Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Subtraction #1
Focus:	Subtraction

Materials:

White boards   dice (3 for each pair)

Crayolas

Socks (for erasers)

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 subtraction? What does it mean when we say minus or take away? When do you use subtraction? Write a number sentence that shows subtraction. Say the problem aloud to a partner.

Content (the "Meat")

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

Problem of the Day
You have 6 dogs. Each dog has 2 ears. How many ears do you have? Draw a picture to show your answer.
 	
Fact Practice
Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.
 	
     $1 + 2 = 3$
     $2 + 1 = 3$
     $3 - 2 = 1$
     $3 - 1 = 2$
 	
After they have written the problem in all 4 ways they will find a partner and say,
"If $1 + 2 = 3$, then $2 + 1 = 3$".
The other student will respond with "Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 9, 8 and 17.
Have students write the entire Fact Family on the white board.
   $9 + 8 = 17$
	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.

8 + 9 = 17
17 – 9 = 8
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	It is important to review academic math vocabulary often throughout the day.

Word for Today: minus

Description: The term means subtraction. It is represented by the symbol -. This symbol lets you know that there is a total and that you are going to remove part of that total. In subtraction the answer will tell you the difference between what you started with and what you end up with after you have taken something away.

Vocabulary Notebook Sample:

New Word	**My Description**
minus	when you take something away you minus it
Personal Connection	**Drawing**
It is easier to do a plus problem than a minus problem	

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

Side column (Math Vocabulary):

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

Subtraction

Subtraction is a math process that starts with a total and then takes a specified amount away from the total and then finds the difference. When items are subtracted it does not mean that the items are necessarily destroyed, but it does mean that they are in another place, or eaten (if you are talking about cookies), etc.

When you subtract it is important that students understand that the largest number is on the top as the subtrahend. The minuend tells you the amount you are going to reduce the total by. The difference is the end results.

Work with students on subtraction problems by writing them on the board and talking them through it. You are going to subtract from a two digit number. Be certain that there is **NO** regrouping. Explain to students that they begin subtracting in the ones column, the column furthest to the right, and then work their way across to the left.

Subtraction
Directions:
1. Divide students into pairs.
2. Give each pair a Subtraction Card, white boards and a Subtraction Game

Side column (Activity):

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Board.
3. Together, students work the problems one at a time on the Subtraction Card.
4. Pair then locates the answer on the Subtraction Game Board and crosses it out.
5. Game is over when all numbers have been crossed out.

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 Subtraction

68 -41	78 -32	49 -27	89 -21
29 -12	58 -23	59 -14	29 -10
39 -24	68 -26	79 -20	67 -14
77 -33	29 -23	29 -14	38 -17

1st Grade Game Board

27	46	22	67
17	35	45	19
15	42	59	53
44	6	15	21

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Subtraction #2
Focus:	Subtraction

Materials:

White boards   dice (3 for each pair)

Crayolas

Socks   (for erasers)

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 subtraction? What does it mean when we say minus or take away? When do you use subtraction? Write a number sentence that shows subtraction. Say the problem aloud to a partner.

Content (the "Meat")

Problem of the Day

John a 1 dime, 1 nickel and 3 pennies. He says he has 23¢. Is he right? 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 through his/her cards (of course we hope they remember without looking) and gives the correct response.

Today you will introduce this activity and begin with the Fact Family of 3, 9, and 12.

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

$3 + 9 = 12$

*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.

9 + 3 = 12
12 – 3 = 9
12 – 9 = 3

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 3, 9, and 12.

Math Vocabulary

Word for Today: minus

Description: The term means subtraction. It is represented by the symbol -. This symbol lets you know that there is a total and that you are going to remove part of that total. In subtraction the answer will tell you the difference between what you started with and what you end up with after you have taken something away.

Vocabulary Notebook Sample:

New Word	**My Description**
minus	when you take something away you minus it
Personal Connection	**Drawing**
It is easier to do a plus problem than a minus problem	

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

Subtraction

Subtraction is a math process that starts with a total and then takes a specified amount away from the total and then finds the difference. When items are subtracted it does not mean that the items are necessarily destroyed, but it does mean that they are in another place, or eaten (if you are talking about cookies), etc.

When you subtract it is important that students understand that the largest number is on the top as the subtrahend. The minuend tells you the amount you are going to reduce the total by. The difference is the end results.

