Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Spokes on a Wheel and Double Dice Addition
Focus:	Addition

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
Dice

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Lily has 13 CDs. Mike has 6 more CDs than Lily. How many CDs does Mike have? How many do they have together?

Fact Practice

Spokes on a Wheel

1. Divide students into pairs
2. On a white board, student draws a small circle with 9 spokes coming out of it (should look like a bicycle tire)
3. Have students choose to put a 6, 7 or 8 in the center circle
4. Student rolls two dice and adds the pips (dots)
5. Taking this total, student writes a math problem on one of the spokes (eg. 7 is in the circle and students rolls a 3 and 5 which totals 8. The spoke equation would look like 7 + 8 = 15
6. Process continues until all spokes have an equation

*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

Math Vocabulary

Word for Today: addend

Description: The addends of an addition problem or the numbers that you are adding together. In these examples: 9 74

+8 +51

The addends of the first problem are 9 and 8, the addends of the second are 74 and 51. A problem can have at least two addends but can also have more than three addends.

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

New Word	My Description
addend	in a number sentence the two or more numbers that you are adding together
Personal Connection	**Drawing**
In the problem 5 + 3 = 8, the numbers 5 and 3 are addends.	5 +3 8

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
Double Dice Addition

Materials: Dice (4 for each player), white board, crayolas

Directions:

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

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Double Dice Addition and War
Focus:	Double Digit Addition

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
decks of cards
dice

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Frank says that there is a 9 in the tens place of the number 369. Do you agree or disagree? Explain why or why not.

Fact Practice

Addition War

- Divide students into pairs. Give each pair a deck of cards without face cards and jokers.
- Shuffle the deck and divide the cards evenly between the two players
- On go, the players turn over the cards at the same time
- Students add the 2 numbers that have been turned up
- First person to give the answer either wins the cards because the answer is correct, or has to turn over 2 cards because he/she gave the wrong answer
- At the end of round, students may reshuffle the pile of cards that they have
- Play can continue until one player has all cards or time has called

*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

Math Vocabulary

Word for Today: addend

Description: The term "addend" refers to the numbers that you add together to find the sum. In the problems below identify the addends.

7 + 3 = 10

5 + 8 = 13

9 + 5 = 14

10 + 3 = 13

Create an entry in the Vocabulary Notebook to share your understanding of the word addend.

Vocabulary Notebook Sample:

New Word	My Description
addend	the numbers that you add together to find a total or a sum
Personal Connection	**Drawing**
In the number sentence 5 + 4 = 9, the 5 and the 4 are addends.	

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
Double Dice Addition

Materials: Dice (4 for each player), white board, crayolas

Directions:

1. Players roll 4 dice each.
2. Each player arranges the dice into 2, two-digit numbers (e.g. player rolls 4, 3, 5, 1, player can make 43 and 51, 34 and 15, 54 and 31, 13, and 45 and so on).
3. Player adds the total of his/her two-digit numbers (34 + 15 = 49). Player writes the total on his/her white board.
4. Players show the white board to one another, the player with the largest total wins the round and places a mark on the white board.
5. Play continues for 10 rounds.
6. Winner is the player who has the most marks on his/her white board.

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 Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	2 by 2
Focus:	Subtraction

Materials:

White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes (attached)
Socks	decks of cards

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

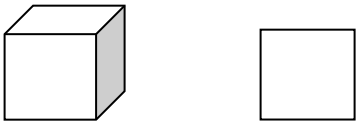
How can you tell that you are on the right track for solving a subtraction problem?

How can you check your answer for a subtraction problem?

Content (the "Meat")

Problem of the Day

Look at the two figures below. How are they alike and how are they different? Explain.

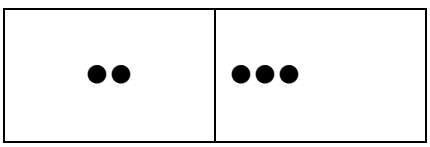


Fact Practice

Spots and Dots

There is a master of Double 9 Dominos attached to this lesson plan. You will need 1 full set for each pair of students in your class. It is recommended that you duplicate on card stock and if possible, laminate for use again in the future.

Players sit across from each other.
Dominoes are between them, face (or spots) down.
Each student draws a domino and writes the addition problem on their white board, adding the numbers represented by the spots Example: Domino drawn is



*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

Addition: 2 + 3 = 5

Math Vocabulary

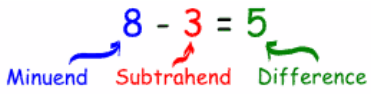
Word for Today: minuend

Description: The term "minuend" refers to the largest number in a subtraction problem from which another number will be subtracted. In the problem 13 – 6 = 7, the minuend is 13. The amount subtracted, 6, is the subtrahend, and the answer 7, is the difference. Unless you are working with a negative number, the minuend is always the largest of the numbers in a subtraction problem (unless of course you are subtracting zero, then the minuend and the difference would be the same.)

Write a problem on the board putting the difference, minuend and subtrahend in random order. For example, 7 12 5 or 36 73 37 and have students identify the minuend. While the subtrahend and the difference are interchangeable, the minuend is not, it is the largest number. Write several problems in this way.

Review the entry in your Vocabulary Notebook for the word "minuend" and share it with a peer. Be sure you have captured your understanding of the word.

Vocabulary Notebook Sample:

New Word	My Description
minuend	The total number you have that you can subtract from
Personal Connection	**Drawing**
The minuend in the problem 8 – 5 = 3 is 8.	

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
2 by 2

Materials: Dominoes (set of Double Six pr Double Nine for each group, white board, crayons

Directions:

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

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

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)
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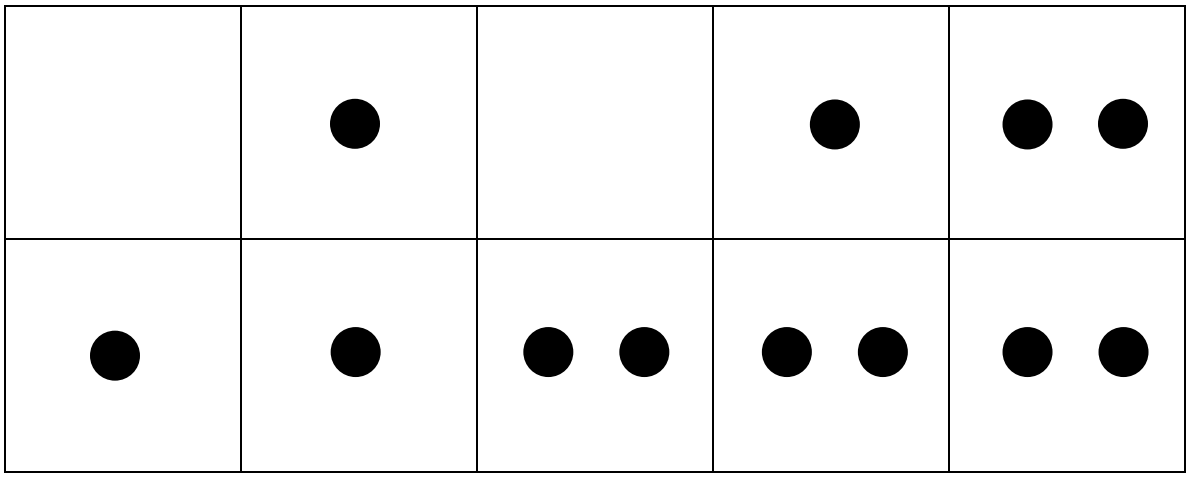
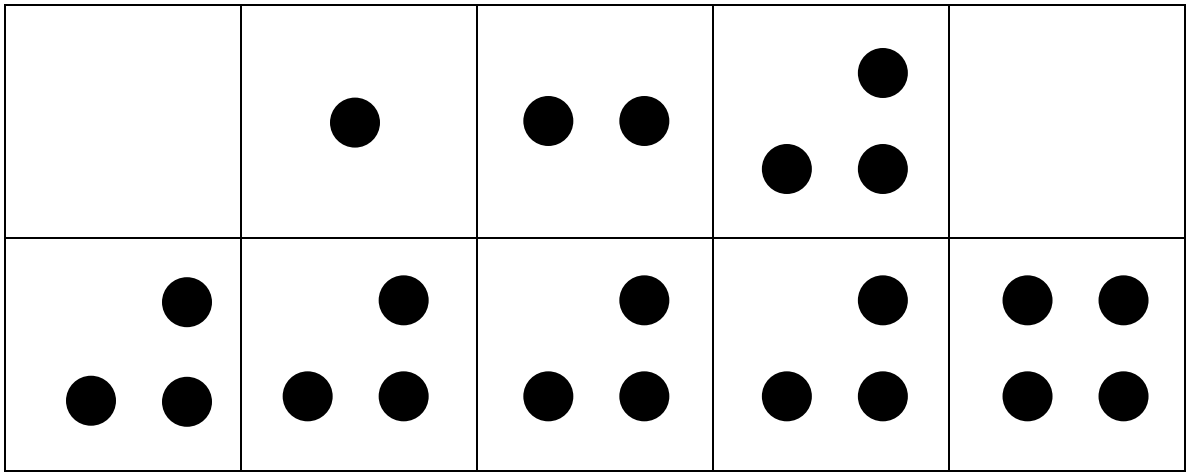
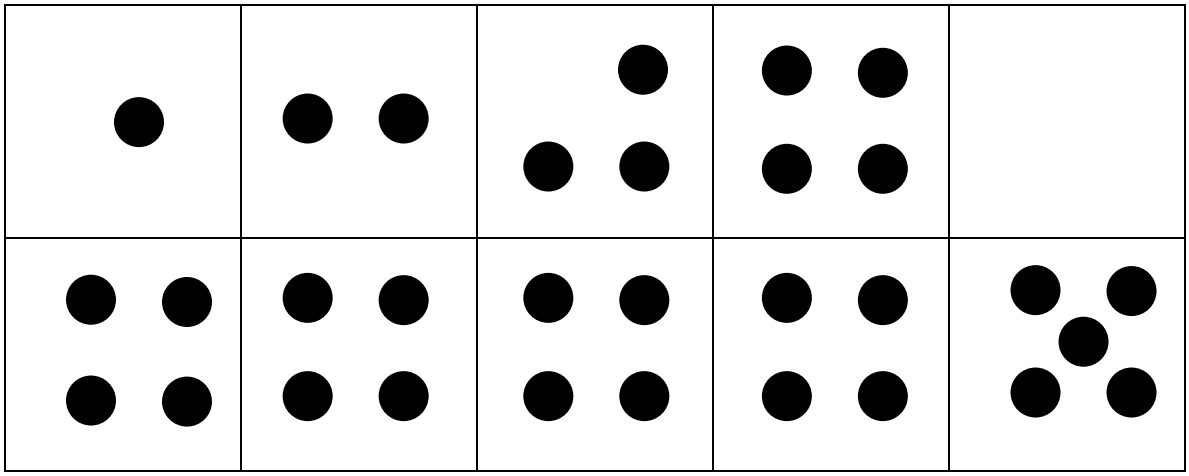
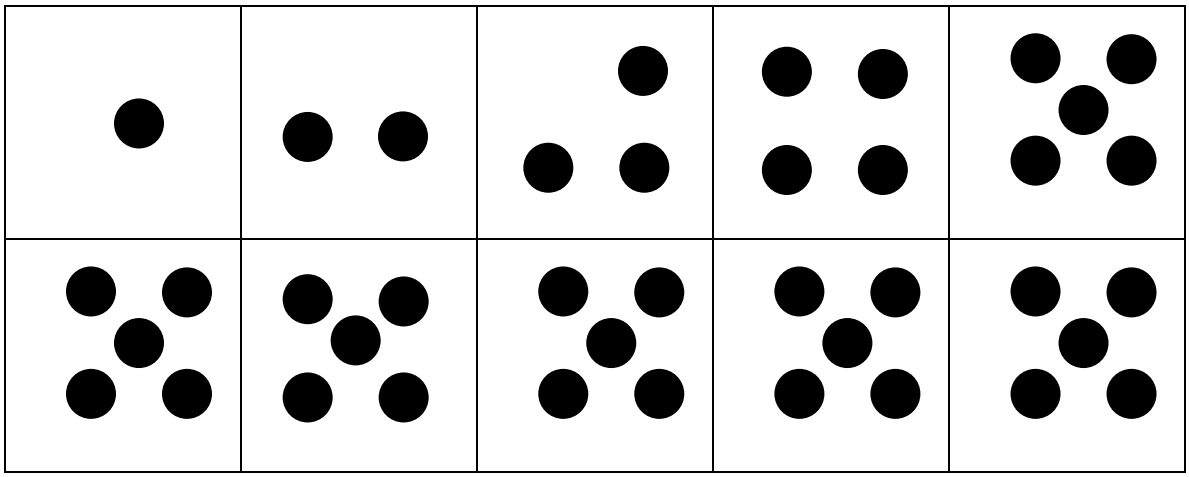
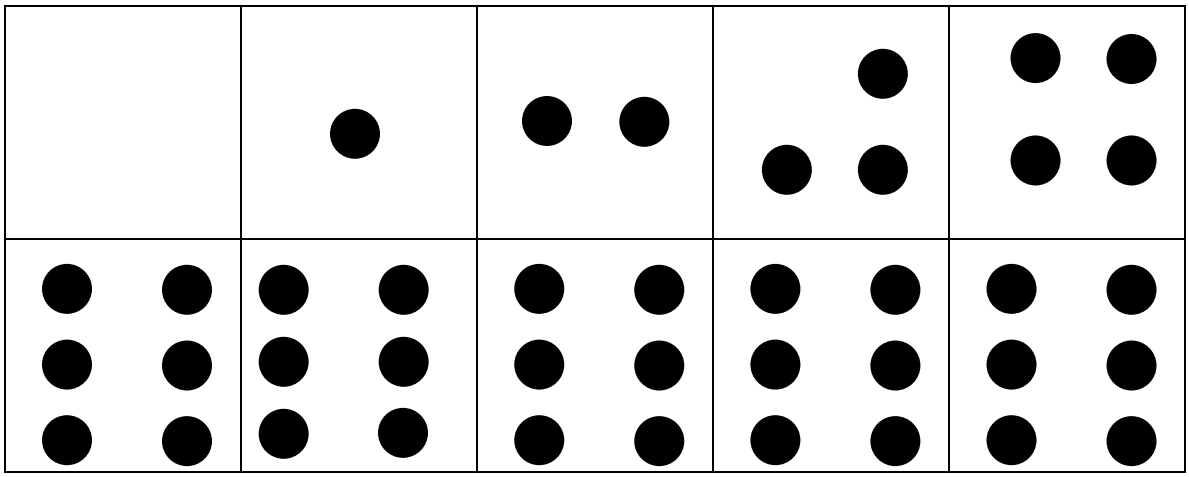
Double 9 Dominoes

