

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Greater Than, Less Than #1
<b>Focus:</b>	Comparison

<b>Materials:</b>	
White boards	dice (3 for each pair)
Crayolas	
Socks (for erasers)	

Opening
<b>State the objective</b>
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.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about comparing numbers? What are some of the symbols we use to make comparisons? (<, >, =) Why is it important that you know how to compare numbers? When might you use this skill? How would you compare these numbers: 14 and 21; 71 and 43?

Content (the “Meat”)																					
<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Look at the rows of Xs below. Divide them into groups of 5.</p> <table style="margin-left: auto; margin-right: auto;"> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> <tr><td>X</td><td>X</td><td>X</td><td>X</td><td>X</td></tr> </table> <p style="text-align: center;"><b>Fact Practice</b></p> <p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 20px;">1 + 2 = 3 2 + 1 = 3 3 – 2 = 1 3 – 1 = 2</p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If 1 + 2 = 3, then 2 + 1 = 3”.</p> <p>The other student will respond with “Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1”.</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look</p>	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	<p style="text-align: center;"><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
X	X	X	X	X																	
X	X	X	X	X																	
X	X	X	X	X																	
X	X	X	X	X																	

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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, 6, and 9.

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

$$3 + 6 = 9$$

$$6 + 3 = 9$$

$$9 - 3 = 6$$

$$9 - 6 = 3$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

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

Remember that today they are only doing the Fact Family of 3, 6, and 9.


### Math Vocabulary

**Word for Today: compare**

**Description:** The term compare means to look at two or more numbers and determine if they are equal, larger, or smaller. Compare is an action that identifies the relationship between numbers. We use symbols to make these comparisons: < less than, > greater than, and = equal.

Create an entry for the term “compare” in your Vocabulary Notebook. Share with a peer.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">compare</p>	<p><b>My Description</b></p> <p style="text-align: center;">say how numbers are related</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">7 &gt; 3.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

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

Complete the Vocabulary notebook for each word.

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

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

### Activity

**Greater Than or Less Than**

It is important for children to be able to compare numbers, knowing which one is larger, which is smaller, and when numbers are equal.

There are symbols to represent greater than > and less than <. Sometimes this symbol is called the alligator, and people can identify the largest number because the mouth is open to the largest number.

When reading the comparison you begin with the number on the left and tell whether it is greater than or less than the second number.

Practice several comparisons on the board with the children. Be sure to talk through what you are thinking so that they can hear how you are thinking about the problem. Be sure that you read the comparison aloud after you have made it.

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

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### Greater Than or Less Than

#### Directions:

1. Deal each player 5 of the number cards.
2. Place the remainder of the cards face down on the board.
3. Place the  $<$   $>$  cards face down next to the cards.
4. Turn up the first card. This is the “comparison number”
5. Player draws a  $<$  or  $>$  card and must play a number from his/her hand that is  $<$  or  $>$  the beginning number. If player can play a number, the next player repeats the steps, but the number the first player played is now the “comparison number”. If the player can not play, then he/she must draw a card.
6. First player to play all of his/her cards, wins.

### 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.

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1<sup>st</sup> Grade Greater Than or Less Than (It is suggested that you run the numbers on one color and the < and > symbols on another color to make separation easier.)

1	2	3
4	5	6
7	8	9

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### Consult 4 Kids Lesson Plans

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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Greater Than, Less Than #2
<b>Focus:</b>	Number

<b>Materials:</b>	
White boards	dice (3 for each pair)
Crayolas	
Socks (for erasers)	

Opening
<b>State the objective</b>
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.
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about comparing numbers? What are some of the symbols we use to make comparisons? (<, >, =) Why is it important that you know how to compare numbers? When might you use this skill? How would you compare these numbers: 34 and 21; 82 and 93?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>John has 13 Hot Wheels. Mark has 17 How Wheels. How many Hot Wheels do they have in all? Explain how you got your answer.</p>	
<b>Fact Practice</b>	
<p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 20px;">1 + 2 = 3 2 + 1 = 3 3 – 2 = 1 3 – 1 = 2</p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If 1 + 2 = 3, then 2 + 1 = 3”.</p> <p>The other student will respond with “Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1”.</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.</p> <p><b>Today</b> you will introduce this activity and begin with the Fact Family of 4, 6, and 10. Have students write the entire Fact Family on the white board.</p>	

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$$4 + 6 = 10$$

$$6 + 4 = 10$$

$$10 - 4 = 6$$

$$10 - 6 = 4$$

Bring two students up to practice the conversation.  
 Try it again with several other pairs of students.  
 Then have children find a partner and practice the conversation. Do this at least 4 times.  
 Remember that today they are only doing the Fact Family of 4, 6, and 10..