Work with students on subtraction problems by writing them on the board and talking them through it. You are going to subtract from a two digit number. Be certain that there is **NO** regrouping. Explain to students that they begin subtracting in the ones column, the column furthest to the right, and then work their way across to the left.

Subtraction
Directions:
1. Divide students into pairs.
2. Give each pair a Subtraction Card, white boards and a Subtraction Game Board.
3. Together, students work the problems one at a time on the Subtraction Card.
4. Pair then locates the answer on the Subtraction Game Board and crosses it out.

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.

5. Game is over when all numbers have been crossed out.

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.

1st Grade Subtraction

68 -41	78 -32	49 -27	89 -21
29 -12	58 -23	59 -14	29 -10
39 -24	68 -26	79 -20	67 -14
77 -33	29 -23	29 -14	38 -17

1st Grade Game Board

27	46	22	67
17	35	45	19
15	42	59	53
44	6	15	21

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Ins and Outs #1
Focus:	Addition and Subtraction

Materials:
White boards   Activity at the end of the lesson plan Crayolas Socks

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

When you add and subtract, there can be rules that will help you have a pattern. For example, if you have the numbers 3, 4, and 5, and the rule for the pattern is to add 6, you would end up with 9, 10, and 11. If the rule for the pattern is to subtract 1, you would end up with 2, 3, and 4.

Content (the "Meat")

Problem of the Day 4 + 4 = 8 is a doubles fact. Write 3 other doubles	***Activity → Teachable Moment(s)** *throughout*

Fact Practice
Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.
    1 + 2 = 3
    2 + 1 = 3
    3 – 2 = 1
    3 – 1 = 2
After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
	During the lesson check in with students repeatedly.
	
	Check in about what is happening and what they are thinking.
	
	Take advantage of any teachable moments.
	
	Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.
	
	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Today you will introduce this activity and begin with the Fact Family of 4, 5, and 9
Have students write the entire Fact Family on the white board.

$4 + 5 = 9$

$5 + 4 = 9$

$9 – 4 = 5$

$9 – 5 = 4$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.
Remember that today they are only doing the Fact Family of 4, 5, and 9. Share with students that this fact is a double—the addends are the same.

Math Vocabulary

Word for Today: minus

Description: The term minus refers to the sign that indicates you need to subtract. It is a straight line. When you minus one number from another, you make the larger number less by the second number that you say after the word minus. We would read a math problem like this: 5 minus 3 equals 2. We would write it $5 – 3 = 2$

Have children complete the Vocabulary notebook.

Vocabulary Notebook Sample:

New Word	My Description
minus	Minus means to make less by a certain number
Personal Connection	**Drawing**
I am 8 years old. My brother is 3. $8 – 3 = 5$, and I am 5 years older.	minus

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

Ins and Outs

Doing addition is like knowing that if you put something "in" and you apply a rule to it, you will have an "out" that creates a pattern. For example: if you put "in" the number 25 and you apply the rule "add 10", then you will get 35 "out". The reverse of this, subtraction, would be to start with an "out", reverse the rule (if it says add 10 then you would reverse that to subtract 10) and you would have the amount that was put in to begin with.

Understanding this process helps students understand that addition and subtraction are reciprocal processes.

Work several problems on the board with students. Set them up in the same format as the problems that they will be doing in the exercise.

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.

In or Out #1
Directions:
1. Divide students into pairs.
2. Give each pair an In or Out Board, and white boards.
3. Working together, pair solves each of the In or Out Board problems.
4. When In or Out Board is complete, pair joins with another pair and shares answers.

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)
4. Ask them to comment on something (if anything) they have learned today that was brand new to them.

1st Grade In Or Out #1

Rule: +5

In	Out
10	
25	
50	

Rule: +10

In	Out
10	
25	
50	

Rule: -5

In	Out
10	
25	
50	

Rule: +5

In	Out
10	
	25
50	

Rule: +10

In	Out
30	
	25
46	

Rule: -5

In	Out
30	
	25
46	

Rule: -5

In	Out
16	
	83
48	

Rule: -10

In	Out
14	
	58
21	

Rule: +5

In	Out
54	
	86
42	

Rule: +6

In	Out
63	
	30
	12

Rule: +5

In	Out
	19
	36
84	

Rule: -3

In	Out
42	
	29
	60

Rule: +7

In	Out
10	
25	
50	

Rule: +4

In	Out
60	
	72
50	

Rule: -9

In	Out
90	
	72
16	

Component	Math
Grade Level:	First Grade
Lesson Title:	In and Out #2
Focus:	Addition and Subtraction

Materials:

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

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

When you add and subtract, there can be rules that will help you have a pattern. For example, if you have the numbers 3, 4, and 5, and the rule for the pattern is to add 6, you would end up with 9, 10, and 11. If the rule for the pattern is to subtract 1, you would end up with 2, 3, and 4. Do several examples of "ins and outs" on the board, inviting children to come to the board and complete the work.

