

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd – 5 th Grade
Lesson Title:	Fact Family
Focus:	Learning Each Math Lesson Segment

Materials: Dice White boards, paper and pencil

Opening
State the objective Today we are going to practice the different aspects of the math lesson plan.
Gain prior knowledge by asking students the following questions What are some of the games that you know how to play? What are some of the math vocabulary words that you know? What do you think is meant by “Problem of the Day”?

Content (the “Meat”)	
<p style="text-align: center;">Problem of the Day</p> <p>In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem: If a pattern looks like this: ♥♥♥ ⊕ ♥♥♥ ⊕ ♥, what is next?</p> <p style="text-align: center;">Math Facts</p> <p>The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.</p> <p>Step 1: Basic Information</p> <ul style="list-style-type: none"> - Tell the students the name of the game. - Tell them the skill that they will be practicing. - Tell them the materials they will need to play the game. - Tell them how many people may play the game at one time. - Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players). - Tell them how they will know that the game is over. - Remind them of how to choose who will be first. - Remind them at the end of the game that they will need to do to clean-up. <p>Step 2: Demonstration</p> <ul style="list-style-type: none"> - Talk the students through the game. 	<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>

Consult 4 Kids Lesson Plans

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Fact Practice

Fact Family

A Fact Family is 3 numbers which have a relationship in multiplication and division. For example, the numbers 9, 4, and 36 have a particular relationship in multiplication and division.

This family has four members:

$$9 \times 4 = 36$$

$$4 \times 9 = 36$$

$$36 \div 4 = 9$$

$$36 \div 9 = 4$$

The numbers 9, 4 and 13 have a particular relationship in addition and subtraction.

$$9 + 4 = 13$$

$$4 + 9 = 13$$

$$13 - 4 = 9$$

$$13 - 9 = 4$$

Students should roll 2 dice and create a Fact Family by writing the members of the family on the white board. Student should roll a total of 5 times, creating 5 Fact Families

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.

Consult 4 Kids Lesson Plans

- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: odd

Description: Numbers that cannot be divided evenly by 2. Examples: 3, 5, 7, 9, 31, 33, 35
 Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

New Word <div style="text-align: center;">odd</div>	My Description <div style="text-align: center;">Numbers that are not even</div>
Personal Connection <div style="text-align: center;">Are these numbers odd or even?</div>	Drawing <div style="text-align: center;">3, 5, 7, and 9 are odd numbers</div>

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

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

Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.

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 – 5 th Grade
Lesson Title:	Addition or Multiplication Was
Focus:	Learning Each Math Lesson Segment

Materials:

Cards, one deck for every 2 students

White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

If you have 19 chocolate chip cookies and 13 Oreos, how many cookies do you have altogether?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

***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

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a “for example”
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a “teaching game” so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Fact Practice

Addition War or Multiplication 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 (or multiply) 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.

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.

Note: This is the last “practice” for the game. The majority of students will have a full understanding of

Consult 4 Kids Lesson Plans

the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

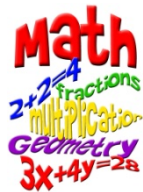
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: math

Description: Math is the word we use that is short for mathematics. Math is the study of numbers, patterns, space, and change. In math we learn about operations, geometry, data and statistics, algebra, and mathematical reasoning.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">math</p>	<p>My Description</p> <p style="text-align: center;">A term that is short for mathematics and is about numbers and patterns</p>
<p>Personal Connection</p> <p style="text-align: center;">Math is one of my favorite subjects in school.</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 1/2 of a composition book.

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

Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.

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 – 5 th Grade
Lesson Title:	Fore-Header
Focus:	Learning Each Math Lesson Segment

Materials:

Cards, one deck for every 3 students
White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

If you have 32 marbles and you lose 12, how many marbles do you have left?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.

***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

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

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 multiplies (or 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.
- Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee.

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Consult 4 Kids Lesson Plans

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

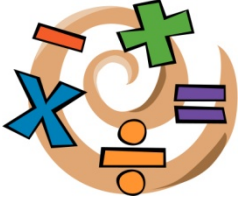
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: operations

Description: The word operation refers to a mathematical process. The four most common are addition, subtraction, multiplication, and division that are represented with these symbols: +, -, X, and ÷.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">operations</p>	My Description <p style="text-align: center;">There 4 basic operations: addition, subtraction, multiplication and division</p>
Personal Connection <p style="text-align: center;">How many of the operations can you complete?</p>	Drawing 

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.

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

Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.

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 – 5 th Grade
Lesson Title:	Multiplication or Addition Ladder
Focus:	Learning Each Math Lesson Segment

Materials:

Dice
White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

What do these symbols mean: $<$ and $>$. Give an example.

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.

***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

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

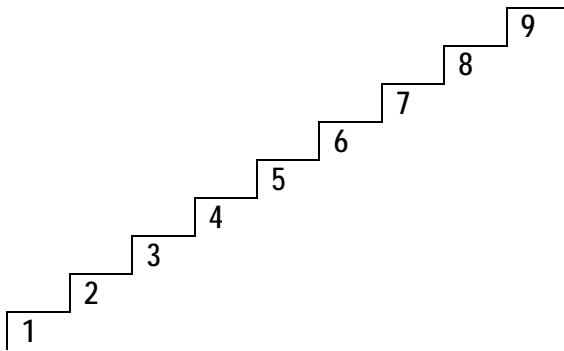
Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Fact Practice

Multiplication (or Addition) Ladder

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



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

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game

Consult 4 Kids Lesson Plans

from what they experienced.

Note: This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.’
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary


Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: subtraction

Description: Reducing a total by a specific amount and then finding the difference between what you started with and what you have after removing some items.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtraction</p>	<p>My Description</p> <p style="text-align: center;">Reducing a total number and finding the difference</p>
<p>Personal Connection</p> <p style="text-align: center;">Do you know how to do subtraction problems?</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.

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

Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.

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 – 5 th Grade
Lesson Title:	Spokes on a Wheel
Focus:	Learning Each Math Lesson Segment

Materials:

Dice
White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

If there are 5 rows and each row has 5 chairs in it, how many chairs are there?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.

***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

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

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 $7 \times 8 = 56$ or $6 + 8 = 14$)
6. Process continues until all spokes have an equation

Student Practice




General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Consult 4 Kids Lesson Plans

<p>Step 5: Play</p> <ul style="list-style-type: none"> - Have students play the game.' - Circulate and answer questions as needed. - Debrief the game at the end asking students: <ul style="list-style-type: none"> o What skill did you practice? o What did you learn? o What about the game was enjoyable? What makes you say that? o How would you have taught the game differently? 					
<p style="text-align: center;">Math Vocabulary</p> <p>Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.</p> <p>Word for Today: addition</p> <p>Description: Combining two or more groups of things (usually representing by numerals) and finding a total.</p> <p>Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">addition</p> </td> <td style="width: 65%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">Combining the values of two or more things into a whole</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">Do you know how to do addition problems?</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center; font-size: 2em; font-weight: bold; color: purple;">  </div> </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">addition</p>	<p>My Description</p> <p style="text-align: center;">Combining the values of two or more things into a whole</p>	<p>Personal Connection</p> <p style="text-align: center;">Do you know how to do addition problems?</p>	<p>Drawing</p> <div style="text-align: center; font-size: 2em; font-weight: bold; color: purple;">  </div>	<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 ½ of a composition book.</p> <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 ½ of a composition book.</p>
<p>New Word</p> <p style="text-align: center;">addition</p>	<p>My Description</p> <p style="text-align: center;">Combining the values of two or more things into a whole</p>				
<p>Personal Connection</p> <p style="text-align: center;">Do you know how to do addition problems?</p>	<p>Drawing</p> <div style="text-align: center; font-size: 2em; font-weight: bold; color: purple;">  </div>				
<p style="text-align: center;">Activity</p> <p>Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.</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

Component	Math
Grade Level:	2 nd – 5 th Grade
	Spot and Dots
Focus:	Learning Each Math Lesson Segment

Materials:

Cards, one deck for every 2 students

White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

If you have 11 rows and each row has 6 chairs in it, how many chairs do you have in all?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

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

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Fact Practice

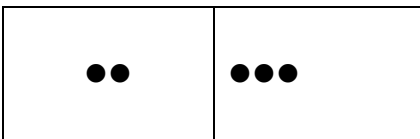
Fact Practice - Spots and Dots

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 multiplication (or addition) problem on their white board, multiplying (or adding) the numbers represented by the spots Example: Domino drawn is



Multiplication: $2 \times 3 = 6$

Addition: $2 + 3 = 5$

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)

Consult 4 Kids Lesson Plans

- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

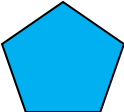
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: pentagon

Description: A flat-5 side figure. It looks a little like a house.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">pentagon</p>	My Description <p style="text-align: center;">A 5 sided figure that is flat</p>
Personal Connection <p style="text-align: center;">The Pentagon is a 5-sided building.</p>	Drawing <div style="text-align: center;">  </div>

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

Complete the Vocabulary notebook for each word.

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

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

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.

Consult 4 Kids Lesson Plans

<p>Activity</p> <p>Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.</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>
--	---

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> 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?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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.



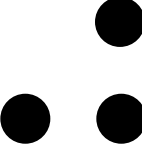
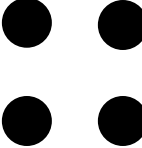
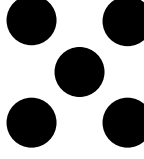
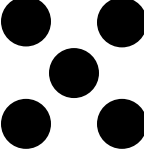
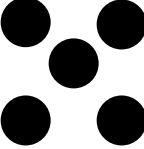
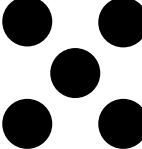
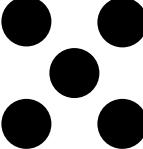
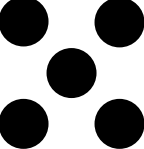
Double 9 Dominoes



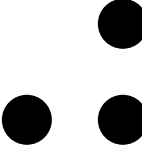
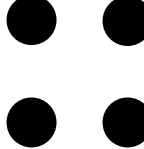
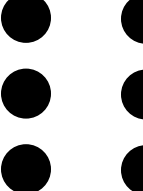
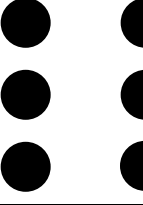
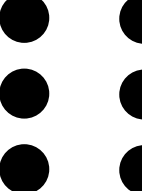
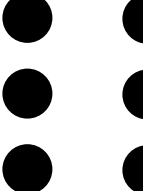
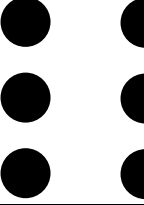
	●		●	● ●
●	●	● ●	● ●	● ●

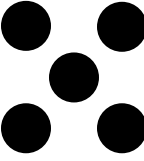
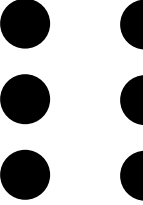


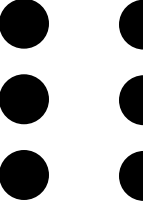
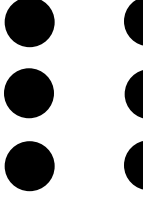
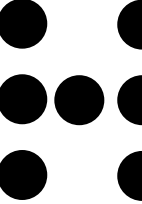
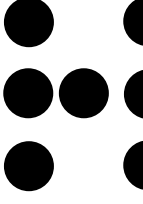
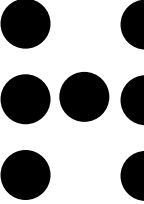
	●	● ●	● ● ●	
● ● ●	● ● ●	● ● ●	● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

Component	Math
Grade Level:	2 nd – 5 th Grade
Lesson Title:	Draw
Focus:	Learning Each Math Lesson Segment

Materials:

Cards, one deck for every 2 students
White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?
What are some of the math vocabulary words that you know?
What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

Joe has 8 coins. Judy has 9 coins. How many coins do they have together?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.

***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

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

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 multiplies (adds) the cards.
7. Student writes his/her problem on the white board, writing a complete number sentence.
8. Students take turns drawing and creating problems.

Student Practice

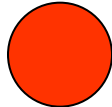
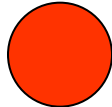
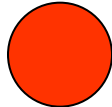
General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a "volunteer" who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Consult 4 Kids Lesson Plans

<p>Step 5: Play</p> <ul style="list-style-type: none"> - Have students play the game.' - Circulate and answer questions as needed. - Debrief the game at the end asking students: <ul style="list-style-type: none"> o What skill did you practice? o What did you learn? o What about the game was enjoyable? What makes you say that? o How would you have taught the game differently? 					
<p style="text-align: center;">Math Vocabulary</p> <p>Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.</p> <p>Word for Today: circle</p> <p>Description: A circle is a 2-dimensional shape made by drawing a curve that is always the same distance from the center. A circle is round.</p> <p>Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 35%; padding: 5px; vertical-align: top;"> <p>New Word</p> <p style="text-align: center;">circle</p> </td> <td style="width: 65%; padding: 5px; vertical-align: top;"> <p>My Description</p> <p style="text-align: center;">A closed figure that is made with a single arching line</p> </td> </tr> <tr> <td style="padding: 5px; vertical-align: top;"> <p>Personal Connection</p> <p style="text-align: center;">That clock is a circle.</p> </td> <td style="padding: 5px; vertical-align: top;"> <p>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">circle</p>	<p>My Description</p> <p style="text-align: center;">A closed figure that is made with a single arching line</p>	<p>Personal Connection</p> <p style="text-align: center;">That clock is a circle.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>	<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 ½ of a composition book.</p> <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 ½ of a composition book.</p>
<p>New Word</p> <p style="text-align: center;">circle</p>	<p>My Description</p> <p style="text-align: center;">A closed figure that is made with a single arching line</p>				
<p>Personal Connection</p> <p style="text-align: center;">That clock is a circle.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>				
<p style="text-align: center;">Activity</p> <p>Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.</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

Component	Math
Grade Level:	2 nd – 5 th Grade
Lesson Title:	Target
Focus:	Learning Each Math Lesson Segment

Materials:

Cards, one deck for every 2 students

White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

How much money do you have if you have 3 dimes, 4 nickels, 8 pennies, and one quarter?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

***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

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a “for example”
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a “teaching game” so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Fact Practice

Target

1. Divide students into trios.
2. Each trio needs a deck of cards without face cards and jokers.
3. Place the cards face up in a TicTac Toe Grid.
4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1).
5. Each player makes an equation with some or all of the numbers in the grid to equal the target number. Students may add, subtract, multiply or divide.
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 $5 \times 2 = 10$, and pick up the 5 and the 2.
8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck.
9. Player with the most cards at the end of the game win.

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.

Consult 4 Kids Lesson Plans

Note: This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.’
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

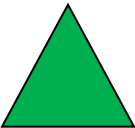
Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: triangle

Description: A shape that has three sides and three angles.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">triangle</p>	<p>My Description</p> <p style="text-align: center;">A three-sided flat shape</p>
<p>Personal Connection</p> <p style="text-align: center;">Have you seen 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.

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

Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.

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 – 5 th Grade
Lesson Title:	Number Hunt or Product Hunt
Focus:	Learning Each Math Lesson Segment

Materials:

12-sided dice (1 pair for every 2 students)

White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

What are some of the games that you know how to play?