### Math Vocabulary

**Word for Today: compare**

**Description:** The term compare means to look at two or more numbers and determine if they are equal, larger, or smaller. Compare is an action that identifies the relationship between numbers. We use symbols to make these comparisons: < less than, > greater than, and = equal.

Create an entry for the term “compare” in your Vocabulary Notebook. Share with a peer.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">compare</p>	<p><b>My Description</b></p> <p style="text-align: center;">say how numbers are related</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">7 &gt; 3.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  <p>greater than</p> </div>

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

### Activity

**Greater Than or Less Than**

It is important for children to be able to compare numbers, knowing which one is larger, which is smaller, and when numbers are equal.

There are symbols to represent greater than > and less than <. Sometimes this symbol is called the alligator, and people can identify the largest number because the mouth is open to the largest number.

When reading the comparison you begin with the number on the left and tell whether it is greater than or less than the second number.

Practice several comparisons on the board with the children. Be sure to talk through what you are thinking so that they can hear how you are thinking about the problem. Be sure that you read the comparison aloud after you have made it.

**Greater Than or Less Than**

**Directions:**

1. Deal each player 5 of the number cards.
2. Place the remainder of the cards face down on the board.
3. Place the < > cards face down next to the cards.

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



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| <ol style="list-style-type: none"> <li>4. Turn up the first card. This is the “comparison number”</li> <li>5. Player draws a <math>&lt;</math> or <math>&gt;</math> card and must play a number from his/her hand that is <math>&lt;</math> or <math>&gt;</math> the beginning number. If player can play a number, the next player repeats the steps, but the number the first player played is now the “comparison number”. If the player can not play, then he/she must draw a card.</li> <li>6. First player to play all of his/her cards, wins.</li> </ol> |  |
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### Closing

#### Review

Say:

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

#### Debrief

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

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

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.

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1<sup>st</sup> Grade Greater Than or Less Than (It is suggested that you run the numbers on one color and the < and > symbols on another color to make separation easier.)

1	2	3
4	5	6
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Consult 4 Kids Lesson Plans

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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Adding and Subtracting #1
<b>Focus:</b>	Addition and Subtraction

<b>Materials:</b>	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 addition? What do you know about subtraction? What are the words we use to describe the answers in an addition problem? What are the words we use to describe the answers in a subtraction problem? Write several addition and subtraction problems on the board. Ask children to come to the board and solve the problems.

### Content (the “Meat”)

#### Problem of the Day

Look at the number sentence below. Is it correct? How do you know?

$$5 + 9 = 13$$

#### Fact Practice

Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day.

Children will look at the math family. (We will begin with 1 more, then 2 more, etc.)

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

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

The other student will respond with “Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ”.

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> 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.

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correct response.

**Today** you will introduce this activity and begin with the Fact Family of 5, 6, and 11. Have students write the entire Fact Family on the white board.

$$5 + 6 = 11$$

$$6 + 5 = 11$$

$$11 - 5 = 6$$

$$11 - 6 = 5$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

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

Remember that today they are only doing the Fact Family of 5, 6, and 11. 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:**

<p><b>New Word</b></p> <p style="text-align: center;">minus</p>	<p><b>My Description</b></p> <p style="text-align: center;">Minus means to make less by a certain number</p>
<p><b>Personal Connection</b></p> <p>I am 8 years old. My brother is 3. <math>8 - 3 = 5</math>, and I am 5 years older.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

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

### Activity

**Addition and Subtraction**

Addition and Subtraction are reciprocal operations. Addition is the mathematical operation of combining to groups and finding the sum. Subtraction is the mathematical operation that begins with a total, removes a part of the total, and determines the difference.

Write several addition and subtraction problems on the board and work them through with the children. Be sure to talk about what you are thinking and share with them the correct terms to use as they solve the problems.

**Addition or Subtraction**

**Directions:**

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

## Consult 4 Kids Lesson Plans

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| <ol style="list-style-type: none"> <li>1. Divide students into pairs.</li> <li>2. Give each pair a deck of Addition or Subtraction cards and a game board.</li> <li>3. Working together, pair draws a card and either adds or subtracts, and then finds the answer on the game board.</li> <li>4. Activity is complete when all of the answers are covered.</li> </ol> |  |
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<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>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?</p>



<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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## Adding and Subtracting Cards

$\begin{array}{r} 14 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ - 2 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 4 \\ + 4 \\ \hline \end{array}$
$\begin{array}{r} 6 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 7 \\ \hline \end{array}$
$\begin{array}{r} 11 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ - 7 \\ \hline \end{array}$



## Adding and Subtracting Game Board

<b>3</b>	<b>11</b>	<b>15</b>
<b>9</b>	<b>10</b>	<b>16</b>
<b>9</b>	<b>6</b>	<b>7</b>
<b>2</b>	<b>8</b>	<b>5</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Adding and Subtracting #2
<b>Focus:</b>	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.