Content (the "Meat")

Problem of the Day Look at the Venn Diagram below. If you want to write the letter V, where will you put it? How do you know that you are correct? A M P O S straight lines curves	***Activity → Teachable Moment(s)** *throughout* During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
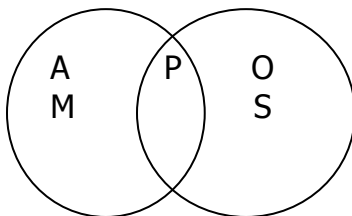
Fact Practice

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

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

3 – 1 = 2

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

"If 1 + 2 = 3, then 2 + 1 =3".

The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.

Today you will introduce this activity and begin with the Fact Family of 5, 9 and 14.

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

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

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

Then have children find a partner and practice the conversation. Do this at least 4 times.

Remember that today they are only doing the Fact Family of 5, 9, and 14.

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

Word for Today: difference

Description: The term difference is the word we use to talk about the answer in an subtraction problem. When you subtract the numbers 9 - 6 you will have a difference of 3. This answer is the difference. Complete an entry for sum in your Vocabulary Notebook.

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

Complete the Vocabulary notebook for each word.

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

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

Vocabulary Notebook Sample:

New Word	**My Description**
difference	the answer when you subtract
Personal Connection	**Drawing**
The difference between 9 and 6 is three.	9 - 6 = 3

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

Activity	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Ins and Outs

Doing addition is like knowing that if you put something "in" and you apply a rule to it, you will have an "out" that creates a pattern. For example: if you put "in" the number 25 and you apply the rule "add 10", then you will get 35 "out". The reverse of this, subtraction, would be to start with an "out", reverse the rule (if it says add 10 then you would reverse that to subtract 10) and you would have the amount that was put in to begin with.

Understanding this process helps students understand that addition and subtraction are reciprocal processes.

Work several problems on the board with students. Set them up in the same format as the problems that they will be doing in the exercise.

In or Out #2
Directions:
1. Divide students into pairs.
2. Give each pair an In or Out Board, and white boards.
3. Working together, pair solves each of the In or Out Board problems.
4. When In or Out Board is complete, pair joins with another pair and shares answers.

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.

1st Grade In Or Out #2

Rule: +5	
In	Out
10	
25	
50	

Rule: +10	
In	Out
10	
25	
50	

Rule: -5	
In	Out
10	
25	
50	

Rule: +5	
In	Out
10	
	25
50	

Rule: +10	
In	Out
30	
	25
46	

Rule: -5	
In	Out
30	
	25
46	

Rule: -5	
In	Out
16	
	83
48	

Rule: -10	
In	Out
14	
	58
21	

Rule: +5	
In	Out
54	
	86
42	

Rule: +6	
In	Out
63	
	30
	12

Rule: +5	
In	Out
	19
	36
84	

Rule: -3	
In	Out
42	
	29
	60

Rule: +7	
In	Out
10	
25	
50	

Rule: +4	
In	Out
60	
	72
50	

Rule: -9	
In	Out
90	
	72
16	

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Ins and Outs #3
Focus:	Addition and Subtraction

Materials:

White boards   Activity at the end of this lesson plan

Crayolas

Socks (for erasers)

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

When you add and subtract, there can be rules that will help you have a pattern. For example, if you have the numbers 13, 15, and 17, and the rule is plus 5, you will end up with 18, 20 and 22. What would the answers be if you had the same rule and you started with number 19, 21, and 23.   If the rule for the pattern is to subtract 8, and you began with 13, 15, and 17, what would you end up with? Do several other examples of "ins and outs" on the board, inviting children to come to the board and complete the work.

Content (the "Meat")

Problem of the Day There are two bags with marbles in them. Each bag has 6 marbles. How many marbles are there all together? Draw your answer.	***Activity → Teachable Moment(s)** *throughout*

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
	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 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.

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

Word for today: subtraction

Description: The term subtraction refers to an operation in math where you start with a total and then take some of it away and then you find out how much you have left. Subtraction is the opposite of addition.