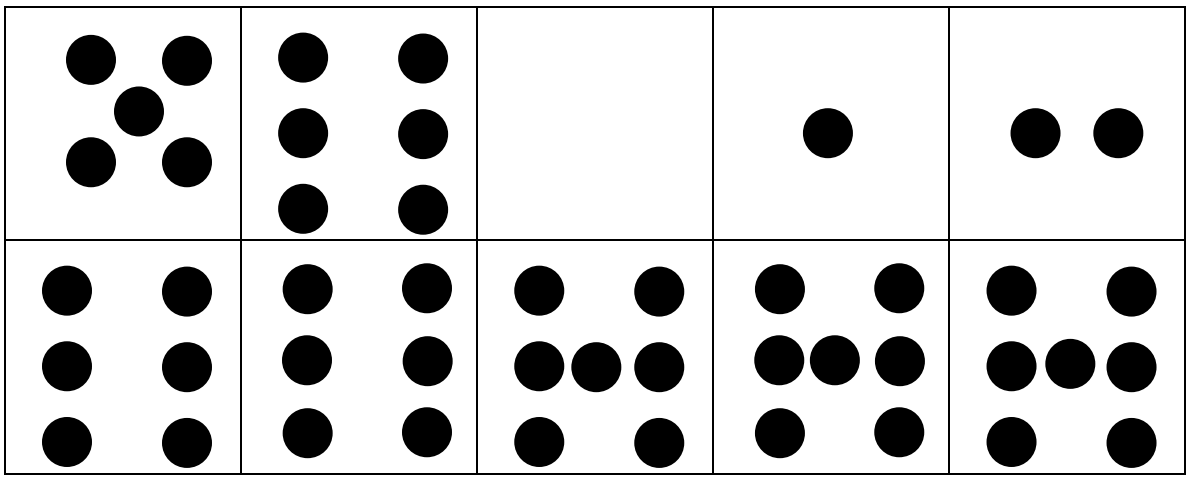


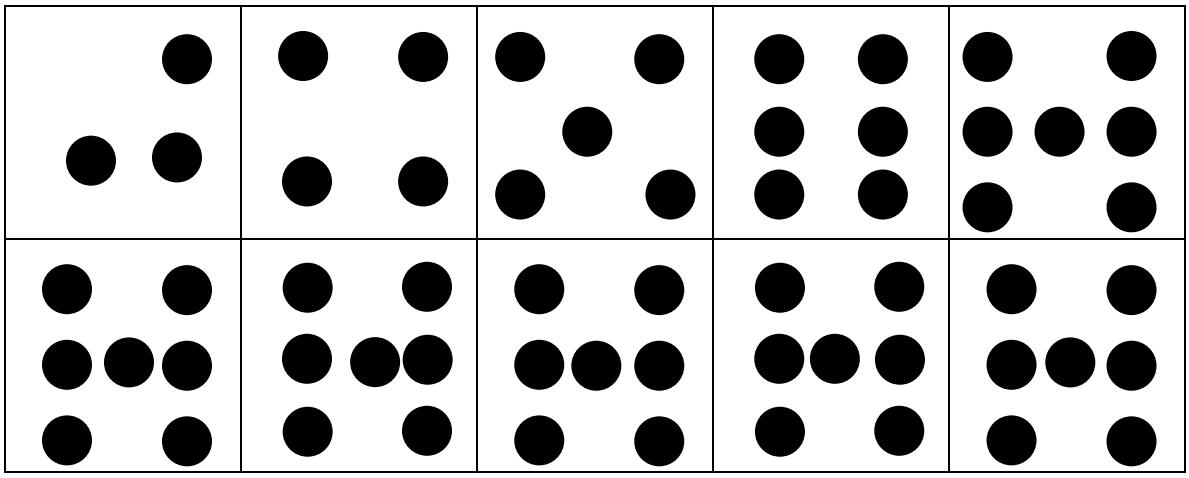


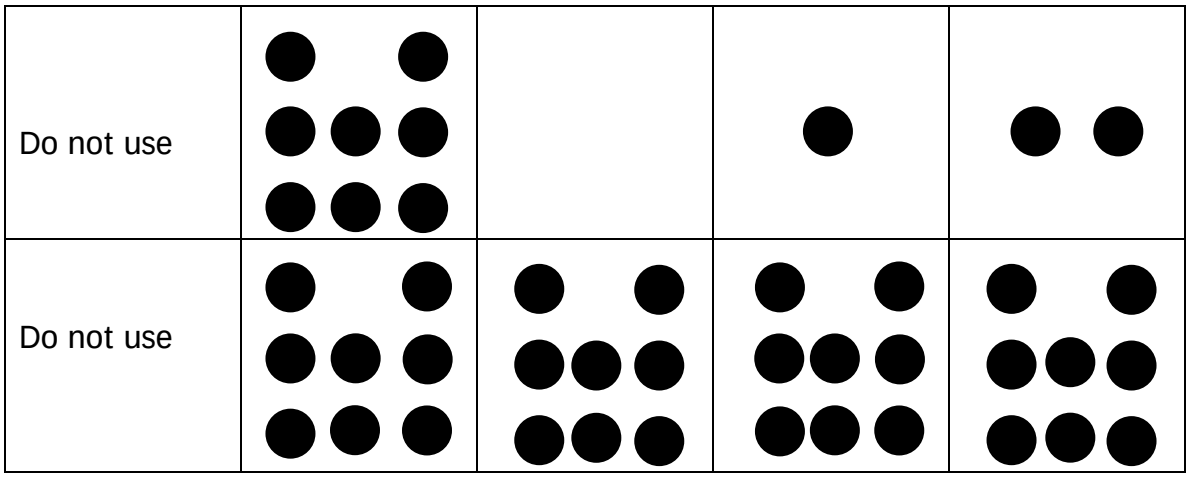








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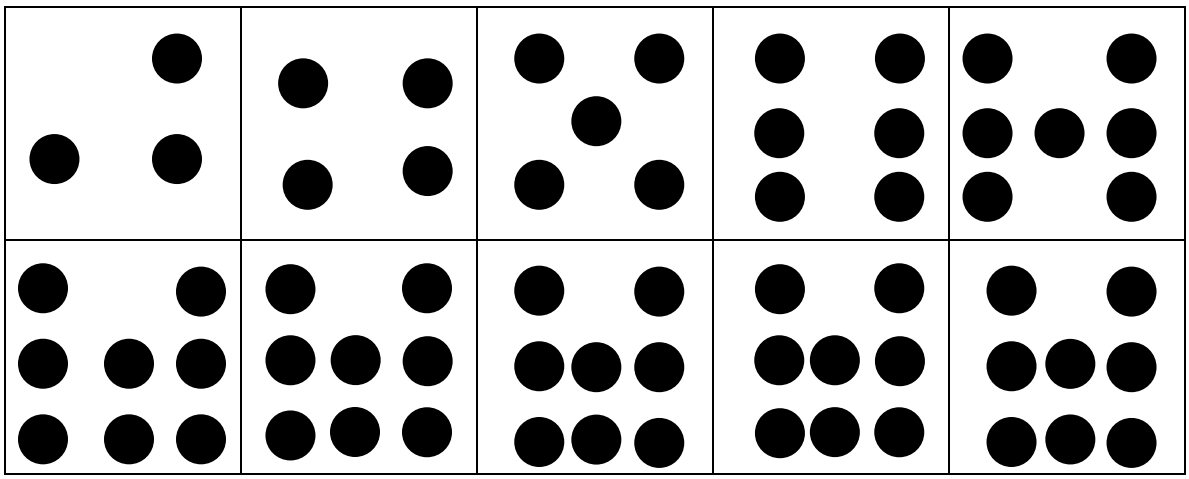
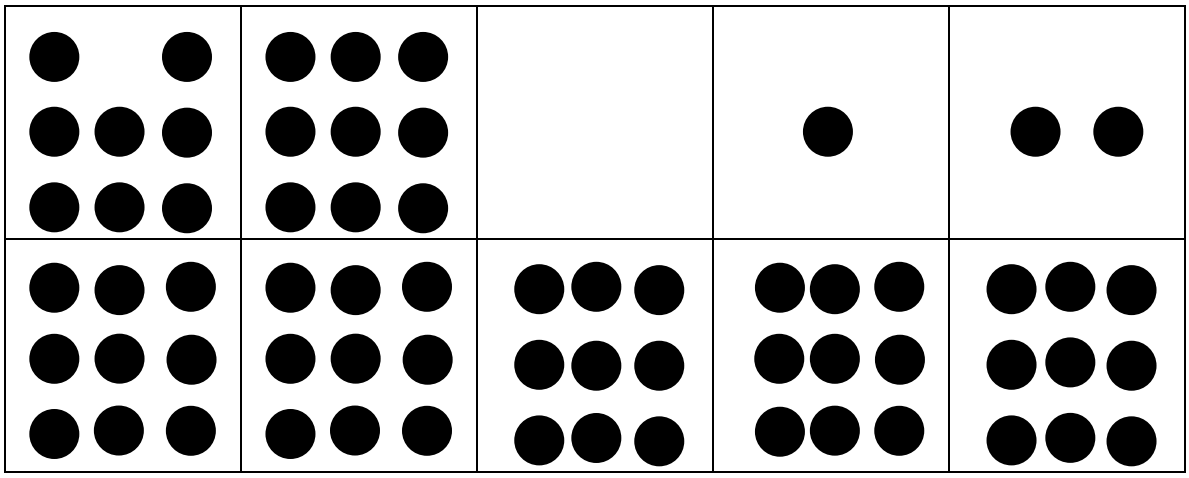
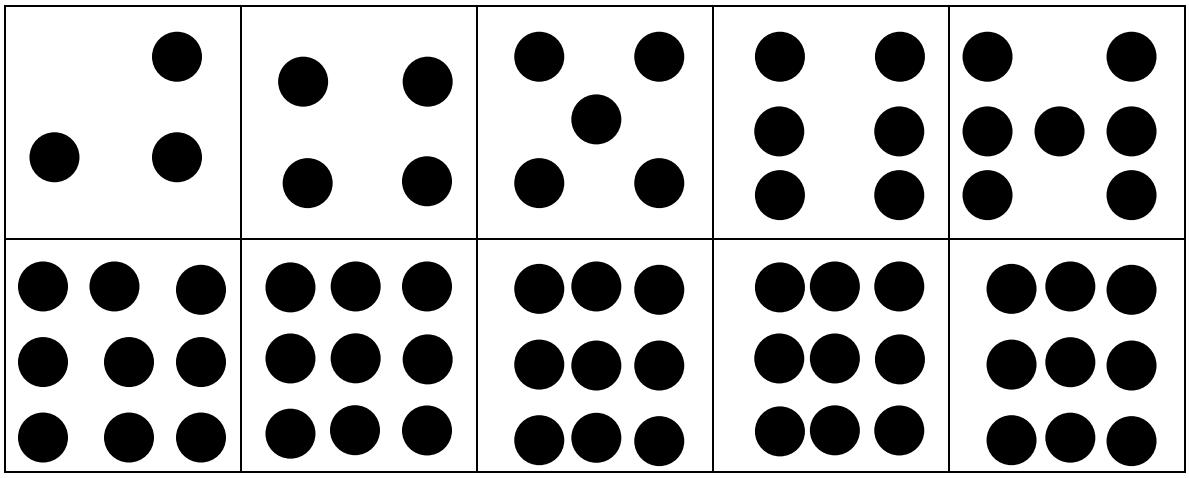
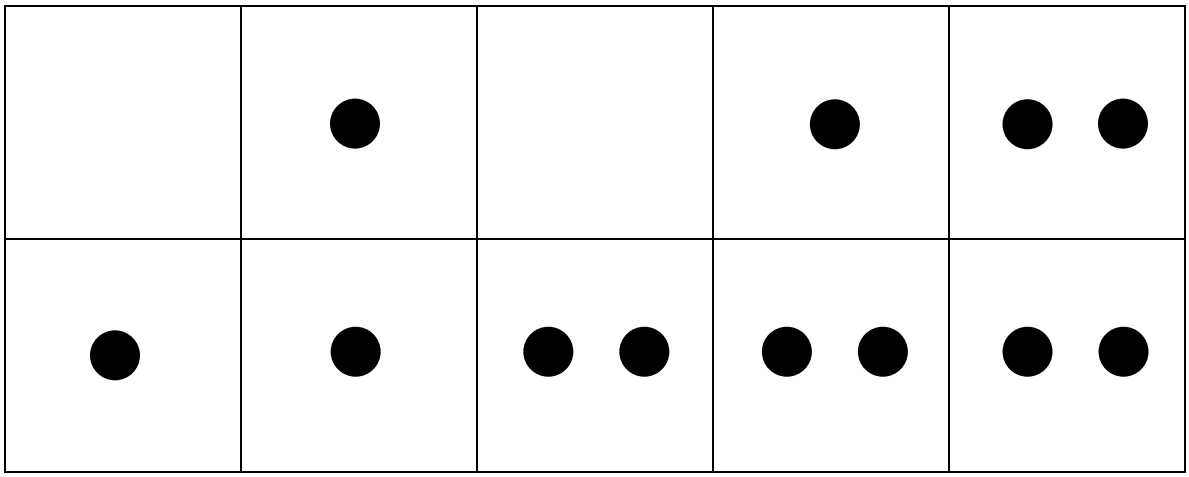
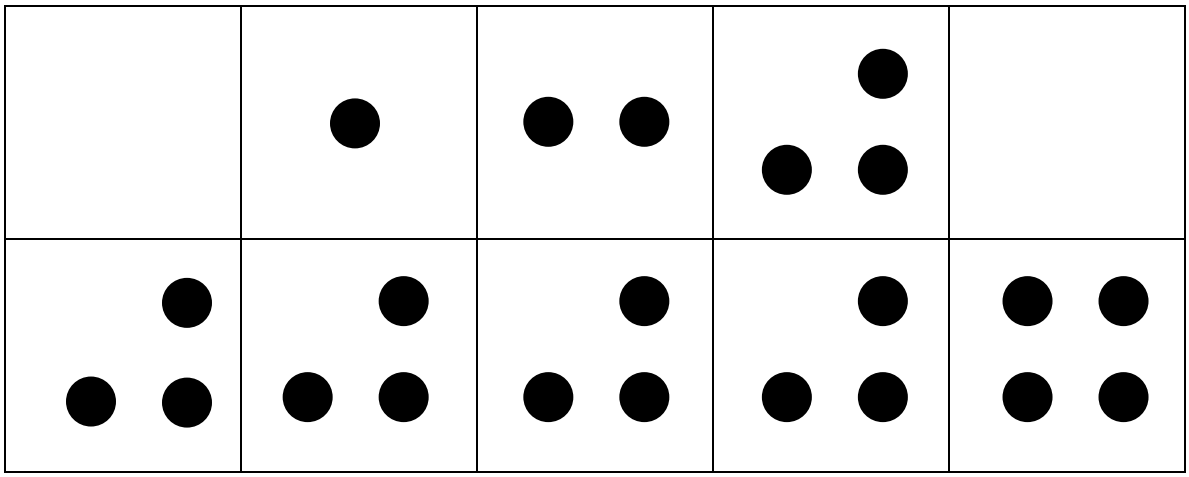