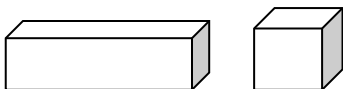
#### Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are the words we use to describe the answers in an addition problem? What are the words we use to describe the answers in a subtraction problem? Write several addition and subtraction problems on the board. Ask children to come to the board and solve the problems.

### Content (the “Meat”)

#### Problem of the Day

Look at these solid figures. Name at least 3 ways that they are alike.



#### Fact Practice

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

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

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

The other student will respond with “Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ”.

You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> 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.

## Consult 4 Kids Lesson Plans

correct response.

**Today** you will introduce this activity and begin with the Fact Family of 6, 7, and 13. Have students write the entire Fact Family on the white board.

$$6 + 7 = 13$$

$$7 + 6 = 13$$

$$13 - 6 = 7$$

$$13 - 7 = 6$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

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


Remember that today they are only doing the Fact Family of 6, 7, and 13.

### Math Vocabulary

**Word for Today: difference**

**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.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">difference</p>	<p><b>My Description</b></p> <p style="text-align: center;">the answer when you subtract</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">The difference between 9 and 6 is three.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

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

### Activity

**Addition and Subtraction**

Addition and Subtraction are reciprocal operations. Addition is the mathematical operation of combining to groups and finding the sum. Subtraction is the mathematical operation that begins with a total, removes a part of the total, and determines the difference.

Write several addition and subtraction problems on the board and work them through with the children. Be sure to talk about what you are thinking and share with them the correct terms to use as they solve the problems.

**Addition or Subtraction**

**Directions:**

1. Divide students into pairs.
2. Give each pair a deck of Addition or Subtraction cards and a game board.
3. Working together, pair draws a card and either adds or subtracts, and then finds the answer on the game board.
4. Activity is complete when all of the answers are covered.

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

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### 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.

## Adding and Subtracting Cards

$\begin{array}{r} 15 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ + 4 \\ \hline \end{array}$	$\begin{array}{r} 6 \\ + 6 \\ \hline \end{array}$
$\begin{array}{r} 9 \\ - 3 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 5 \\ + 5 \\ \hline \end{array}$
$\begin{array}{r} 3 \\ + 3 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ - 8 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ + 2 \\ \hline \end{array}$
$\begin{array}{r} 18 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ + 7 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ - 7 \\ \hline \end{array}$

## Adding and Subtracting Game Board

<b>5</b>	<b>10</b>	<b>13</b>
<b>7</b>	<b>0</b>	<b>18</b>
<b>12</b>	<b>9</b>	<b>9</b>
<b>6</b>	<b>6</b>	<b>14</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Odd, Even, More, Less #1
<b>Focus:</b>	Number

<b>Materials:</b>	Activity at the end of this lesson plan
White boards	
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 is an odd number? What is an even number? Give several examples of each. What does it mean if a number is more than another number? What does it mean if a numbers is less than another number? When would it be helpful for you to know whether a number is odd or even? When would it be helpful to know if a number is more or less in comparison to another number?

### Content (the “Meat”)

<p style="text-align: center;"><b>Problem of the Day</b></p> <p>Joe went on a trip for 2 weeks. How many days was Joe gone? How do you know?</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>S</td><td>M</td><td>T</td><td>W</td><td>TH</td><td>F</td><td>S</td> </tr> <tr> <td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td> </tr> <tr> <td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td> </tr> <tr> <td>20</td><td>21</td><td>22</td><td>23</td><td>23</td><td>25</td><td>26</td> </tr> <tr> <td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td> </tr> </table> <p style="text-align: center;"><b>Fact Practice</b></p> <p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 40px;"> <math>1 + 2 = 3</math>  <math>2 + 1 = 3</math>  <math>3 - 2 = 1</math> </p>	S	M	T	W	TH	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	23	25	26	27	28	29	30				<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
S	M	T	W	TH	F	S																																					
		1	2	3	4	5																																					
6	7	8	9	10	11	12																																					
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27	28	29	30																																								

