

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #1
<b>Focus:</b>	Money

<b>Materials:</b>		
White boards	Vocabulary Notebooks	Activity at end of lesson plan
Crayolas	decks of cards	
Socks	dice	

### Opening

#### State the objective

Today we are going to practice using our math vocabulary and math skills in working with money.

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

What do you know about money? What do you know about the difference between coins and currency? What do you know about money in other countries? How do you go about solving problems that have to do with money? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

Fred and Mike sold cookies. They sold 53 cookies all together. Fred sold 24 cookies. How many did Mike sell? How do you know?

#### 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.

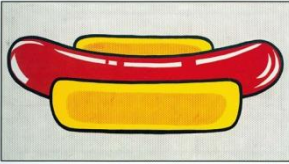
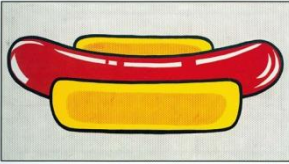
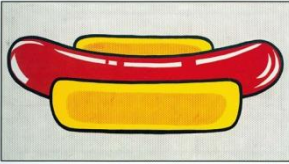
Check in about what is happening and what they are thinking.

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

<b>Math Vocabulary</b>		<p>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.</p>								
<p><b>Word for Today: coins</b></p> <p><b>Description:</b> The term “coins” refers to money that is made of metal. In the United States those coins are called pennies, nickels, dimes, quarters, half dollars, and silver dollars. These coins are all related to the number of cents it takes to make a dollar. You can combine coins in a variety of ways to make the amount of money you need. Another word for coins is change—although that usually refers to the amount of money you receive back when you have paid for an item with more money than it cost. Create an entry in the Vocabulary Notebook to share your understanding of the word coins.</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; text-align: center;"><b>New Word</b></td> <td style="width: 50%; text-align: center;"><b>My Description</b></td> </tr> <tr> <td style="text-align: center;">picnic</td> <td style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</td> </tr> <tr> <td style="text-align: center;"><b>Personal Connection</b></td> <td style="text-align: center;"><b>Drawing</b></td> </tr> <tr> <td style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</td> <td style="text-align: center;"></td> </tr> </table>			<b>New Word</b>	<b>My Description</b>	picnic	Hot dogs, mustard, catsup, drinks, ball games, family fun at the park	<b>Personal Connection</b>	<b>Drawing</b>	I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.	
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I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.										
<b>Activity Money</b>										
<p>The focus for the next 11 days will be money, combining both bills and coins, understanding the decimal point and how this is all compared to 100 cents in a dollar.</p> <p>There are four main coins that we use in the United States. They are the penny, the nickel, the dime and the quarter. We also have a 50¢ piece and a silver dollar, but those are not used as often as the other four coins. Each coin has a front (called the head) and a back (called the tail). A penny is worth 1¢, a nickel is worth 5¢, a dime is worth 10¢, and a quarter is worth 25¢. These values are all in comparison with the 100¢ it takes to make a dollar.</p> <p>Work through several examples of counting money with the children. Draw the coins by drawing a circle and writing the value of the coin inside. For example:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">○ 1¢</div> <div style="text-align: center;">○ 10</div> </div> <p>Once the students have practiced they are ready to participate in the activity.</p> <p><b>How Much?</b></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>								

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**Directions:**

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

### Closing

#### Review

Say:

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

#### Debrief

#### 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!)















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

2nd Grade How Much?

 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
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Consult 4 Kids Lesson Plans

 <p>_____ ¢</p>	 <p>_____ ¢</p>
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## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #2
<b>Focus:</b>	Money

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

### 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 money? What do you know about the difference between coins and currency? What do you know about money in other countries? How do you go about solving problems that have to do with money? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

If the time is 7:15 how many minutes are there until it is 8:00? How do you know?

#### 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 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

#### Math Vocabulary

It is important to review

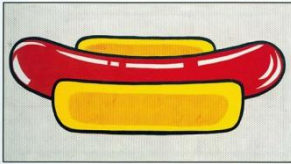
## Consult 4 Kids Lesson Plans

**Word for Today: value**

**Description:** The term value is used when we want to know what something is worth. If you think in terms of money, a \$1.00 bill is worth 10 dimes, 4 quarters, 20 nickels, 100 pennies if you are trading the \$1.00 for coins. However, if you are purchasing something with it, maybe the \$1.00 has a value of 2 candy bars, a regular bag of chips, or something really cool from the Dollar Store. Understanding the value of something is important so you can understand its worth.

Students complete the Vocabulary Notebook

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>
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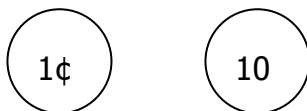
academic math vocabulary often throughout the day  
 Complete the Vocabulary notebook for each word.  
 When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)  
 Vocabulary Notebooks can be made from 1/2 of a composition book

**Activity  
Money**

The focus for the next 11 days will be money, combining both bills and coins, understanding the decimal point and how this is all compared to 100 cents in a dollar.

There are four main coins that we use in the United States. They are the penny, the nickel, the dime and the quarter. We also have a 50¢ piece and a silver dollar, but those are not used as often as the other four coins. Each coin has a front (called the head) and a back (called the tail). A penny is worth 1¢, a nickel is worth 5¢, a dime is worth 10¢, and a quarter is worth 25¢. These values are all in comparison with the 100¢ it takes to make a dollar.

Work through several examples of counting money with the children. Draw the coins by drawing a circle and writing the value of the coin inside. For example:



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

**How Much?**

**Directions:**

1. Divide the students into pairs

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>2. Give each pair a deck of How Much cards</li> <li>3. Player 1 selects a card and determines the value of the coins on the card in cents.</li> <li>4. Player 2 repeats the process</li> <li>5. Activity is over when all of the cards have been selected.</li> </ol>	
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### 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!)

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

2nd Grade How Much?

 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>

Consult 4 Kids Lesson Plans

 <p>_____ ¢</p>	 <p>_____ ¢</p>
 <p>_____ ¢</p>	 <p>_____ ¢</p>
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  <p>_____ ¢</p>	  <p>_____ ¢</p>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #3
<b>Focus:</b>	Money

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

### 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 money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

Julie had 23 cookies. She gave away 11 cookies. How many cookies does she have left?  
Did you use addition or subtraction to find the answer? Explain your answer.

