Content (the "Meat")

Problem of the Day

Julie has a flat shape that has four equal sides. Does Julie have a triangle or a square? 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
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

*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

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 9, 10, and 19
Have students write the entire Fact Family on the white board.

9 + 10 = 19
10 + 9 = 19
19 – 9 = 10
19 – 10 = 9

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 9, 10, and 19.

Math Vocabulary

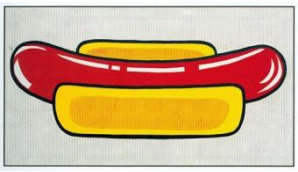
Word for Today: dime

Description: Dime is a word for a United States coin that means $.10 or 10¢. There are 10 dimes in $1.00. The dime is the smallest United States coin. Review the Dime Chant with the children.

Dime, dime
Little and thin
I remember
You're worth ten.

Have children review the Vocabulary notebook for the word "dime".

Vocabulary Notebook Sample:

New Word	**My Description**
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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
Money

Values of Coins

Understanding what coins you will need to make a purchase is incredibly important. When children have money it is important that they make wise choices about spending it. Today and tomorrow children will practice a variation of Going Shopping. This time they will select the coins that they need to purchase an item.

Circle the Coins

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. Divide students into pairs 2. Give each pair a deck of Circle the Coins Cards and a Circle the Coins Game board 3. Place the Game Board between the 2 students 4. Player 1 draws a card, looks at the price of the item and then determines which coins he/she will need to utilize to purchase the item. 5. Once a coin has been used, Player places a marker on the coin. 6. Player 2 continues with the same format 7. Game is over when there are no more coins to make the cost of the item 1. **Note:** Once a coin is used it cannot be used a second time.	

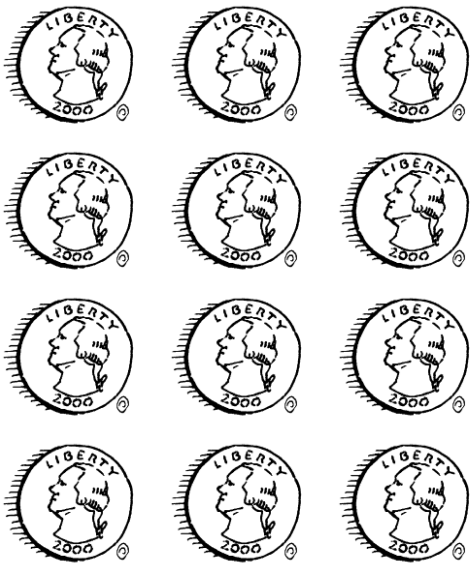
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What is a cube? How many sides does a cube have?

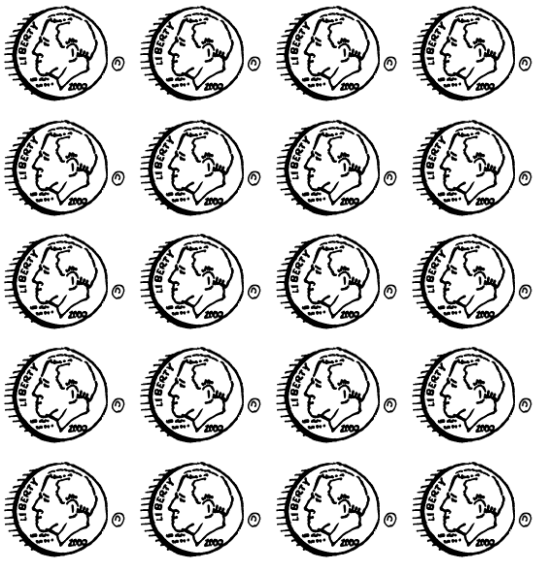
Reflection (Confirm, Tweak, Aha!)