## Consult 4 Kids Lesson Plans

<p style="text-align: center;"><math>3 - 1 = 2</math></p> <p>After they have written the problem in all 4 ways they will find a partner and say, "If <math>1 + 2 = 3</math>, then <math>2 + 1 = 3</math>".</p> <p>The other student will respond with "Yes, and since that is true, <math>3 - 1 = 2</math>, and <math>3 - 2 = 1</math>".</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.</p> <p><b>Today</b> 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.</p> <p style="margin-left: 20px;"><math>6 + 8 = 14</math>  <math>8 + 6 = 14</math>  <math>14 - 6 = 8</math>  <math>14 - 8 = 6</math></p> <p>Bring two students up to practice the conversation.          Try it again with several other pairs of students.          Then have children find a partner and practice the conversation. Do this at least 4 times.          Remember that today they are only doing the Fact Family of 6, 8, and 14.</p>					
<p style="text-align: center;"><b>Math Vocabulary</b></p> <p><b>Word for today: even</b></p> <p><b>Description:</b> The term even refers to a number that is said when you are counting by 2s. An even number can be divided by two and have equal shares. Even numbers include numbers that end in the digits 0, 2, 4, 6, or 8.</p> <p>Have children complete the vocabulary notebook for the word context.</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px; text-align: center;"> <b>New Word</b>                   even             </td> <td style="width: 50%; padding: 5px; text-align: center;"> <b>My Description</b>                   2, 4, 6, 8, and 0 are even             </td> </tr> <tr> <td style="width: 50%; padding: 5px; text-align: center;"> <b>Personal Connection</b>                   10 is an even number.             </td> <td style="width: 50%; padding: 5px; text-align: center;"> <b>Drawing</b>    </td> </tr> </table>	<b>New Word</b>  even	<b>My Description</b>  2, 4, 6, 8, and 0 are even	<b>Personal Connection</b>  10 is an even number.	<b>Drawing</b>  	<p>It is important to review academic math vocabulary often throughout the day.</p> <p>Complete the Vocabulary notebook for each word.</p> <p>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).</p> <p>Vocabulary Notebooks can be made from <math>\frac{1}{2}</math> of a composition book.</p>
<b>New Word</b>  even	<b>My Description</b>  2, 4, 6, 8, and 0 are even				
<b>Personal Connection</b>  10 is an even number.	<b>Drawing</b>  				
<p style="text-align: center;"><b>Activity Number</b></p> <p><b>Odd, Even, More, Less</b></p> <p>Knowing whether a number is odd or even is important. An odd number is one that is <b>NOT</b> said when you count by 2s. Odd numbers include: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 and 21. Even numbers are the numbers that you say when you count by 2s. Even numbers include 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, and 22.</p> <p>Other terms that are important to understand are the words more and less. Knowing whether something is 1 more, 1 less, 10 more, 10 less, and so on, helps students become more familiar with numbers.</p> <p>Demonstrate several of odd, even, more, less numbers on the board. Have children talk</p>	<p>Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.</p>				



## Consult 4 Kids Lesson Plans

about how they have determined whether the number is odd, even, more or less.

### Odd, Even, More, Less

#### Directions:

1. Divide students into pairs.
2. Give each pair a deck of Odd, Even, More, Less cards.
3. Together the pair draws a card, determines what the answer is, and then draws a second card.
4. Activity is over when students have reviewed each of the cards and determined if the numbers are odd, even, more or less.

### 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 8 different even numbers?

What are 8 different odd numbers?

### 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

1<sup>st</sup> Grade Odd, Even, More, Less

What number is 1 more than 56?	What number is 10 more than 60?	What number is 1 less than 32?	What number is 1 less than 20?
What number is 10 more than 28?	What number is 10 less than 13?	What number is 10 less than 73?	What number is 1 more than 89?
What number is 10 more than 25?	What number is 1 more than 57?	What number is 1 less than 76?	What number is 1 more than 18?
What number is 10 more than 28?	What number is 10 less than 65?	What number is 1 more than 3?	What number is 1 less than 92?
Is 28 odd or even?	Is 19 odd or even?	Is 37 odd or even?	Is 72 odd or even?
Is 64 odd or even?	Is 94 odd or even?	Is 21 odd or even?	Is 19 odd or even?
Is 26 odd or even?	Is 90 odd or even?	Is 53 odd or even?	Is 11 odd or even?



## Consult 4 Kids Lesson Plans

through his/her cards (of course we hope they remember without looking) and gives the correct response.

**Today** you will introduce this activity and begin with the Fact Family of 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

**Word for today: odd**

**Description:** The term odd refers to a number that is not said when you are counting by 2s. An odd number when divided by two will not have equal shares. Odd numbers include numbers that end in the digits 1, 3, 5, 7, and 9.

Have children complete the vocabulary notebook for the word context.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">odd</p>	<p><b>My Description</b></p> <p style="text-align: center;">1, 3, 5, 7, and 9 are odd</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">7 is an odd number.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

Complete the Vocabulary notebook for each word.

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

Vocabulary Notebooks can be made from 1/2 of a composition book.

### Activity Number

**Odd, Even, More, Less**

Knowing whether a number is odd or even is important. An odd number is one that is **NOT** said when you count by 2s. Odd numbers include: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19 and 21.

Even numbers are the numbers that you say when you count by 2s. Even numbers include 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, and 22.

Other terms that are important to understand are the words more and less. Knowing whether something is 1 more, 1 less, 10 more, 10 less, and so on, helps students become more familiar with numbers.