Have children complete the vocabulary notebook for the word context.

Vocabulary Notebook Sample:

New Word	My Description
subtraction	taking something away from a total
Personal Connection I like to do subtraction problems.	**Drawing** subtract

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	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.

Ins and Outs

Doing addition is like knowing that if you put something "in" and you apply a rule to it, you will have an "out" that creates a pattern. For example: if you put "in" the number 25 and you apply the rule "add 10", then you will get 35 "out". The reverse of this, subtraction, would be to start with an "out", reverse the rule (if it says add 10 then you would reverse that to subtract 10) and you would have the amount that was put in to begin with.

Understanding this process helps students understand that addition and subtraction are reciprocal processes.

Work several problems on the board with students. Set them up in the same format as the problems they will be doing in the exercise.

In or Out #3

Directions:

1. Divide students into pairs.
2. Give each pair an In or Out Board, and white boards.
3. Working together, pair solves each of the In or Out Board problems.
4. When In or Out Board is complete, pair joins with another pair and shares answers.

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.

Consult 4 Kids Lesson Plans

1st Grade In Or Out #3

Rule: +5	
In	Out
40	
32	
61	

Rule: +10	
In	Out
25	
42	
36	

Rule: -5	
In	Out
18	
27	
71	

Rule: +5	
In	Out
23	
	90
46	

Rule: +10	
In	Out
22	
	54
78	

Rule: -5	
In	Out
16	
	48
51	

Rule: -5	
In	Out
11	
	78
69	

Rule: -10	
In	Out
43	
	78
32	

Rule: +5	
In	Out
66	
	49
50	

Rule: +6	
In	Out
71	
	44
	18

Rule: +5	
In	Out
	29
	44
71	

Rule: -3	
In	Out
67	
	14
	59

Rule: +7	
In	Out
34	
	71
52	

Rule: +4	
In	Out
45	
	66
58	

Rule: -9	
In	Out
78	
	46
29	

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Ins and Outs #4
Focus:	Addition and Subtraction

Materials:	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks (for erasers)	

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

When you add and subtract, there can be rules that will help you have a pattern. For example, if you have the numbers 13, 15, and 17, and the rule is plus 10, you will end up with 23, 25, and 27. What would the answers be if you had the same rule and you started with number 19, 21, and 23.   If the rule for the pattern is to subtract 2, and you began with 11, 13, 15, and 17, what would you end up with? Do several other examples of "ins and outs" on the board, inviting children to come to the board and complete the work.

Content (the "Meat")

Problem of the Day	*Activity → Teachable Moment(s) *throughout*
Look at the table below. The table shows how many cookies Martin ate each day. How many cookies do you think Martin will eat on Friday if he follows the pattern of the other days?	During the lesson check in with students repeatedly.

Day	M	T	W	Th	F
#	2	3	4	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

Activity → Teachable Moment(s) throughout:
During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other
students every day. On the 5th day, you will utilize all 4 problems from the days before, and
the conversation will follow the pattern, but the second responder will need to quickly look
through his/her cards (of course we hope they remember without looking) and gives the
correct response.
Today you will introduce this activity and begin with the Fact Family of 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: number sentence

Description: The term number sentence refers to the problem that we write that
demonstrates the math for the story we read. A number sentence can look like this: 8 – 3
= 5 is a number sentence. The story is this: Judy had 8 cookies. She gave 3 to her best
friend. How many cookies does Judy have left.   Write a number sentence for this story:
Judy has 9 flowers. She gave 4 to her grandmother. How many flowers does she have
left?

Review the entry in your Vocabulary Notebook for the word number sentence. Add
anything that you think is important.

Vocabulary Notebook Sample:

New Word	My Description
number sentence	Number sentences tell you how numbers are related
Personal Connection	**Drawing**
I had 8 pieces of candy. I game my sister 2 pieces. Now I have 6 pieces left.	8 - 2 = 6

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

Complete the Vocabulary notebook for each word.

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

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

Activity

Ins and Outs
Doing addition is like knowing that if you put something "in" and you apply a rule to it, you
will have an "out" that creates a pattern. For example: if you put "in" the number 25 and

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is

you apply the rule "add 10", then you will get 35 "out". The reverse of this, subtraction, would be to start with an "out", reverse the rule (if it says add 10 then you would reverse that to subtract 10) and you would have the amount that was put in to begin with. Understanding this process helps students understand that addition and subtraction are reciprocal processes. Work several problems on the board with students. Set them up in the same format as the problems they will be doing in the exercise. **In or Out #4** <u>**Directions:**</u> 1. Divide students into pairs. 2. Give each pair an In or Out Board, and white boards. 3. Working together, pair solves each of the In or Out Board problems. 4. When In or Out Board is complete, pair joins with another pair and shares answers.	Complete" center.