What are some of the math vocabulary words that you know?

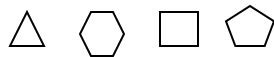
What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

Think of the following shapes:



Organize them in some way and then share that organization with a partner.

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

***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

- Talk the students through the game.
- Give the rules (it is best if they can see these).
- Give a demonstration or a “for example”
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a “teaching game” so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student “how” to play the game from what they observed.

Fact Practice

Number Hunt (Grades 1-3—Game Board Attached)

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.

Winner is determined by who has the most numbers covered.

Product Hunt (Grades 3-5—Game Board Attached)

7. Divide students into pairs.
8. Each pair needs a Product Hunt sheet (attached to this lesson plans).
9. Player rolls two, 12-sided dice.
10. Player multiplies the two numbers.
11. If the product is not yet covered, then player may cover the product.
12. Next player repeats steps 1-3.
13. Winner is determined by who has the most numbers covered.

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in

Consult 4 Kids Lesson Plans

each of these small groups)

- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student "how" to play the game from what they experienced.

Note: This is the last "practice" for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.'
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary


Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: square

Description: A shape that has four sides that are all equal in length.

Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">square</p>	<p>My Description</p> <p style="text-align: center;">A four-sided shape with 4 equal sides and 4 equal right angles</p>
<p>Personal Connection</p> <p style="text-align: center;">That clock is in the shape of a square.</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 1/2 of a composition book.

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.

Consult 4 Kids Lesson Plans

<p>Activity</p> <p>Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.</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>
--	---

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?

Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> 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?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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.

Product Hunt

48	20	81	3	45	27
1	24	108	77	7	40
120	72	96	8	18	60
14	144	70	22	15	11
33	35	66	132	63	16
12	30	28	110	100	49
6	36	21	121	90	2
84	5	44	25	99	10
32	9	56	88	4	11
24	50	55	54	42	80

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

Component	Math
Grade Level:	2 nd – 5 th Grade
Lesson Title:	Bump I Up and Add A Zero
Focus:	Learning Each Math Lesson Segment

Materials:

Dice, cards, game boards
White boards, paper and pencil

Opening

State the objective

Today we are going to practice the different aspects of the math lesson plan.

Gain prior knowledge by asking students the following questions

- What are some of the games that you know how to play?
- What are some of the math vocabulary words that you know?
- What do you think is meant by “Problem of the Day”?

Content (the “Meat”)

Problem of the Day

In this segment you will have a problem for students to complete. The problems will vary and will be both review and in line with the lesson. Write the problem on chart paper. Let youth work the problem on a white board either alone or with a partner. Following is a sample problem:

I have \$1.00. I spend \$.68. How much do I have left?

Math Facts

The Fact Practice activity will be different each day. You may use dice, dominoes, cards, white board, or other items to practice the math facts that are appropriate for the grade level students are in. In order for youth to practice effectively, you will need to teach each game following the protocol below.

Step 1: Basic Information

- Tell the students the name of the game.
- Tell them the skill that they will be practicing.
- Tell them the materials they will need to play the game.
- Tell them how many people may play the game at one time.
- Tell them if the game is cooperative (all students working together to defeat the game) or competitive (each student hopes to defeat the other players).
- Tell them how they will know that the game is over.
- Remind them of how to choose who will be first.
- Remind them at the end of the game that they will need to do to clean-up.

Step 2: Demonstration

- Talk the students through the game.

***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

- Give the rules (it is best if they can see these).
- Give a demonstration or a "for example"
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

Step 3: Model

- Ask for 2-3 student volunteers to play a "teaching game" so the remainder of the class can see the game played from beginning to end.
- Ask other students to make a circle around the volunteers so they can see how the game is played.
- Go through the game step by step having the volunteers actually make the plays.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- After playing the game for several minutes, praise the first volunteers and ask for 2-3 more.
- Replay the game with the new volunteers, providing less direction but being very responsive if the players are stuck or playing the game incorrectly.
- Ask players to explain what they were thinking when they made a particular move.
- Ask onlookers to make observations or ask questions.
- Check for understanding by asking students to tell another student "how" to play the game from what they observed.

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.

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.

Multiples

Multiplication facts are learned by recognizing the multiples of any given number. In this practice you will be determining the multiples of randomly generated numbers. You will need a chart and crayolas (150 chart).

1. Roll one or two dice (if you roll two add the numbers together to determine the factor in the fact practice)

Consult 4 Kids Lesson Plans

2. Mark all multiples of the number and then pass off to the next person.

Player may mark the same number.

Student Practice

General guidelines for students playing games follow

Step 4: Open Play

- Divide students into small groups (you might want to put a “volunteer” who played the game in each of these small groups)
- Have the students play a practice game (no winners or losers) **Note:** If you are playing with cards you might want to have the students display their hand of cards during Open Play.
- Check for understanding by asking students to tell another student “how” to play the game from what they experienced.

Note: This is the last “practice” for the game. The majority of students will have a full understanding of the game by this point. There will be only minor tweaks and adjustments that need to be made.

Step 5: Play

- Have students play the game.
- Circulate and answer questions as needed.
- Debrief the game at the end asking students:
 - o What skill did you practice?
 - o What did you learn?
 - o What about the game was enjoyable? What makes you say that?
 - o How would you have taught the game differently?

Math Vocabulary

Each lesson will also have a vocabulary word that is appropriate for the grade level. The word may be reviewed more than one time. Youth need to complete the vocabulary entry in an Academic Vocabulary Notebook. The Vocabulary section will follow this pattern. We will practice working on this for the next 11 days.

Word for Today: even

Description: Numbers that can be divided evenly by 2. Examples: 2, 8, 14, 22, 48, and 100. Complete the journal entry in your Vocabulary Notebook. In space 1, write the word. In space 2, explain the word in your own words. In space 3 use the word in a sentence. In space 4 demonstrate your understanding of the word by drawing a picture of the word.

Vocabulary Notebook Sample:

New Word <div style="text-align: center;">even</div>	My Description <div style="text-align: center;">Numbers that are not odd</div>
Personal Connection <div style="text-align: center;">Are these numbers odd or even?</div>	Drawing <div style="text-align: center;">322, 46, 52, and 98 are even numbers</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.

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

When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students

Consult 4 Kids Lesson Plans

	<p>acting out an equation). Vocabulary Notebooks can be made from $\frac{1}{2}$ of a composition book.</p>
<p>Activity</p> <p>Each day there will also be a mathematics activity that will occur in this space. This week we will not do an activity here since you are learning how to play each of the Math Fact Games. This activity can be added to the Homework Center.</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>

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.

Fact Practice—Multiples

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Pattern
Focus:	Math vocabulary, patterns, addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing cards
Socks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

- What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
- How can you tell that you are on the right track for solving the problem?
- What are the basic operations that you need to utilize during math?

Content (the "Meat")

Problem of the Day

Look at the pattern. Copy it and then draw the next 3 shapes. How do you know what to draw?



Fact Practice

Target

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

*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

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

Math Vocabulary

Word for Today: pattern

Description: A pattern is something that is predictable. Once you know when a string of information begins to repeat itself, then you can identify what will come next by looking at the part of the pattern you can already see. Patterns are sometimes defined as ABAB or ABCABC, or any other configuration.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">pattern</p>	<p>My Description</p> <p style="text-align: center;">An organized order to things with a predictable next item</p>
<p>Personal Connection</p> <p>What is the pattern that you can see on the wall paper?</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 1/2 of a composition book.

Activity What's My Pattern?

Demonstrate: Patterns can be made by repeating shapes, numbers, colors, and so on. A pattern must repeat itself exactly to be a pattern. For example, the math lesson plans have a pattern to them, they are predictable because you can guess what is coming next. Tell students that they are going to be making patterns today. They will need to make 4 different patterns: ABABAB, ABCABC, AABCCAABCC, and finally a pattern of their own design.

Sample ABABAB: ♥☀♥♥☀♥☀

ABCABC: ☀♥▼☀♥▼☀♥▼

AABCCAABCC ♥♥▼☀☀♥♥▼☀☀

Have students share the patterns made with other students and explain the "pattern" to the others.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans



Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Rule?
Focus:	Math vocabulary, patterns, basic operations

Materials:	White boards	Vocabulary Notebooks
	Crayolas	
	Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
<p>Look at this list of numbers. These numbers are not random; they are following a pattern, or a rule. If the pattern continues, what will the next three numbers be?</p> <p style="text-align: center;">4, 8, 12, 16, 20, 24, _____, _____, _____</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. 	

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans



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

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Crack the Code
Focus:	Math vocabulary, basic operations, place value

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards
Socks	

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

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>Here's one way to show 25. Think of at least 3 different ways to show 25. You can use numbers, pictures, words and other representations to show the number.</p> $5 + 5 + 5 + 5 + 5 = 25$	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: place value

Description: In our number system the position a number is located in will determine its value. Numbers are written in clusters of 3. The number furthest to the right is in the ones place, the middle numeral is in the tens place, and the number to the left is in the hundreds place. If you have a three digit number—528 you are in reality saying $500 + 20 + 8$. In other words, the 5 stands for five hundred, the 2 for twenty, and the 8 for simply that—8. As numbers get larger, the pattern of three numbers stays the same, but a comma is inserted to let you know if the number is for thousands, million, billions, trillions, and so on. As an example, 528,000 is said 5 hundred twenty-eight thousand, with the comma representing the word thousand. 528,528,528 would be read: 5 hundred twenty-eight million, 5 hundred twenty-eight thousand, 5 hundred twenty-eight.

Have students review the Vocabulary Notebook entry from yesterday with a partner and make any additions or changes they need to make.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Place value</p>	<p>My Description</p> <p style="text-align: center;">The position you place a numeral in to represent hundreds, tens, or ones</p>
<p>Personal Connection</p> <p style="text-align: center;">Which of the numerals is in the thousands place.</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 $\frac{1}{2}$ of a composition book.

Consult 4 Kids Lesson Plans

Activity Crack the Code!

Explain to students that you have a code for them to crack. Each number is connected to an alphabet letter in the first grid. This is followed by 11 questions, because there are 11 letters in the clue word. Read each clue and then correspond the letter with the number of the question (written above each number 1-11)

For a sample have the clue word be Key. The clues would be

1. The number in the hundreds place: 139
2. The number in the tens place: 841
3. The number in the ones place: 543

S	Y	O	U	K	M	E	C	I
9	3	5	2	1	8	4	6	7

1. The number in the tens place 583
2. The number in the hundreds place: 736
3. The number is in the ones place: 476
4. The number in the ones place: 981
5. The number in the hundreds place: 489
6. The number in the tens place: 431
7. The number in the ones place: 718
8. The number in the hundreds place: 536
9. The number in the tens place: 428
10. The number in the hundreds place: 925
11. The number in the tens place: 742

1	2	3	4	5	6	7	8	9	10	11

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Greater Than Less Than
Focus:	Comparing Numbers using < and >, addition, and math vocabulary

Materials:	
White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	< and > symbols (see cards attached to this lesson plan)

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

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.</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>You will see three numbers in order from the least to the greatest. After you have looked at them, tell why this order is correct.</p> <p style="text-align: center;">29, 21, 19</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: < and >

Description: These two symbols mean greater (or bigger) than and less (or smaller) than. They are used to compare numbers. The pointed end always points to the smaller of the two numbers. If numbers are equal, these symbols would not be used.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">< and ></p>	<p>My Description</p> <p style="text-align: center;">Symbols for the concept of greater than and less than</p>
<p>Personal Connection</p> <p style="text-align: center;">Compare the numbers by using the symbols < and >.</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 1/2 of a composition book

Activity

Demonstrate: We are going to practice determining whether a number is greater or less than another number. Here is a deck of cards that does not have the face cards or jokers. Here are the cards that have the greater than or less than symbol on the. Notice the arrow that lets you know which direction is up.

Ask for 2 volunteers to come up so we can learn to play this game.

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

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

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!)

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

Consult 4 Kids Lesson Plans

< UP ↑	< UP ↑	< UP ↑
< UP ↑	< UP ↑	< UP ↑
> UP ↑	> UP ↑	> UP ↑
> UP ↑	> UP ↑	> UP ↑

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Odds Evens Exactly 10
Focus:	Math vocabulary, identifying even and odd numbers

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
Count backwards by 2's starting at the number 19. Write the numbers as you say them. When you are finished, are the numbers you wrote down "odd" or "even"? Tell how you know.	
Fact Practice	
<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 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: odd and even numbers

Description: Every number is either an odd number or an even number. An even number is one that you say when you count by 2's. For example: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30 and so on. An odd number is one that you do not say when you are counting by 2's. For example: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Odd and Even</p>	<p>My Description</p> <p style="text-align: center;">Describes numbers that can be divided by 2 (even) and those which can't (odd)</p>
<p>Personal Connection</p> <p style="text-align: center;">I like odd numbers better than even numbers.</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 1/2 of a composition book.

Activity

Odds, Evens, and Exactly 10

Demonstrate: On the board or chart paper make a grid with three columns. Label the columns. Label the first one "odd" the second one "even", and the third one "exactly 10". Once you have set up the "game board", ask students to do the same on either the white board or a piece of paper.

Teach the volunteers how to play the game.

1. Player rolls 3 dice.
2. Player totals the 3 dice.
3. If the total is even, the equation goes in the "Evens" column. If the total is odd, the equation goes in the "Odds" column. If the equation totals exactly 10, it is written in the "Exactly 10" column.
4. Players take turns until they have rolled at least 10 times.
5. Winner of the game is the person with the most in the Exactly 10 column.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Pick One
Focus:	Math vocabulary, comparing numbers, addition

Materials:		
White boards	Decks of cards	< / > cards (attached to this lesson plan.)
Crayolas	Vocabulary Notebooks	
Socks	Deck of cards	

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

Content (the "Meat")	
Problem of the Day	<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>
Write six numbers that are greater than 25 on your white board. Share them with your neighbor and explain why you know that these number are more than 25.	
Fact Practice	
<p>Foreheader</p> <ol style="list-style-type: none"> 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: Review of the symbols < and >

Description: These two symbols mean greater (or bigger) than and less (or smaller) than. They are used to compare numbers. The pointed end always points to the smallest of the two numbers. If numbers are equal, these symbols would not be used.

Have students share the Vocabulary Notebooks in pairs, discussing the word, making any additions or changes.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">< and ></p>	<p>My Description</p> <p style="text-align: center;">Ha way to compare numerals by saying they are greater or less than another value</p>
<p>Personal Connection</p> <p style="text-align: center;">7 is > than 5 but 7 is < 9.</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 1/2 of a composition book.

Activity

Pick One

Demonstrate: Tell students that the activity for today is predicting whether a number will be greater than or less than another number. Ask for 2 volunteers. Show students the deck of cards that does not have 10s, face cards or jokers. Show them the < and > cards as well.

Deal each player 3 cards. The players each make a three digit number by arranging the cards. For example, if the player draws a 4, 5, and 6, he/she can make 456, 465, 546, 564, 645, or 654. After each player has made his/her number and written it on the white board, player one draws a </> card. If player 1 draws a less than card, if the opposing player's number is less that player 1's, he/she wins the 3 cards. If the opposing player's number is greater than player 1's (which means that Player 1 has the number "less than", then Player 1 wins the three cards.

