

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	How Many?
Focus:	Multiplication

Materials:		
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 multiplication.

Gain prior knowledge by asking students the following questions

What do you know about multiplication? What is skip counting? Count to 100 by 5s. This is a form of multiplication. Count to 100 by 10s. This is a form of multiplication. Count to 50 by 2s. This is a form of multiplication. Multiplying is counting by numbers other than 1. Count by 3s to 30. (Use the hundreds chart if you need it).

Content (the "Meat")

Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.</p> <p>Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.</p> <p>When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Julie buys a cupcake for \$.55. If she gives the clerk a dollar, how much change will she be given? How do you know?</p>	
Fact Practice	
<p>Addition War</p> <ul style="list-style-type: none"> • 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 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: multiplication

Description: The term multiplication refers to repeated addition or skip counting. Multiplication is an easier way to find a total than addition, PROVIDING that you have equal sized groups. Multiplication only works when you have the same amount in multiple groups. ♥♥♥ ♥♥♥ ♥♥♥ ♥♥♥ The hearts should 4 groups of 3 hearts, or $4 \times 3 = 12$.

Enter the term multiplication in the Vocabulary Notebook. Share the information with a peer.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiplication</p>	<p>My Description</p> <p style="text-align: center;">♥♥♥ ♥♥♥ ♥♥♥ ♥♥♥</p> <p style="text-align: center;">$4 \times 3 = 12$</p>
<p>Personal Connection</p> <p style="text-align: center;">I know my multiplication tables.</p>	<p>Drawing</p> <p style="text-align: center;"> </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 $\frac{1}{2}$ of a composition book.

Activity

Multiplication

Understanding that multiplication is skip counting is a great start on learning how to multiply. For instance, when you count by 10s and you say 10,20, 30, 40, 50, 60, 70, 80, 90, and 100, it is like multiplying 1×10 , 2×10 , 3×10 , 4×10 and so on. The same is true when you count by 5s. 5, 10, 15, 20, 25, 30 is like saying 1×5 , 2×5 , 3×5 , 4×5 , and 6×5 . In second grade you also know how to count by 2s. It is understanding this process that makes it easier for you to begin to predict what numbers will come next in the pattern. Practice several types of skip counting with the students, using a Hundreds Chart and marking multiples of different numbers in different colors. Once children are comfortable doing this they are ready to participate in the activity.

How Many?

Directions:

1. Divide students into pairs.
2. Give each pair a set of How Many cards and a white board or paper.
3. Working together, pair reads one of the How Many cards and answers the question. To answer, students should draw a picture of the question and then create a chart that will indicate the answer.

Example: How many paws on 3 cats? Students would draw one cat and count the paws. They would then count the paws as if the picture is of three cats, or if they need to they can draw 3 cats and count the paws. Then they would create a chart that looks like this:

cats	1	2	3
paws	4	8	12

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” 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 Many?

<p>How many ears on 5 dogs?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">dogs</td> <td style="padding: 5px; text-align: center;">1</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">ears</td> <td style="padding: 5px; text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	dogs	1					ears	2					<p>How many legs on 4 pigs?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">pigs</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">legs</td> <td style="padding: 5px; text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	pigs	1					legs	4				
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Consult 4 Kids Lesson Plans

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Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	How Many?
Focus:	Multiplication

Materials:		
White boards	Vocabulary Notebooks	Decks of cards
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 understanding multiplication.
Gain prior knowledge by asking students the following questions
What do you know about multiplication? What is skip counting? Count to 100 by 5s. This is a form of multiplication. Count to 100 by 10s. This is a form of multiplication. Count to 50 by 2s. This is a form of multiplication. Multiplying is counting by numbers other than 1. Count by 3s to 30. (Use the hundreds chart if you need it).

9

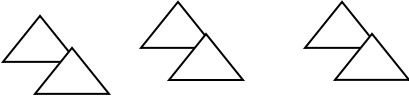
Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask 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.</p>
<p>If a $\star = 7$ and $\star - \triangle = 16$, what is the value of \triangle ?</p>	
Fact Practice	<p>It is important to review academic math vocabulary often throughout the day.</p>
<p>Spokes on a Wheel</p> <ol style="list-style-type: none"> 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 	
Math Vocabulary	
<p>Word for Today: multiplication</p> <p>Description: The term multiplication refers to repeated addition or skip counting.</p>	

Consult 4 Kids Lesson Plans

Multiplication is an easier way to find a total than addition, PROVIDING that you have equal sized groups. Multiplication only works when you have the same amount in multiple groups. ♥♥♥ ♥♥♥ ♥♥♥ ♥♥♥ The hearts should 4 groups of 3 hearts, or $4 \times 3 = 12$.

Enter the term multiplication in the Vocabulary Notebook. Share the information with a peer.