#### 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.

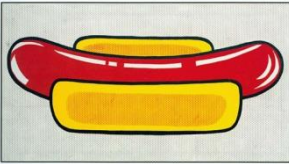
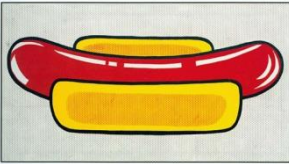
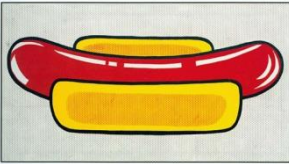
Check in about what is happening and what they are thinking.

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

<h3>Math Vocabulary</h3>		<p>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.</p>				
<p><b>Word for Today: counting by 5's</b></p> <p><b>Description:</b> The term counting by 5's refers to a method of skip counting in which you only say the numerals that are exactly 5 apart. For example, we say 5, 10, 15, 20, 25, 30, 35, 40 and so on when we count by 5's in a traditional setting. This is what we would say if we started at 0. We could also count by 5's starting at any number. We count by 5's and say 3, 8, 13, 18, 23, 28, 33, 38, 43, 48 and so on. Practice county by fives beginning at different numbers.</p> <p>Create an entry for the term "counting by 5's" in your Vocabulary Notebook.</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">picnic</p> </td> <td style="padding: 5px;"> <p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p> </td> <td style="padding: 5px;"> <p><b>Drawing</b></p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>
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<h3 style="text-align: center;">Activity money</h3> <p><b>Using Coins</b></p> <p>Understanding how to count coins and values of combined coins, is only half of it. It is important for you to determine what you can buy with the money you have. Today we are going to do an activity that gives you an opportunity to count the coins that you have and then determine what you can buy. Demonstrate several problems with the students before they pair up to participate in the activity.</p> <p><b>Going Shopping</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a deck of Going Shopping Cards, a Going Shopping Game Board, and a white board</li> <li>3. Player 1 draws a Going Shopping Card and determines how much money he/she has</li> <li>4. Player 1 then determines what he/she will purchase and places a token on that item on the game board</li> <li>5. Player 2 then repeats the process</li> <li>6. Game is over when all of the cards have been drawn</li> </ol> <p><b>Note:</b> more than one person can purchase each item.</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

### 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!)















1. Ask students to think about what they did today in math.
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Consult 4 Kids Lesson Plans

2nd Grade Going Shopping

 <p>_____ ¢</p>	 <p>_____ ¢</p>
 <p>_____ ¢</p>	 <p>_____ ¢</p>
 <p>_____ ¢</p>	 <p>_____ ¢</p>
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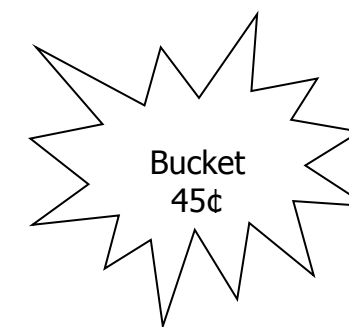
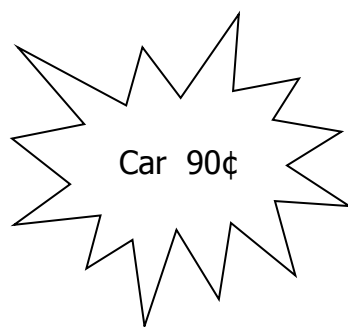
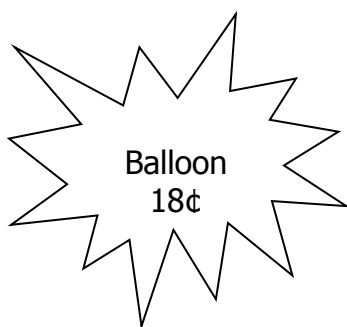
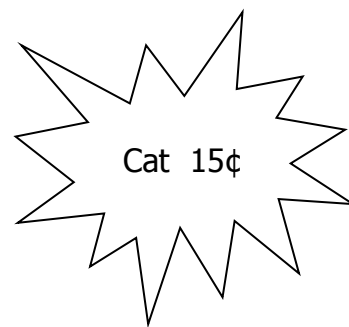
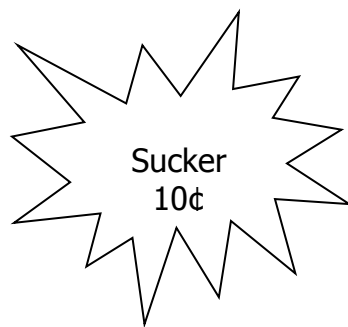
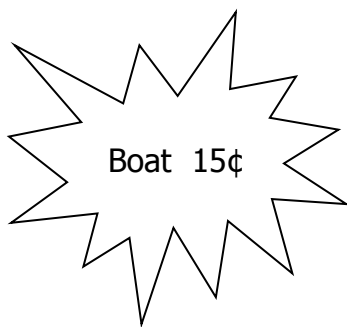
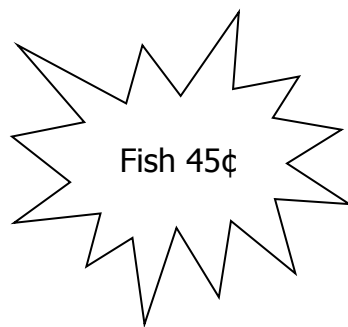
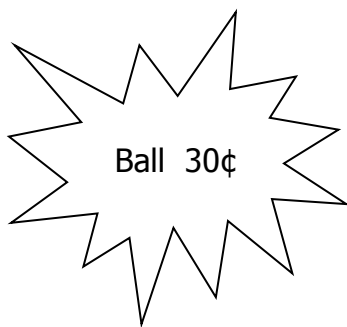
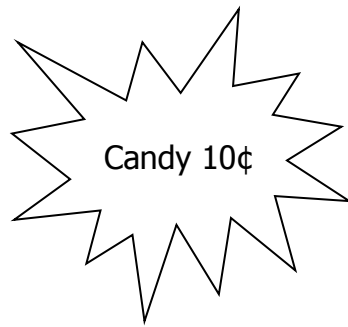
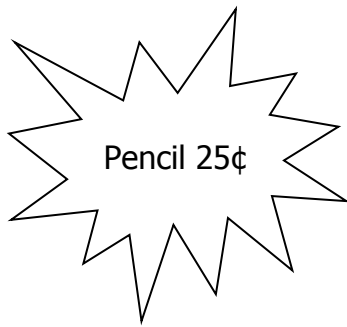
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## Consult 4 Kids Lesson Plans

### Going Shopping Game Board

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





## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #4
<b>Focus:</b>	Money

<b>Materials:</b>		
White boards	Vocabulary Notebooks	Activity at the end of the lesson plan
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 money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

Select one of the three symbols below to complete the following number sentence.