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

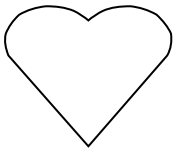
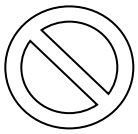
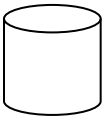
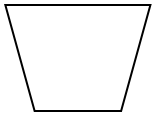
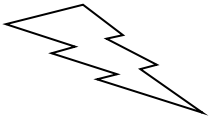
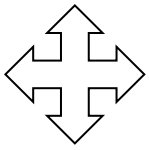
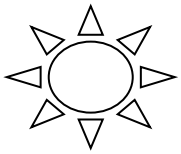
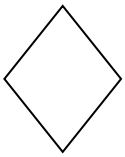
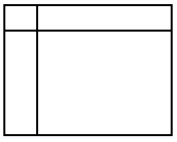
Consult 4 Kids Lesson Plans

1st Grade Circle the Coin Game Board





Consult 4 Kids Lesson Plans

 Heart Candy 37¢	 Pretzels 73¢
Happy Face Cookie 32¢	 Slinky 52¢
 Flower Pot 65¢	Deck of Cards 83¢
 Lightning Shoes 89¢	Starburst Candy 64¢
 Arrows 42¢	Gum 28¢
 Beach Toy 51¢	Blue Ribbon 47¢
 "Diamond" 39¢	 Book 76¢

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Circle the Coins #2
Focus:	Money

Materials:

White boards
Crayolas
Socks

Activity at the end of the lesson plan

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many nickels in $1.00. How many quarters in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00? Would you rather have 9 nickels or 4 dimes? Explain your thinking

Content (the "Meat")

Problem of the Day

You have nickels and pennies. Show at three ways that you can have 10¢.

5 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
3 – 1 = 2

After they have written the problem in all 4 ways they will find a partner and say, "If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 10, 10, and 20.
Have students write the entire Fact Family on the white board.

10 + 10 = 20
10 + 10 = 20
20 – 10 = 10
20 – 10 = 10

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 10, 10 and 20.

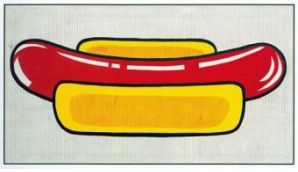
Math Vocabulary

Word for today: penny

Description: Penny is the word we use to name the United States coin that is worth $.01 or 1¢. There are 100 pennies in a dollar. The penny is made out of copper and is a brownish color. Review the Penny Chant with the students.

Penny, penny
Easily spent
Copper brown
And worth one cent

Review the entry for the word penny that is in your Vocabulary notebook.
Vocabulary Notebook Sample:

New Word	My Description
picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park
Personal Connection	**Drawing**
I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	

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

Money

Values of Coins
Understanding what coins you will need to make a purchase is incredibly important. When children have money it is important that they make wise choices about spending it. Today and tomorrow children will practice a variation of Going Shopping. This time they will select the coins that they need to purchase an item.

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

Circle the Coins **Directions:** 1. Divide students into pairs 2. Give each pair a deck of Circle the Coins Cards and a Circle the Coins Game board 3. Place the Game Board between the 2 students 4. Player 1 draws a card, looks at the price of the item and then determines which coins he/she will need to utilize to purchase the item. 5. Once a coin has been used, Player places a marker on the coin. 6. Player 2 continues with the same format 7. Game is over when there are no more coins to make the cost of the item 1. **Note:** Once a coin is used it cannot be used a second time.	

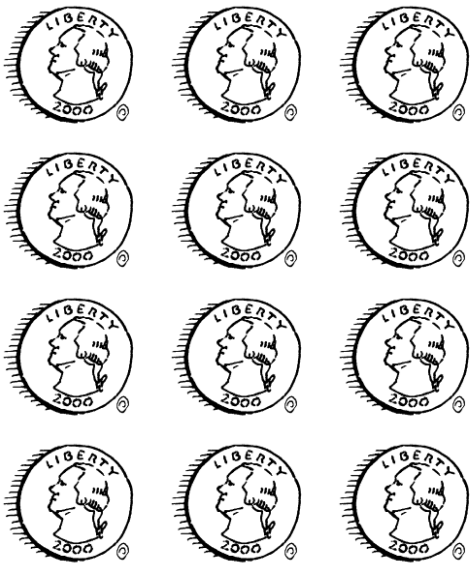
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief What did you like about what we did today in math? What do you know about a calendar? What are the names of the month? What are the names of the days of the week?