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">multiplication</p>	My Description <p style="text-align: center;">♥♥♥ ♥♥♥ ♥♥♥ ♥♥♥ $4 \times 3 = 12$</p>
Personal Connection <p style="text-align: center;">I know my multiplication tables.</p>	Drawing 

Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Multiplication

Multiplication

Understanding that multiplication is skip counting is a great start on learning how to multiply. For instance, when you count by 10s and you say 10,20, 30, 40, 50, 60, 70, 80, 90, and 100, it is like multiplying 1×10 , 2×10 , 3×10 , 4×10 and so on. The same is true when you count by 5s. 5, 10, 15, 20, 25, 30 is like saying 1×5 , 2×5 , 3×5 , 4×5 , and 6×5 . In second grade you also know how to count by 2s. It is understanding this process that makes it easier for you to begin to predict what numbers will come next in the pattern. Practice several types of skip counting with the students, using a Hundreds Chart and marking multiples of different numbers in different colors. Once children are comfortable doing this they are ready to participate in the activity.

How Many?

Directions:

1. Divide students into pairs.
2. Give each pair a set of How Many cards and a white board or paper.
3. Working together, pair reads one of the How Many cards and answers the question. To answer, students should draw a picture of the question and then create a chart that will indicate the answer.

Example: How many paws on 3 cats? Students would draw one cat and count the paws. They would then count the paws as if the picture is of three cats, or if they need to they can draw 3 cats and count the paws. Then they would create a chart that looks like this:

cats	1	2	3
paws	4	8	12

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Shape?
Focus:	Geometry

Materials:

White boards	Vocabulary Notebooks
Crayolas	Socks (erasers for white board)
Cards	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 and work with geometry.

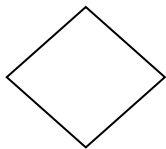
Gain prior knowledge by asking students the following questions

What do you know about geometry? What are some examples of the shapes that can be identified by plane geometry? What are some examples of the shapes that can be identified as solid geometry? What are some of the most common shapes? Where can you see them in the school?

Content (the "Meat")

Problem of the Day

Look at the shape below. If you want to divide this shape into two congruent triangles, what will you do? How will 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

Fore-header

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

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: geometry

Description: The term geometry identifies one of the common areas of mathematics, shapes, planes, lines, and space. Geometry helps us to have a perception of the world that allows us to see patterns, shapes, and how things can go forward on and on, in the case of a line, endlessly. There are two types of geometry, plane and solid. Plane is about two-dimensional shapes, lines and space. Solid geometry is about 3-dimensional shapes like cylinders, cubes, and pyramids.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">geometry</p>	<p>My Description</p> <p style="text-align: center;">shapes, space and lines</p>
<p>Personal Connection</p> <p style="text-align: center;">Our yard is in the shape of a triangle.</p>	<p>Drawing</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

Geometry

Geometry is the part of math that addresses lines, shapes, and space. Plane geometry is about flat shapes like lines, circles, and triangles? What other flat shapes can you think of? Solid geometry is about solid, 3-dimensional shapes like spheres (this is like a basketball or globe) and cubes (like a box or an ice cube).

One of the things to think about is how different shapes can be put together to make other shapes. Today we are going to be working with plane geometric shapes and deciding what shapes can be put together to make other shapes.

Today you will be working with some cards and also with some Tangrams.

What’s My Shape

Directions:

1. Divide students into pairs.
2. Give each pair a set of What’s My Shape cards.
3. Working together, students will determine which target shape can be made with the identified shapes.
4. When pairs have completed this challenge, they should work with the Tangrams to make a robot or other picture.
5. To capture the picture, they should trace each one of the shapes, and then color the shape.

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”?

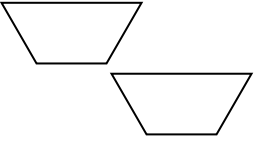

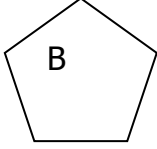
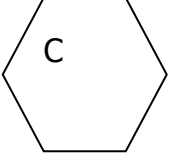
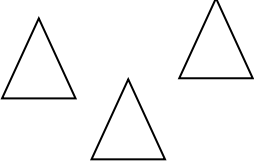
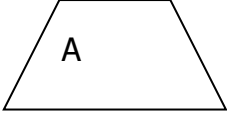
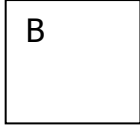
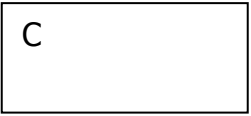
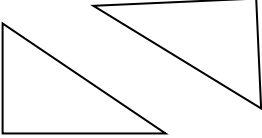
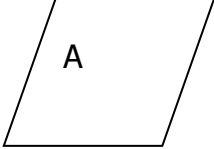
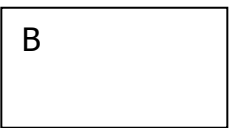
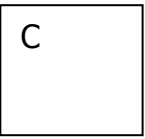
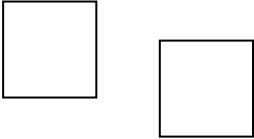


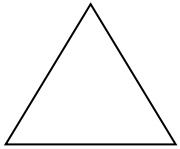

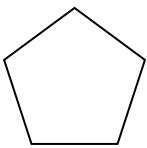
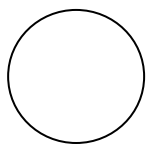
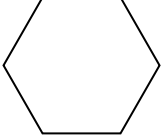
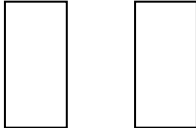

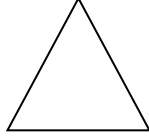

What advice would you give to a “new” student getting ready to do this activity?