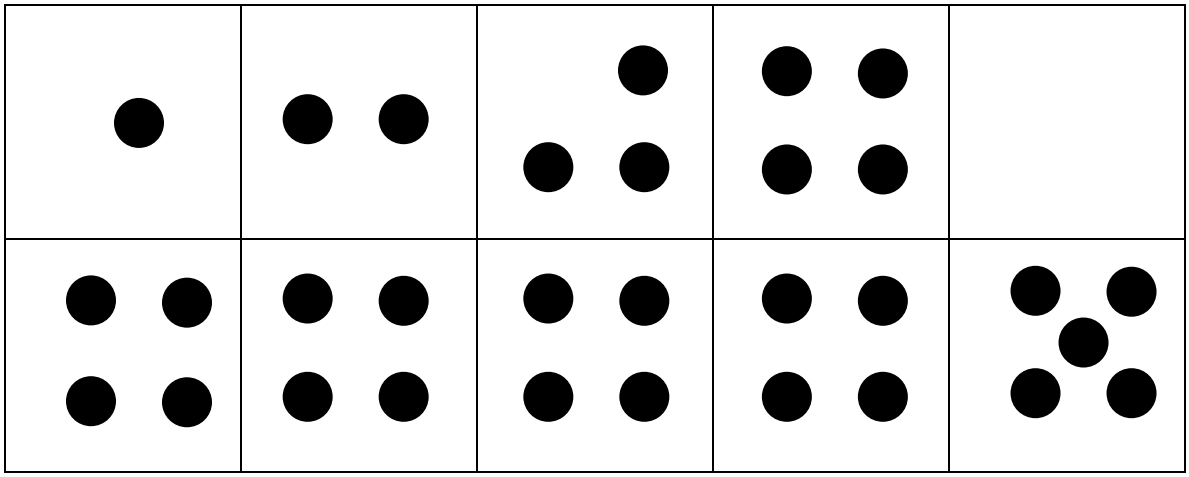


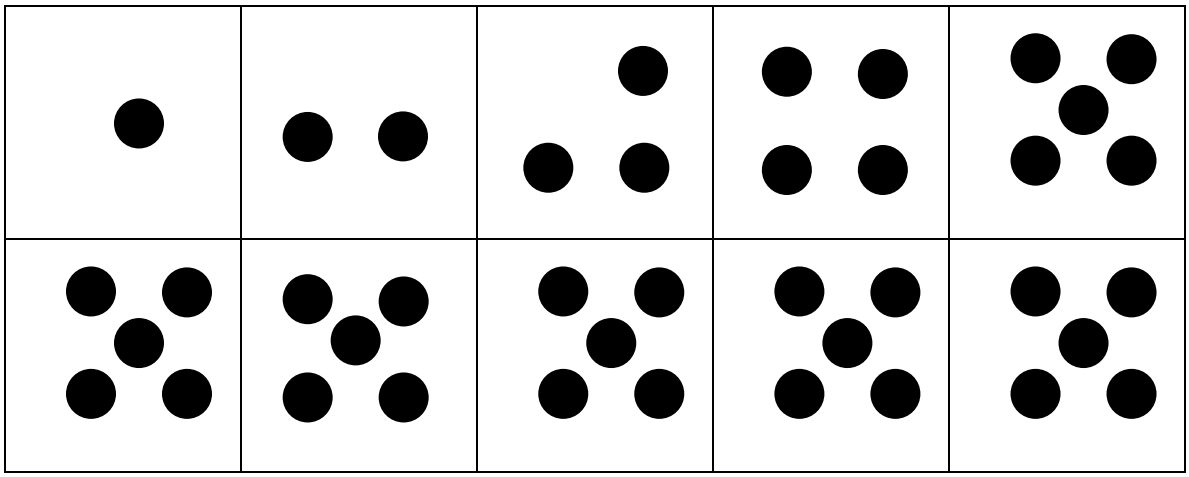


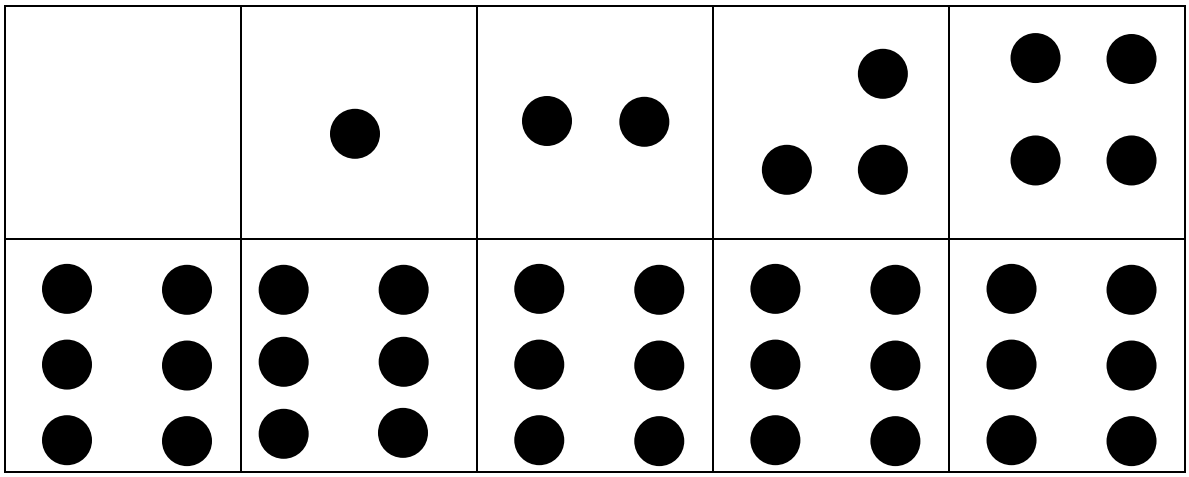
Double 6 Dominoes

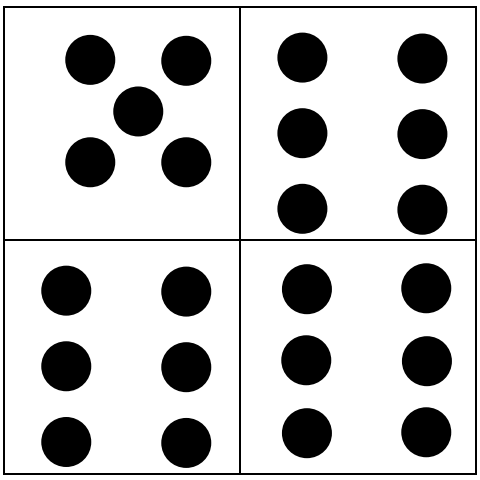












Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	2 by 2 and Minuend
Focus:	Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards (remove face card and jokers)
Socks	Double 6 and/or Double 9 Dominoes

Opening
State the objective
Today we are going to practice using our math vocabulary and math skills in addition and subtraction.
Gain prior knowledge by asking students the following questions
What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving a subtraction problem? What are the basic operations that you need to utilize during math?

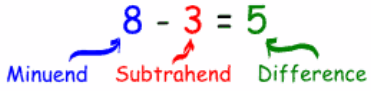
Content (the "Meat")	
Problem of the Day Is the number 53 odd or even? How do you know that you are correct?	*Activity → Teachable Moment(s) *throughout* During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. 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 Draw! 1. Divide students into pairs and give each pair a deck of cards. 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems.	
Math Vocabulary Word for Today: minuend	It is important to review academic math vocabulary

Description: The term "minuend" refers to the largest number in a subtraction problem from which another number will be subtracted. In the problem 13 – 6 = 7, the minuend is 13. The amount subtracted, 6, is the subtrahend, and the answer 7, is the difference. Unless you are working with a negative number, the minuend is always the largest of the numbers in a subtraction problem (unless of course you are subtracting zero, then the minuend and the difference would be the same.)

Write 3 problems on the board and have students identify the minuend.

Have students complete his/her Vocabulary Notebook, making an entry for the word "minuend".

Vocabulary Notebook Sample:

New Word	My Description
minuend	The number you are subtracting from; it represents the total you have
Personal Connection	**Drawing**
I have 12 candy bars and will subtract 3 from that minuend.	

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).

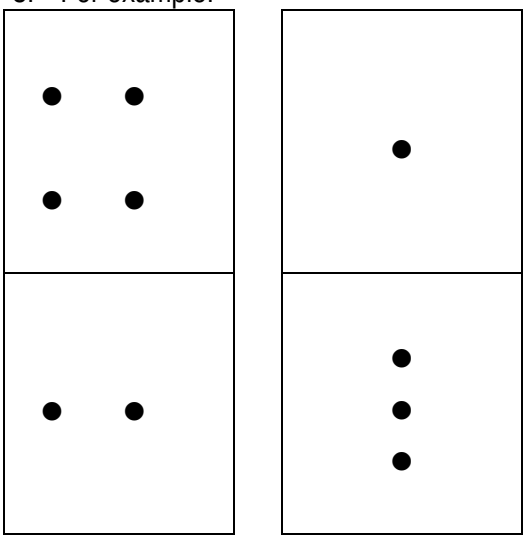
Vocabulary Notebooks can be made from ½ of a composition book.

Activity
2 by 2

Materials: Dominoes (set of Double Six or Double Nine for each group, white board, crayons

Directions:

1. Place the dominoes in the center of the table face down.
2. Player draws two dominoes and arranges them into 2-digit numbers that you can subtract.
3. For example:



This problem would be 41 – 23 = 18

4. Player writes answer on white board and shares with other players.
5. Player 2 repeats the process.
6. Practice continues for 10 rounds or time is called.

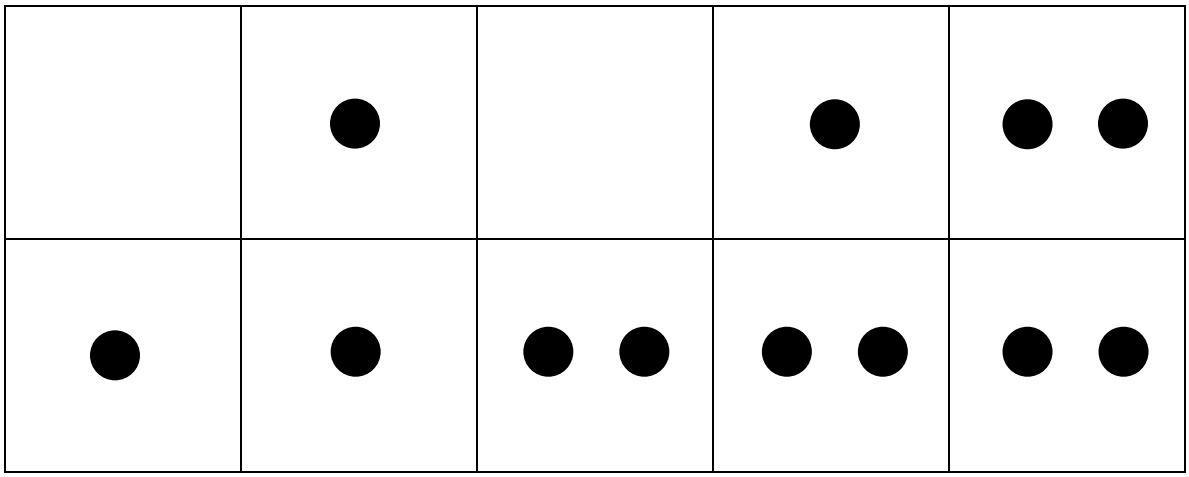
Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

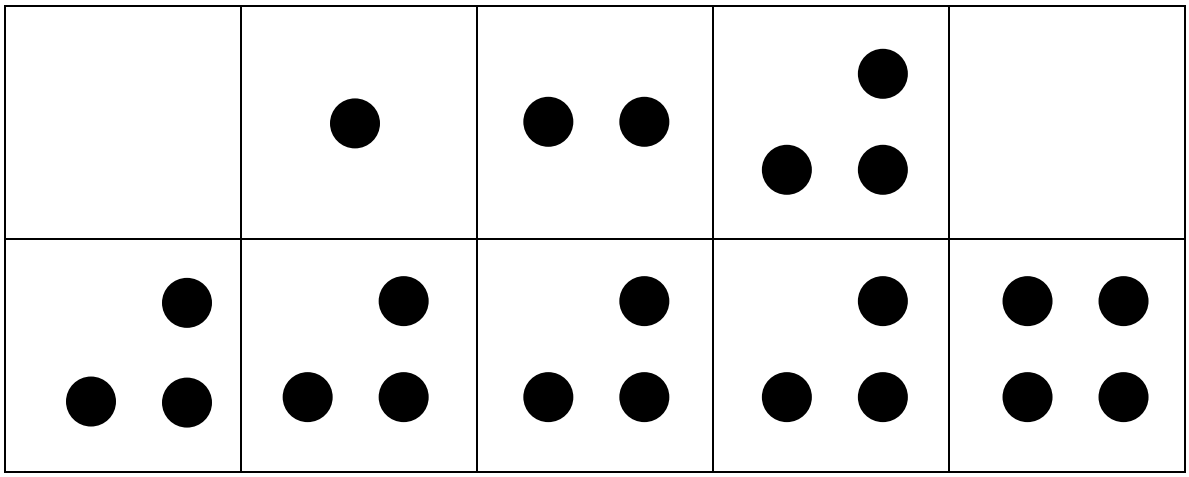
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity?