Repeat play several times until students understand the game. Have the "audience" call out the winner as the volunteers turn the white board for all to see and then draws the </> card.

The person who draws the </> cards switches between the two players.

Pass out the supplies

Divide students into pairs

Let the play begin

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

< UP ↑	< UP ↑	< UP ↑
< UP ↑	< UP ↑	< UP ↑
> UP ↑	> UP ↑	> UP ↑
> UP ↑	> UP ↑	> UP ↑

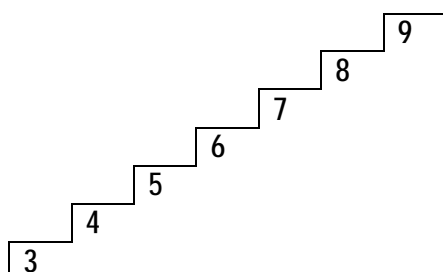
Consult 4 Kids Lesson Plans

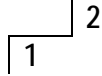
Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Hundred's Chart
Focus:	Math vocabulary, addition, subtraction, odd numbers and even numbers

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Hundred's Chart (attached to this lesson plan)
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
<p>You are going to add several numbers together and then determine whether the answer is odd or even. Then you will discuss why you think what you think. Begin with the number 2</p> <p>Add 6 Add 20 Subtract 4 What is the total? Is it odd or even? How do you know? Why do you think this occurred?</p>	
Fact Practice	
<p>Addition Ladder</p> <ol style="list-style-type: none"> 1. Give each student a white board (include marker or crayola) 2. Student should draw a ladder like the one below 	





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


Math Vocabulary

Word for Today: odd number and even number

Description: Every number is either an odd number or an even number. An even number is one that you say when you count by 2's. For example: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30 and so on. An odd number is one that you do not say when you are counting by 2's. For example: 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29

Students review the entry made into the Vocabulary Notebook with a partner, making any changes or additions that are necessary

Vocabulary Notebook Sample:

<p>New Word</p> <p>Odd and even</p>	<p>My Description</p> <p>Odd number: 1, 3, 5, 7 Even number: 2, 4, 6, 8</p>
<p>Personal Connection</p> <p>Can you count in odd numbers?</p>	<p>Drawing</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
Hundred's Chart

Demonstrate: Show students a Hundred's Chart. Talk about the chart and have them tell you the purpose of the chart. Explain to students that they will be working in pairs to determine all of the different ways to identify even numbers. Have a chart up with the numbers from 1 – 20. Have several different colors of crayons. Using a blue crayola, have volunteer circle the numbers that are said when counting by 2's (2, 4, 6, 8, 10, 12, 14, 16, 18, 20) with a blue crayola.

Have students now skip count by 3's, 4's, 5's, and 10's. When they skip count by 3's, circle the numbers in red. Ask them how many numbers are circled more than once?

Repeat the process with 4s, 4, 8, 12, 16, 20, 24, 28, 30, 32, 36, (color purple) , 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, (color yellow) and finally 10s 10, 20, 30, 40, 50, 60, 70, 80, 90, 100 (be sure to go 100) (color orange)

At the end, ask students to tell you how many numbers are EVEN and how many are ODD (the answer is 50 of each). Students may be confused and want to count a number as even if it is circled. Remind them that even numbers are those you say when counting by 2's, not other numbers.

Hundred's Chart is attached.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Hundreds Chart

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
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Place Value
Focus:	Math vocabulary, basic operations, place value

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards without tens, face cards and jokers
Socks	Set of Smallest / Largest Cards for each group

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Problem of the Day

Jorge says the 3 tens equal 30 ones. Is he right? Tell how you know.

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: place value


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

Consult 4 Kids Lesson Plans

Description: In our number system the position a number is located in will determine its value. Numbers are written in clusters of 3. The number furthest to the right is in the ones place, the middle numeral is in the tens place, and the number to the left is in the hundreds place. If you have a three digit number—528 you are in reality saying $500 + 20 + 8$. In other words, the 5 stands for five hundred, the 2 for twenty, and the 8 for simply that—8. As numbers get larger, the pattern of three numbers stays the same, but a comma is inserted to let you know if the number is for thousands, million, billions, trillions, and so on. As an example, 528,000 is said 5 hundred twenty-eight thousand, with the comma representing the word thousand. 528,528,528 would be read: 5 hundred twenty-eight million, 5 hundred twenty-eight thousand, 5 hundred twenty-eight.

Have students complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Place value</p>	<p>My Description</p> <p style="text-align: center;">Ones, tens, hundreds, thousands, ten thousands place</p>
<p>Personal Connection</p> <p style="text-align: center;">The place a numeral is in determines the value of the numeral.</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 Place Value

Demonstrate: Show students three cards. Ask them to help you arrange the cards to be the smallest number possible. Write it on the board. Ask students if they agree and why they believe this is the smallest number. Now ask them to help you arrange the cards to be the largest possible number. Repeat the process. Now ask students to help you make any three digit number using the cards.

Explain that this is the process they will go through. Tell them that they will be in groups of 2-3 students. They will know who “wins” each number by drawing a smallest or largest card, indicating which player will win the cards—the one with the smallest number or the largest number when compared.

Directions:

1. Shuffle the two decks of cards. Place each face down in the center.
2. Each player receives 3 number cards. He/she makes a three digit number.
3. Players read the 3 digit number to each other.
4. One player draws a card from the smallest/largest deck. The player with the larger or smaller number wins all 6 cards. If the numbers are exact, then those cards are put back in the deck of numbers.
5. Repeat until all number cards are gone.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Smallest and Largest Cards

smallest	smallest	smallest
smallest	smallest	smallest
smallest	smallest	smallest
largest	largest	largest
largest	largest	largest
largest	largest	largest

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	STRETCH It Out
Focus:	Math vocabulary, basic operations, number notation

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
<p>Sometimes we read story problems that must be solved by the creation of a number sentence. Today we are going to write a story problem that the following number sentence represents.</p> <p style="text-align: center;">13 + 9 =</p>	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	


Math Vocabulary

Word for Today: expanded notation

Description: Expanded notation is a way to write a number that represents each numeric value of the place the numeral is in. Example: 324 in expanded notation is $300 + 20 + 4$. In expanded notation, the numerals to the right of the number are represented by 0 which holds the place of the other numbers.

Have students complete his/her Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p>Expanded notation</p>	<p>My Description</p> <p>Writing a number so you can see what it is by separating hundreds, tens, and ones</p>
<p>Personal Connection</p> <p>We had an assignment to write the numbers in expanded notation.</p>	<p>Drawing</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

S-T-R-E-T-C-H It Out!

Demonstrate: Numbers can be written in expanded notation. This is helpful for students when they are learning about place value. Sometimes the numeral 4 is much more than simply 4. In the number 41, the 4's value is 40, in 411, the 4's value is 400, and so on. Today we are going to write numbers in expanded notation.

Model: $368 = 300 + 60 + 8$

1. Divide students into pairs, giving each pair 3 6-sided dice (9 sided would be perfect if you have them)
2. Student rolls a number and decided how to arrange the die so the number can be read. For example, if the roll is 3, 6, and 7, the number could be 367 or any other arrangement of those numbers.
3. Students write the number and then write the number in expanded notation. 367 would become $300 + 60 + 7 = 4,367$
4. Pair should roll 10 different numbers, writing the number in both the standard and expanded notation formats.
5. Pairs then select one number to share with the group in both formats.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Expanded and Contracted Notation
Focus:	Expanded Notation

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes
Socks	four 6-sided dice per pair

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
 How can you tell that you are on the right track for solving the problem?
 What are the basic operations that you need to utilize during math?

Content (the "Meat")	
-----------------------------	--

<p style="text-align: center;">Problem of the Day</p> <p>Look at these numbers written in expanded notation. Combine them into the standard form.</p> <p style="text-align: center;">$50 + 3 =$ $200 + 40 + 7$ $900 + 8$ $500 + 70 + 3$</p> <p style="text-align: center;">Fact Practice Spots and Dots</p> <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. 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</p> <div style="border: 1px solid black; width: 200px; height: 50px; margin: 10px auto; display: flex; justify-content: space-around; align-items: center;"> <div style="border-right: 1px solid black; width: 50%; text-align: center;">●●</div> <div style="width: 50%; text-align: center;">●●●</div> </div> <p>Addition: $2 + 3 = 5$</p>	<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>
--	---

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: expanded notation

Description: Expanded notation is a way to write a number that represents each numeric value of the place the numeral is in. Example: 324 in expanded notation is $300 + 20 + 4$. In expanded notation, the numerals to the right of the number are represented by 0 which holds the place of the other numbers.

Have students share the Vocabulary Notebooks in pairs, discussing the word, making any additions or changes.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Expanded notation</p>	<p>My Description</p> <p style="text-align: center;">Writing a number by showing all parts in an expanded form</p>
<p>Personal Connection</p> <p style="text-align: center;">Write the number in expanded notation.</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 $\frac{1}{2}$ of a composition book.

Activity

Expand and Contract

Demonstrate: Write the following numbers on the board.

731, $(900 + 30 + 1)$, 817 and $(500 + 40 + 9)$

Ask students to expand the numbers that are not in expanded notation already, and contract the numbers that are already in expanded notation.

Write each number in **BOTH** formats as students provide the answers

1. Divide students into pairs
2. Give each pair a deck of cards with the 10s, face cards and jokers removed
3. Ask students to draw four cards, arrange the numerals to form a 3-digit number and then to write that number in both the standard and expanded notation format
4. Students should create 10 numbers
5. Invite pairs of students to share the numbers they generated with a pair of peers

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans



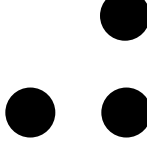
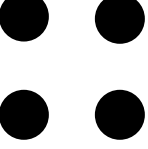
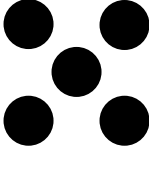
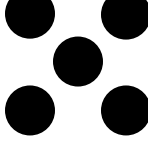
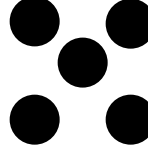
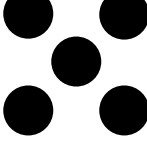
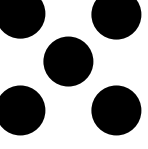
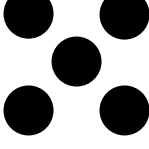
Double 9 Dominoes



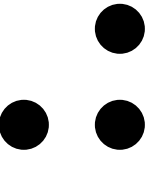
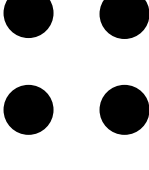
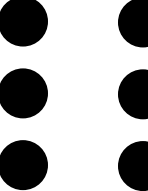
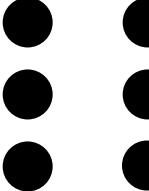
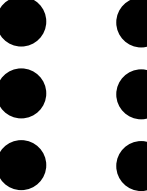
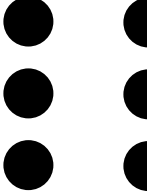
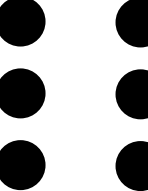
	●		●	● ●
●	●	● ●	● ●	● ●

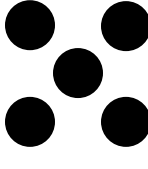
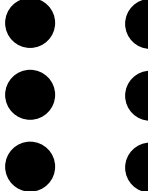


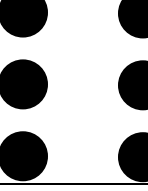
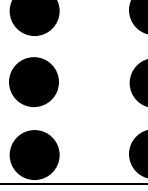
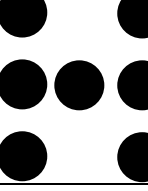
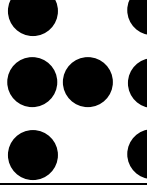
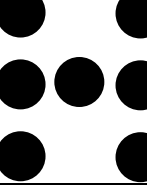
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

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

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Tic Tac Toe 2 2
Focus:	Math

Materials:

Enlarged Tic Tac Toe Boards—one for each pair of students (duplicate on 11" x 17" if you can)
 Prizes (these can be time, a leadership role, opportunities to be the "teacher")

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

teams

Activity

Tic Tac Toe

1. Divide students in groups of 2
2. Give each pair a Tic Tac Toe Board (enlarge from this lesson plan)
3. In order to place an "X" or an "O" in a space, students must be able to complete the math problem in the space
4. Students should apply "paper, rock, scissors" to determine who will go first (best 2 out of 3)
5. Winner receives a High Five

Closing

Review

Say:

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

Reflection (Confirm, Tweak, Aha!)

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

Tic Tac Toe
Math—2nd Grade

Order the numbers below from the largest to the smallest (place the largest number on top and the smallest number on bottom).

789
897
987
876

Complete this problem:

$$\begin{array}{r} 257 \\ +394 \\ \hline \end{array}$$

Separate these numbers into odds and evens:

639
468
900
321
735
957

Complete this problem

$$\begin{array}{r} 361 \\ -187 \\ \hline \end{array}$$

Each of the numbers below has a 7 in it, either in the ones, tens or hundreds place. Match the 7 to the place value it represents.

471 ones
714 tens
417 hundreds

Write the following number in expanded notation:

749

Write this number that is written in expanded notation in the standard form.

$$400 + 30 + 7$$

What are the next three figures in this pattern? Write them on the lines.

☀️☀️♥️🎵🎵☀️☀️ _____

Write a number sentence for this story problem. Susie has 14 T-Shirts. Johanna has 11 T-Shirts. Their new friend Ruby has 19 T-Shirts. How many T-Shirts do the girls have together?

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Add 'Em Up
Focus:	Addition

Materials:		
White boards	Vocabulary Notebooks	
Crayolas	Dice	Socks

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

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p>Count backwards by 2's starting at the number 32. Write the numbers as you say them. When you are finished, are the numbers you wrote down "odd" or "even"? Tell how you know.</p>	
Fact Practice	
<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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: addend

Description: The addends of an addition problem or the numbers that you are adding together. In these examples: 2 83

$$\begin{array}{r} +6 \\ +47 \end{array}$$

The addends of the first problem are 2 and 6, the addends of the second are 83 and 47. A problem can have more than two addends.

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Addend</p>	<p>My Description</p> <p style="text-align: center;">Numbers that you add together in an addition problem</p>
<p>Personal Connection</p> <p>There are three addends in that problem: 5, 6, and 7.</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 1/2 of a composition book.

Activity

Add 'em Up

Demonstrate: On the board or chart paper make a grid with three columns. Label the first column "Addend #1", the second column "Addend #2", and the third column, "sum" (which is the word that describes an addition answer). Tell students to find a partner and that together with the partner, they will create number sentences, circling the addends in each of the sentences.

For example, if I roll a "6" then this would become one of the addends. If my partner rolls a "5", then this is a second addend. The number sentence would look like this:

$$6 + 5 = 11$$

Each pair of students should create a minimum of 10 number sentences, rolling the addends with the dice.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Bingo and Sum
Focus:	Addition

Materials:

White boards	Vocabulary Notebooks
Crayolas	Hundred's Chart (attached to this lesson plan)
Socks	

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Problem of the Day

You are going to add several numbers together and then determine whether the answer is odd or even. Then you will discuss why you think what you think.