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 What's My Shape

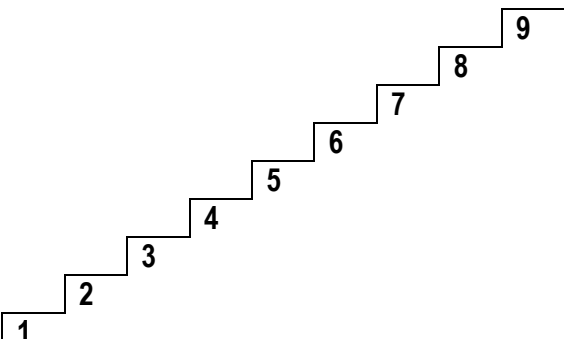
			
			
			
			
			
			

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Shape?
Focus:	Geometry

Materials:		
White boards	Vocabulary Notebooks	Activity at the end of the lesson plan
Crayolas	Decks of cards	
Dice	Socks (use as erasers)	

Opening
State the objective
Today we are going to practice using our math vocabulary and math skills in geometry.
Gain prior knowledge by asking students the following questions
What do you know about geometry? What are some examples of the shapes that can be identified by plane geometry? What are some examples of the shapes that can be identified as solid geometry? What are some of the most common shapes? Where can you see them in the school?

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
Which is worth more, 8 dimes or 18 nickels? How do you know?	
Fact Practice	
<p>Addition Ladder</p> <ol style="list-style-type: none"> Give each student a white board (include marker or crayola) Student should draw a ladder like the one below <div style="text-align: center;">  </div> <ol style="list-style-type: none"> 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 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: geometry

Description: The term geometry identifies one of the common areas of mathematics, shapes, planes, lines, and space. Geometry helps us to have a perception of the world that allows us to see patterns, shapes, and how things can go forward on and on, in the case of a line, endlessly. There are two types of geometry, plane and solid. Plane is about two-dimensional shapes, lines and space. Solid geometry is about 3-dimensional shapes like cylinders, cubes, and pyramids.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">geometry</p>	<p>My Description</p> <p style="text-align: center;">shapes, space and lines</p>
<p>Personal Connection</p> <p style="text-align: center;">Our yard is in the shape of a triangle.</p>	<p>Drawing</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 Geometry

Geometry

Geometry is the part of math that addresses lines, shapes, and space. Plane geometry is about flat shapes like lines, circles, and triangles? What other flat shapes can you think of? Solid geometry is about solid, 3-dimensional shapes like spheres (this is like a basketball or globe) and cubes (like a box or an ice cube).

One of the things to think about is how different shapes can be put together to make other shapes. Today we are going to be working with plane geometric shapes and deciding what shapes can be put together to make other shapes.

Today you will be working with some cards and also with some Tangrams.

What's My Shape

Directions:

1. Divide students into pairs.
2. Give each pair a set of What's My Shape cards.
3. Working together, students will determine which target shape can be made with the identified shapes.
4. When pairs have completed this challenge, they should work with the Tangrams to make a robot or other picture.
5. To capture the picture, they should trace each one of the shapes, and then color the shape.

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”?

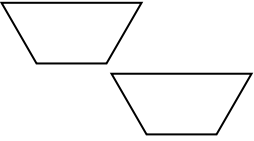

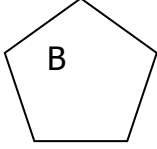
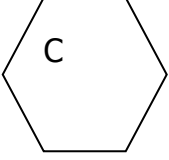
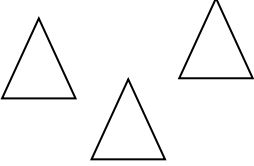
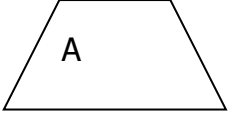
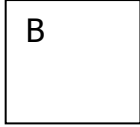

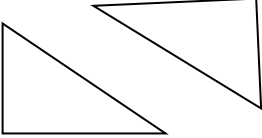
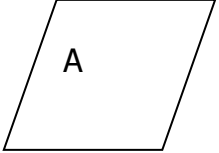


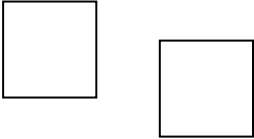


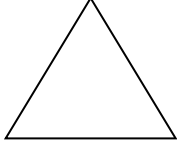

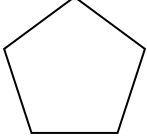
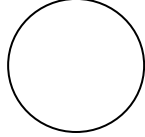
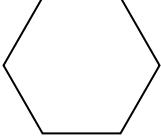
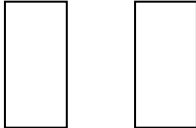

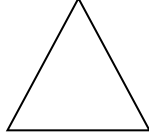

What advice would you give to a “new” student getting ready to do this activity.

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 What's My Shape

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Name That Fraction
Focus:	Fractions

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

Opening
State the objective
Today we are going to practice using our math vocabulary and math skills in learning about fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How are fractions written? What do you call the top number? What does it do? What is the bottom number called? What does it do? What are some common ways you might use fractions? Is a fraction representative of more than or less than a whole?