$<$   $>$   $=$

73    ○    67

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

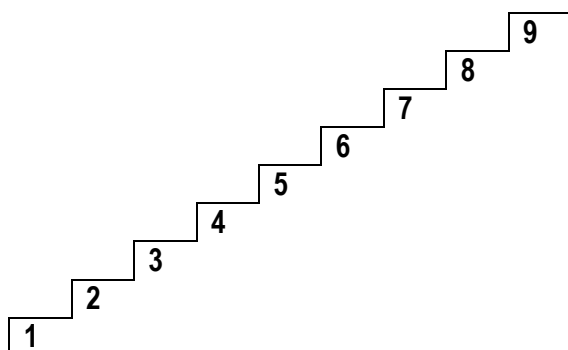
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Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking  
When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

#### Fact Practice

##### Addition Ladder

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



## Consult 4 Kids Lesson Plans

3. Have student roll 2 dice, total the pips and then add that number to each of the numbers in the ladder, writing the sum to the right of the number

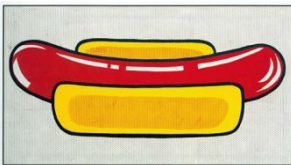
### Math Vocabulary

#### Word for Today: counting by 10s

**Description:** the term counting by 10's refers to skip counting by 10's and saying only the numbers that are 10 higher or lower. For example, when we traditionally count by 10's we say: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. However, just like counting by 5's, we can begin anywhere and start counting by 10's. for example, 14, 24, 34, 44, 54, 64, 74, 84, 94, 104 and so on. Give children an opportunity to start at different numbers and count by 10's.

Create and review the entry in your Vocabulary Notebook for the term "counting by 10's". Review it with a peer and if need be make corrections or additions.

#### Vocabulary Notebook Sample:

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

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 Money

#### Using Coins

Understanding how to count coins and values of combined coins, is only half of it. It is important for you to determine what you can buy with the money you have. Today we are going to do an activity that gives you an opportunity to count the coins that you have and then determine what you can buy. Demonstrate several problems with the students before they pair up to participate in the activity.

#### Going Shopping

##### Directions:

1. Divide students into pairs
2. Give each pair a deck of Going Shopping Cards, a Going Shopping Game Board, and a white board
3. Player 1 draws a Going Shopping Card and determines how much money he/she has
4. Player 1 then determines what he/she will purchase and places a token on that item on the game board

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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<p>5. Player 2 then repeats the process</p> <p>6. Game is over when all of the cards have been drawn</p> <p><b>Note:</b> more than one person can purchase each item. Play is over when one student reaches the finish line.</p>	
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Closing
<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><b>Three Whats</b></p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> <li>What was your key learning for the day?</li> <li>What opportunities might you have to do this same thing in the “real world”?</li> <li>What advice would you give to a “new” student getting ready to do this activity.</li> </ul>











<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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Consult 4 Kids Lesson Plans

2nd Grade Going Shopping

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 <p>_____¢</p>	 <p>_____¢</p>
 <p>_____¢</p>	 <p>_____¢</p>
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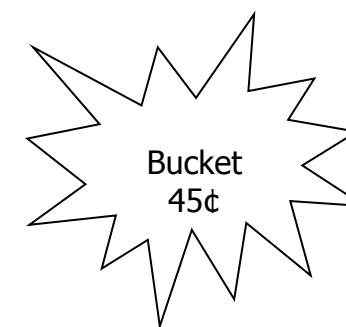
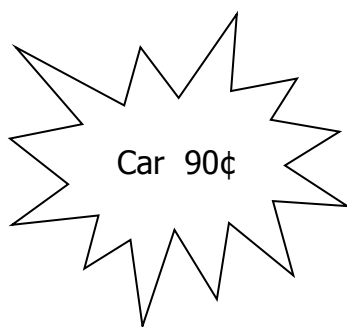
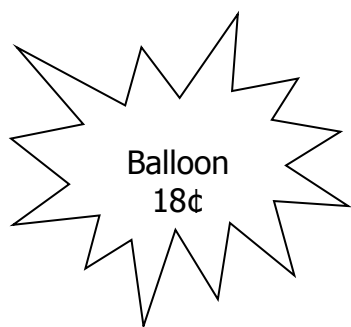
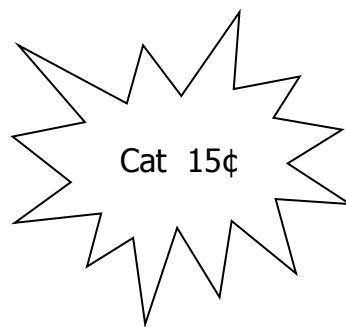
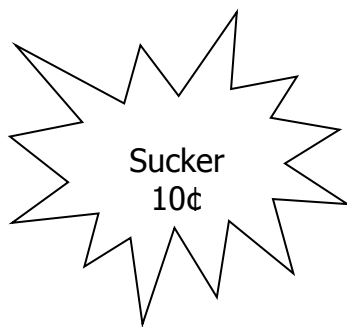
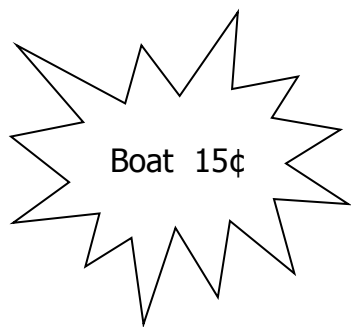
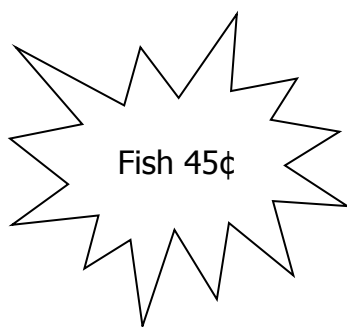
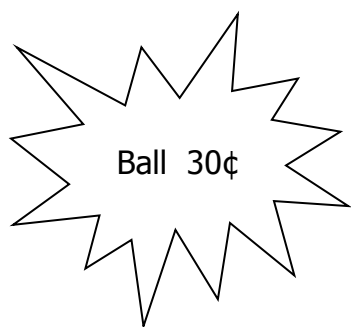
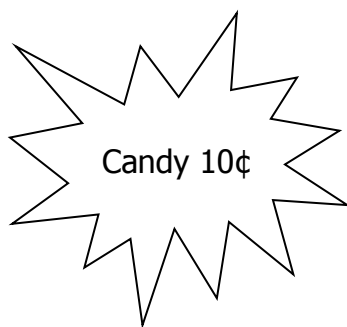
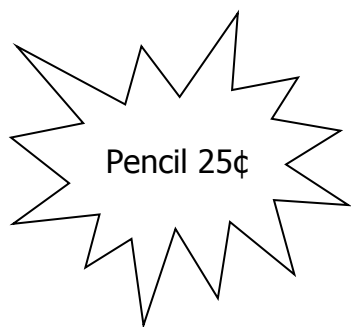
### Consult 4 Kids Lesson Plans