Begin with the number 3

Add 7

Add 2

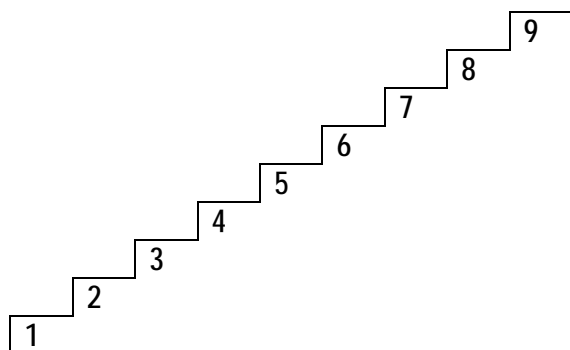
Subtract 5

What is the total? Is it odd or even? How do you know? Why do you think this occurred?

Fact Practice

Addition Ladder

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



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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

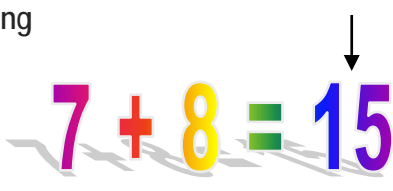
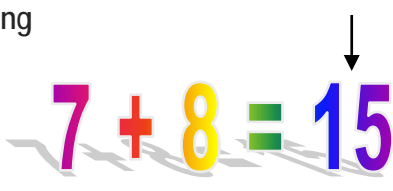
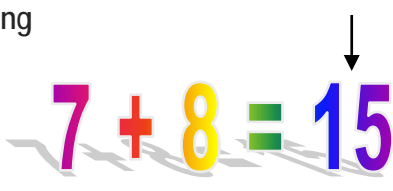
Check in about what is happening and what they are thinking.

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

<p>numbers in the ladder, writing the sum to the right of the number.</p>						
<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 ½ of a composition book.</p>				
<p>Word for Today: sum</p> <p>Description: The sum is the total that is reached when addends are added together. The word sum is another word for total or answer. In the number sentence $4 + 5 = 8$, the numeral 8 represents the sum.</p> <p>Create an entry in your Vocabulary Notebook.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">sum</p> </td> <td style="padding: 5px;"> <p>My Description</p> <p style="text-align: center;">Total that you get when you add two or more numbers together</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">What is the sum of 9 and 8?</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p style="text-align: center;">Total that you get when you add two or more numbers together</p>	<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 9 and 8?</p>	<p>Drawing</p> <div style="text-align: center;">  </div>
<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p style="text-align: center;">Total that you get when you add two or more numbers together</p>					
<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 9 and 8?</p>	<p>Drawing</p> <div style="text-align: center;">  </div>					
<h3>Activity</h3> <h4>Bingo</h4> <p>Demonstrate: Show students a Bingo card. Tell them that you are going to divide into groups of 3-4. Each group will be responsible for finding the sum for each of 5 problems. When the team has completed the problems, the sums will be listed on the board or chart paper. Once all of the sums have been found, each student will enter one of the sums in one of the spaces on the Bingo Card. (Note: Not all answers will be used) Once everyone has a unique Bingo Card, the Program Leader will call the sums and students will play the game exactly like Bingo. (Note: unlike Bingo the answers can be in any column). (Bingo card attached) (Problems are also attached.)</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>				

<h3>Closing</h3>
<h4>Review</h4>
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
<h4>Debrief</h4>
<p>Three Whats</p> <p>Ask the following three what questions:</p> <p style="padding-left: 40px;">What was your key learning for the day?</p> <p style="padding-left: 40px;">What opportunities might you have to do this same thing in the “real world”?</p> <p style="padding-left: 40px;">What advice would you give to a “new” student getting ready to do this activity?</p>

Consult 4 Kids Lesson Plans



Reflection (Confirm, Tweak, Aha!)

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

Bingo Card

B	I	N	G	O
		Free		

Consult 4 Kids Lesson Plans



Team #1

$\begin{array}{r} 14 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +23 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ +8 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ +11 \\ \hline \end{array}$
--	--	---	--	--

Team #2

$\begin{array}{r} 7 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 8 \\ +10 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +24 \\ \hline \end{array}$
---	--	--	---	--

Team #3

$\begin{array}{r} 26 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ +24 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +42 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +13 \\ \hline \end{array}$
--	--	--	--	--

Team #4

$\begin{array}{r} 17 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 3 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 35 \\ +53 \\ \hline \end{array}$	$\begin{array}{r} 33 \\ +54 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +16 \\ \hline \end{array}$
--	---	--	--	--

Team #5

$\begin{array}{r} 32 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 10 \\ +20 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +3 \\ \hline \end{array}$
--	--	--	--	---

Team #6

$\begin{array}{r} 23 \\ +24 \\ \hline \end{array}$	$\begin{array}{r} 21 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 14 \\ +12 \\ \hline \end{array}$	$\begin{array}{r} 45 \\ +14 \\ \hline \end{array}$
--	--	--	--	--

Team #7

$\begin{array}{r} 42 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +53 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +56 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +60 \\ \hline \end{array}$	$\begin{array}{r} 20 \\ +11 \\ \hline \end{array}$
--	--	--	--	--

Consult 4 Kids Lesson Plans



Answers

27	33	29	45	28
19	24	63	18	38
37	55	85	58	23
49	17	88	87	39
54	57	25	30	35
47	32	53	26	59
64	66	69	73	31

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	First to 100
Focus:	Addition

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

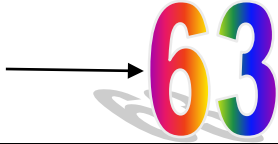
Opening
State the objective
Today we are going to practice using our math vocabulary and skills.
Gain prior knowledge by asking students the following questions
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on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

Content (the "Meat")	
Problem of the Day	<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>
Shelly has put her teddy bears in 3 groups of 10. When she has done this, she has 4 bears left over. How many bears does she have altogether? How do you know?	
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.
<p>Word for Today: tens</p> <p>Description: Tens is the word we use to describe the place that a numeral can be that represents counting by 10s. While ones is in the place furthest to the right, the 10s place is next to it on the left. The number 10 means 1 ten and no ones. When we get to 10 it is like</p>	
Math Vocabulary	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p>

we bundled the items together and instead of having to count again and again, we can simply look at the bundle and know that it is 10. Just like a dime is 10 pennies collected into one coin, a 10s bundle is 10 items collected into one item—usually with a rubber band or some other way to separate the group of ten from everything else. Ask children to share different ways that you could bundle 10 together (baggie, paper clip, rubber band, envelope, etc.)

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Tens</p>	<p>My Description</p> <p style="text-align: center;">The numeral that is between the ones and the hundreds place</p>
<p>Personal Connection</p> <p>My grandmother is 63. The 6 is in the tens place.</p>	<p>Drawing</p> 

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

**Activity
First to 100**

Materials: Deck of Cards (remove face cards and jokers)
White Board
Vis-à-vis pens

Players: 2-4

Purpose of the game: Practice adding and subtracting 2 digit numbers mentally.

Directions:

1. The object of this game is to reach 100 exactly.
2. Shuffle the cards.
3. Player one draws 2 cards and arranges them to make a 2 digit number.
4. Player two does the same.
5. Player one draws 2 more cards, arranges them to make a 2 digit number and add it to or subtract it from the first number.
6. Player two does the same.
7. Play continues in this fashion. If a player goes over 100, then the 2-digit number will need to be subtracted.

Note: If player draws a 9 and a 2, if they choose to make the number 92, there is no way to make a 2-digit number that will not take the total over 100. Players may want to consider selecting the number 29.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

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

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	First to 100 and Tens
Focus:	Addition

Materials:		
White boards	Vocabulary Notebooks	
Crayolas	Decks of cards	Socks

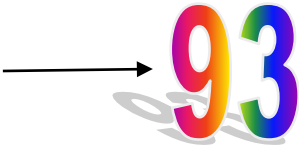
Opening
State the objective
Today we are going to practice using our math vocabulary and skills.
Gain prior knowledge by asking students the following questions
What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on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

Content (the "Meat")	
Problem of the Day	<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>
What is the value of the 6 in the number 76? How do you know?	
Fact Practice	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p>
<p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	
<p>Word for Today: tens</p> <p>Description: Review with the children your discussion about 10s yesterday. Talk about how we write numbers when we count by 10s. Ask children to count by 10s to 100. As they say</p>	

each number, write the number on the board. Children should show ten fingers and then close hands into fists and then show ten fingers again when they say the next number. After counting to 100 by tens, show children that the math problem looks like $10 + 10 = 20$, $10 + 10 + 10 = 30$ and so on.

Have students review the Vocabulary Notebook entry from yesterday with a partner and make any additions or changes they need to make.

Vocabulary Notebook Sample:

<p>New Word</p> <p>tens</p>	<p>My Description</p> <p>The place in a three digit number that is in the middle and stands fo 20, 30, 40, 50, and so on</p>
<p>Personal Connection</p> <p>Place the numeral 9 in the tens place to show that I have 90 objects.</p>	<p>Drawing</p> 

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
First to 100

Review this game from yesterday. Ask the children how to play the game. When you are certain that they understand the game, have each child select a partner and begin playing. Materials can be reused from yesterday.

Materials: Deck of Cards (remove face cards and jokers)
White Board
Vis-à-vis pens

Players: 2-4

Purpose of the game: Practice adding and subtracting 2 digit numbers mentally.

Directions:

1. The object of this game is to reach 100 exactly.
2. Shuffle the cards.
3. Player one draws 2 cards and arranges them to make a 2 digit number.
4. Player two does the same.
5. Player one draws 2 more cards, arranges them to make a 2 digit number and add it to or subtract it from the first number.
6. Player two does the same.
7. Play continues in this fashion. If a player goes over 100, then the 2-digit number will need to be subtracted.

Note: If player draws a 9 and a 2, if they choose to make the number 92, there is no way to make a 2-digit number that will not take the total over 100. Players may want to consider selecting the number 29.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Roman Numeral and Make 20
Focus:	Addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards (remove face card and jokers)
Socks	

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


Content (the "Meat")	
Problem of the Day Is 46 greater than, less than or equal to 93? Write >, <, or = to show your answer. <div style="text-align: center;"> $46 \bigcirc 93$ </div>	*Activity → Teachable Moment(s) throughout During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.
Fact Practice: Draw! <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary Word for Today: numeral Description: Review the discussion about numbers and numeral from yesterday. Show children Roman Numerals (the way that numbers were represented during the Roman Era 2,000 years ago.	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.

Consult 4 Kids Lesson Plans

- 1 = I
- 2 = II
- 3 = III
- 4 = IV (one less than 5 –represented by the V
- 5 = V
- 6 = VI (5 + 1)
- 7 = VII
- 8 = VIII
- 9 = IX (one less than 10 which is represented by the X)
- 10 = X
- 50 = L
- 100 = C

Have students complete his/her Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Roman Numeral</p>	<p>My Description</p> <p style="text-align: center;">Symbols that represent a number, but they are different than our numbers</p>
<p>Personal Connection</p> <p style="text-align: center;">I can use Roman Numerals to write 2012: MMXII.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>

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: Make 20!

Review the game from yesterday. Have children tell you how to play. When you have reviewed, let children play the game again.

Materials: Deck of Cards (remove face cards and jokers)

Players: 2-4

Purpose of the game: Practice addition facts to automaticity.

Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player and stack the remaining cards face down in a pile in the center of the table.
3. Player 1 tries to use some or all of the five cards to create a sum of 20.
4. If the player creates a problem with the sum of 20, the player says, "Made 20!" and places the used cards in a separate pile.
5. If the player is unable to create a problem, he/she draws a card and the turn ends.
6. Player 2 takes a turn in the same way.
7. Play continues until all cards are used or until neither player can create a problem.
8. Player with the most cards wins.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Make 20
Focus:	Addition

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

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

Content (the "Meat")	
Problem of the Day	<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>
<p>Felix has 11 red cars. He finds some red cars in a box in his closet. He now has 19 red cars. How many red cars did he find in the closet? Explain your answer.</p>	
Fact Practice Bump It Up! Add A Zero	<p>It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.</p>
<ol style="list-style-type: none"> 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. 	
Math Vocabulary	
<p>Word for Today: numeral</p> <p>Description: When we refer to numbers and numerals in math, we often think of them as the same. However, they are not. A number is an abstract concept; a numeral is a way to express a number, usually in writing. For example, the number 5 can be thought of as the</p>	

Consult 4 Kids Lesson Plans

concept of "fiveness" which all sets of five objects have in common; it can be expressed using numerals such as 5, V, |||||, five, and so on. In other words a numeral is a way to represent the concept of number. It is the written symbol and in different languages and in different times, that written symbol is different, but the concept that the numeral represents, the number, remains the same in any language.

Have students complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">Numeral</p>	<p>My Description</p> <p>A symbol that represents a count or specific number of items</p>
<p>Personal Connection</p> <p>3, 4, 5, 6, and 7 are numerals.</p>	<p>Drawing</p> <div style="text-align: center;"> </div>

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

Make 20

Demonstrate: Show students how to play the game. Ask for volunteers to come up and talk through the game as they learn how to play. Have each of the volunteers teach another student how to play the game. Have the people who have actually played the game partner with students who have not played before.

Materials: Deck of Cards (remove face cards and jokers)

Players: 2-4

Purpose of the game: Practice addition facts to automaticity.

Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player and stack the remaining cards face down in a pile in the center of the table.
3. Player 1 tries to use some or all of the five cards to create a sum of 20.
4. If the player creates a problem with the sum of 20, the player says, "Made 20!" and places the used cards in a separate pile.
5. If the player is unable to create a problem, he/she draws a card and the turn ends.
6. Player 2 takes a turn in the same way.
7. Play continues until all cards are used or until neither player can create a problem.
8. Player with the most cards wins.

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Make a Hundred
Focus:	Addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes (attached)
Socks	Make A Hundred Game Board (attached)

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


Content (the "Meat")	
Problem of the Day Write a story for this number sentence: $17 + 28 = 45$	*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 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 <div style="border: 1px solid black; width: 150px; height: 50px; margin: 10px auto; display: flex; justify-content: space-around; align-items: center;"> <div style="border-right: 1px solid black; width: 50%; text-align: center;">●●</div> <div style="width: 50%; text-align: center;">●●●</div> </div> Addition: $2 + 3 = 5$	
Math Vocabulary Word for Today: hundred Description: The word hundred is a way of describing 100 counted items. Hundred is thought to be a way to describe a perfect spelling test, "I got 100%", meaning that all answers were correct. In our number system with place value, the 100s place is the	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary notebook for each word.

Consult 4 Kids Lesson Plans

third from the right. The places are valued at Hundreds Tens Ones, so a number could be $300 + 40 + 2$ or a total of 342. We say the word hundred after a number to help capture the meaning of what we are saying. 300 is many more than 30 which is a lot more than 3. Hundred allows us to group items together without counting one by one.

Have students share the Vocabulary Notebooks in pairs, discussing the word, making any additions or changes.

Vocabulary Notebook Sample:

New Word	My Description
Hundred	The number of pennies in a dollar, one more than 99 and one less than 101
Personal Connection	Drawing
I can count to 100 by ones.	