Content (the “Meat”)	
<p style="text-align: center;">Problem of the Day</p> <p>Look at the number sentences below. Which one expresses this story? Joe has 137 baseball cards. He gives 41 of them to his best friend Martin. How many does Joe have left?</p> <p style="text-align: center;">137 + 41 = 137 – 41 =</p>	<p>*Activity → Teachable Moment(s) throughout</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 style="text-align: center;">Fact Practice</p> <p>Target</p> <ol style="list-style-type: none"> 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 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 	
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: fractions</p>	<p>It is important to review academic math vocabulary</p>

Consult 4 Kids Lesson Plans

Description: A fraction is a way of showing less than a whole thing. We have all had $\frac{1}{2}$ of something. $\frac{1}{2}$ is a fraction. There are two numbers in the fraction, the top number, the numerator which identifies the number of pieces that you have. The bottom number, the denominator, tells you how many pieces you would have if you had all of them. In the fraction $\frac{1}{2}$, you have 1 of the 2 pieces. Think about the fraction $\frac{1}{4}$. This fraction tells you that you have 1 of 4 pieces. If you think about a cookie, it would be better to have 1 of 2 pieces rather than 1 of 4.

Students should complete the Vocabulary Notebook for the word fraction.

Vocabulary Notebook Sample:

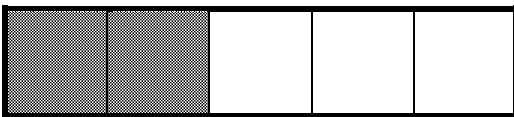
<p>New Word</p> <p style="text-align: center;">fraction</p>	<p>My Description</p> <p style="text-align: center;">a numerator and a denominator that indicates part of a whole</p>
<p>Personal Connection</p> <p style="text-align: center;">I am going to eat $\frac{1}{2}$ of the cookie.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

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

Activity Fractions

Fractions

A fraction represents part of a whole. There are two numbers in a fraction—the top number is the numerator and the bottom number is the denominator. The denominator tells you how many pieces altogether in the whole item and the numerator tells you how many parts you actually have. For example:



In this graphic, the whole rectangle has been cut into 5 pieces. Five would be the denominator—the five pieces that there are. There are 2 pieces that are shaded, the two is the numerator. This fraction would look like this:

$$\frac{2}{5}$$

Practice several of these drawing with the children. When you are comfortable that they understand how to write a fraction to represent what is shown, have them work in pairs to identify the fractions.

Name That Fraction

Directions:

1. Divide students into pairs.
2. Give each pair a set of Name That Fraction Cards.
3. Working together pair should turn over each of the cards and identify and write the fraction on the 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.

Consult 4 Kids Lesson Plans

4. When students have finished all of the cards they should share information with another pair.

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”?


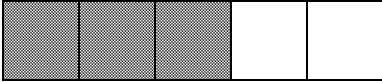
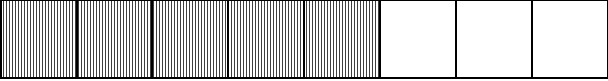
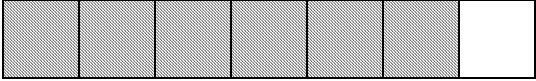
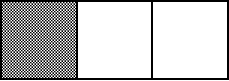
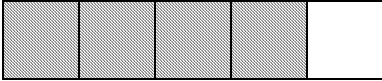
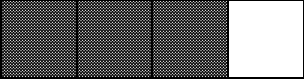
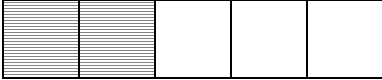
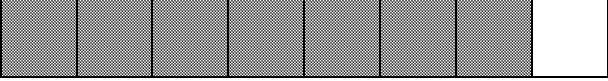
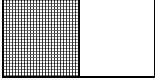
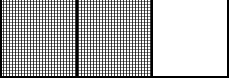
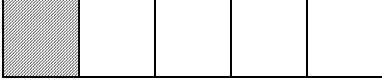


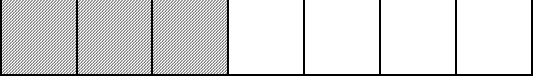
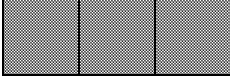
What advice would you give to a “new” student getting ready to do this activity?

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 Name That Fraction

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Name That Fraction
Focus:	Fractions

Materials:		
White boards	Vocabulary Notebooks	Number Hunt Game Board
Crayolas	12 sided dice (1 for each child)	
Activity at the end of the lesson plan	Sock (for erasers)	

Opening
State the objective
Today we are going to practice using our math vocabulary and math skills in learning about fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? How are fractions written? What do you call the top number? What does it do? What is the bottom number called? What does it do? What are some common ways you might use fractions? Is a fraction representative of more than or less than a whole?


Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</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>If Ryan's backpack is 17 inches long, and he says that this is 1 foot + 4 inches, is he correct? How do you know?</p>	
Fact Practice	
<p>Number Hunt</p> <ol style="list-style-type: none"> 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. 	
Math Vocabulary	
<p>Word for Today: fractions</p> <p>Description: A fraction is a way of showing less than a whole thing. We have all had $\frac{1}{2}$ of</p>	<p>It is important to review academic math vocabulary often throughout the day.</p>

Consult 4 Kids Lesson Plans

something. $\frac{1}{2}$ is a fraction. There are two numbers in the fraction, the top number, the numerator which identifies the number of pieces that you have. The bottom number, the denominator, tell you how many pieces you would have if you had all of them. In the fraction $\frac{1}{2}$, you have 1 of the 2 pieces. Think about the fraction $\frac{1}{4}$. This fraction tells you that you have 1 of 4 pieces. If you think about a cookie, it would be better to have 1 of 2 pieces rather than 1 of four.