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## Consult 4 Kids Lesson Plans

### Going Shopping Game Board

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



## Consult 4 Kids Lesson Plans

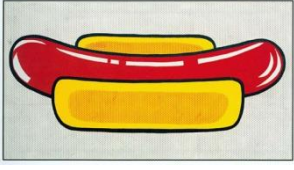
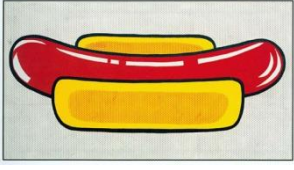
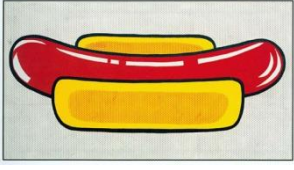
<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #5
<b>Focus:</b>	Money

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

Opening
<b>State the objective</b>
Today we are going to practice using our math vocabulary and math skills in addition and subtraction
<b>Gain prior knowledge by asking students the following questions</b>
What do you know about money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 8 nickels, what other coins would you need to make \$1.00? 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 when you work with money?

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.</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>Write a story using the number sentence below. Then solve the problem.</p> <p style="text-align: center;"><b>38 + 34 =</b></p>	
<b>Fact Practice</b>	
<p><b>Target</b></p> <ol style="list-style-type: none"> <li>1. Divide students into trios</li> <li>2. Each trio needs a deck of cards without face cards and jokers</li> <li>3. Place the cards face up in a TicTac Toe Grid</li> <li>4. Turn up a 10<sup>th</sup> card which will be to the side and becomes the target number (aces count as 1)</li> <li>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.</li> <li>6. Each card may be used only one time in the equation</li> <li>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 4.</li> <li>8. After one player finishes his/her turn, then the cards taken are replaced by cards from the</li> </ol>	

## Consult 4 Kids Lesson Plans

<p>remaining deck</p> <p>9. Player with the cards at the end of the game win</p>					
<h3>Math Vocabulary</h3>	<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 1/2 of a composition book</p>				
<p><b>Word for Today: \$</b></p> <p><b>Description:</b> The symbol \$ means dollars. It is a symbol that we put in front of bills or coins to show value. The \$ relates to money in the United States. However, if you lived in another country, you might not use this symbol. In England you would use a symbol that represents “pound” which is what they call a dollar. In Russia you would want a symbol for a ruble, in Denmark a Kroner and so on.</p> <p>Students should complete the Vocabulary Notebook</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">picnic</p> </td> <td style="width: 65%; padding: 5px;"> <p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p> </td> <td style="padding: 5px;"> <p><b>Drawing</b></p> <div style="text-align: center;">  </div> </td> </tr> </table>		<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>
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<h3>Activity Money</h3>					
<p><b>Values of Coins</b></p> <p>Understanding what coins you will need to make a purchase is incredibly important. When children have money it is important that they make wise choices about spending it. Today and tomorrow children will practice a variation of Going Shopping. This time they will select the coins that they need to purchase an item.</p> <p><b>Circle the Coins</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a deck of Circle the Coins Cards and a Circle the Coins Game board</li> <li>3. Place the Game Board between the 2 students</li> <li>4. Player 1 draws a card, looks at the price of the item and then determines which coins he/she will need to utilize to purchase the item.</li> <li>5. Once a coin has been used, Player places a marker on the coin.</li> <li>6. Player 2 continues with the same format</li> <li>7. Game is over when there are no more coins to make the cost of the item</li> </ol> <p><b>Note:</b> Once a coin is used it cannot be used a second time.</p>					



## 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”?

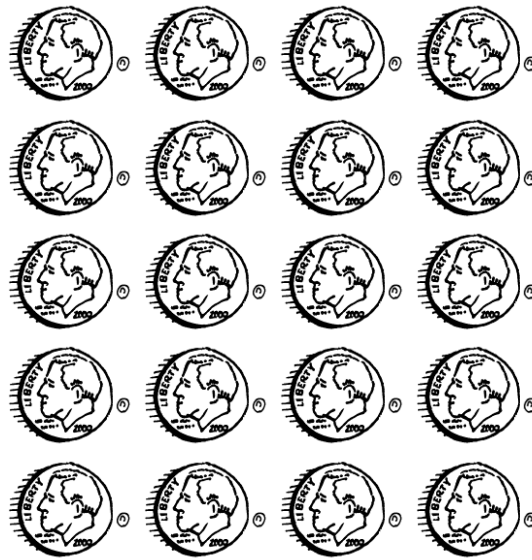
What advice would you give to a “new” student getting ready to do this activity.

#### Reflection (Confirm, Tweak, Aha!)

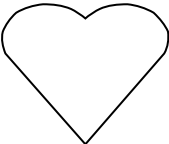
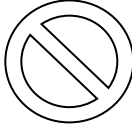

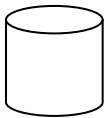
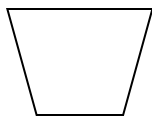

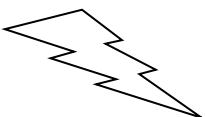
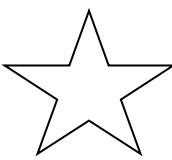
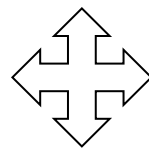

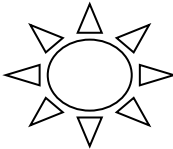

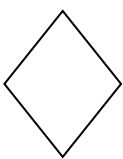
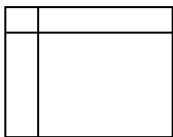
1. Ask students to think about what they did today in math.
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# Consult 4 Kids Lesson Plans

## 2nd Grade Circle the Coin Game Board



Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #6
<b>Focus:</b>	Money

<b>Materials:</b>		
White boards	Vocabulary Notebooks	Number Hunt Game Board
Crayolas	12 sided dice (1 for each child)	
Socks	Activity at the end of the lesson plan	

### 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 money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 8 nickels, what other coins would you need to make \$1.00? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

What is the number that is missing in the following number sentence? Explain how you know.