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

Make A Hundred

Materials: Make a Hundred game board, vis-à-vis or crayola

Directions:

1. Using a vis-à-vis pen or a crayola, player draws a line around the boxes that will total 100.
2. If playing in competition, a different color marker is needed for each player. Players take turns. Winner is the player with the most spaces circled.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

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



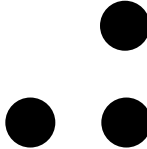
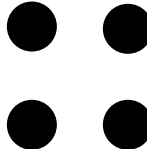
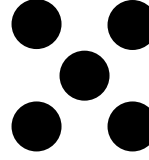
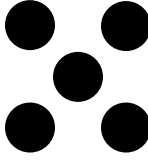
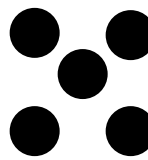
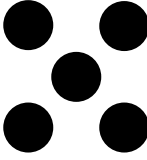
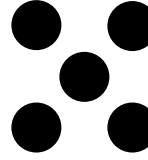
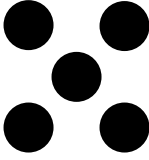
Double 9 Dominoes



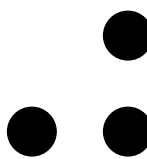
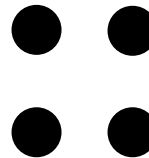
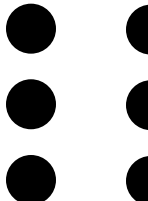
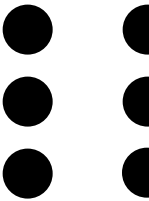
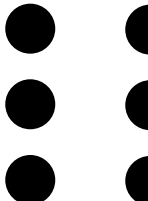
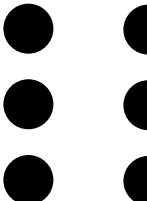
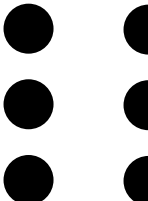
	●		●	● ●
●	●	● ●	● ●	● ●

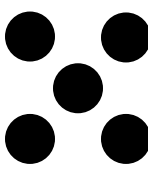
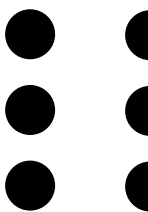


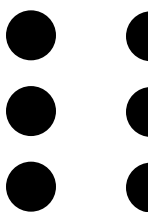
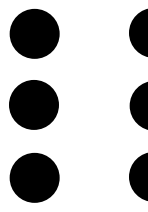
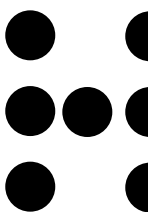
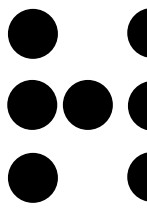
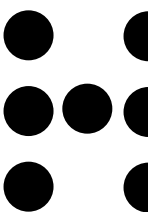
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Do not use				
Do not use				

Consult 4 Kids Lesson Plans

Make A Hundred Game Board

25	25	5	10	50	10	5
25	5	10	50	50	25	25
25	50	5	5	10	50	10
5	10	25	50	25	10	5
50	10	5	10	25	5	10
10	5	25	50	25	10	5
25	25	10	10	10	5	50
10	10	5	25	25	5	10
50	5	25	10	5	50	10
50	25	10	10	5	5	10
25	10	10	10	5	5	10
5	10	5	5	25	25	50
10	5	25	50	10	10	25
5	50	10	5	25	25	10
10	5	25	25	50	10	5
10	25	50	10	5	5	25
5	25	25	10	50	5	10

Consult 4 Kids Lesson Plans



Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Place Value Ordering Numbers
Focus:	Place Value

Materials:	
White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	largest, smallest, in the middle cards (see cards attached to this lesson plan)

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


Content (the "Meat")	
Problem of the Day	<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>
<p>You will see three numbers below. Arrange them from the least to the greatest. When you have done that, tell why you know that this order is correct.</p> <p style="text-align: center;">17, 26, 23</p>	
Fact Practice	<p>Math Vocabulary</p> <p>Word for Today: expanded form</p> <p>Description: Expanded form is another way of saying expanded notation. Expanded notation is a way to write a number that represents each numeric value of the place the numeral is in. Example: 324 in expanded notation is 300 + 20 + 4. In expanded notation,</p>
<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

the numerals to the right of the number are represented by 0 which holds the place of the other numbers. You have already placed this in your notebook. Review your entry with a partner. Review all of the words that are in your math notebook today.

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

Vocabulary Notebook Sample:

New Word Expanded form	My Description Writing a numeral so you can see what it is made up of $300 + 20 + 1$
Personal Connection I do not like to write numbers in expanded form. I like standard form better.	Drawing 

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

Activity

Demonstrate: We are going to practice determining the place value of each number. If I write the number 472, which numeral is in the ones place? (2) Which numeral is in the hundred's place? (4) Which numeral is in the ten's place? (7). For this activity each of you will have one card between 1 and 9.

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

1. When I say "Go", find 2 other people who do not have the same number as you have. For example is you have a "3", then you will want to find two people with different numbers from each other and from you. Once you have found these two people, you will be a team for the first play.
2. Once you have found your partners I will call out a place value (hundreds, tens, ones, followed by a second call such as largest, smallest, in the middle. Example: You have 3, you find a partner with a 9 and a partner with a 1. When I call hundreds followed by the word smallest, the person holding the 1 would move to hundreds place. When I call tens and the word largest, then the 9 would could move to the tens place. Finally, the ones place would be filled with the number in middle. You and your two partners would form the number 193.
3. Once the number has been formed, you and your team will say your number aloud for the group.
4. Cards for largest, smallest, in the middle below. Move from either hundreds to ones, or ones to hundreds each time.

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!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Accordion
Focus:	Expanded Notation

Materials:		
White boards	Vocabulary Notebooks	
Crayolas	Playing cards	Socks

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


Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Look at the pattern. Copy it and then draw the next 4 shapes. How do you know what to draw?</p> <p style="text-align: center;">▼▶▼▼▶▶▼▶</p>	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly.</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>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;">Math Vocabulary</p> <p>Word for Today: standard form</p>	<p>It is important to review academic math vocabulary</p>

Consult 4 Kids Lesson Plans

Description: The standard form of a number is what happens when you combine expanded form or expanded notation. For example, in expanded notation 314 would be written $300 + 10 + 4$. In standard form it would be written 314.

Students should complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
Standard form	Writing a number in the regular way: 643
Personal Connection	Drawing
I like to write numbers in the standard form.	

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 Accordion

Demonstrate: Accordions are musical instruments that stretch out and then get pushed together. In this game, numbers that are written in expanded notation will be pushed together into standard form. Numbers that are written in standard form will be stretched out into expanded form.

Using the cards provided at the end of this lesson plan, demonstrate for students exactly how the game will be played. Have several students come up and model the game for the rest of the students.

Have children play the game with a partner. If a student can read or write the number correctly, then he/she keeps the card. Student with the most cards wins.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Consult 4 Kids Lesson Plans

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Standard and Expanded Notation Cards

371	684	293	118
429	346	521	732
213	354	819	207
$200+30+6$	$500+40+2$	$100+20+9$	$300+70+9$
$400+20+8$	$600 + 50+1$	$200 + 00 + 6$	$700 + 60 + 7$
$800 + 90 + 8$	$900 + 20 + 4$	$600 + 60 + 8$	$500 + 60 + 5$

Consult 4 Kids Lesson Plans



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

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Cards
Socks	What Time Is It? (attached)

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

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></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>What is a triangle? Tell how you know using pictures, numbers, and words.</p>	
Fact Practice	
<p>Fore-header</p> <ol style="list-style-type: none"> 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. 	

Math Vocabulary


Word for Today: addend

Description: The addends of an addition problem or the numbers that you are adding together. In these examples: 13 288

$$\begin{array}{r} +54 \\ +746 \end{array}$$

The addends of the first problem are 13 and 54, the addends of the second are 288 and 746. A problem must have at least two addends but can certainly have more than that. Review your Vocabulary Notebook. Discuss things with a partner. Make any changes that you need to in order to strengthen your entry.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addend</p>	<p>My Description</p> <p style="text-align: center;">The numbers you add together in an addition problem</p>
<p>Personal Connection</p> <p style="text-align: center;">The addends are 53 and 13.</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 1/2 of a composition book.

Activity

What Time Is It?

Materials:

- Cards attached to this lesson plan

Directions:

1. Place cards face down in a grid like in the game Concentration.
2. Player turns over 2 cards. If the cards match the player takes both cards and gets another turn. If the cards do not match, the player turns the cards face down.
3. Second player repeats step 2.
4. Winner is the person with the most cards.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

What Time Is It?

9:25	11:40	6:55	8:20
2:30	8:30	4:35	10:25

Consult 4 Kids Lesson Plans



1:40	5:00	7:30	9:10
7:10	12:15	6:45	4:05
1:25	8:50	4:30	8:00

Consult 4 Kids Lesson Plans



Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Time and Make 20
Focus:	Addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing cards
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
<p>If Johnny goes to bed at 8:30 every night, is that in the a.m. or the p.m.? How do you know?</p>	
Fact Practice	
<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. 	


Math Vocabulary

Word for Today: time

Description: Time is a word that to the space that occurs between one moment and another. Time can be measured in seconds, minutes, hours, days, months, and years. There are other measures of time, but these are the most common. Clocks and calendars are ways that we calculate time.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">time</p>	<p>My Description</p> <p style="text-align: center;">Measure of the space between events</p>
<p>Personal Connection</p> <p style="text-align: center;">I can tell time on my watch and also my calendar.</p>	<p>Drawing</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

Make 20!

Materials: Deck of Cards (remove face cards and jokers)

Players: 2-4

Purpose of the game: Practice addition facts to automaticity.

Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player and stack the remaining cards face-down in a pile in the center of the table.
3. Player 1 tries to use some or all of the five cards to create a sum of 20.
4. If the player creates a problem with the sum of 20, the player says, "Made 20!" and places the used cards in a separate pile.
5. If the player is unable to create a problem, he/she draws a card and the turn ends.
6. Player 2 takes a turn in the same way.
7. Play continues until all cards are used or until neither player can create a problem.
8. Player with the most cards wins.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

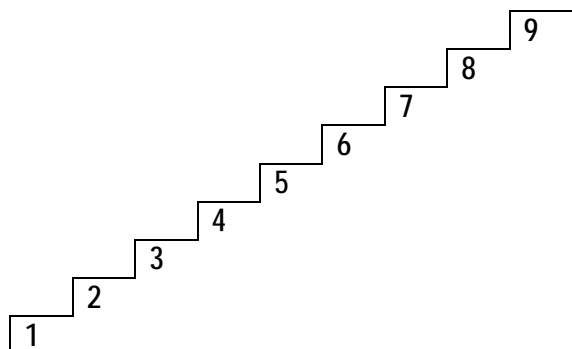
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Pattern and What Time Is It?
Focus:	Time

Materials:	White boards Vocabulary Notebooks
	Crayolas
	Socks

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

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Look at the list of numbers below. What are the next three numbers?</p> <p>4, 8, 12, 16, 20, 24, _____, _____, _____</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
<p style="text-align: center;">Fact Practice</p> <p>Addition Ladder</p> <ol style="list-style-type: none"> 1. Give each student a white board (include marker or crayola). 2. Student should draw a ladder like the one below. <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 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		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.							
Word for Today: pattern Description: A pattern is an order that repeats itself. For example, the American flag repeats red and white stripes. You can also find patterns in animal's stripes or wall paper, or other things which intentionally repeat an order. Create an entry in your Vocabulary Notebook. Vocabulary Notebook Sample:									
<table border="1"> <tr> <td style="text-align: center;">New Word</td> <td style="text-align: center;">My Description</td> </tr> <tr> <td style="text-align: center;">pattern</td> <td style="text-align: center;">An order that is organized and predictable</td> </tr> <tr> <td style="text-align: center;">Personal Connection</td> <td style="text-align: center;">Drawing</td> </tr> <tr> <td style="text-align: center;">The pattern she created is easy to understand.</td> <td style="text-align: center;"> </td> </tr> </table>	New Word		My Description	pattern	An order that is organized and predictable	Personal Connection	Drawing	The pattern she created is easy to understand.	
New Word	My Description								
pattern	An order that is organized and predictable								
Personal Connection	Drawing								
The pattern she created is easy to understand.									
Activity What Time Is It? Play What Time Is It? again. Review with students how to play the game. Let them provide the information on the rules. Use the materials from yesterday.		Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.							

Closing
Review
Say: <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
Three Whats Ask the following three what questions: <ul style="list-style-type: none"> 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?

Consult 4 Kids Lesson Plans



Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Largest Number
Focus:	Addition and Subtraction

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

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

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Agustin has 31 Hershey kisses. He gives away 20 of them. How many does Agustin have left?</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 Spots and Dots</p> <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. 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</p> <div style="border: 1px solid black; width: 150px; height: 50px; margin: 10px auto; display: flex; justify-content: space-around; align-items: center;"> <div style="border-right: 1px solid black; width: 50%; text-align: center;">● ●</div> <div style="width: 50%; text-align: center;">● ● ●</div> </div> <p>Addition: $2 + 3 = 5$</p>	

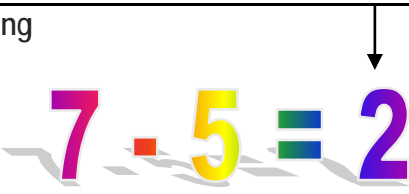
Math Vocabulary

Word for Today: difference

Description: Difference is the word that we use to describe the total that remains when we subtract. Subtraction means that you are taking something away. You begin with a certain amount, you remove a part of it, and what you have left is the difference.

Create an entry in your Vocabulary Notebook for the word “difference”

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">difference</p>	<p>My Description</p> <p style="text-align: center;">The amount that is left after you subtract some from the beginning total</p>
<p>Personal Connection</p> <p style="text-align: center;">What is the difference in the problem 5 – 3?</p>	<p>Drawing</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 ½ of a composition book.

**Activity
Largest Number**

Materials: Four 6-sided dice
White board
Vis-à-vis pens

Players: Whole class, students should be paired into partners

Purpose of the game: Practice adding and subtracting 2 digit numbers mentally.

Directions:

1. Roll 4 dice.
2. Ask students to write the following numbers:
 - a. Largest 2-digit number
 - b. Smallest 2-digit number
 - c. Largest 3-digit number
 - d. Smallest 3-digit number
 - e. Largest 4-digit number
 - f. Smallest 4-digit number
3. Ask students to find another pair and compare numbers. If there is a discrepancy, then have students discuss and resolve.
4. Repeat, rolling the dice again and mixing up the questions.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Double 9 Dominoes

	●		●	● ●
●	●	● ●	● ●	● ●

	●	● ●	● ● ●	
● ● ●	● ● ●	● ● ●	● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans



Do not use				
Do not use				

Consult 4 Kids Lesson Plans



Make A Hundred Game Board

25	25	5	10	50	10	5
25	5	10	50	50	25	25
25	50	5	5	10	50	10
5	10	25	50	25	10	5
50	10	5	10	25	5	10
10	5	25	50	25	10	5
25	25	10	10	10	5	50
10	10	5	25	25	5	10
50	5	25	10	5	50	10
50	25	10	10	5	5	10
25	10	10	10	5	5	10
5	10	5	5	25	25	50
10	5	25	50	10	10	25
5	50	10	5	25	25	10
10	5	25	25	50	10	5
10	25	50	10	5	5	25
5	25	25	10	50	5	10

Consult 4 Kids Lesson Plans



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

Materials:	
White boards	Vocabulary Notebooks
Crayolas	decks of cards
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>
Write the three numbers below from the least to the greatest.	
36, 16, 28	
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. 	