Students should complete the Vocabulary Notebook for the word fraction.

Vocabulary Notebook Sample:

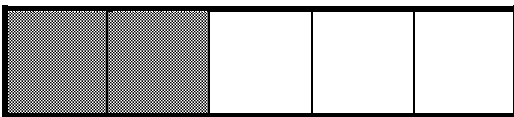
<p>New Word</p> <p style="text-align: center;">fraction</p>	<p>My Description</p> <p style="text-align: center;">a numerator and a denominator that indicates part of a whole</p>
<p>Personal Connection</p> <p style="text-align: center;">I am going to eat $\frac{1}{2}$ of the cookie.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Fractions

Fractions

A fraction represents part of a whole. There are two numbers in a fraction—the top number is the numerator and the bottom number is the denominator. The denominator tells you how many pieces altogether in the whole item and the numerator tells you how many parts you actually have. For example:



In this graphic, the whole rectangle has been cut into 5 pieces. Five would be the denominator—the five pieces that there are. There are 2 pieces that are shaded, the two is the numerator. This fraction would look like this:

$$\frac{2}{5}$$

Practice several of these drawing with the children. When you are comfortable that they understand how to write a fraction to represent what is shown, have them work in pairs to identify the fractions.

Name That Fraction

Directions:

1. Divide students into pairs.
2. Give each pair a set of Name That Fraction Cards.
3. Working together pair should turn over each of the cards and identify and write the fraction on the 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.

Consult 4 Kids Lesson Plans

- | | |
|--|--|
| 4. When students have finished all of the cards they should share information with another pair. | |
|--|--|

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.

Number Hunt


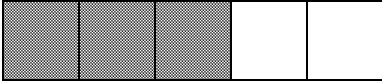
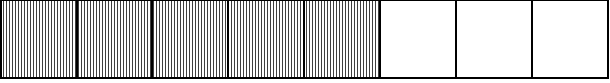
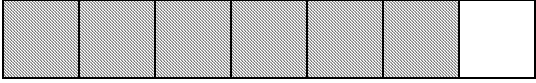

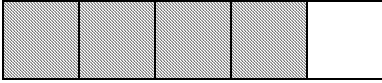
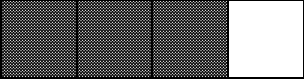
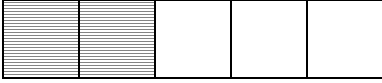

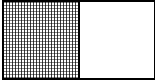
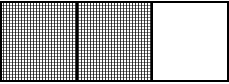
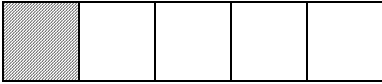



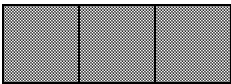
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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

Consult 4 Kids Lesson Plans

2nd Grade Name That Fraction

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What Time?
Focus:	Measurement

Materials:	White boards	Vocabulary Notebooks	Pencils
	Crayolas	Decks of cards	Activity at end of lesson plan
	Game tokens	Socks (use as erasers)	

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in telling time.

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the tools that we use to tell time? What is the difference between a clock and a calendar? What is the one of the smaller common units of time? When you are comparing time, it is important that you start with the larger unit and convert it to the smaller unit. Which is smaller, days or hours?

Content (the "Meat")

Problem of the Day

How much money will Jorge need to buy a yoyo for \$.67 and a boat for \$.43? How do you know you are right?

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.

Math Vocabulary

Word for Today: time


Description: Time is an ongoing sequence of events that are taking place (present), did take place (past), or will take place (future). We measure time in seconds, minutes, hours, days,

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

Consult 4 Kids Lesson Plans

weeks, months and years. We use both analog and digital clock to measure time. We also use watches and other digital devices. Comparing time means to look at time from different measures, days and weeks, seconds and minutes, or other comparisons. Students should complete the Vocabulary Notebook for the concept of time.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">time</p>	<p>My Description</p> <p style="text-align: center;">seconds, minutes, hours, days, weeks, months, and years</p>
<p>Personal Connection</p> <p style="text-align: center;">I use my watch to tell time.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

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 Time

Units of Time

We tell time in a variety of ways. We use clock to tell us about seconds, minutes and hours. We use calendars to tell us about days, week, and months. We also tell time in years and decades.

Today we are going to look at both analog (round) and digital clocks, calendars, and check for understanding about what is longer, shorter, and how many smaller units are in large units. Review clocks with children. Discuss how to write time on a digital clock and how to draw in the hands on an analog clock.

Review with students how many minutes in an hour, how many hours in a day how many days in most months, and how many weeks in a year.

Review with students how to count the hours between two different times. Also review how to use the calendar to determine how many days until a particular date.

Once you have reviewed (remembering to talk aloud about your thinking), then explain to the students that they will be putting these skills to work.

What Time?

Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Time cards and white boards.
3. Shuffle the cards and place between the two students.
4. Working together, they draw one of the What Time cards and solve the problem.
5. When pair has worked through the cards, the pair should join another pair and compare the answers.