$$47 - \underline{\hspace{2cm}} = 25$$

#### **\*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

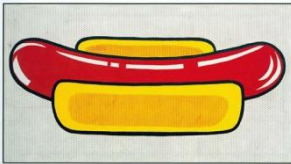
When possible, engage students in a "teach to learn" opportunity and have the student become the teacher

#### Fact Practice

#### 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.

## Consult 4 Kids Lesson Plans

<b>Math Vocabulary</b>		<p>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.</p>
<p><b>Word for Today:</b> ¢</p> <p><b>Description:</b> The symbol ¢ means cents. Cents refers to money that is less than \$1.00. It is the numbers that are written to the right of the decimal point.</p> <p>Ask student to write 3-5 problems representing money, including dollars and cents.</p> <p><b>Vocabulary Notebook Sample:</b> Create a page for the symbol “¢”</p>		
<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	
<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	
<b>Activity Money</b>		<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>
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## Consult 4 Kids Lesson Plans

### Closing

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## Number Hunt

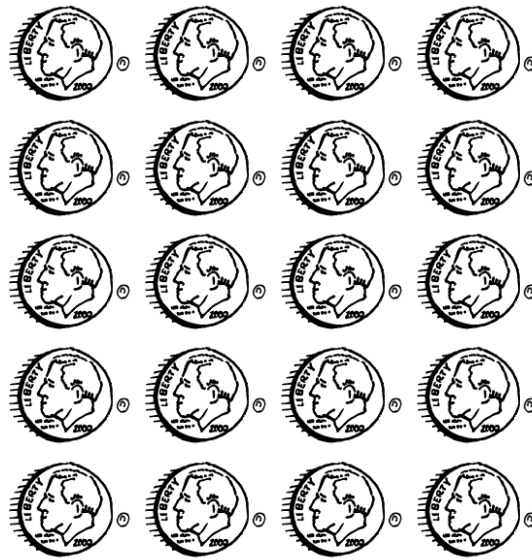
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11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

## 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

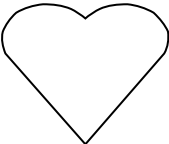
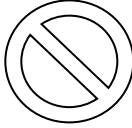

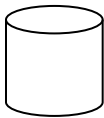
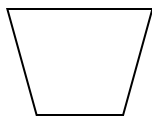

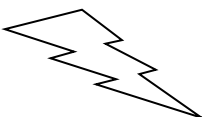
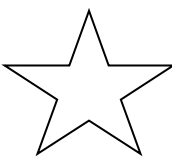
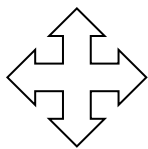

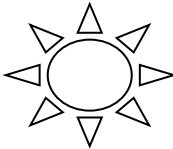

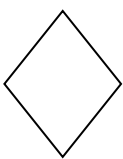
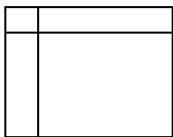
# Consult 4 Kids Lesson Plans

## 2nd Grade Circle the Coin Game Board





Consult 4 Kids Lesson Plans

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

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #7
<b>Focus:</b>	Money

<b>Materials:</b>			
White boards	Vocabulary Notebooks	pencils	
Crayolas	decks of cards	Activity at end of lesson plan	
Socks	game tokens		

Opening
<b>State the objective</b>
Today we are going to practice using our math vocabulary and math skills in addition and subtraction
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 8 nickels, what other coins would you need to make \$1.00? 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 when you work with money?</p>

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>John knows that <math>30 + 6 = 36</math>. Show other ways that you can make 36 by using numbers, pictures, and words.</p>	
<b>Fact Practice</b>	
<b>Draw!</b>	
<ol style="list-style-type: none"> <li>1. Divide students into pairs and give each pair a deck of cards</li> <li>2. Remove the face cards and jokers from the deck of cards.</li> <li>3. Shuffle the deck.</li> <li>4. Decide who will go first.</li> <li>5. First player draws two cards.</li> <li>6. Student adds or subtracts the cards.</li> <li>7. Student writes his/her problem on the white board, writing a complete number sentence.</li> <li>8. Students take turns drawing cards and creating problems.</li> </ol>	
<b>Math Vocabulary</b>	<p>It is important to review</p>

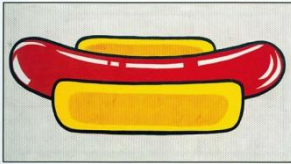
## Consult 4 Kids Lesson Plans

**Word for Today: quarter**

**Description:** The term quarter refers to a coin that is worth \$.25 or 25¢. That means that you have 25 of the 100 cents you need to make a dollar. Quarters have both a heads (or a front) and a tails (or a back). A quarter is larger than a penny, nickel and a dime.

Create the entry for the word “quarter” in the Vocabulary Notebook with a peer.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>

academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

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

Vocabulary Notebooks can be made from ½ of a composition book

**Activity  
Money**

**Cha-Ching**

Now that students have had a chance to practice finding the value of coins, we are going to amp up the activity by playing a game of Cha-Ching! This game is played similar to War.

**Cha-Ching**

**Directions:**

1. Divide students into pairs.
2. Give each pair as set of Cha-Ching Cards
3. Each player has an equal part of the deck. Both players turn a card over and the player with most value, wins the cards.
4. Play is over when all cards have been used (or belong to one person)

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”?