Demonstrate several of odd, even, more, less numbers on the board. Have children talk about how they have determined whether the number is odd, even, more or less.

**Odd, Even, More, Less**

**Directions:**

1. Divide students into pairs.
2. Give each pair a deck of Odd, Even, More, Less cards.

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

- |   |  |
|---|--|
| <ol style="list-style-type: none"> <li>3. Together the pair draws a card, determines what the answer is, and then draws a second card.</li> <li>4. Activity is over when students have reviewed each of the cards and determined if the numbers are odd, even, more or less.</li> </ol> |  |
|---|--|

### 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 examples of even numbers.

Give examples of odd numbers.

#### **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

#### 1<sup>st</sup> Grade Odd, Even, More, Less

What number is 1 more than 56?	What number is 10 more than 60?	What number is 1 less than 32?	What number is 1 less than 20?
What number is 10 more than 28?	What number is 10 less than 13?	What number is 10 less than 73?	What number is 1 more than 89?
What number is 10 more than 25?	What number is 1 more than 57?	What number is 1 less than 76?	What number is 1 more than 18?
What number is 10 more than 28?	What number is 10 less than 65?	What number is 1 more than 3?	What number is 1 less than 92?
Is 28 odd or even?	Is 19 odd or even?	Is 37 odd or even?	Is 72 odd or even?
Is 64 odd or even?	Is 94 odd or even?	Is 21 odd or even?	Is 19 odd or even?
Is 26 odd or even?	Is 90 odd or even?	Is 53 odd or even?	Is 11 odd or even?



## Consult 4 Kids Lesson Plans

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

$$3 + 5 = 8$$

$$5 + 3 = 8$$

$$8 - 3 = 5$$

$$8 - 5 = 3$$

Bring two students up to practice the conversation.

Try it again with several other pairs of students.

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

Remember that today they are only doing the Fact Family of 3, 5 and 8.


### Math Vocabulary

**Word for Today: term**

**Description:** The word “term” refers to words that have a particular meaning in mathematics. For example, the word “carry” means to hold something in your arms. In math it means to move tens to the left if a sum is 10 or over. Other terms are positional like over, under, right, left, between, and so on.

Have children make an entry in the Vocabulary Notebook for the word **term**.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">term</p>	<p><b>My Description</b></p> <p style="text-align: center;">a word that describes math</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What does the term “over” mean?</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

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

Complete the Vocabulary notebook for each word.

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

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

### Activity Math Terms

**Making Sense of Key Terms**

There are some key terms that 1<sup>st</sup> graders need to understand. Some of those terms are: near, far, below, above, up, down, behind, in front of, next to, left, right. In order to ensure that children understand these concepts it is important that they practice.

Today you are going to give the children a grid and then you are going to make statements and ask them to draw or write the symbol that answers the question.

Practice with the children first by reviewing the terms above and also illustrating things on the board and asking them questions about those pictures.

Divide students into pairs and give each pair a grid and crayons.

The questions to ask the children are attached to this lesson plan.

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 today's lesson?

How can you use the information from today during class tomorrow?


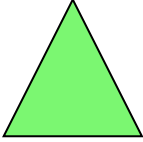







What is one key learning you had today in math?

#### 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.

Consult 4 Kids Lesson Plans

1st Grade Making Sense of Key Terms

B	H		3		
X				7	+
2	=		5		

## Consult 4 Kids Lesson Plans

### 1<sup>st</sup> Grade Making Sense of Key Terms

1. Draw a picture of what is below the star.
2. Draw a picture of what is to the right of the heart.
3. What is above the 7? Draw it.
4. Start on the equals sign. Move 2 spaces up. Draw what you see there.
5. What is the left of the 3? Draw it.
6. Start on the arrow in the upper right hand corner. Move 2 spaces down and draw what you see there.
7. What is next to the square? Draw it.
8. What two items are nearest to the 2? Draw them.
9. What item is furthest from the square? Draw it.
10. What surrounds the star? Draw those items.
11. What is to the left of the plus sign? Draw it.
12. What is above the 5? Draw it.
13. What is below the H? Draw it.
14. What is far away from the 2? Draw it.
15. What two items are nearest to the B? Draw them.
16. What is under the sad face? Draw it.
17. What is to the right of the triangle? Draw it.
18. What is below the heart? Draw it.
19. What is below the 3? Draw it.
20. What is between the happy face and the circle? Draw it.

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Making Sense of Terms #2
<b>Focus:</b>	Mathematics

<b>Materials:</b>	
White boards	Activity at the end of the lesson plan
Crayolas	
Socks	

Opening
<b>State the objective</b>
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.
<b>Gain prior knowledge by asking students the following questions</b>
What are some of the math terms that we use when we talk about math? Make a list of those words. Encourage children to look in their Vocabulary Notebook. What are some of the words that tell us position? (right, left, up, down, between, over, under). Ask children to stand up and act out those words.