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”?

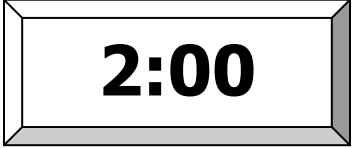
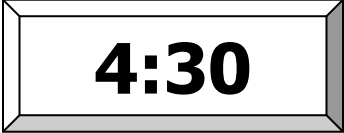
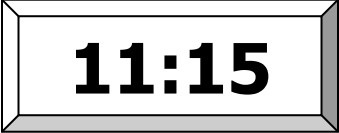
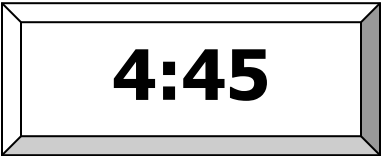
What advice would you give to a “new” student getting ready to do this activity?

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 What Time?

How many minutes in an hour?	How many hours in a day?	How many days are in most months?
How many weeks in a year?	What is longer, 20 hours or 1 day?	What is longer, 1 year or 10 months?
What is shorter, 60 seconds or 1 minute?	What is shorter, 50 minutes or 1 hour?	Draw a clock face that shows 7:00.
Draw a clock face that shows 1:30.	Draw a clock face that shows 8:15.	Draw a clock face that shows 5:45.
Draw a clock to show: 	Draw a clock to show: 	Draw a clock to show: 
Draw a clock to show: 	How many hours between 2:00 a.m. and 5 a.m.?	How many hours between 7:00 a.m. and 11:00 a.m.?

Consult 4 Kids Lesson Plans

How many hours between 1:00 p.m. and 8:00 p.m.?	How many yours between 5:00 p.m. and 10:00 p.m.?	How many hours between 12:00p.m. and 1:00 p.m.?
How many hours between 11:00 a.m. and 4:00 p.m.?	How many hours between 9:00 a.m. to 12:00 p.m.?	How many hours between6:00 a.m. and 3:00 p.m.?
What day comes after Tuesday?	What month comes before March?	What day comes after Friday?
What day comes before Saturday?	What month comes after November?	What day comes between Monday and Wednesday?

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What Time?
Focus:	Measurement

Materials:

White boards	Vocabulary Notebooks
Crayolas	Cards without tens, face cards and jokers
Activity at the end of this lesson plan	Socks (use as erasers)

Opening

State the objective

Today we are going to practice using our math vocabulary and math skills in learning about time.

Gain prior knowledge by asking students the following questions

What do you know about telling time? What are some of the tools that we use to tell time? What is the difference between a clock and a calendar? What is the one of the smaller common units of time? When you are comparing time, it is important that you start with the larger unit and convert it to the smaller unit. Which is smaller hours or minutes?

Content (the “Meat”)

Problem of the Day

Show at least two different ways that you can make \$1.00 with coins.

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.

Math Vocabulary

Word for Today: time


It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

Description: Time is an ongoing sequence of events that are taking place (present), did take place (past), or will take place (future). We measure time in seconds, minutes, hours, days, weeks, months and years. We use both analog and digital clock to measure time. We also use watches and other digital devices. Comparing time means to look at time from different measures, days and weeks, seconds and minutes, or other comparisons.

Students should complete the Vocabulary Notebook for the concept of time.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">time</p>	<p>My Description</p> <p style="text-align: center;">seconds, minutes, hours, days, weeks, months, and years</p>
<p>Personal Connection</p> <p style="text-align: center;">I use my watch to tell time.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

often throughout the day.

Complete the Vocabulary notebook for each word.

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

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

Activity Time

Units of Time

We tell time in a variety of ways. We use clock to tell us about seconds, minutes and hours. We use calendars to tell us about days, week, and months. We also tell time in years and decades.

Today we are going to look at both analog (round) and digital clocks, calendars, and check for understanding about what is longer, shorter, and how many smaller units are in large units. Review clocks with children. Discuss how to write time on a digital clock and how to draw in the hands on an analog clock.

Review with students how many minutes in an hour, how many hours in a day how many days in most months, and how many weeks in a year.

Review with students how to count the hours between two different times. Also review how to use the calendar to determine how many days until a particular date.

Once you have reviewed (remembering to talk aloud about your thinking), then explain to the students that they will be putting these skills to work.

What Time?

Directions:

1. Divide students into pairs.
2. Give each pair a deck of What Time cards and white boards.
3. Shuffle the cards and place between the two students.
4. Working together, they draw one of the What Time cards and solve the problem.

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

- | | |
|---|--|
| 5. When pair has worked through the cards, the pair should join another pair and compare the answers. | |
|---|--|

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”?

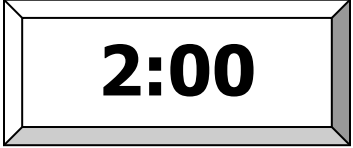
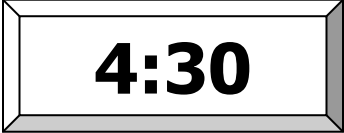
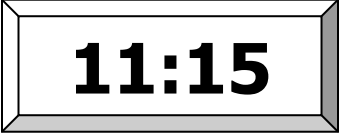
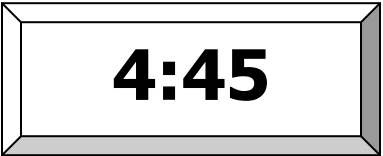
What advice would you give to a “new” student getting ready to do this activity.