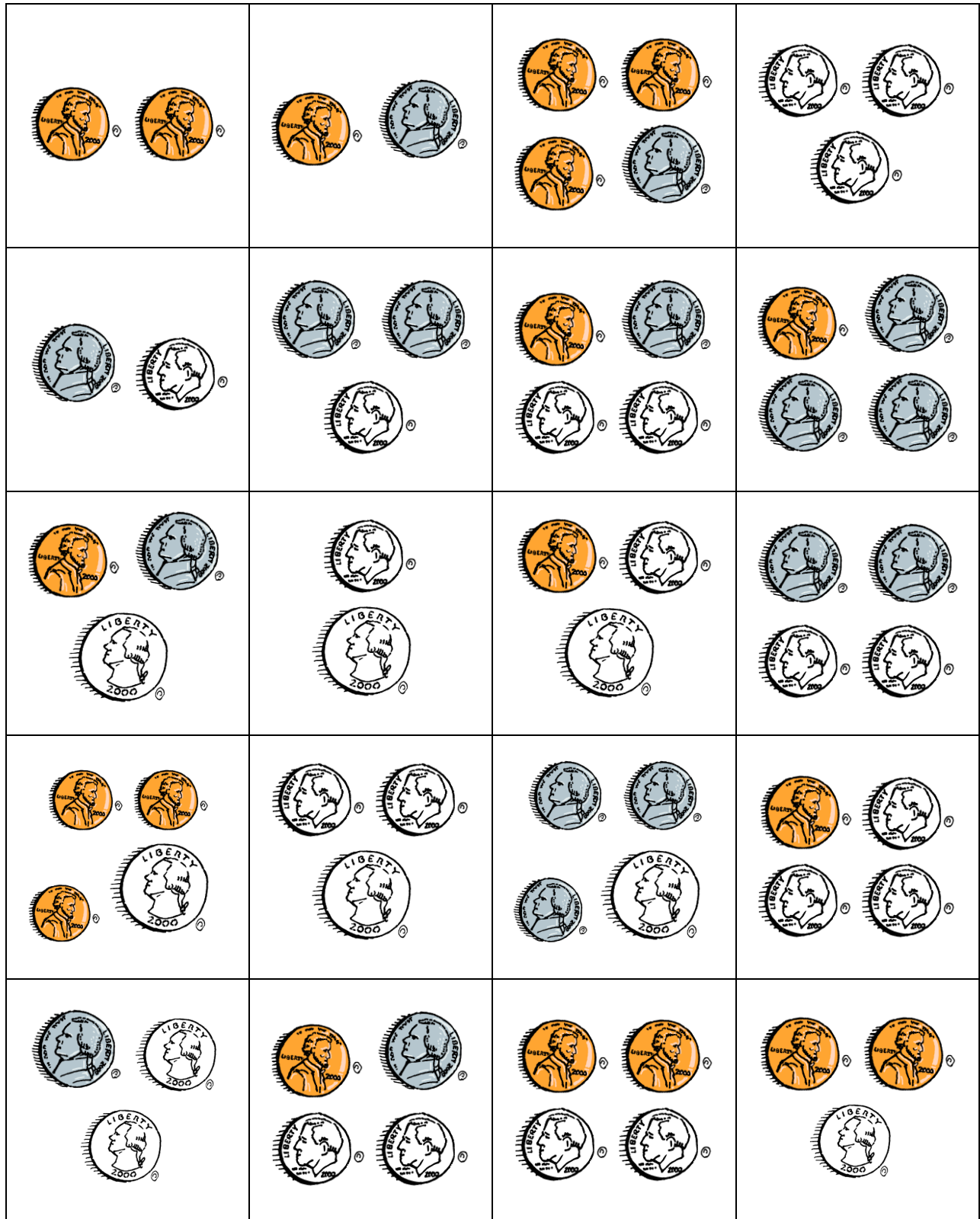
What advice would you give to a “new” student getting ready to do this activity.

#### Reflection (Confirm, Tweak, Aha!)





















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

2nd Grade Cha-Ching Cards



# Consult 4 Kids Lesson Plans

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #8
<b>Focus:</b>	Money

**Materials:**

White boards	Vocabulary Notebooks
Crayolas	cards without tens, face cards and jokers
Socks	Activity at the end of this lesson plan

### 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 money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 4 dimes, what other coins would you need to make \$1.00? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

John knows that  $30 + 6 = 36$ . Show other ways that you can make 36 by using numbers, pictures, and words.

#### 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

#### **\*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

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.

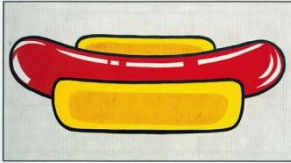
### Math Vocabulary

**Word for Today: dime**

**Description:** The term dime refers to a coin from the United States that represents \$.10 or 10¢. One dime is one tenth of what you need to make a dollar. When you are counting dimes you can count by 10's. Dimes can be combined with other coins to make a specific value. Dimes are slightly smaller than pennies, and are definitely smaller than nickels, quarters, and ½ dollars.

Create the entry for the word dime in your Vocabulary Notebook.

**Vocabulary Notebook Sample:**

<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>
<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</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 Money

**Cha-Ching**

Now that students have had a chance to practice finding the value of coins, we are going to amp up the activity by playing a game of Cha-Ching! This game is played similar to War.

**Cha-Ching**

**Directions:**

1. Divide students into pairs.
2. Give each pair as set of Cha-Ching Cards
3. Each player has an equal part of the deck. Both players turn a card over and the player with most value, wins the cards.
4. Play is over when all cards have been used (or belong to one person)

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”?

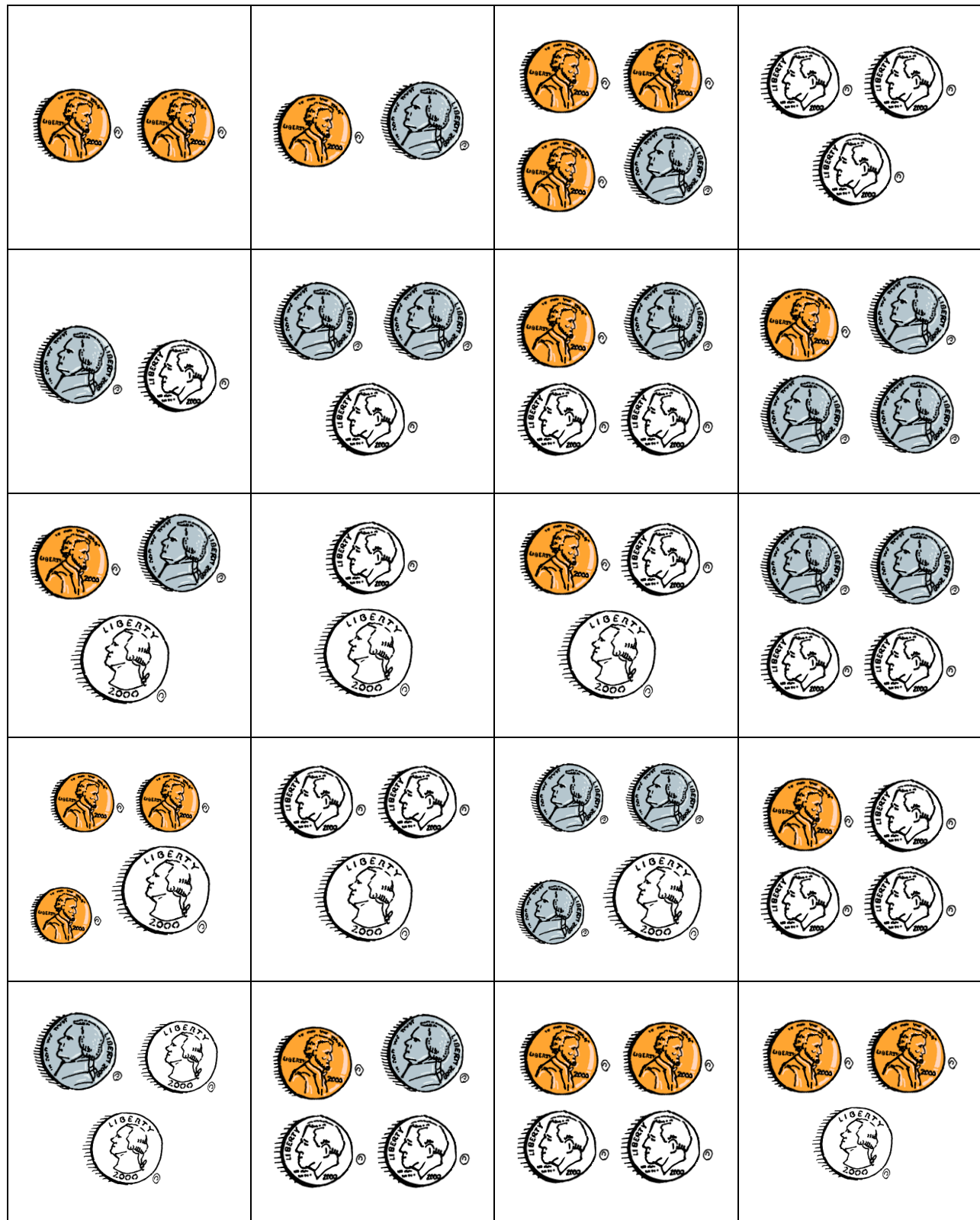
What advice would you give to a “new” student getting ready to do this activity.