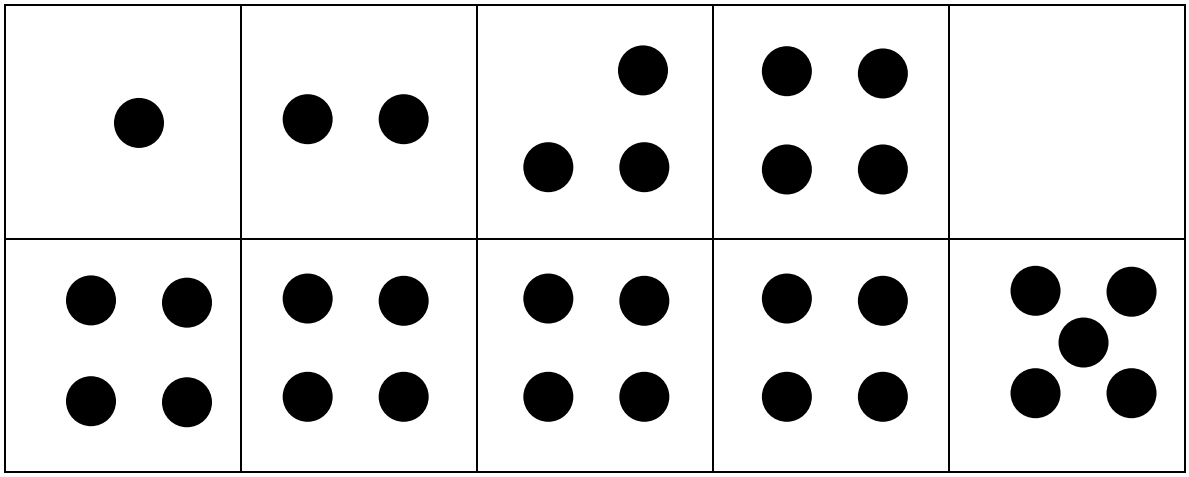
Reflection (Confirm, Tweak, Aha!)

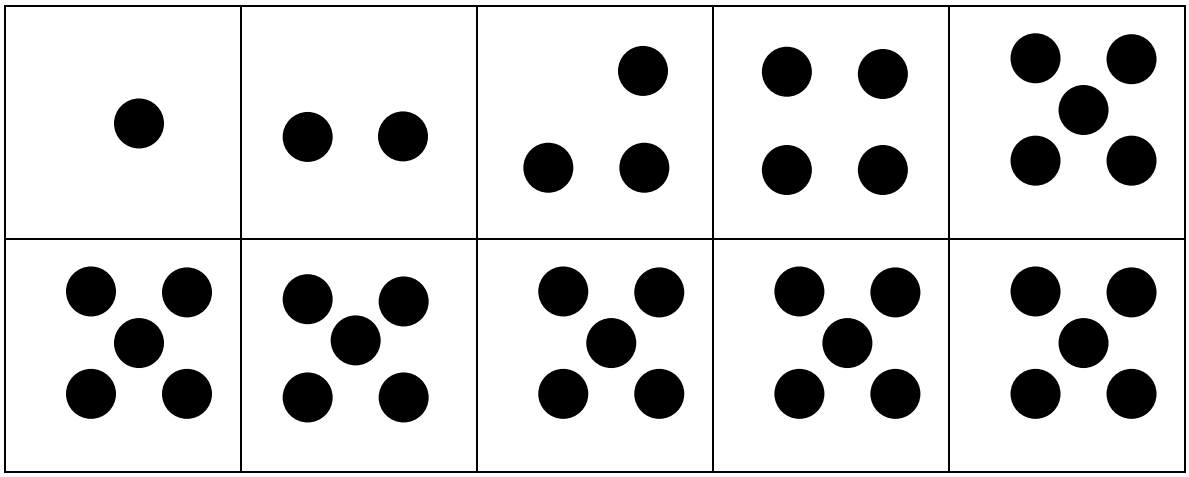
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