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>Lisa has one blue shirt and one red shirt. She has 1 green skirt and 1 yellow skirt. How many different outfits can she wear? Draw a picture of your answer.</p>	
<b>Fact Practice</b>	
<p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 40px;"> <math>1 + 2 = 3</math>  <math>2 + 1 = 3</math>  <math>3 - 2 = 1</math>  <math>3 - 1 = 2</math> </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If <math>1 + 2 = 3</math>, then <math>2 + 1 = 3</math>”.</p> <p>The other student will respond with “Yes, and since that is true, <math>3 - 1 = 2</math>, and <math>3 - 2 = 1</math>”.</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.</p> <p><b>Today</b> you will introduce this activity and begin with the Fact Family of 4, 5, and 9.</p>	

## Consult 4 Kids Lesson Plans

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. 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: term**

**Description:** The word “term” refers to words that have a particular meaning in mathematics. For example, the word “carry” means to hold something in your arms. In math it means to move tens to the left if a sum is 10 or over. Other terms are positional like over, under, right, left, between, and so on.

Have children make an entry in the Vocabulary Notebook for the word **term**.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">term</p>	<p><b>My Description</b></p> <p style="text-align: center;">a word that describes math</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What does the term “over” mean?</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

### Activity Math Terms

**Making Sense of Key Terms**

There are some key terms that 1<sup>st</sup> graders need to understand. Some of those terms are: near, far, below, above, up, down, behind, in front of, next to, left, right. In order to ensure that children understand these concepts it is important that they practice.

Today you are going to give the children a grid and then you are going to make statements and ask them to draw or write the symbol that answers the question.

Practice with the children first by reviewing the terms above and also illustrating things on the board and asking them questions about those pictures.

Divide students into pairs and give each pair a grid and crayons.

The questions to ask the children are attached to this lesson plan.

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


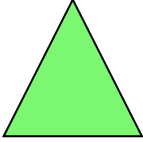







Give an example of how you will use what we did today in school tomorrow.

#### 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.

Consult 4 Kids Lesson Plans

1st Grade Making Sense of Key Terms

B	H		3		
X				7	+
2	=		5		

## Consult 4 Kids Lesson Plans

### 1<sup>st</sup> Grade Making Sense of Key Terms

1. Draw a picture of what is below the star.
2. Draw a picture of what is to the right of the heart.
3. What is above the 7? Draw it.
4. Start on the equals sign. Move 2 spaces up. Draw what you see there.
5. What is the left of the 3? Draw it.
6. Start on the arrow in the upper right hand corner. Move 2 spaces down and draw what you see there.
7. What is next to the square? Draw it.
8. What two items are nearest to the 2? Draw them.
9. What item is furthest from the square? Draw it.
10. What surrounds the star? Draw those items.
11. What is to the left of the plus sign? Draw it.
12. What is above the 5? Draw it.
13. What is below the H? Draw it.
14. What is far away from the 2? Draw it.
15. What two items are nearest to the B? Draw them.
16. What is under the sad face? Draw it.
17. What is to the right of the triangle? Draw it.
18. What is below the heart? Draw it.
19. What is below the 3? Draw it.
20. What is between the happy face and the circle? Draw it.



## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	What Time Is It? #1
<b>Focus:</b>	Time

**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? How do you write time?

### Content (the "Meat")

#### Problem of the Day

Draw and AB pattern. How do you know that you are correct?

#### Fact Practice

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

They will write the problem in four ways.

$$1 + 2 = 3$$

$$2 + 1 = 3$$

$$3 - 2 = 1$$

$$3 - 1 = 2$$

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

The other student will respond with "Yes, and since that is true,  $3 - 1 = 2$ , and  $3 - 2 = 1$ ".

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

**Today** you will introduce this activity and begin with the Fact Family of 5, 5, and 10.

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

$$5 + 5 = 10$$

$$5 + 5 = 10$$

#### **\*Activity → Teachable Moment(s) throughout**

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

## Consult 4 Kids Lesson Plans

$$10 - 5 = 5$$

$$10 - 5 = 5$$

Bring two students up to practice the conversation.  
 Try it again with several other pairs of students.  
 Then have children find a partner and practice the conversation. Do this at least 4 times.  
 Remember that today they are only doing the Fact Family of 5, 5, and 10.

### Math Vocabulary

**Word for Today: time**

**Description:** The term time refers to a way we measure seconds, minutes, hours, days, weeks, months, and years. Time is usually measured by a clock or a watch. Time can be on an analog clock (round face with 12 numbers), or a digital clock (5:30). We also use calendars. Before clocks, people used the sun.