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 What Time?

How many minutes in an hour?	How many hours in a day?	How many days are in most months?
How many weeks in a year?	What is longer, 20 hours or 1 day?	What is longer, 1 year or 10 months?
What is shorter, 60 seconds or 1 minute?	What is shorter, 50 minutes or 1 hour?	Draw a clock face that shows 7:00.
Draw a clock face that shows 1:30.	Draw a clock face that shows 8:15.	Draw a clock face that shows 5:45.
Draw a clock to show: 	Draw a clock to show: 	Draw a clock to show: 
Draw a clock to show: 	How many hours between 2:00 a.m. and 5 a.m.?	How many hours between 7:00 a.m. and 11:00 a.m.?

Consult 4 Kids Lesson Plans

How many hours between 1:00 p.m. and 8:00 p.m.?	How many yours between 5:00 p.m. and 10:00 p.m.?	How many hours between 12:00p.m. and 1:00 p.m.?
How many hours between 11:00 a.m. and 4:00 p.m.?	How many hours between 9:00 a.m. to 12:00 p.m.?	How many hours between6:00 a.m. and 3:00 p.m.?
What day comes after Tuesday?	What month comes before March?	What day comes after Friday?
What day comes before Saturday?	What month comes after November?	What day comes between Monday and Wednesday?

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Power of 10
Focus:	Operations

Materials:

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 to learn about the power of 10.

Gain prior knowledge by asking students the following questions

What happens if you multiply something by 10? Multiplying by ten is powerful. It can move a value forward. If we have 15 and we multiply by 10, we start with the 15 and add a zero so that we now have 150. If we begin with 20 and multiply by 10, we add a zero and have 200. What happens to 43 if you increase by the power of ten? What about 67? What about 82?

Content (the “Meat”)

Problem of the Day

Sally has 12 cupcakes. She wants to put them into 6 equal groups. How many cupcakes will be in each group?

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.

Math Vocabulary

It is important to review


Consult 4 Kids Lesson Plans

Word for Today: ten

Description: The numeral 10 is very interesting. When you multiply by ten you can get the answer simply by adding a zero. If you multiply by 100 (which is really 10 by 10) you begin with the number and add 2 zeros. If you multiply by 1,000, you write the number and add three zeros. So $9 \times 10 = 90$. $9 \times 100 = 900$, $9 \times 1,000 = 9,000$.

Have students complete his/her Vocabulary Notebook, making an entry for the word “ten”.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">ten</p>	<p>My Description</p> <p style="text-align: center;">multiplying by ten adds a 0 to the number</p>
<p>Personal Connection</p> <p style="text-align: center;">I can easily multiply by 10.</p>	<p>Drawing</p> <p style="text-align: center;">  </p>

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 Power of Ten

Power of Ten

Skip counting by 10 is one way of understanding how “powerful” saying “times ten” really is. If we have 3 items $\times 10$, we now have 30 items. If we start with 14 and we times ten we have 140.

The power of ten in multiplication is the addition of the 0 to the number that we are working with.

Practice several of these problems on the board, engaging the children in thinking about what “times ten” really does. When they are comfortable working with these examples show them how to draw a playing card (no face cards, jokers, or tens), write the number on the board, “times ten” and write the total. For example, if you drew a 2 you would have a total of 20.

Then draw a second card, repeat the process and add the total to the first total. To continue the example, if the second time I draw a 7 and times ten, I will add 70 to the 20 I have. I now have a total of 90. Demonstrate a third time. Explain that they are going to be playing a game that is called Exactly 1,000. The challenge will be to reach 1,000 before the person they are playing the game with.

Exactly 1,000

Directions:

1. Divide students into pairs.
2. Give each pair a deck of cards without the jokers, face cards and 10s/
3. Player 1 draws a card, multiplies the card by 10, and records the product on a white board.
4. Player 2 plays in the same way.
5. On the second turn, Player 1 repeats the process, this time adding the product to the first product.
6. Play continues until one of the players reaches 1,000 exactly. If the sum of the products goes over 1,000, he/she will have to take another turn, not adding in the last total.

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

Modification: You can do the reverse by starting with 1,000 points and subtracting until player reaches exactly zero.

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Power of 10
Focus:	Time

Materials:	White boards	Vocabulary Notebooks	Activity at end of lesson plan
	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 to learn about the power of 10.

Gain prior knowledge by asking students the following questions

What happens if you multiply something by 10? Multiplying by ten is powerful. It can move a value forward. If we have 15 and we multiply by 10, we start with the 15 and add a zero so that we now have 150. If we begin with 20 and multiply by 10, we add a zero and have 200. What happens to 43 if you increase by the power of ten? What about 67? What about 82?

Content (the "Meat")

Problem of the Day

Ryan has 4 baskets. There are 3 cupcakes in each basket. How many cupcakes does Ryan have in all?

Fact Practice

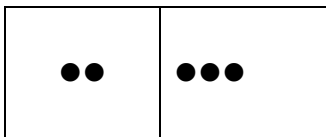
Spots and Dots

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



Addition: $2 + 3 = 5$

*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.