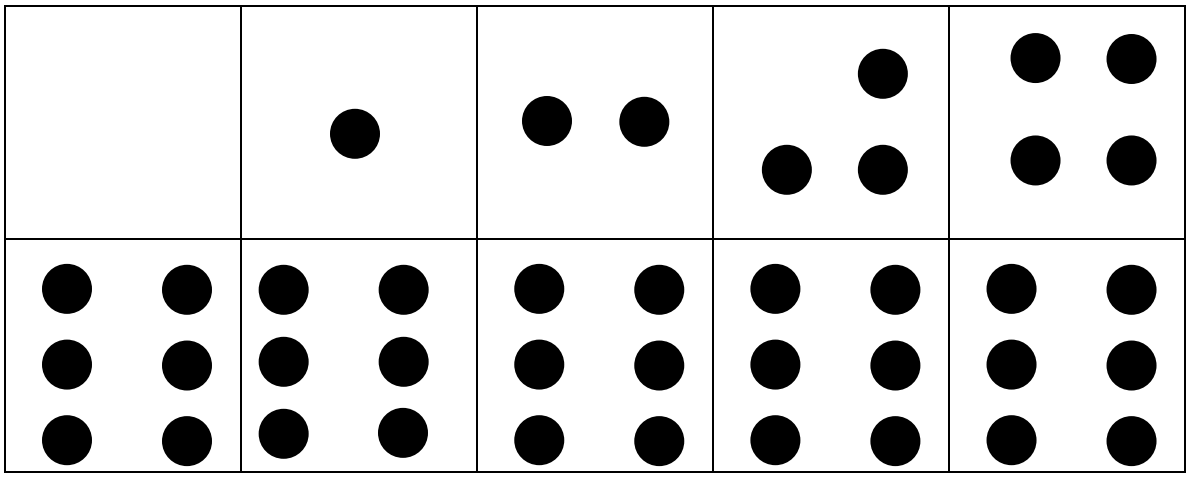
Double 6 Dominoes

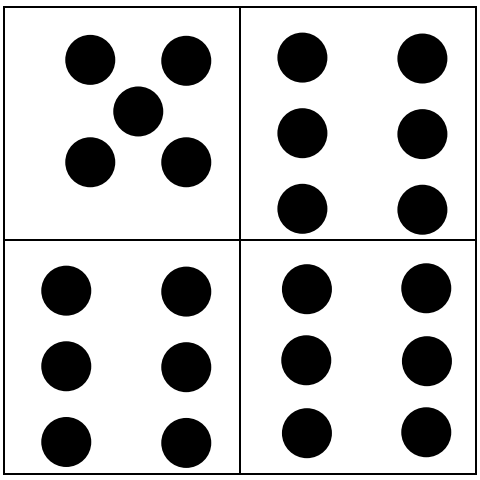




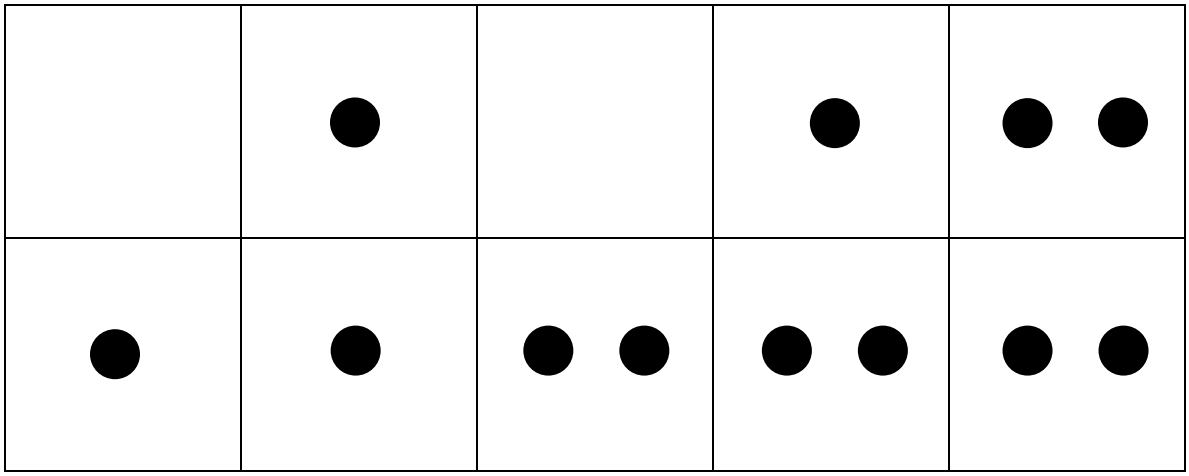


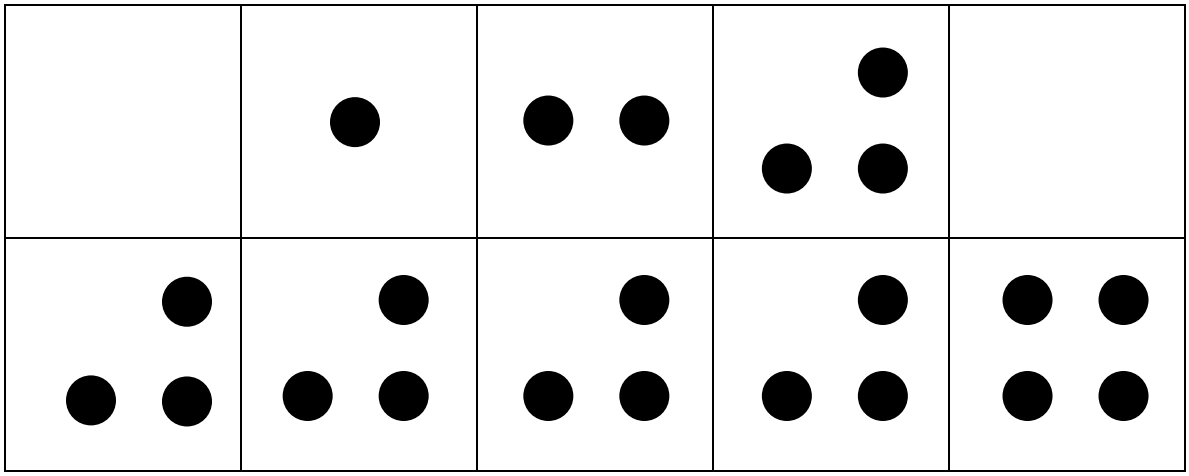


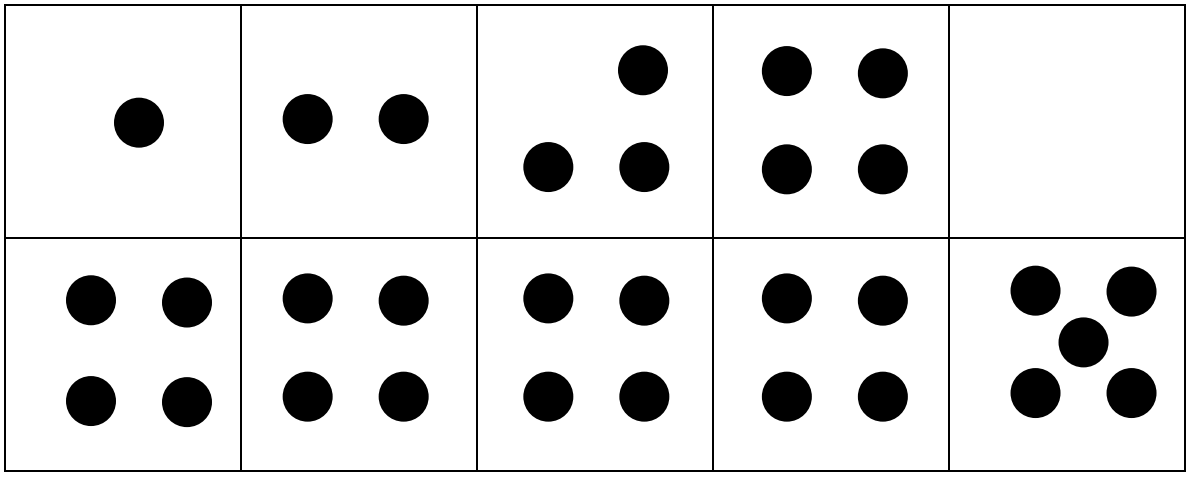


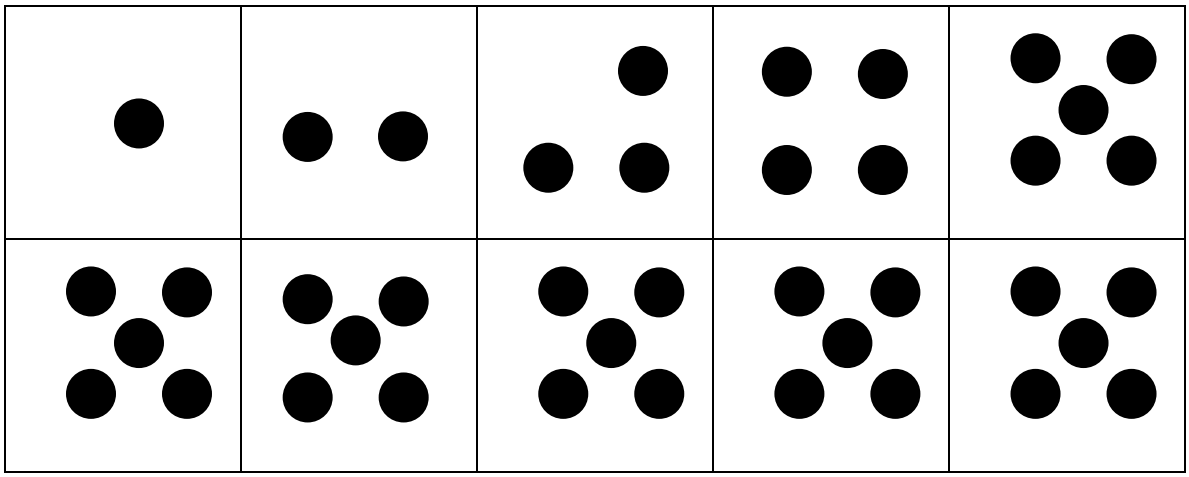


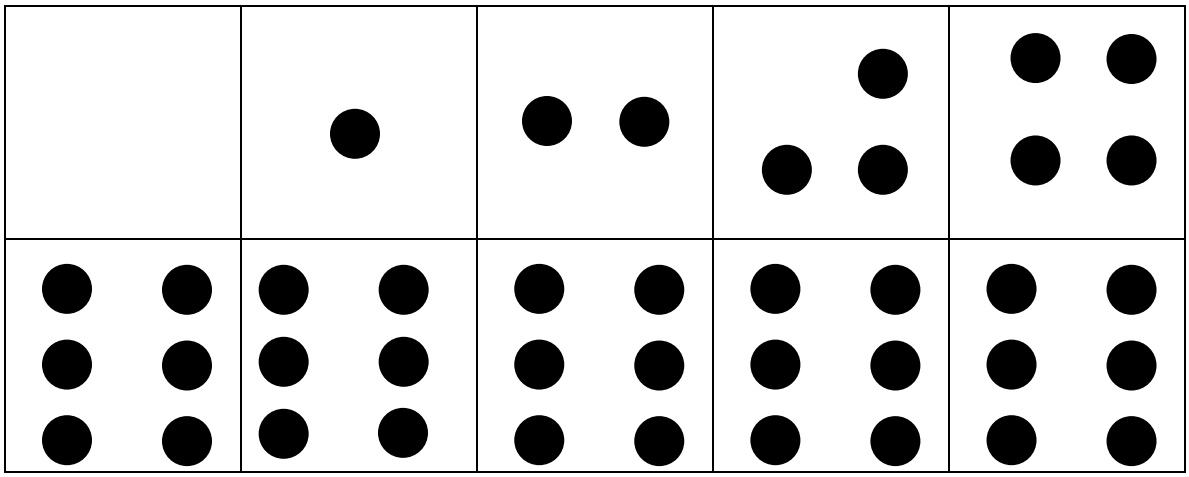
Double 9 Dominoes

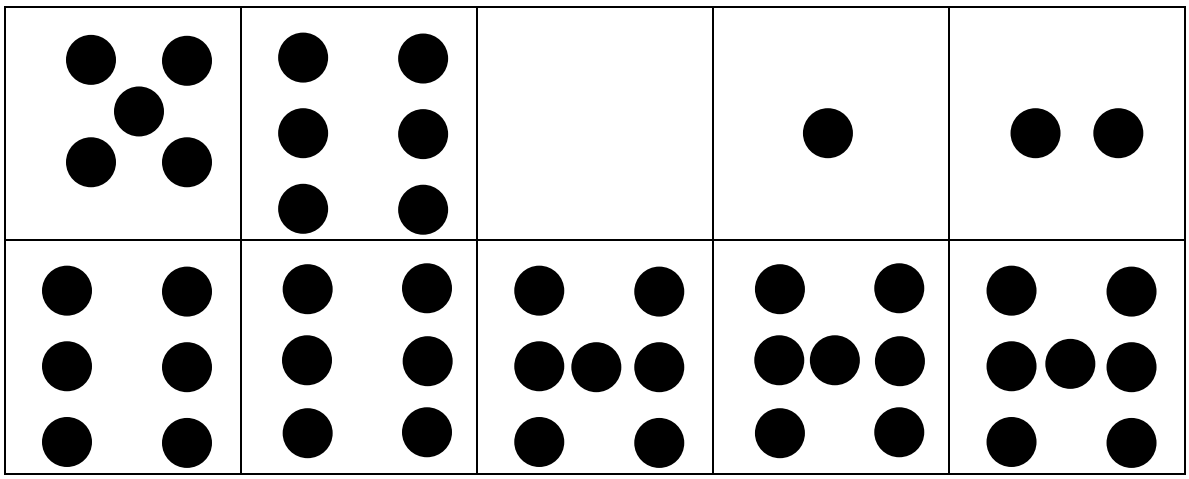


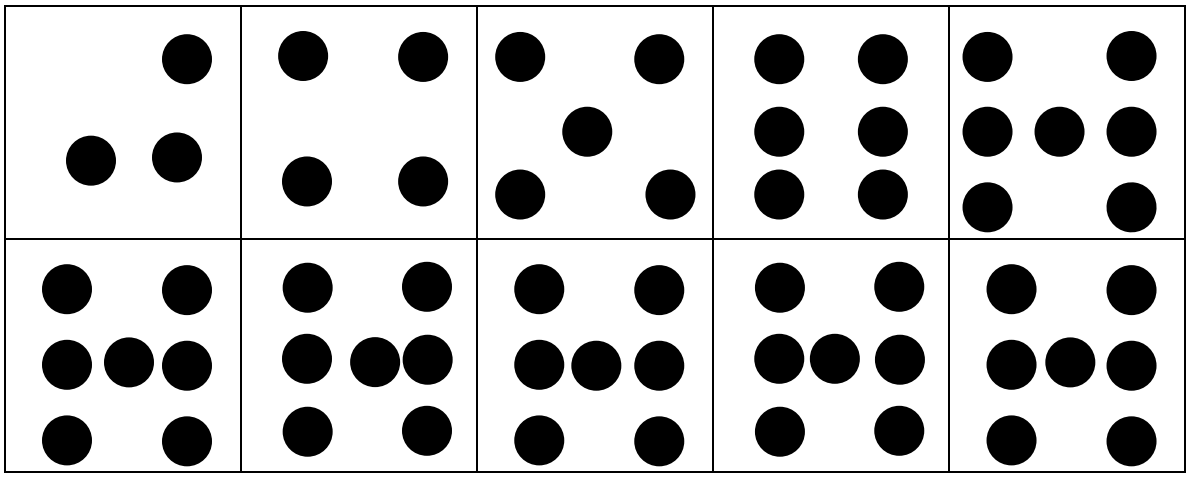


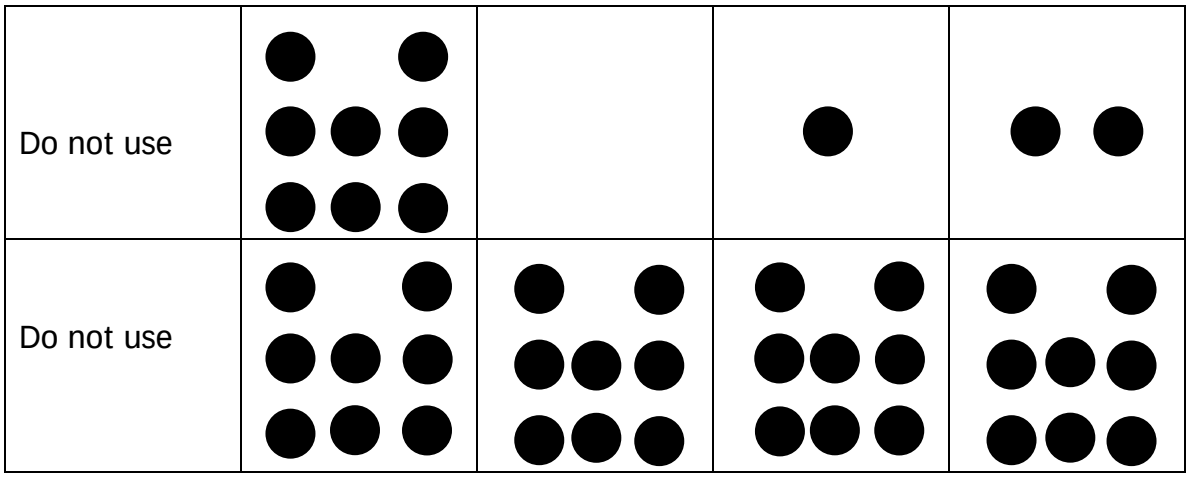








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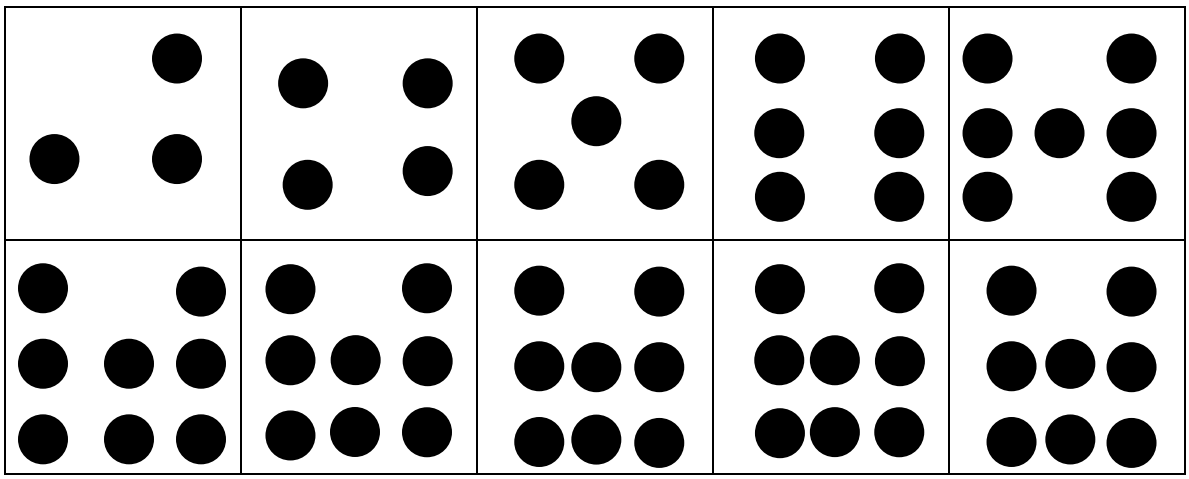
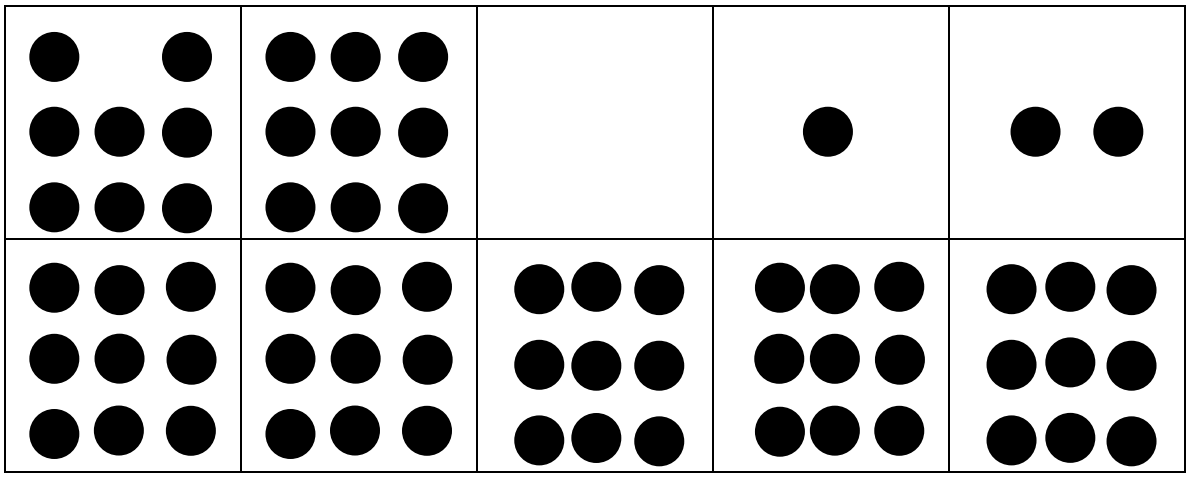
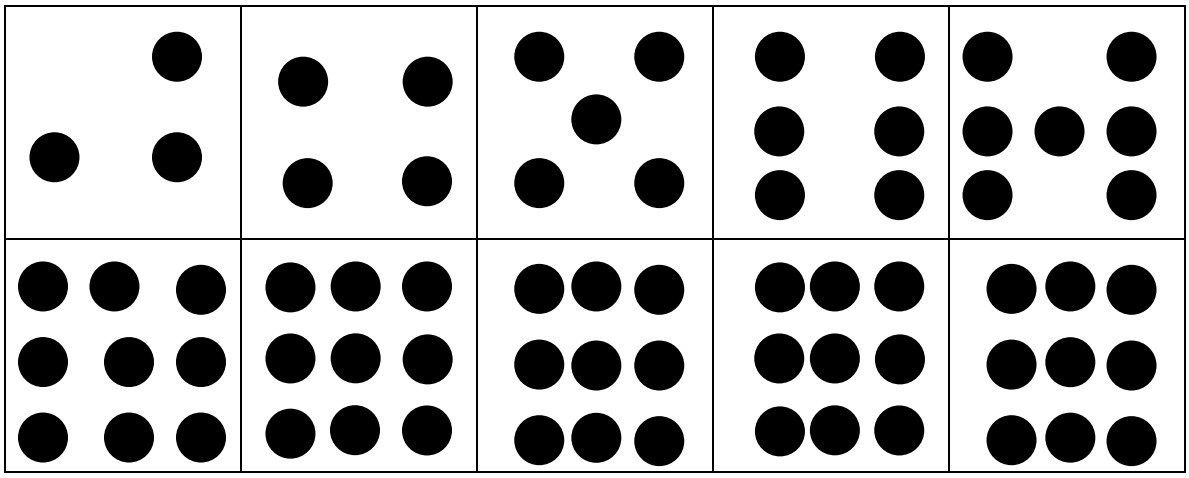






Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Plus and Minus
Focus:	Addition and Subtraction

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
Cards

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Look at the number below. Use pictures, numbers, or words to show the number in two other ways.

537

Fact Practice

Foreheader

1. Divide students into trios. Give each trio a deck of cards without face cards and jokers.
2. Shuffle the deck and give all of the cards to the referee who will be "judging" the contest
3. On go, players are each handed a card by the referee and WITHOUT looking, put the card face out on his/her forehead
4. The referee adds the two numbers together and states the answer
5. Each player looks at the other person's exposed number and names his/her own number
6. Person who wins (accuracy and time), collects both cards
7. Play continues until all cards are gone.
8. Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee

*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

Math Vocabulary

Word for Today: sum

Description: The term "sum" refers to the answer found when addends are totaled. In an addition problem:

5 + 7 = 12

the number 12 represents the sum. Ask students write 3 addition problems and circle the sum.

Vocabulary Notebook Sample:

New Word	My Description
sum	the total you get when you add things together
Personal Connection	**Drawing**
What is the sum of 3 + 7?	

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
Plus and Minus

Materials: Deck of Cards (10s, face cards and jokers removed), white boards, crayolas

Directions:

1. Player 1 deals five cards to each player.
2. Each player selects any four cards to create the greatest two double-digit numbers possible. Each player adds the two numbers together, records the sum and places the cards in a discard pile.
3. Player 1 deals three cards to each player. Each player selects any two cards to create the smallest two-digit number possible. Each player subtracts this number from the number recorded in Step 1, records the difference, and places the cards in a discard pile.
4. Player 1 deals three cards to each player. Each player creates the greatest possible two-digit number. Each player adds this number to the number recorded in Step 2, records the sum and places the cards in a discard pile. This number is the player's score.
5. The player with the higher score wins the game. If at any point a player's score is less than 0, the other player wins.

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

Three Whats

Ask the following three what questions:

What was your key learning for the day?

What opportunities might you have to do this same thing in the “real world”?

What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Sum and Plus and Minus
Focus:	Addition and Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	decks of cards
Socks	dice

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

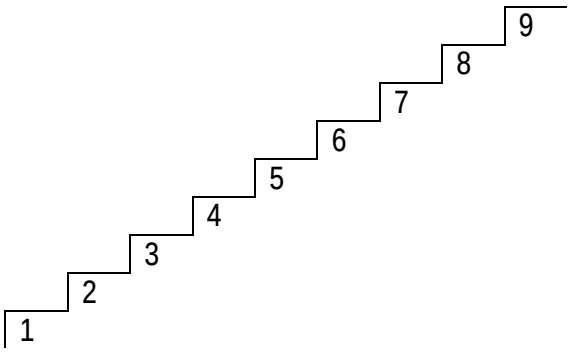
Problem of the Day

Julie's birthday party is being held at the park. In order to have the "party spot" at the park Julie's mom has to sign up for a specific amount of time that she wants the space. How much time do you think that Julie's mother needs to sign up for: 4 minutes, 4 hours, 4 days? Explain how you know.

Fact Practice

Addition Ladder

1. Give each student a white board (include marker or crayola)
2. Student should draw a ladder like the one below



3. Have student roll 2 dice, total the pips and then add that number to each of 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.

numbers in the ladder, writing the sum to the right of the number.

Math Vocabulary

Word for Today: sum

Description: The term "sum" refers to the answer found when addends are totaled. In an addition problem:

5 + 7 = 12

the number 12 represents the sum. Ask students write 3 addition problems and circle the sum.

Review the entry in your Vocabulary Notebook for the term "sum". Review it with a peer and if need be make corrections or additions.