Have children review the Vocabulary notebook for the word time.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">time</p>	<p><b>My Description</b></p> <p style="text-align: center;">seconds, minutes, hours, days, weeks, months, and years</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What time is it?</p>	<p><b>Drawing</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>4:30</b></p> </div>

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

### Activity Time

**Measuring Time**

There are two kinds of clocks. One is the analog clock. It looks like a circle and has numbers 1-12 around the edge of the circle. It has two hands, an hour hand that points to the hour and a minute hand that points to the minutes. The minute hand is longer than the hour hand. When the minute hand points to the 12, we say the number that the hour hand is pointing to and then say "o'clock". For instance, if the hour hand is pointing to the four and the minute hand is pointing to the 12, we would say four o'clock, 4:00. When the minute hand is pointing to the six, we look at the hour hand, say that number and then follow by the word thirty. When the minute hand is pointing to the 6 it means that it is 30 minutes after the hour. So if the minute hand is at the 6 while the hour hand is at the four, we would say, four thirty, 4:30. It is expected that 1<sup>st</sup> graders would be able to tell time on an analog clock to the hour and the half hour or 30 minutes.

The second kind of clock is a digital clock. A digital clock is usually a rectangular shape. The hour is the first number written. It is followed by a colon (:), and then the information about the minutes. The time is written 4:00 or 4:30.

Draw several clocks on the board or chart paper and decide what time the clock is indicating. Practice until the children are comfortable telling time.

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

### What Time Is It?

**Directions:**

1. Divide students into pairs.
2. Give each pair a set of What Time Is It cards.
3. Shuffle the cards and place the 20 cards face down in a 5 by 4 grid.
4. Player 1 turns over two cards, trying to match an analog and digital clock with the same time.
5. If player is successful, he/she keeps the cards. If not successful, he/she returns the cards to the spot they were in, placing them face down.
6. Game is over when all of the cards have been collected.

### 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 an analog clock?

What is a digital clock?

### 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 What Time Is It?


Consult 4 Kids Lesson Plans

9:30	11:30	6:30	11:00
2:30	8:30	4:30	10:30
1:00	5:00	7:00	9:00
7:30	12:30	6:00	2:00
1:30	10:00	4:00	8:00

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	What Time Is It? #2
<b>Focus:</b>	Time

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

Opening
<b>State the objective</b>
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.
<b>Gain prior knowledge by asking students the following questions</b>
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? How do you write time?

Content (the “Meat”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>There are 17 boys and 11 girls in Mrs. Jones’ class. How many students are in the class all together? How many more boys than girls?</p>	
<b>Fact Practice</b>	
<p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 20px;">1 + 2 = 3 2 + 1 = 3 3 – 2 = 1 3 – 1 = 2</p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If 1 + 2 = 3, then 2 + 1 = 3”.</p> <p>The other student will respond with “Yes, and since that is true, 3 – 1 = 2, and 3 – 2 = 1”.</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.</p> <p><b>Today</b> you will introduce this activity and begin with the Fact Family of 5, 6, and 11. Have students write the entire Fact Family on the white board.</p> <p style="margin-left: 20px;">5 + 6 = 11</p>	

## Consult 4 Kids Lesson Plans

$$6 + 5 = 11$$

$$11 - 5 = 6$$

$$11 - 6 = 5$$

Bring two students up to practice the conversation.  
 Try it again with several other pairs of students.  
 Then have children find a partner and practice the conversation. Do this at least 4 times.  
 Remember that today they are only doing the Fact Family of 5, 6 and 11.

### Math Vocabulary

**Word for Today: time**

**Description:** The term time refers to a way we measure seconds, minutes, hours, days, weeks, months, and years. Time is usually measured by a clock or a watch. Time can be on an analog clock (round face with 12 numbers), or a digital clock (5:30). We also use calendars. Before clocks, people used the sun.

Have children review the Vocabulary notebook for the word time.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">time</p>	<p><b>My Description</b></p> <p style="text-align: center;">seconds, minutes, hours, days, weeks, months, and years</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">What time is it?</p>	<p><b>Drawing</b></p> <div style="text-align: center; border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <p><b>4:30</b></p> </div>

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

### Activity Time

**Measuring Time**

There are two kinds of clocks. One is the analog clock. It looks like a circle and has numbers 1-12 around the edge of the circle. It has two hands, an hour hand that points to the hour and a minute hand that points to the minutes. The minute hand is longer than the hour hand. When the minute hand points to the 12, we say the number that the hour hand is pointing to and then say "o'clock". For instance, if the hour hand is pointing to the four and the minute hand is pointing to the 12, we would say four o'clock, 4:00. When the minute hand is pointing to the six, we look at the hour hand, say that number and then follow by the word thirty. When the minute hand is pointing to the 6 it means that it is 30 minutes after the hour. So if the minute hand is at the 6 while the hour hand is at the four, we would say, four thirty, 4:30. It is expected that 1<sup>st</sup> graders would be able to tell time on an analog clock to the hour and the half hour or 30 minutes.