Closing

Review

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

Debrief

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

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

What are the different shapes that you made with the marshmallows and toothpicks

Where can you find those shapes in the world?

Reflection (Confirm, Tweak, Aha!)
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 In Or Out #4

Rule: +6

In	Out
10	
25	
50	

Rule: +2

In	Out
10	
25	
50	

Rule: -7

In	Out
10	
25	
50	

Rule: +10

In	Out
10	
	25
50	

Rule: +3

In	Out
30	
	25
46	

Rule: -8

In	Out
30	
	25
46	

Rule: -7

In	Out
16	
	83
48	

Rule: -6

In	Out
14	
	58
21	

Rule: +2

In	Out
54	
	86
42	

Rule: +4

In	Out
63	
	30
	12

Rule: +1

In	Out
	19
	36
84	

Rule: -8

In	Out
42	
	29
	60

Rule: +3

In	Out
10	
25	
50	

Rule: +7

In	Out
60	
	72
50	

Rule: -10

In	Out
90	
	72
16	

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Puzzles #1
Focus:	Addition and Subtraction

Materials:	
White boards	Activity at the end of this lesson plan
Crayolas	
Socks (use as erasers)	

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 is an analog clock? How many numbers are on the clock face? Name 5 different shapes. On your white board, draw those shapes. What number comes before 13? What number comes after?

Content (the "Meat")

Problem of the Day	***Activity → Teachable Moment(s)** *throughout*
Mr. Smith has 9 boys and 7 girls in his class. He has 16 soccer balls. Does Mr. Smith have enough soccer balls to have one for each student?	During the lesson check in with students repeatedly.
Fact Practice	Check in about what is happening and what they are thinking.
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.	Take advantage of any teachable moments.
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.	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.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.

$1 + 2 = 3$
$2 + 1 = 3$
$3 - 2 = 1$
$3 - 1 = 2$

After they have written the problem in all 4 ways they will find a partner and say,
"If $1 + 2 = 3$, then $2 + 1 = 3$".
The other student will respond with "Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 8, 9 and 17.
Have students write the entire Fact Family on the white board.

Teachable Moment column (right):
When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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

Word for Today: minuend

Description: The term minuend is used to describe the total in a subtraction problem that you are subtracting from. In a number sentence, the minuend is the first number in the problem. In the problem, 6 – 2 = 4, the 6 is the minuend.

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

Vocabulary Notebook Sample:

New Word	My Description
minuend	the number you subtract from
Personal Connection	**Drawing**
In the number sentence 9 – 3 = 6, 9 is the minuend.	- 3 = 6

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

Puzzles, Puzzles, Puzzles
Puzzles can give students an opportunity to practice a variety of math operations. The next several days, pairs of students will have the opportunity to practice a variety of skills that they are developing.
Review each of the Puzzles with the students (changing the numbers so they are not just redoing when they work in their pairs). Each puzzle sheet will have 5 parts. There will be something with addition, telling time, numbers in and out/ or before/after, geometry, and counting.

Puzzles #1
Directions:
1. Divide students into pairs.
2. Give each pair a Puzzle sheet inside a sheet protector or laminated.
3. Pair works together to solve the puzzles.
4. When puzzles are finished, pair finds another pair to share work with.
5. Activity is over when all puzzles have been solved.

Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

Closing
Review
Say: • Please recap what we did today.   • Did we achieve our objectives?
Debrief
What did you like about today's lesson?   How can you use the information from today during class tomorrow?   What is one key learning you had today in math?
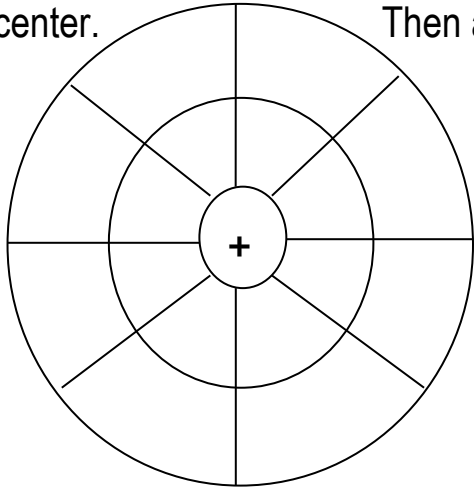
Reflection (Confirm, Tweak, Aha!)
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one 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 Puzzles #1

Write a number in the space closest to the center.   Then add.