Vocabulary Notebook Sample:

New Word	My Description
sum	when you add the total is the sum
Personal Connection	**Drawing**
What is the sum of 5 + 9?	

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
Plus and Minus

Materials: Deck of Cards (10s, face cards and jokers removed), white boards, crayolas

Directions:

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

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

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Lightning
Focus:	Addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing cards
Socks	dice

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

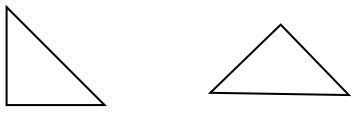
How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Look at the two triangles below. What would you need to do to make a square?



Fact Practice

Target

1. Divide students into trios.
2. Each trio needs a deck of cards without face cards and jokers.
3. Place the cards face up in a TicTac Toe Grid.
4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1)
5. Each player makes an equation with some or all of the numbers in the grid to equal the target number. Students may add or subtract.
6. Each card may be used only one time in the equation.
7. As the cards are being picked up, the player must say the equation aloud—for example if the target card is 10, then I could say 6 + 4 = 10, and pick up the 6 and 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

4.

8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck.
9. Player with the cards at the end of the game win.

Math Vocabulary

Word for Today: difference

Description: The term "difference" refers to the answer you get when you subtract one number from another. In the sample below:

10 – 4 = 6

the 6 is the difference between 10 (the minuend) and the 4 (the subtrahend). Differences are calculated by "taking away" the subtrahend.

Ask student to write 3-5 number sentences that end in a difference (subtraction problem)

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

New Word	My Description
difference	when you subtract, the difference is the answer
Personal Connection	**Drawing**
I started with 8 cookies and then I ate 5. The difference is 3.	

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

Complete the Vocabulary notebook for each word.

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

Vocabulary Notebooks can be made from ½ of a composition book

Activity
Lightning!

Materials: Two 6-sided dice, Lightning Game Board, game tokens

Directions:

1. Place game board, dice, and markers in the center of the table.
2. Each player places one marker at the bottom of each column.
3. Player 1 rolls the dice and adds up the numbers. Player 1 moves his/her marker to the correct space in the ones' column. If the sum is beyond nine, the player begins using the marker in the tens' column. For example, 12 would be 10 and 2.
4. Player 2 rolls the dice, adds up the numbers and moves.
5. Players alternate turns, rolling the dice, adding the sum to their previous score and moving their markers.
6. The first player to move quickly (like LIGHTNING) and reach 100 is the winner.

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

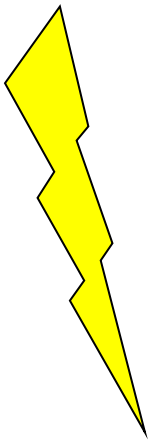
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity?

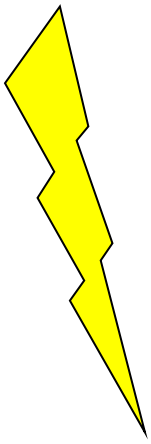
Reflection (Confirm, Tweak, Aha!)

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

Lightning Game Board

Hundreds	Tens	Ones





Hundreds	Tens	Ones

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Difference and Lightning
Focus:	Number Sense

Materials:	
White boards	Vocabulary Notebooks
Crayolas	12 sided dice (1 for each child)
Socks	deck of cards for every 2 children

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Look at the list of numbers below. What is the pattern? What would the next three numbers be?

250, 270, 290, 310, _____, _____, _____

Fact Practice

Number Hunt

1. Divide students into pairs
2. Each pair needs a Number Hunt sheet (attached to this lesson plans)
3. Player rolls two, 12-sided dice.
4. Player adds or subtracts the two numbers.
5. If the number is not yet covered, then player may cover the number.
6. Next player repeats steps 1-3.
7. Winner is determined by who has the most numbers covered.

*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

Math Vocabulary

Word for Today: difference

Description: The term "difference" refers to the answer you get when you subtract one number from another. In the sample below:

10 – 4 = 6

the 6 is the difference between 10 (the minuend) and the 4 (the subtrahend). Differences are calculated by "taking away" the subtrahend.

Ask student to write 3-5 number sentences that end in a difference (subtraction problem)

Vocabulary Notebook Sample:

New Word	My Description
difference	the answer in a subtraction problem, the amount you have left
Personal Connection	**Drawing**
I started with 10 dollars. I spent 7 dollars. The difference is 3 dollars.	

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

Lightning!

Materials: Two 6-sided dice, Lightning Game Board, game tokens

Directions:

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

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

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

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

Number Hunt

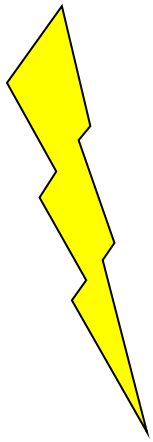
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

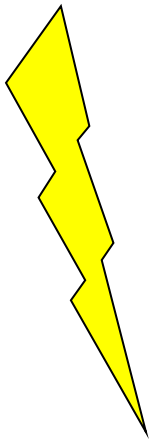
Number Hunt

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Lightning Game Board

Hundreds	Tens	Ones





Hundreds	Tens	Ones

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Black Hole
Focus:	Subtraction

Materials:		
White boards	Vocabulary Notebooks	pencils
Crayolas	decks of cards	Black Hole Game Board
Socks	game tokens	

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

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Content (the "Meat")

Problem of the Day

If a soccer game begins at 1:30 and is over at 5:00, how long did the game last? How do you know? Explain your answer.

Fact Practice

Draw!

1. Divide students into pairs and give each pair a deck of cards.
2. Remove the face cards and jokers from the deck of cards.
3. Shuffle the deck.
4. Decide who will go first.
5. First player draws two cards.
6. Student adds or subtracts the cards.
7. Student writes his/her problem on the white board, writing a complete number sentence.
8. Students take turns drawing cards and creating problems.

*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

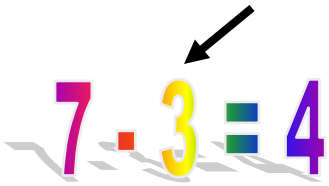
Math Vocabulary

Word for Today: subtrahend

Description: The term "subtrahend" refers to the number in a subtraction problem that you actually removing from consideration. A subtrahend is smaller than the minuend (the top number), and is what is being taken away or removed.

Create an entry for the word "subtrahend" in your Vocabulary Notebook.

Vocabulary Notebook Sample:

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

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
Black Hole

Materials: Black Hole Game Board, pencil, tokens, white board, crayons

Directions:

1. Each player begins with 200 points.
2. The first player places the marker on START.
3. Using the eraser end of a pencil as a cue stick, the player shoots the marker toward the numbers.
4. The number the marker lands on is subtracted from the player's 200 points.
5. If the marker lands on a line between the spaces, the player subtracts the larger number.
6. Players alternate turns, subtracting from their previous scores.
7. Watch Out! When the marker lands in a Black Hole, the player cannot subtract anything from his/her score.
8. The first player to reach 100 is a winner.

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

Three Whats

Ask the following three what questions:

What was your key learning for the day?

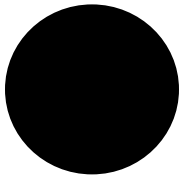
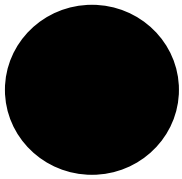
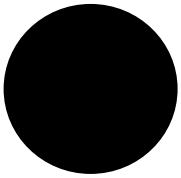
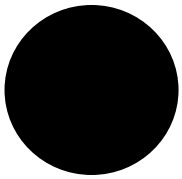
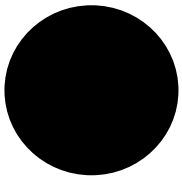
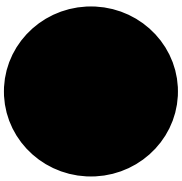
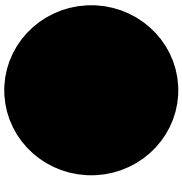
What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

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

Black Hole Game Board

5		9	4
	8	1	6
7	3	2	
	5	4	1
6			9
	5	4	8

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	Subtrahend and Black Hole
Focus:	Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards without tens, face cards and jokers
Socks	

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

How can you tell that you are on the right track for solving the problem?

What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Write 3 numbers that are greater the 347. Tell how you know that they are greater.

Fact Practice
Bump It Up! Add A Zero

1. Divide students into pairs.
2. Give each pair a white board and a deck of cards (without face cards, jokers, or 10s)
3. The object of this fact practice is to sum numbers until you reach 1,000.
4. Student draws 2 cards, adds the value of the cards together, multiplies by ten and writes the total on the sheet.
5. It is not the other person's turn to do the same.
6. When play returns to the first player, the process is repeated, although this time, the totals are added together.
7. First person to 1,000 wins.
8. Example: Player draws a 7 and a 4. Total is 11. Multiply by 10 (add the zero) equals 110. Next turn, player draws a 3 and a 2 which totals 5. Multiply by 10 and I now add 50 to 110 for a total of 160.

*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

Math Vocabulary

Word for Today: subtrahend

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Review the entry for the word "subtrahend" in your Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
subtrahend	when you take 8 away the 8 is the subtrahend
Personal Connection	**Drawing**
In the problem 11 – 3 = 8, the 3 is the subtrahend.	

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

Black Hole

Materials: Black Hole Game Board, pencil, tokens, white board, crayons

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new" student getting ready to do this activity?

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)
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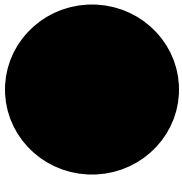
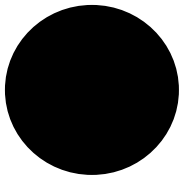
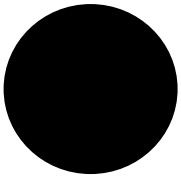
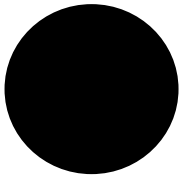
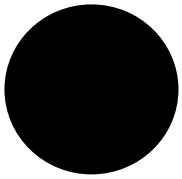
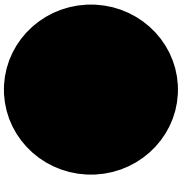
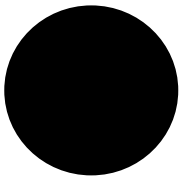
Black Hole Game Board

5		9	4
	8	1	6
7	3	2	
	5	4	1
6			9
	5	4	8

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2nd Grade
Lesson Title:	DPLB2 Review
Focus:	Review

Materials:

Materials for the games that students have learned this past few days

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

Activity

Today students will select the game from the week that they most want to play. Pairs can select different games. Game choices are:

- Double Dice
- Plus and Minus
- Lightning
- Black Hole
- 2 by 2

Closing

Review

Say:

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

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)
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