Math Vocabulary

Word for Today: least

Description: Least is a word that means something is smallest when compared to at least two other things. If you were looking at 3 items, a marble, a chocolate chip, and a grain of sand, the grain of sand would be the least big item. If I had a bowl of candy with 13 pieces in it and another bowl with 43 pieces in it, the bowl with 13 pieces would have the least.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">least</p>	<p>My Description</p> <p style="text-align: center;">A smaller number when compared to another number</p>
<p>Personal Connection</p> <p style="text-align: center;">Of the two numbers 8 and 10, 8 is the least.</p>	<p>Drawing</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

Power of Ten

Materials:

- Deck of card (no jokers or face cards)
- White board or paper to record answers

Directions:

1. Using a deck of cards (discard the jokers and the face cards), each player in turn draws a card.
2. Player multiplies the card by 10. On the first play, the player simply writes the product of the value of the card Xs 10 in his/her calculation box.
3. When player draws his/her second card, he/she multiplies by 10, writes the second product under the first and totals them.
4. First player to 1,000 wins. (Note: Winner must total 1,000 exactly.)

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

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans



Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Addend and Power of 10
Focus:	Multiples of 10

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>Show two different ways the Frankie can find the sum of $6 + 7$. Explain your thinking.</p>	
Fact Practice	
<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

Word for Today: addend


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

$$\begin{array}{r} +8 \\ 9 \end{array} \quad \begin{array}{r} +51 \\ 74 \end{array}$$

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

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addend</p>	<p>My Description</p> <p style="text-align: center;">Numbers added together are called the addends</p>
<p>Personal Connection</p> <p>9 and 7 are the addends in the problem 9 + 7 = 16</p>	<p>Drawing</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

You played this game yesterday. Be sure that students understand how to play before you let them form pairs to play the game

Power of Ten

Materials:

- Deck of card (no jokers or face cards)
- White board or paper to record answers

Directions:

1. Using a deck of cards (discard the jokers and the face cards), each player in turn draws a card.
2. Player multiplies the card by 10. On the first play, the player simply writes the product of the value of the card Xs 10 in his/her calculation box.
3. When player draws his/her second card, he/she multiplies by 10, writes the second product under the first and totals them.
4. First player to 1,000 wins. (Note: Winner must total 1,000 exactly.)

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Make 20 Again
Focus:	Mathematical Reasoning

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

Opening

State the objective

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

Gain prior knowledge by asking students the following questions

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

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

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

Content (the "Meat")

Problem of the Day

One of the strategies that you can use to add is counting. Using that strategy, what is the sum of this number sentence:

$$34 + 7 =$$

How do you know?

Fact Practice

Number Hunt

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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


Math Vocabulary

Word for Today: number sentence

Description: A number sentence is a way to write a mathematical story in an equation. For example, in the following story: Judy has 15 trophies. Martin has 6 trophies. How many trophies do they have in all? would turn into the following number sentence:

$$5 + 6 = 21 \text{ trophies}$$

Vocabulary Notebook Sample:

<p>New Word</p> <p>Number sentence</p>	<p>My Description</p> <p>$6 + 4 = 10$ is a number sentence</p>
<p>Personal Connection</p> <p>I like to write number sentences.</p>	<p>Drawing</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

Play the game, Make 20! again today.
Make 20!
Materials: Deck of Cards (remove face cards and jokers)
Players: 2-4
Purpose of the game: Practice addition facts to automaticity.
Directions:

1. Shuffle the cards.
2. Deal 5 cards to each player and stack the remaining cards face-down in a pile in the center of the table.
3. Player 1 tries to use some or all of the five cards to create a sum of 20.
4. If the player creates a problem with the sum of 20, the player says, "Made 20!" and places the used cards in a separate pile.
5. If the player is unable to create a problem, he/she draws a card and the turn ends.
6. Player 2 takes a turn in the same way.
7. Play continues until all cards are used or until neither player can create a problem.
8. Player with the most cards wins.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans



Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Double Dice Additoin
Focus:	Addition and Subtraction

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

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

Content (the "Meat")	
Problem of the Day What is the value of the 7 in the number below? <div style="font-size: 2em; font-weight: bold; text-align: center;">73</div>	<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 style="text-align: center;">Fact Practice</p> <p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: value

Description: The word value in math refers to the “worth” of something. For example, if the number is 4, you could find the value of the four by counting 4 items. In math, the value refers to the numerical quantity assigned to a particular mathematical symbol. In this case the number 4. Value can be calculated.

Create an entry for the word value in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">value</p>	<p>My Description</p> <p style="text-align: center;">What something is worth</p>
<p>Personal Connection</p> <p style="text-align: center;">That necklace has a value of \$1,000.</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

Double Dice Addition

Materials: Dice (4 for each player)
White board
Vis-à-vis pens

Players: 2-4

Purpose of the game: Practice adding and subtracting 2 digit numbers mentally.

Directions:

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

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Total Double Dice Addition
Focus:	Mental Math (Addition and Subtraction)

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

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

Content (the "Meat")	
Problem of the Day	<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>Joan has 23 stickers. Maria has 34 stickers. How many do they have all together? How do you know?</p>	
Fact Practice Bump It Up! Add A Zero	
<ol style="list-style-type: none"> 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. 9. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: total

Description: Total is a word that is used to describe how many in all. Total is what happen when you add, subtract, multiply, or divide. Each of these operations have a special name for the word total. When you add the total is a sum. When you subtract the total is the difference. When you multiply the total is a product. When you divide, the total is the quotient.

Have students complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">total</p>	<p>My Description</p> <p style="text-align: center;">Means having it all—the answer in an addition problem</p>
<p>Personal Connection</p> <p>I have a total of 8 cookies: 5 in my left hand and 3 in my right hand.</p>	<p>Drawing</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 ½ of a composition book.

Activity

Play the game Double Dice Addition for a second day.

Double Dice Addition

Materials: Dice (4 for each player)
White board
Vis-à-vis pens

Players: 2-4

Purpose of the game: Practice adding and subtracting 2 digit numbers mentally.

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Review With Tic Tac Toe
Focus:	Review

Materials:

Enlarged Tic Tac Toe Boards—one for each pair of students (duplicate on 11" x 17" if you can)

Prizes (these can be time, a leadership role, opportunities to be the "teacher"

If you finish Tic Tac To early, you can have students select a favorite game from the past few days and play that as well.

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

Activity

Tic Tac Toe

1. Divide students in groups of 2.
2. Give each pair a Tic Tac Toe Board (enlarge from this lesson plan).
3. In order to place an "X" or and "O" in a space, students must be able to complete the math problem in the space.
4. Students should apply "paper, rock, scissors" to determine who will go first (best 2 out of 3).
5. Winner receives a High Five.

Closing

Review

Say:

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

Reflection (Confirm, Tweak, Aha!)

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

Tic Tac Toe
Math—2nd Grade

Order the numbers below from the largest to the smallest (place the largest number on top and the smallest number on bottom).

- 918
- 893
- 900
- 924

Complete this problem:

$$\begin{array}{r} 746 \\ + 583 \\ \hline \end{array}$$

Separate these numbers into odds and evens:

- 487
- 714
- 388
- 901
- 755
- 914

Complete this problem

$$\begin{array}{r} 718 \\ - 243 \\ \hline \end{array}$$

Each of the numbers below has a 9 in it, either in the ones, tens or hundreds place. Match the 9 to the place value it represents.

- | | |
|-----|----------|
| 971 | ones |
| 719 | tens |
| 497 | hundreds |

Write the following number in expanded notation:

5,316

Write this number that is written in expanded notation in the standard form.

$$500 + 70 + 9$$

What are the next four figures in this pattern? Write them on the lines.



Write a number sentence for this story problem. Frank had 13 baseball bats. Four of them were stolen? How many baseball bats does Frank have?

Consult 4 Kids Lesson Plans

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

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	

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

Content (the "Meat")	
Problem of the Day	<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>Lily has 13 CDs. Mike has 6 more CDs than Lily. How many CDs does Mike have? How many do they have together?</p>	
Fact Practice	
<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 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: addend

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

$$\begin{array}{r} 9 \\ +8 \\ \hline \end{array} \qquad \begin{array}{r} 74 \\ +51 \\ \hline \end{array}$$

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

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addend</p>	<p>My Description</p> <p style="text-align: center;">in a number sentence the two or more numbers that you are adding together</p>
<p>Personal Connection</p> <p style="text-align: center;">In the problem $5 + 3 = 8$, the numbers 5 and 3 are addends.</p>	<p>Drawing</p> <div style="text-align: center; color: red;"> $\begin{array}{r} 5 \\ +3 \\ \hline 8 \end{array}$ </div>

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

Complete the Vocabulary notebook for each word.

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

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

Activity Double Dice Addition

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

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

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

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

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

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></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>Frank says that there is a 9 in the tens place of the number 369. Do you agree or disagree? Explain why or why not.</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: addend

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

$$7 + 3 = 10$$

$$5 + 8 = 13$$

$$9 + 5 = 14$$

$$10 + 3 = 13$$

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addend</p>	<p>My Description</p> <p style="text-align: center;">the numbers that you add together to find a total or a sum</p>
<p>Personal Connection</p> <p>In the number sentence $5 + 4 = 9$, the 5 and the 4 are addends.</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 Double Dice Addition

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

Directions:

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

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

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!)

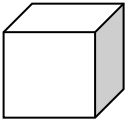

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans

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

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

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

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Look at the two figures below. How are they alike and how are they different? Explain.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<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 style="text-align: center;">Fact Practice Spots and Dots</p> <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. 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>	<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>
<div style="border: 1px solid black; display: flex; justify-content: space-around; align-items: center; width: 200px; height: 40px;"> <div style="text-align: center;">● ●</div> <div style="text-align: center;">● ● ●</div> </div>	

Consult 4 Kids Lesson Plans

Addition: $2 + 3 = 5$

Math Vocabulary

Word for Today: minuend

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

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

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

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.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">minuend</p>	<p>My Description</p> <p style="text-align: center;">The total number you have that you can subtract from</p>
<p>Personal Connection</p> <p style="text-align: center;">The minuend in the problem $8 - 5 = 3$ is 8.</p>	<p>Drawing</p> <div style="text-align: center;"> <p style="font-size: small; color: blue;">Minuend Subtrahend Difference</p> </div>

Activity 2 by 2

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

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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



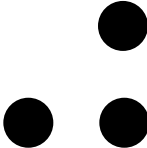
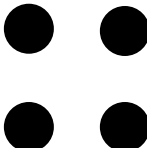
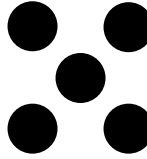
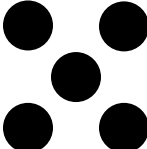
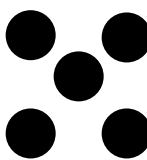
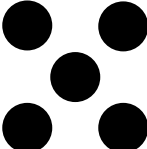
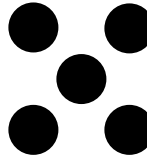
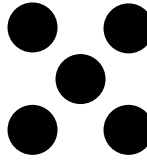
Double 9 Dominoes



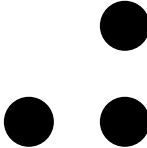
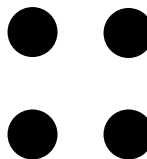
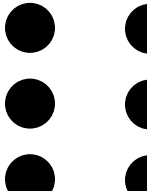
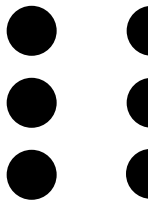
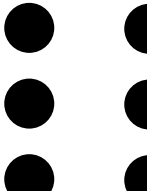
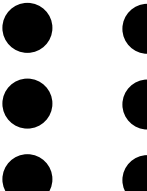
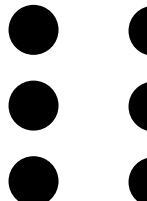
	●		●	● ●
●	●	● ●	● ●	● ●

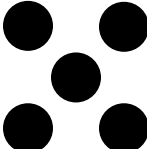
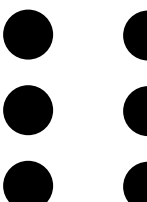


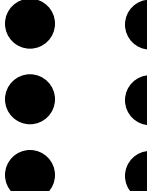
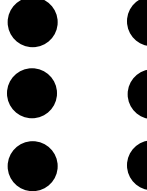
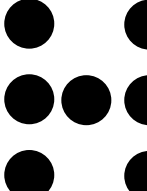
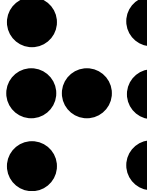
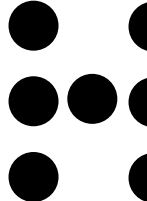
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Do not use				
Do not use				

Consult 4 Kids Lesson Plans



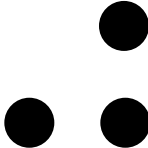
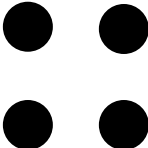
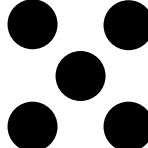
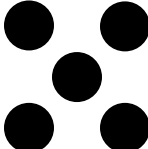
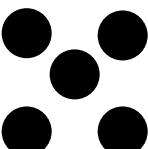
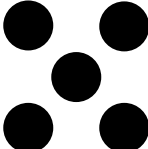
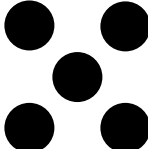
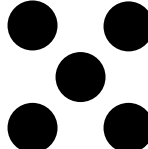
Double 6 Dominoes



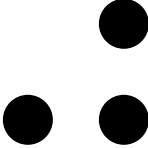
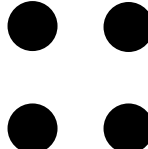
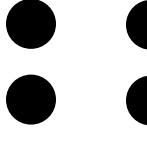
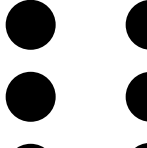
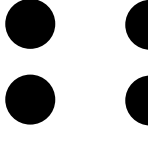
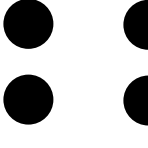
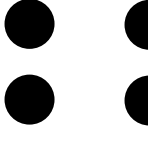
	●		●	● ●
●	●	● ●	● ●	● ●

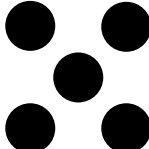
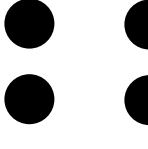
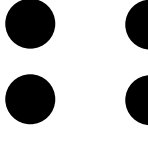
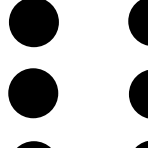
	●	● ●	● ●	
● ●	● ●	● ●	● ●	● ● ● ●

●	● ●	● ●	● ●	
● ●	● ●	● ●	● ●	● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

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

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

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

Content (the "Meat")	
Problem of the Day	<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>
Is the number 53 odd or even? How do you know that you are correct?	
Fact Practice Draw!	<p>It is important to review academic math vocabulary</p>
<ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards. 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	
Word for Today: minuend	

Consult 4 Kids Lesson Plans

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

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

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">minuend</p>	<p>My Description</p> <p style="text-align: center;">The number you are subtracting from; it represents the total you have</p>
<p>Personal Connection</p> <p style="text-align: center;">I have 12 candy bars and will subtract 3 from that minuend.</p>	<p>Drawing</p> <div style="text-align: center; color: blue;"> $8 - 3 = 5$ </div> <div style="display: flex; justify-content: center; gap: 20px; margin-top: 5px;"> Minuend Subtrahend Difference </div>

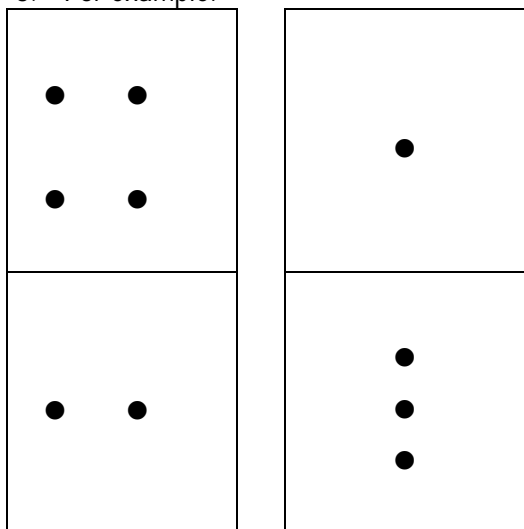
often throughout the day. Complete the Vocabulary notebook for each word. When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation). Vocabulary Notebooks can be made from ½ of a composition book.