Draw hands on the clock to show 1:30.

Fill in the numbers:

Before	Number	After
	53	
	107	
	38	
	19	

Draw the shape:

square

triangle

circle

Count by ones. Write in the missing numbers.

34, 35, 36, 37, _____, _____, _____, 41, 42, 43, _____, _____, _____, 47, 48,

49, 50, _____, _____, _____

Component	Math
Grade Level:	First Grade
Lesson Title:	Puzzles #2
Focus:	Addition and Subtraction

Materials:
White boards   Activity at the end of the lesson plan
Crayolas
Socks

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about telling time? What is an analog clock? How many numbers are on the clock face? Name 5 different shapes. On your white board, draw those shapes. What number comes before 29? What number comes after?

Content (the "Meat")

Problem of the Day	***Activity → Teachable Moment(s)** *throughout*

Here is one way to show 9. Write at least 2 other ways to show 9.
 	
$$3 + 3 + 3 = 9$$
 	
Fact Practice
Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.
     $1 + 2 = 3$
     $2 + 1 = 3$
     $3 - 2 = 1$
     $3 - 1 = 2$
After they have written the problem in all 4 ways they will find a partner and say,
"If $1 + 2 = 3$, then $2 + 1 = 3$".
The other student will respond with "Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 7, 7, and 14.
	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.

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.

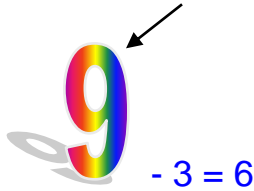Then have children find a partner and practice the conversation. Do this at least 4 times. Remember that today they are only doing the Fact Family of 7, 7 and 14. Ask students to give you examples of doubles. Ask students to tell how doubles are different than other fact families.

Math Vocabulary

Word for Today: difference

Description: The term difference is the word we use to describe the answer to a subtraction problem. The word is difference because it is very descriptive of the operation of subtraction. You start with a total, take some items away, and what you have left is the difference. Look at this problem: 7- 5 = 2. The difference is 2.

Review the entry in your Vocabulary Notebook for the word difference. Share it with a friend.

Vocabulary Notebook Sample:

New Word	My Description
difference	In subtraction the amount you have left when you subtract
Personal Connection	**Drawing**
The difference of 12 – 4 is 8. In other words, 12 is 4 more than 8 or 8 more than 4.	12 - 4 = 8

Side column:

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

Puzzles, Puzzles, Puzzles

Puzzles can give students an opportunity to practice a variety of math operations. The next several days, pairs of students will have the opportunity to practice a variety of skills that they are developing.

Review each of the Puzzles with the students (changing the numbers so they are not just redoing when they work in their pairs). Each puzzle sheet will have 5 parts. There will be something with addition, telling time, numbers in and out/ or before/after, geometry, and counting.

Puzzles #2

Directions:
1. Divide students into pairs.
2. Give each pair a Puzzle sheet inside a sheet protector or laminated.
3. Pair works together to solve the puzzles.
4. When puzzles are finished, pair finds another pair to share work with.

Side column:

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.
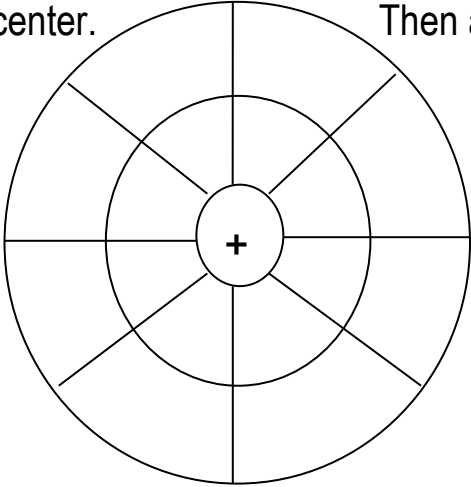
5. Activity is over when all puzzles have been solved.

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 Puzzles #2

Write a number in the space closest to the center.   Then add.

Draw hands on the clock to show 3:00.