Math Vocabulary

Word for Today: ten

Description: The numeral 10 is very interesting. When you multiply by ten you can get the answer simply by adding a zero. If you multiply by 100 (which is really 10 by 10) you begin

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

Consult 4 Kids Lesson Plans

with the number and add 2 zeros. If you multiply by 1,000, you write the number and add three zeros. So $9 \times 10 = 90$. $9 \times 100 = 900$, $9 \times 1,000 = 9,000$.

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

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">ten</p>	My Description <p style="text-align: center;">multiplying by ten adds a 0 to the number</p>
Personal Connection <p style="text-align: center;">I can easily multiply by 10.</p>	Drawing <p style="text-align: center; color: red; font-size: 1.2em;">9, 90, 900, 9,000</p>

notebook for each word.

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

Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.

Activity Power of Ten

Power of Ten

Skip counting by 10 is one way of understanding how "powerful" saying "times ten" really is. If we have 3 items $\times 10$, we now have 30 items. If we start with 14 and we times ten we have 140.

The power of ten in multiplication is the addition of the 0 to the number that we are working with.

Practice several of these problems on the board, engaging the children in thinking about what "times ten" really does. When they are comfortable working with these examples show them how to draw a playing card (no face cards, jokers, or tens), write the number on the board, "times ten" and write the total. For example, if you drew a 2 you would have a total of 20.

Then draw a second card, repeat the process and add the total to the first total. To continue the example, if the second time I draw a 7 and times ten, I will add 70 to the 20 I have. I now have a total of 90. Demonstrate a third time. Explain that they are going to be playing a game that is called Exactly 1,000. The challenge will be to reach 1,000 before the person they are playing the game with.

Exactly 1,000

Directions:

1. Divide students into pairs.
2. Give each pair a deck of cards without the jokers, face cards and 10s/
3. Player 1 draws a card, multiplies the card by 10, and records the product on a white board.
4. Player 2 plays in the same way.
5. On the second turn, Player 1 repeats the process, this time adding the product to the first product.
6. Play continues until one of the players reaches 1,000 exactly. If the sum of the products goes over 1,000, he/she will have to take another turn, not adding in the last total.

Modification: You can do the reverse by starting with 1,000 points and subtracting until player reaches exactly zero.

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

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Closing

Review

Say:

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

Debrief

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.



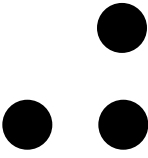
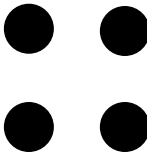
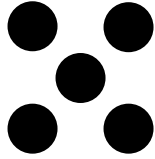
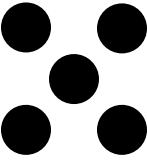
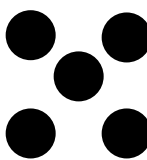
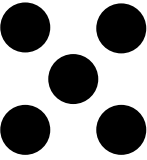
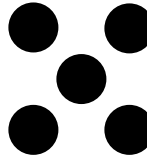
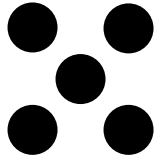
Double 9 Dominoes



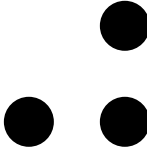
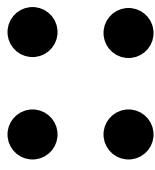
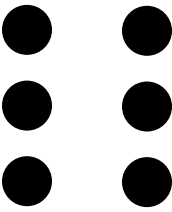
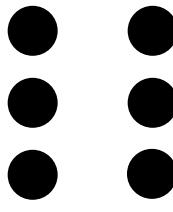
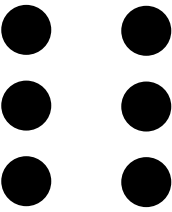
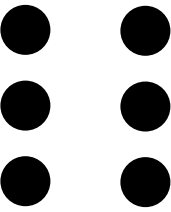
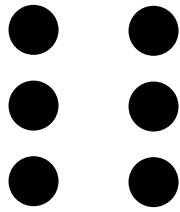
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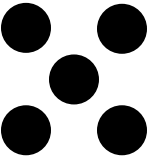
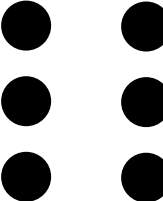


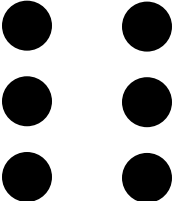
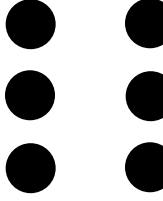
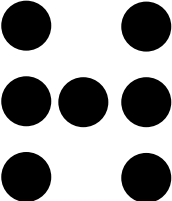
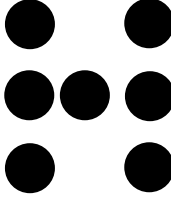
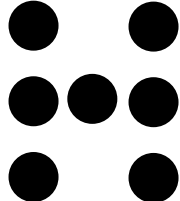
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Do not use				
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Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun!
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”)

teams

Activity

Today is a review lesson. Students should choose from the following activities:

- How Many?**
- What’s My Shape?**
- Name That Fraction**
- What Time?**
- Exactly 1,000**

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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