#### Reflection (Confirm, Tweak, Aha!)

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

2nd Grade Cha-Ching Cards



### Consult 4 Kids Lesson Plans


## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #9
<b>Focus:</b>	Money

<b>Materials:</b>	
White boards	Vocabulary Notebooks
Crayolas	cards (remove face card and jokers)
Socks	Activity at the end of this lesson plan

### 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 money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 1 quarter, what other coins would you need to make \$1.00? Can you come up with more than one way? What way would take the most coins? What way would take the least? 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 when you work with money?

### Content (the "Meat")

#### Problem of the Day

Jorge asked his friends to name their favorite animals. These were the answers he received: dog, cat, pig, do, dog, pig, cat, frog, dog, frog, pig, and horse. Create a bar graph that Jorge could use to share this information.

#### Fact Practice

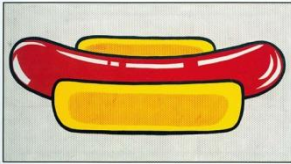
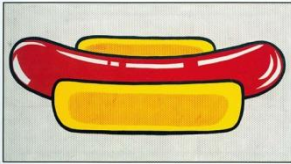
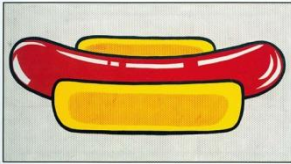
##### Draw!

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

## Consult 4 Kids Lesson Plans

	student become the teacher				
<p><b>Math Vocabulary</b></p> <p><b>Word for Today: nickel</b></p> <p><b>Description:</b> The term nickel refers to a United States coin that is valued at \$.05 or 5¢. This is equivalent to 5 pennies and if we had such as thing as ½ of a dime, that is what a nickel would be worth. Just like it takes 10 dimes to make a \$1.00, it takes twice as many nickels, or 20 nickels to make a dollar. Nickels are bigger than both dimes and pennies. They are also thicker than both of those coins. You can count nickels by counting by 5's. Practice counting different numbers of nickels and then writing the value of that many nickels.</p> <p>Have students complete his/her Vocabulary Notebook, making an entry for the word "nickel".</p> <p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">picnic</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p> </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> <p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>Drawing</b></p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>	<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 ½ of a composition book</p>
<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>				
<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p><b>Drawing</b></p> <div style="text-align: center;">  </div>				
<p><b>Activity</b></p> <p><b>Money</b></p> <p>Students will practice putting coins together to make different amounts of money.</p> <p><b>Make ¢¢¢</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a Make ¢¢¢ Game Board and a set of Coin Cards</li> <li>3. Each player is given a set of coin cards—5 pennies, 4 nickels, 3 dimes, 2 quarters, and 2 half dollars</li> <li>4. Player 1 rolls a die and moves that many spaces on the Game Board</li> <li>5. When he/she lands on a space, he/she used the coin cards needed to make the amount on the square that he/she landed on</li> <li>6. Once Player 1 is finished, Player 2 takes his/her turn.</li> </ol> <p>Game is over when player makes it to the finish line.</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

### 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!)











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

Make ¢¢¢ (Two sets of cards)











		
		
		
		

# Consult 4 Kids Lesson Plans

		
	no card	
		
		



# Consult 4 Kids Lesson Plans

		
		
		
	<p>no card</p>	

### Consult 4 Kids Lesson Plans

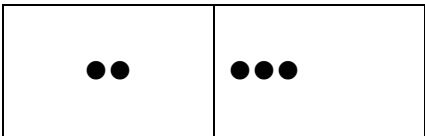
<b>START</b>	15¢	53¢	78¢	22¢	58¢	75¢
99¢	<b>Makes ¢¢¢</b>					55¢
35¢						25¢
29¢						85¢
44¢	83¢	96¢	40¢	55¢	21¢	10¢
13¢	<b>Makes ¢¢¢</b>					17¢
82¢						39¢
47¢						15¢
54¢	71¢	47¢	29¢	67¢	96¢	<b>FINISH</b>

## Consult 4 Kids Lesson Plans

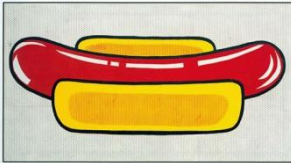
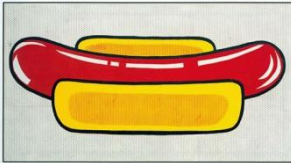
<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun! #10
<b>Focus:</b>	Money

<b>Materials:</b>		
White boards	Vocabulary Notebooks	Activity at end of lesson plan
Crayolas	Double 9 Dominoes (attached)	
Socks	decks of cards	

Opening
<b>State the objective</b>
Today we are going to practice using our math vocabulary and math skills in addition and subtraction
<b>Gain prior knowledge by asking students the following questions</b>
<p>What do you know about money? If you were to go to the store, what would you expect to be able to purchase for \$1.00? For \$5.00? For \$10.00? For \$20.00? For \$100.00. Why do you think what you think? Can you justify your thoughts? How many different ways can you make a \$1.00? If you had access to only 15 pennies, what other coins would you need to make \$1.00? Can you come up with more than one way? What way would take the most coins? What way would take the least? 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 when you work with money?</p>