Fill in the numbers:

In	Out
8	13
2	
14	
	25

Draw the shape:

rectangle

star

heart

Count backward by ones. Write in the missing numbers.

156, 155, 154, _____, _____, _____, _____, 149, 148,

147, _____, _____, _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Puzzles #3
Focus:	Addition and Subtraction

Materials:	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks (for erasers)	

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 telling time? What is an analog clock? Draw one and show the time 3:00. How many numbers are on the clock face? Name 5 different shapes. On your white board, draw those shapes. What number comes before 41? What number comes after?

Content (the "Meat")

	*Activity → Teachable Moment(s) *throughout*
Problem of the Day There are 4 nests and each nest has 2 eggs. How many eggs are there all together? Draw a picture.	During the lesson check in with students repeatedly.

Fact Practice
Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.
 	
     1 + 2 = 3
     2 + 1 = 3
     3 – 2 = 1
     3 – 1 = 2
 	
After they have written the problem in all 4 ways they will find a partner and say,
"If 1 + 2 = 3, then 2 + 1 =3".
The other student will respond with "Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 8, 8 and 16.
Have students write the entire Fact Family on the white board.
	Check in about what is happening and what they are thinking.
	
	Take advantage of any teachable moments.
	
	Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.
	
	When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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.

Math Vocabulary

Word for Today: addend

Description: The term addend is a word that we use to describe the numbers that we add together in an addition problem. In the problem 5 + 6 = 11, 5 and 6 are the addends. What are the addends in these two problems: 3 + 2 = 5 or 6 + 3 = 9.

Have children review the Vocabulary notebook for the word addend.

Vocabulary Notebook Sample:

New Word	My Description
addend	The two or more numbers that you add together are the addends
Personal Connection In the number sentence 6 + 4 = 10, the 6 and the 4 are addends. That is how old I am.	**Drawing** 6 + 4

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

Puzzles, Puzzles, Puzzles

Puzzles can give students an opportunity to practice a variety of math operations. The next several days, pairs of students will have the opportunity to practice a variety of skills that they are developing.

Review each of the Puzzles with the students (changing the numbers so they are not just redoing when they work in their pairs). Each puzzle sheet will have 5 parts. There will be something with addition, telling time, numbers in and out/ or before/after, geometry, and counting.

Puzzles #3
Directions:
1. Divide students into pairs.
2. Give each pair a Puzzle sheet inside a sheet protector or laminated.
3. Pair works together to solve the puzzles.
4. When puzzles are finished, pair finds another pair to share work with.
5. Activity is over when all puzzles have been solved.

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

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.

1st Grade Puzzles #3

Write a number in the space closest to the center.   The add.
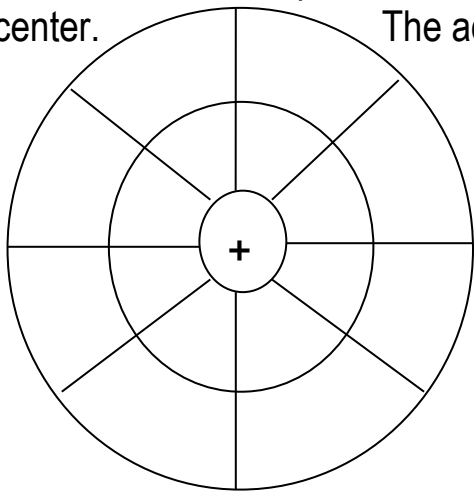
Draw hands on the clock to show 2:30.
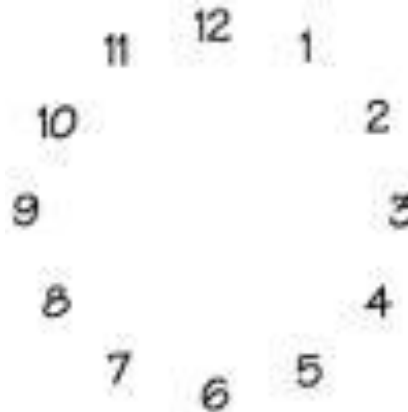
Fill in the numbers:

Before	Number	After
	106	
	125	
	87	
	90	

Draw this coin and tell its value:

penny

dime

nickel

Count by fives. Write in the missing numbers.

25, 30, _____, _____, _____, 50, 55, _____, _____, _____, 75, 80 _____,

_____, _____

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	First Grade
Lesson Title:	Puzzles #4
Focus:	Addition and Subtraction

Materials:	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks (use as erasers)	

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? Draw a digital clock and show the time 5:30. How many numbers are on the clock face? Name 5 different shapes. On your white board, draw those shapes. What number comes before 86? What number comes after?