Activity 2 by 2

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

Directions:

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



This problem would be $41 - 23 = 18$

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

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



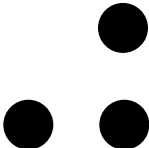
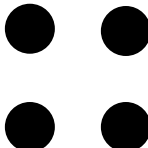
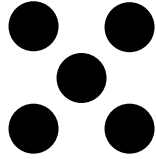
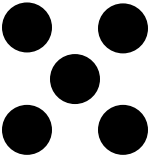
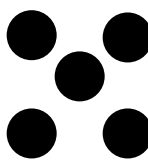
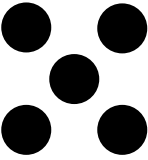
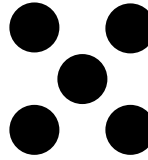
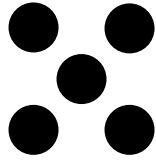
Double 6 Dominoes



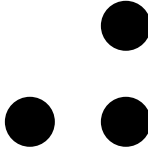
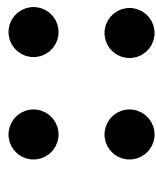
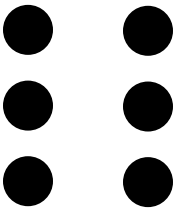
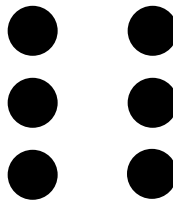
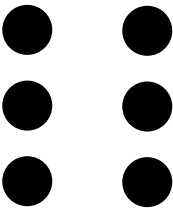
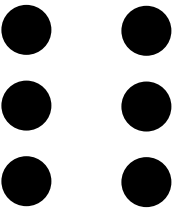
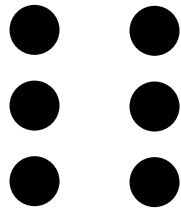
	●		●	● ●
●	●	● ●	● ●	● ●

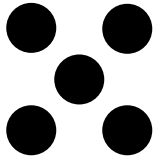
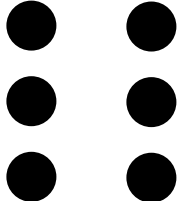
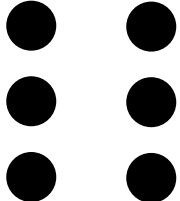
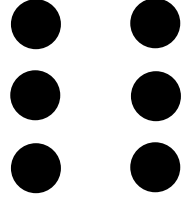
	●	● ●	● ●	
● ●	● ●	● ●	● ●	● ● ● ●

●	● ●	● ●	● ●	
● ●	● ●	● ●	● ●	● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans



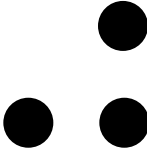
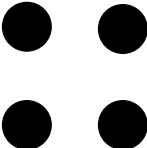
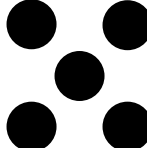
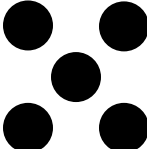
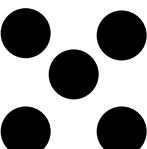
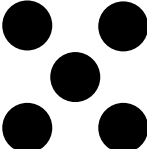
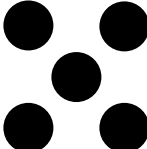
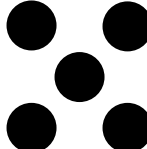
Double 9 Dominoes



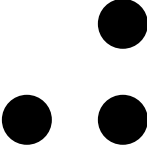
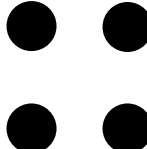
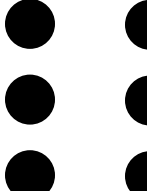
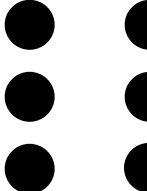
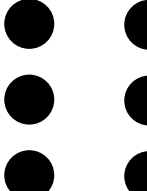
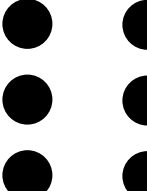
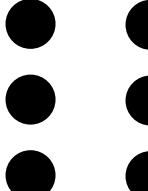
	●		●	● ●
●	●	● ●	● ●	● ●

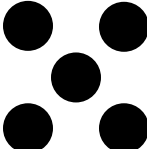
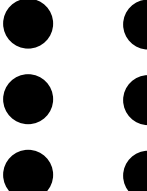


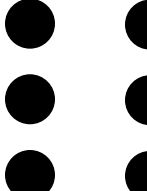
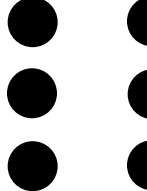
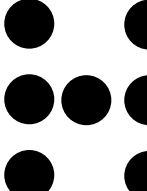
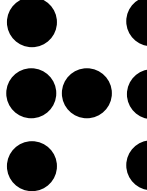
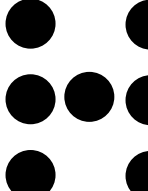
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

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

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Cards
Socks	

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

Content (the "Meat")	
<p>Problem of the Day</p> <p>Look at the number below. Use pictures, numbers, or words to show the number in two other ways.</p> <p style="font-size: 2em; font-weight: bold; margin: 10px 0;">537</p>	<p>*Activity → Teachable Moment(s) <i>throughout</i></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>Fact Practice</p> <p>Foreheader</p> <ol style="list-style-type: none"> 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: sum

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

$$5 + 7 = 12$$

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p>the total you get when you add things together</p>
<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 3 + 7?</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 Plus and Minus

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

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

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

Reflection (Confirm, Tweak, Aha!)

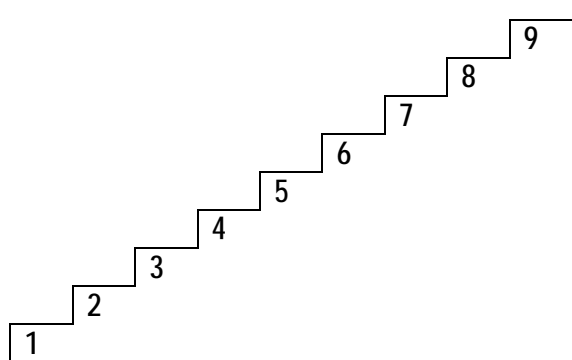
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans

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

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

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

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

Consult 4 Kids Lesson Plans

<p>numbers in the ladder, writing the sum to the right of the number.</p>						
Math Vocabulary		<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 ½ of a composition book.</p>				
<p>Word for Today: sum</p> <p>Description: The term “sum” refers to the answer found when addends are totaled. In an addition problem: $5 + 7 = 12$ the number 12 represents the sum. Ask students write 3 addition problems and circle the sum.</p> <p>Review the entry in your Vocabulary Notebook for the term “sum”. Review it with a peer and if need be make corrections or additions.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">sum</p> </td> <td style="padding: 5px;"> <p>My Description</p> <p style="text-align: center;">when you add the total is the sum</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">What is the sum of 5 + 9?</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center;"> </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p style="text-align: center;">when you add the total is the sum</p>	<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 5 + 9?</p>	<p>Drawing</p> <div style="text-align: center;"> </div>
<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p style="text-align: center;">when you add the total is the sum</p>					
<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 5 + 9?</p>	<p>Drawing</p> <div style="text-align: center;"> </div>					
Activity Plus and Minus						
<p>Materials: Deck of Cards (10s, face cards and jokers removed), white boards, crayolas</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Review the game that students played yesterday. 2. Have students share how to play the game. 3. Have students play the game with new partners today. 		<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!)

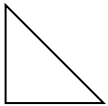

- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans




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

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing cards
Socks	dice

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

Content (the "Meat")	
<p style="text-align: center;">Problem of the Day</p> <p>Look at the two triangles below. What would you need to do to make a square?</p> <div style="display: flex; justify-content: center; align-items: center; gap: 20px;">   </div>	<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 	

Consult 4 Kids Lesson Plans

<p>4.</p> <p>8. After one player finishes his/her turn, then the cards taken are replaced by cards from the remaining deck.</p> <p>9. Player with the cards at the end of the game win.</p>					
<p style="text-align: center;">Math Vocabulary</p> <p>Word for Today: difference</p> <p>Description: The term “difference” refers to the answer you get when you subtract one number from another. In the sample below: $10 - 4 = 6$ the 6 is the difference between 10 (the minuend) and the 4 (the subtrahend). Differences are calculated by “taking away” the subtrahend. Ask student to write 3-5 number sentences that end in a difference (subtraction problem) Students should complete the Vocabulary Notebook</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">difference</p> </td> <td style="padding: 5px;"> <p>My Description</p> <p style="text-align: center;">when you subtract, the difference is the answer</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">I started with 8 cookies and then I ate 5. The difference is 3.</p> </td> <td style="padding: 5px; text-align: center;">  </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">difference</p>	<p>My Description</p> <p style="text-align: center;">when you subtract, the difference is the answer</p>	<p>Personal Connection</p> <p style="text-align: center;">I started with 8 cookies and then I ate 5. The difference is 3.</p>		<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>New Word</p> <p style="text-align: center;">difference</p>	<p>My Description</p> <p style="text-align: center;">when you subtract, the difference is the answer</p>				
<p>Personal Connection</p> <p style="text-align: center;">I started with 8 cookies and then I ate 5. The difference is 3.</p>					
<p style="text-align: center;">Activity Lightning!</p> <p>Materials: Two 6-sided dice, Lightning Game Board, game tokens</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Place game board, dice, and markers in the center of the table. 2. Each player places one marker at the bottom of each column. 3. Player 1 rolls the dice and adds up the numbers. Player 1 moves his/her marker to the correct space in the ones' column. If the sum is beyond nine, the player begins using the marker in the tens' column. For example, 12 would be 10 and 2. 4. Player 2 rolls the dice, adds up the numbers and moves. 5. Players alternate turns, rolling the dice, adding the sum to their previous score and moving their markers. 6. The first player to move quickly (like LIGHTNING) and reach 100 is the winner. 	<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!)

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

Consult 4 Kids Lesson Plans




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

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

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

Content (the "Meat")	
Problem of the Day	<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>Look at the list of numbers below. What is the pattern? What would the next three numbers be?</p> <p style="text-align: center;">250, 270, 290, 310, _____, _____, _____</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. 	

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 ½ of a composition book.</p>				
<p>Word for Today: difference</p> <p>Description: The term “difference” refers to the answer you get when you subtract one number from another. In the sample below: $10 - 4 = 6$ the 6 is the difference between 10 (the minuend) and the 4 (the subtrahend). Differences are calculated by “taking away” the subtrahend. Ask student to write 3-5 number sentences that end in a difference (subtraction problem)</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">difference</p> </td> <td style="width: 50%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">the answer in a subtraction problem, the amount you have left</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">I started with 10 dollars. I spent 7 dollars. The difference is 3 dollars.</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">difference</p>	<p>My Description</p> <p style="text-align: center;">the answer in a subtraction problem, the amount you have left</p>	<p>Personal Connection</p> <p style="text-align: center;">I started with 10 dollars. I spent 7 dollars. The difference is 3 dollars.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>
<p>New Word</p> <p style="text-align: center;">difference</p>	<p>My Description</p> <p style="text-align: center;">the answer in a subtraction problem, the amount you have left</p>					
<p>Personal Connection</p> <p style="text-align: center;">I started with 10 dollars. I spent 7 dollars. The difference is 3 dollars.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>					
<h3>Activity</h3>						
<p>Lightning!</p> <p>Materials: Two 6-sided dice, Lightning Game Board, game tokens</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Review the game that students played yesterday. 2. Have students share how to play the game. 3. Have students play the game with new partners today. 		<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!)

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

Number Hunt

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

Number Hunt

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

Consult 4 Kids Lesson Plans

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

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

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

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>
<p>If a soccer game begins at 1:30 and is over at 5:00, how long did the game last? How do you know? Explain your answer.</p>	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: subtrahend

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

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtrahend</p>	<p>My Description</p> <p style="text-align: center;">the number that you subtract from another number</p>
<p>Personal Connection</p> <p>In the number sentence, $9 - 3 = 6$, the 3 is the subtrahend.</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 $\frac{1}{2}$ of a composition book.

Activity Black Hole

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

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

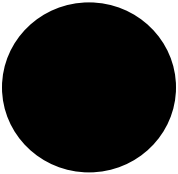
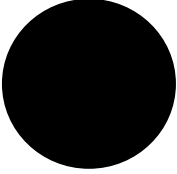
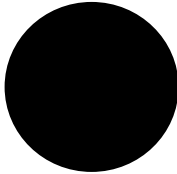
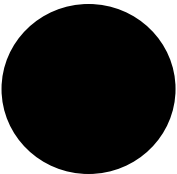
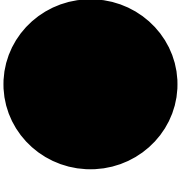
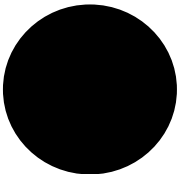
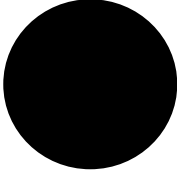
What opportunities might you have to do this same thing in the "real world"?

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

Reflection (Confirm, Tweak, Aha!)