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>Mona says that there is 9 in the tens place in the number 948. Do you agree or disagree with Mona? Why or why not?</p>	
<b>Fact Practice</b> <b>Spots and Dots</b>	
<p>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.</p> <p>Players sit across from each other.</p> <p>Dominoes are between them, face (or spots) down.</p> <p>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</p>	
	
<b>Addition: <math>2 + 3 = 5</math></b>	

## Consult 4 Kids Lesson Plans

<h3>Math Vocabulary</h3>		<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 ½ of a composition book</p>			
<p><b>Word for Today: penny</b></p> <p><b>Description:</b> The term penny refers to a United States coin that is worth \$.01 or 1¢. It takes 100 pennies to equal a \$1.00. A penny has the least value of all of our coins. It takes 5 pennies to equal a nickel, 10 pennies to equal a dime, and 25 pennies to equal a quarter. Pennies are made out of copper and are a brown color. Pennies are larger than dimes but smaller than the other coins.</p> <p>Create an entry for the term “penny” in your Vocabulary Notebook.</p>					
<p><b>Vocabulary Notebook Sample:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p><b>New Word</b></p> <p style="text-align: center;">picnic</p> </td> <td style="width: 50%; padding: 5px;"> <p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p> </td> </tr> <tr> <td style="padding: 5px;"> <p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbecue hot dogs.</p> </td> <td style="padding: 5px;"> <p><b>Drawing</b></p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p><b>New Word</b></p> <p style="text-align: center;">picnic</p>	<p><b>My Description</b></p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p><b>Personal Connection</b></p> <p style="text-align: center;">I love to go to the park with my family. We take a picnic lunch and barbecue hot dogs.</p>
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<h3>Activity</h3> <h4>Money</h4>		<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>			
<p>Students will practice putting coins together to make different amounts of money.</p>					
<p><b>Make ¢¢¢</b></p> <p><b>Directions:</b></p> <ol style="list-style-type: none"> <li>1. Divide students into pairs</li> <li>2. Give each pair a Make ¢¢¢ Game Board and a set of Coin Cards</li> <li>3. Each player is given a set of coin cards—5 pennies, 4 nickels, 3 dimes, 2 quarters, and 2 half dollars</li> <li>4. Player 1 rolls a die and moves that many spaces on the Game Board</li> <li>5. When he/she lands on a space, he/she uses the coin cards needed to make the amount on the square that he/she landed on</li> <li>6. Once Player 1 is finished, Player 2 takes his/her turn.</li> <li>7. Game is over when player makes it to the finish line.</li> </ol>					

## 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!)

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



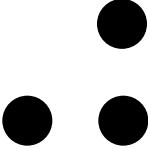
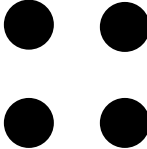
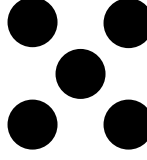
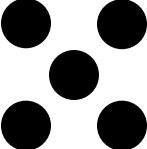
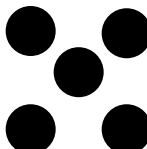
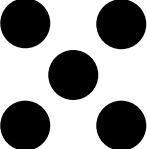
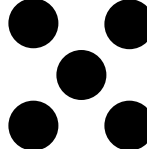
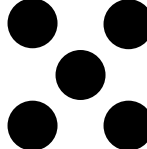
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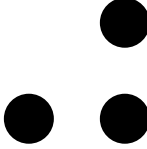
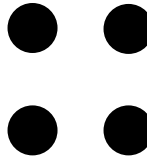
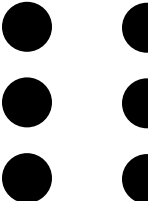
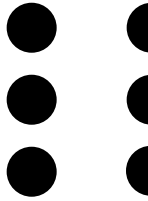
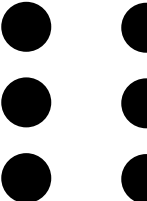
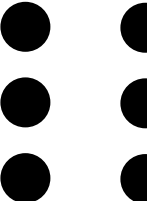
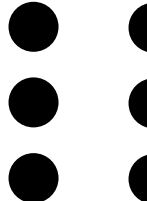
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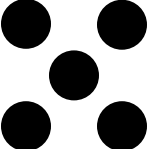
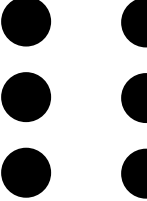


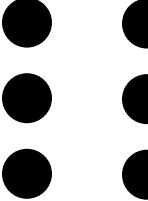
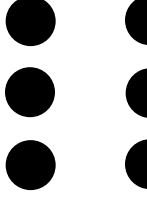
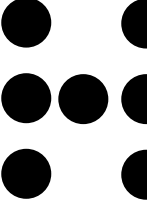
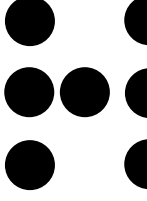
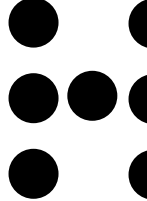
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Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans


Do not use				
Do not use				
















Consult 4 Kids Lesson Plans













### Consult 4 Kids Lesson Plans











Make ¢¢¢ (Two sets of cards)

### Consult 4 Kids Lesson Plans

		
	no card	
		
		

Consult 4 Kids Lesson Plans

		
		
		
	<p>no card</p>	

### Consult 4 Kids Lesson Plans

<b>START</b>	15¢	53¢	78¢	22¢	58¢	75¢
99¢	<b>Makes ¢¢¢</b>					55¢
35¢						25¢
29¢						85¢
44¢	83¢	96¢	40¢	55¢	21¢	10¢
13¢	<b>Makes ¢¢¢</b>					17¢
82¢						39¢
47¢						15¢
54¢	71¢	47¢	29¢	67¢	96¢	<b>FINISH</b>

## Consult 4 Kids Lesson Plans

<b>Component</b>	Math
<b>Grade Level:</b>	2 <sup>nd</sup> Grade
<b>Lesson Title:</b>	Math Fun!
<b>Focus:</b>	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”)

teams

#### Activity

Today is review day. Students will be able to select from the Fraction Games you played for the last 10 days. Ask students to select from:

- How Much?**
- Going Shopping**
- Circle the Coins**
- Cha-Ching**
- Makes ¢¢¢**

### Closing

#### Review

Say:

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

### 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)
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