Content (the "Meat")

	*Activity → Teachable Moment(s) *throughout*
Problem of the Day If $3 + ☆ = 9$, what is the value of the ☆ ? How do you know you are correct?	During the lesson check in with students repeatedly.

Fact Practice
Fact Practice for 1st grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.
Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)
They will write the problem in four ways.
    $1 + 2 = 3$
    $2 + 1 = 3$
    $3 - 2 = 1$
    $3 - 1 = 2$
After they have written the problem in all 4 ways they will find a partner and say,
"If $1 + 2 = 3$, then $2 + 1 = 3$".
The other student will respond with "Yes, and since that is true, $3 - 1 = 2$, and $3 - 2 = 1$".
You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5th day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.
Today you will introduce this activity and begin with the Fact Family of 9, 9, and 18.
Have students write the entire Fact Family on the white board.
    $9 + 9 = 18$
	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.

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.

Math Vocabulary	
Word for today: plus **Description:** Plus is a term we use in a addition problem. It tells you to combine 2 or more amounts to find a total. When you plus something, you add things together. Plus is a word that means adding something. Review the entry for the word plus that is in your Vocabulary notebook. **Vocabulary Notebook Sample:**	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

New Word	My Description
plus	plus means to add together
Personal Connection For my collection I have 3 stamps plus the 2 new ones I got today.	**Drawing** 3 + 2 = 5

Activity	
Puzzles, Puzzles, Puzzles Puzzles can give students an opportunity to practice a variety of math operations. The next several days, pairs of students will have the opportunity to practice a variety of skills that they are developing. Review each of the Puzzles with the students (changing the numbers so they are not just redoing when they work in their pairs). Each puzzle sheet will have 5 parts. There will be something with addition, telling time, numbers in and out/ or before/after, geometry, and counting. **Puzzles #4** <u>Directions:</u> 1. Divide students into pairs. 2. Give each pair a Puzzle sheet inside a sheet protector or laminated. 3. Pair works together to solve the puzzles. 4. When puzzles are finished, pair finds another pair to share work with. 5. Activity is over when all puzzles have been solved.	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

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?
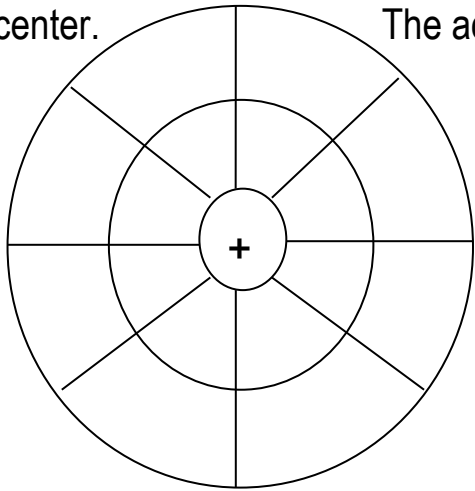
Reflection (Confirm, Tweak, Aha!)
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular 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.

1st Grade Puzzles #4

Write a number in the space closest to the center. The add.

Draw hands on the clock to show 4:30.

Fill in the numbers:

Before	Number	After
	53	
	107	
	38	
	19	

Draw the coins to show the amount:

13¢

28¢

61¢

Count backward by 5s. Write in the missing numbers.

95, 90, _____, _____, _____, 70, 65, 60, _____, _____, _____, 40,

_____, _____, _____

Consult 4 Kids Lesson Plans

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

Materials:

White boards   Materials for games played the past 10 days

Crayolas

Socks   (use for erasers)

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

Ask children what they know about addition and subtraction. Ask them to share what they do to write number sentences? Ask them about story problems and how they connect to number sentences?

Content (the "Meat")

Problem of the Day List 6 things in your classroom that are longer than your shoe.	***Activity → Teachable Moment(s)** *throughout*

Fact Practice
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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.
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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 10, 10, and 20
Have students write the entire Fact Family on the white board.
      $10 + 10 = 20$
      $10 + 10 = 20$
	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.

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.

Activity	Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.
Today is a review day. Students should select from the following list of activities: **Subtraction** **In or Out #1** **In or Out #2** **In or Out #3** **Puzzles #1** **Puzzles #2** **Puzzles #3** **Puzzles #4**	

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.