The second kind of clock is a digital clock. A digital clock is usually a rectangular shape. The hour is the first number written. It is followed by a colon (:), and then the information about the minutes. The time is written 4:00 or 4:30.

(  
 Draw several clocks on the board or chart paper and decide what time the clock is indicating. Practice until the children are comfortable telling time.

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

### What Time Is It?

**Directions:**

1. Divide students into pairs.
2. Give each pair a set of What Time Is It cards.
3. Shuffle the cards and place the 20 cards face down in a 5 by 4 grid.
4. Player 1 turns over two cards, trying to match an analog and digital clock with the same time.
5. If player is successful, he/she keeps the cards. If not successful, he/she returns the cards to the spot they were in, placing them face down.
6. Game is over when all of the cards have been collected.

### 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 What Time Is It?


Consult 4 Kids Lesson Plans

9:30	11:30	6:30	11:00
2:30	8:30	4:30	10:30
1:00	5:00	7:00	9:00
7:30	12:30	6:00	2:00
1:30	10:00	4:00	8:00

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	First Grade
<b>Lesson Title:</b>	Student Activity Choice
<b>Focus:</b>	Review

<b>Materials:</b>	Materials for games played the past 10 days
White boards	
Crayolas	
Socks (use for erasers)	

Opening
<b>State the objective</b>
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.
<b>Gain prior knowledge by asking students the following questions</b>
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”)	
<b>Problem of the Day</b>	<p><b>*Activity → Teachable Moment(s) throughout</b></p> <p>During the lesson check in with students repeatedly.</p> <p>Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments.</p> <p>Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.</p>
<p>The store has 5 Raggedy Ann dolls. Each doll has 2 button eyes. How many buttons are there on all of the Raggedy Ann dolls?</p>	
<b>Fact Practice</b>	
<p>Fact Practice for 1<sup>st</sup> grade is looking at number families, so you are looking at both addition and subtraction. The key is for children to learn that numbers have a relationship with one another in adding and subtracting. Fact practice will follow this pattern every day. Children will look at the math family. (We will begin with 1 more, then 2 more, etc.) They will write the problem in four ways.</p> <p style="margin-left: 20px;"> <math>1 + 2 = 3</math>  <math>2 + 1 = 3</math>  <math>3 - 2 = 1</math>  <math>3 - 1 = 2</math> </p> <p>After they have written the problem in all 4 ways they will find a partner and say, “If <math>1 + 2 = 3</math>, then <math>2 + 1 = 3</math>”.</p> <p>The other student will respond with “Yes, and since that is true, <math>3 - 1 = 2</math>, and <math>3 - 2 = 1</math>”.</p> <p>You should have them practice this conversation (exactly as it is written) with 3-5 other students every day. On the 5<sup>th</sup> day, you will utilize all 4 problems from the days before, and the conversation will follow the pattern, but the second responder will need to quickly look through his/her cards (of course we hope they remember without looking) and gives the correct response.</p> <p><b>Today</b> you will introduce this activity and begin with the Fact Family of 7, 5, and 12. Have students write the entire Fact Family on the white board.</p>	

## Consult 4 Kids Lesson Plans

$5 + 7 = 12$ $7 + 5 = 12$ $12 - 5 = 7$ $12 - 7 = 5$ <p>Bring two students up to practice the conversation.          Try it again with several other pairs of students.          Then have children find a partner and practice the conversation. Do this at least 4 times.          Remember that today they are only doing the Fact Family of 7, 5, and 12.</p>	
<p style="text-align: center;"><b>Activity</b></p> <p>Today is a review day. Students should select from the following list of activities:</p> <ul style="list-style-type: none"> <li><b>Greater Than, Less Than</b></li> <li><b>Addition or Subtraction</b></li> <li><b>Odd, Even, More, Less</b></li> <li><b>Making Sense of Terms</b></li> <li><b>What Time Is It?</b></li> </ul>	<p>Focus on having young people “compete” in pairs or small groups. Once a game is mastered you can utilize it in the “When Homework Is Complete” center.</p>

<b>Closing</b>
<b>Review</b>
<p>Say:</p> <ul style="list-style-type: none"> <li>• Please recap what we did today.</li> <li>• Did we achieve our objectives?</li> </ul>
<b>Debrief</b>
<p>Which of the games did you enjoy playing the most?          What about this game is fun for you?</p>

<p><b>Reflection (Confirm, Tweak, Aha!)</b></p> <ol style="list-style-type: none"> <li>1. Ask students to think about what they did today in math.</li> <li>2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)</li> <li>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)</li> <li>4. Ask them to comment on something (if anything) they have learned today that was brand new to them.</li> </ol>
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