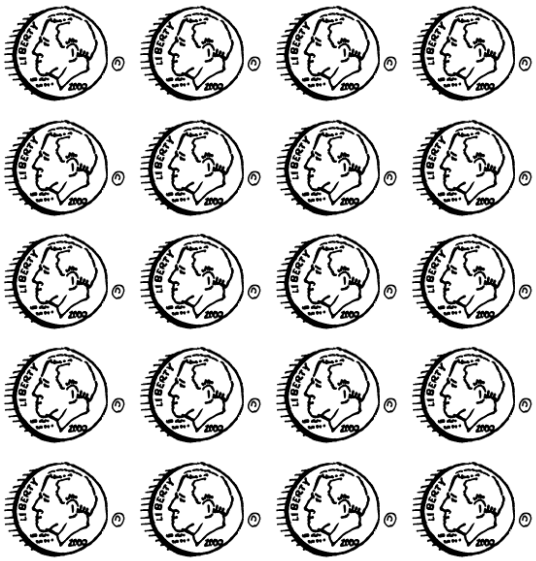
Reflection (Confirm, Tweak, Aha!)

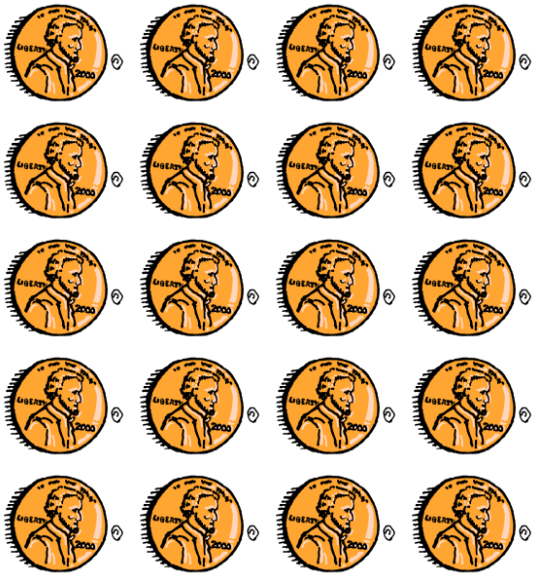
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans

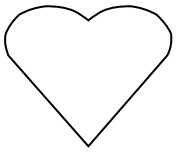
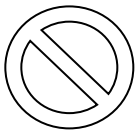
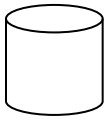
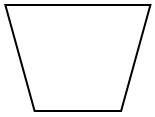
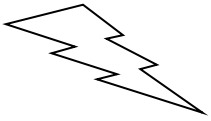
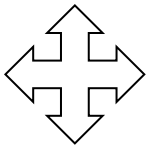
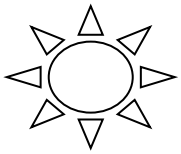
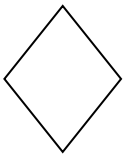
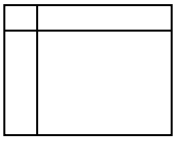
1st Grade Circle the Coin Game Board







Consult 4 Kids Lesson Plans

 Heart Candy 37¢	 Pretzels 73¢
Happy Face Cookie 32¢	 Slinky 52¢
 Flower Pot 65¢	Deck of Cards 83¢
 Lightning Shoes 89¢	Starburst Candy 64¢
 Arrows 42¢	Gum 28¢
 Beach Toy 51¢	Blue Ribbon 47¢
 "Diamond" 39¢	 Book 76¢

Consult 4 Kids Lesson Plans

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

Materials:

White boards
Crayolas
Socks
Materials for games played the past 10 days

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 money? What are the names of the most commonly used coins in the United States. What does it mean when someone asks you if you have any change? Which of our coins is largest? Which is smallest? How many nickels in $1.00. How many quarters in $1.00. What is the difference between these two symbols: $ and ¢? What is something that you can buy for $1.00? Would you rather have 3 quarters or 6 dimes and 3 nickels? Explain your thinking

Content (the "Meat")

Problem of the Day

Write the number that comes both before and after the following number. Tell how you know you are correct.

_____ **29** _____

Fact Practice

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other

Activity → Teachable Moment(s) *throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response. **Today** you will introduce this activity and begin with the Fact Family of 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 is review day. Students will be able to select from the Fraction Games you played for the last 10 days. Ask students to select from: **Time Match** **How Much?** **Going Shopping** **Circle the Coins**	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!)

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