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

Black Hole Game Board

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

Consult 4 Kids Lesson Plans

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

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

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

Content (the "Meat")	
Problem of the Day	<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>
Write 3 numbers that are greater the 347. Tell how you know that they are greater.	
Fact Practice Bump It Up! Add A Zero	
<ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: subtrahend

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

Review the entry for the word “subtrahend” in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtrahend</p>	<p>My Description</p> <p>when you take 8 away the 8 is the subtrahend</p>
<p>Personal Connection</p> <p>In the problem $11 - 3 = 8$, the 3 is the subtrahend.</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

Black Hole

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

Directions:

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

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

Consult 4 Kids Lesson Plans

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

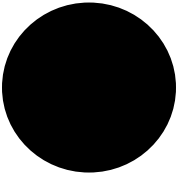
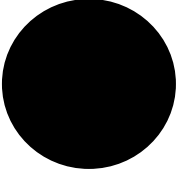
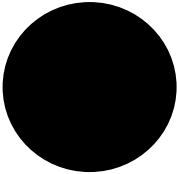
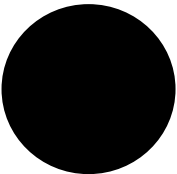
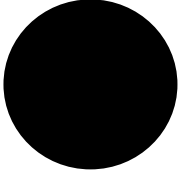
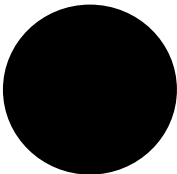
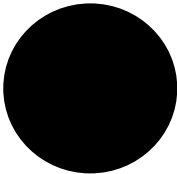
What opportunities might you have to do this same thing in the "real world"?

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

Reflection (Confirm, Tweak, Aha!)

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

Black Hole Game Board

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

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

Activity

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

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

Closing

Review

Say:

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Difference and Countdown
Focus:	Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	Countdown Cards 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 addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving the problem?
What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about 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 collected 29 cans. Martha collected 53 cans. How many cans did they collect together? How many more cans did Martha collect than John?</p>	
Fact Practice	
<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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: difference

Description: The term difference is used to describe the answer in a subtraction problem. In subtraction you begin with a total, take some of the away and then are left with the difference, or the new total. Example:

$$\begin{array}{r} 9 \\ -7 \\ \hline 2 \end{array} \qquad \begin{array}{r} 74 \\ -51 \\ \hline 23 \end{array}$$

The difference in the first problem is 1, in the second 23.

Students complete the Vocabulary Notebook


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

Complete the Vocabulary notebook for each word.

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

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

Vocabulary Notebook Sample:

New Word difference	My Description the answer in a subtraction problem
Personal Connection What is the different between 9 and 5?	Drawing 

Activity Countdown!

This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.

Countdown

Practicing addition and subtraction is an essential skill that is developed in 2nd grade. In addition to simple subtraction, students must also practice regrouping (or borrowing). This activity will give students an opportunity to practice subtraction in an engaging way.

Countdown

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Countdown Cards, a white board for each student, pen/crayon.
3. At the top of the white board student write the number 100.
4. Player 1 then draws a Countdown Card and subtracts that number from 100, drawing a circle around the total.
5. Player 2 then does the same thing.

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

6. Player 1 draws a second card for his/her second turn, subtracting the number from the circled total. 7. Player 2 now takes his/her next turn, subtracting and circling the total. 8. Play continues until one player reaches 10 or less.	
---	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> • Please recap what we did today. • Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> 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?

<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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. (Aha!)
--

Countdown Cards

11	12	13	14
15	16	17	18
19	20	21	22
23	24	25	26
27	28	29	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Regroup and Countdown
Focus:	Subtraction

Materials:		
White boards	Vocabulary Notebooks	Countdown Cards (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 addition and subtraction.
Gain prior knowledge by asking students the following questions
What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving the problem?
What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></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>Mental math is when you solve a problem in your head without paper and pencil. Do the following math problem using mental math. Then explain how you did it.</p> $\begin{array}{r} 53 \\ + 47 \\ \hline \end{array}$	
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: regroup (borrow)

Description: The term “regroup” is used to describe the process of regrouping that we do in a subtraction problem so we have enough to subtract from. For example, if you have 2 packages of gum that are full, each one with 10 pieces of gum in it, and then 3 extra single pieces of gum, you would have 23 pieces of gum. (20 in the unopened packages and 3 singles). If you want to give gum to 4 friends plus yourself (you will need 5 pieces of gum). The only way you can do this is to open one of the packages, taking out all of the pieces of gum. When you do that you have those 10 + the 3 you had, so you have 13 single pieces of gum and 1 packages of ten. Now you can give away 5 pieces of gum and you will have 1 package + 8 single pieces or a total of 18 pieces of gum. What you have done is regrouped or reorganized the gum you had. You “borrowed” from the package to have enough to give out to each person.

Create an entry in the Vocabulary Notebook to share your understanding of the word regroup (borrow).

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

Complete the Vocabulary notebook for each word.

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

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">regroup</p>	<p>My Description</p> <p style="text-align: center;">rewrite a number moving tens to ones or hundred to tens so you can subtract</p>
<p>Personal Connection</p> <p style="text-align: center;">When you count single objects, you don't have to regroup, but to make it easier to subtract, you need to know how.</p>	<p>Drawing</p> <div style="text-align: center;"> </div>

Activity Countdown

Practicing addition and subtraction is an essential skill that is developed in 2nd grade. In addition to simple subtraction, students must also practice regrouping (or borrowing). This activity will give students an opportunity to practice subtraction in an engaging way.

Countdown

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Countdown Cards, a white board for each student, pen/crayon.
3. At the top of the white board student write the number 100.
4. Player 1 then draws a Countdown Card and subtracts that number from 100, drawing a circle around the total.
5. Player 2 then does the same thing.
6. Player 1 draws a second card for his/her second turn, subtracting the number from the circled total.
7. Player 2 now takes his/her next turn, subtracting and circling the total.
8. Play continues until one player reaches 10 or less.

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. (Aha!)

Countdown Cards

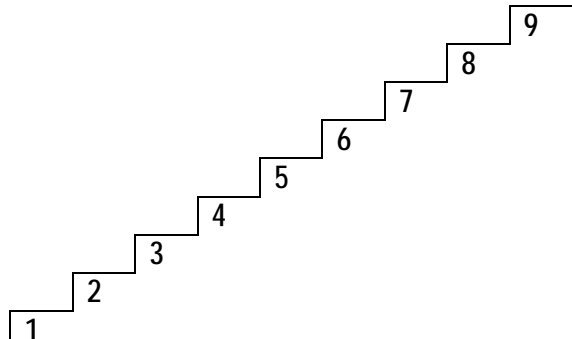
11	12	13	14
15	16	17	18
19	20	21	22
23	24	25	26
27	28	29	30

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Just Subtract
Focus:	Subtraction

Materials:		
White boards	Vocabulary Notebooks	Just Subtract Game Board (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 addition and subtraction
Gain prior knowledge by asking students the following questions
<p>What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?</p> <p>How can you tell that you are on the right track for solving the problem?</p> <p>What are the basic operations that you need to utilize during math?</p>

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>What is the missing number in the problem below?</p> $42 - \underline{\quad} = 29$	
<p style="text-align: center;">Fact Practice</p> <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. 	
Math Vocabulary	It is important to review academic math vocabulary


Consult 4 Kids Lesson Plans

Word for Today: regroup (borrow)

Description: Have a discussion about the word regroup and/or borrow (Lesson 1). Ask students to provide you with examples of when they would use this math concept. Write several problems on the board and work on them together, be sure that you talk them through the process.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">regroup</p>	<p>My Description</p> <p style="text-align: center;">changing ones into 10s or 10s into hundreds when you are adding</p>
<p>Personal Connection</p> <p>Be sure to regroup when you add $58 + 39$.</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

Just Subtract!

This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.

Just Subtract!

Subtraction practice helps students become stronger at performing this operation.

Just Subtract!

Directions:

1. Divide students into pairs.
2. Give each pair a Just Subtract game board, white boards, pens/crayons, 1 die, and game token for each player.
3. Player 1 rolls the die and moves that many spaces.
4. He/she then does the math problem. If he/she gets the correct answer, he/she stays on that space. If answer is incorrect, then he/she returns to the previous space.
5. Player 2 then takes his/her turn.
6. Play is over when one student reaches the finish line.

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. (Aha!)

Consult 4 Kids Lesson Plans

Just Subtract

Finish					
65 <u>-41</u>	89 <u>-26</u>	88 <u>-52</u>	27 <u>-12</u>	79 <u>-52</u>	76 <u>-13</u>
					85 <u>-73</u>
35 <u>-14</u>	95 <u>-71</u>	74 <u>-22</u>	93 <u>-41</u>	43 <u>-11</u>	58 <u>-33</u>
77 <u>-33</u>					
87 <u>-36</u>	88 <u>-42</u>	29 <u>-14</u>	66 <u>-53</u>	27 <u>-10</u>	94 <u>-82</u>
					45 <u>-24</u>
96 <u>-63</u>	48 <u>-14</u>	27 <u>-14</u>	67 <u>-23</u>	56 <u>-22</u>	58 <u>-17</u>
Start					

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Numeral and Just Subtract
Focus:	Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Cards
Socks	Just Subtract Game Board (end of lesson plan), dice

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

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></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 to go with the number sentence below:</p> <p style="text-align: center;">19 + 31 = 50</p>	
Fact Practice	
<p>Fore-header</p> <ol style="list-style-type: none"> 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: numeral

Description: The term “numeral” refers to the symbol that represents a number. For example, if you have one hundred cookies, the numeral that would represent the number of cookies that you have is 100. We sometimes call numerals numbers, and numbers numerals, because we understand that the numeral is representing something that is real.

Create an entry for the word “numeral” in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">numeral</p>	<p>My Description</p> <p style="text-align: center;">what I write to show how much I have</p>
<p>Personal Connection</p> <p>I have three hot dogs and I write the number three with this numeral: 3</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

Just Subtract!

Subtraction practice helps students become stronger at performing this operation.

Just Subtract!

Directions:

1. Divide students into pairs.
2. Give each pair a Just Subtract game board, white boards, pens/crayons, 1 die, and game token for each player.
3. Player 1 rolls the die and moves that many spaces.
4. He/she then does the math problem. If he/she gets the correct answer, he/she stays on that space. If answer is incorrect, then he/she returns to the previous space.
5. Player 2 then takes his/her turn.
6. Play is over when one student reaches the finish line.

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. (Aha!)

Consult 4 Kids Lesson Plans

Just Subtract

Finish						
$\begin{array}{r} 65 \\ -41 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ -26 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -52 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ -12 \\ \hline \end{array}$	$\begin{array}{r} 79 \\ -52 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ -13 \\ \hline \end{array}$	
						$\begin{array}{r} 85 \\ -73 \\ \hline \end{array}$
$\begin{array}{r} 35 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 95 \\ -71 \\ \hline \end{array}$	$\begin{array}{r} 74 \\ -22 \\ \hline \end{array}$	$\begin{array}{r} 93 \\ -41 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ -11 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ -33 \\ \hline \end{array}$	
$\begin{array}{r} 77 \\ -33 \\ \hline \end{array}$						
$\begin{array}{r} 87 \\ -36 \\ \hline \end{array}$	$\begin{array}{r} 88 \\ -42 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ -53 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ -10 \\ \hline \end{array}$	$\begin{array}{r} 94 \\ -82 \\ \hline \end{array}$	
						$\begin{array}{r} 45 \\ -24 \\ \hline \end{array}$
$\begin{array}{r} 96 \\ -63 \\ \hline \end{array}$	$\begin{array}{r} 48 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ -23 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ -22 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ -17 \\ \hline \end{array}$	
Start						

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Tic Tac Toe Second
Focus:	Math Review

Materials:		
White boards	Vocabulary Notebooks	Number Hunt Game Board
Crayolas	12 sided dice (1 for each child)	
Socks	Tic Tac Toe #2	

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
How do you play Tic Tac Toe? What do you know about addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem? How can you tell that you are on the right track for solving the problem? What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day	<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>What is the value of 7 in the following number?</p> <p style="text-align: center; font-size: 1.5em;">672</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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: sum

Description: The term “sum” refers to the answer you get when you add numbers together. You have two addends and when you add them together you have a total, and that total is called the sum.

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

Vocabulary Notebook Sample: Create a page for the word “sum”.

<p>New Word</p> <p style="text-align: center;">sum</p>	<p>My Description</p> <p style="text-align: center;">The total when you are adding numerals together</p>
<p>Personal Connection</p> <p style="text-align: center;">What is the sum of 9 + 8? It is 17.</p>	<p>Drawing</p> <p style="text-align: center;">Addition:</p> <div style="text-align: center;"> $8 + 3 = 11$ </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

Tic Tac Toe #2

This game is played just like Tic Tac Toe only with teams.

Tic Tac Toe #2

Directions:

1. Divide students into two teams.
2. Give each team a Tic Tac Toe game board.
3. Team works on the answers for each space.
4. Teams then come together to play Tic Tac Toe, answering the questions to take a space.
5. Play the best 3 out of 5 to determine which team wins.

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

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

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

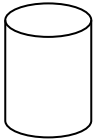
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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

Tic Tac Toe #2

<p>Answer these two problems:</p> $\begin{array}{r} 53 \\ + 28 \\ \hline \end{array}$ $\begin{array}{r} 85 \\ - 13 \\ \hline \end{array}$	<p>This is a cylinder:</p>  <p>Name two things that are shaped like a cylinder.</p>	<p>If you begin counting at 23 and you count by 5's, what are the next three numbers you will say?</p>
<p>If you have 21 cookies and you divide them evenly between yourself and two friends, how many do you each have?</p>	<p>Would you have more money if you had 3 quarters and 2 dimes or if you have 10 dimes? Why do you say what you say?</p>	<p>List 4 things that are shaped like a square.</p>
<p>If you count by 3's, you would say 3, 6, 9, 12, _____, _____, _____</p>	<p>Answer these two problems:</p> $\begin{array}{r} 93 \\ + 19 \\ \hline \end{array}$ $\begin{array}{r} 63 \\ - 28 \\ \hline \end{array}$	<p>Which is more:</p> $43 + 28 =$ $57 + 13 =$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Tic Tac Toe 2 Second
Focus:	Math Review

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing cards
Socks	Tic Tac Toe Game Board at end of 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 addition? What do you know about subtraction? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving the problem?
How do you play Tic Tac Toe? What are some strategies you can use to win the game?

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>Mona knows that $30 + 6 = 36$. Write at least 4 other number sentences that would equal 36.</p>	
Fact Practice	
<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. 	
Math Vocabulary	It is important to review

Consult 4 Kids Lesson Plans


Word for Today: whole number

Description: The term “whole number” refers to a number that does not have parts. There is no fraction (part) or decimal (another kind of parts). Whole numbers include 3, 4, 5 and 34, and 345, and so on. Also with a whole number you can't be in the negative. For example, if you have one dollar but you need three, you are negative, or short 2 dollars. While the one dollar you have is a whole number, the 2 you don't have are negative, so they are not a whole number.

Have students give you an example of whole numbers. Write them on the board.

Students should complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">whole number</p>	<p>My Description</p> <p style="text-align: center;">A whole number is a positive number that has no fractional parts</p>
<p>Personal Connection</p> <p style="text-align: center;">On my birthday I am exactly 9, a whole number.</p>	<p>Drawing</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 1/2 of a composition book.

Activity Tic Tac Toe #1

This game is played just like Tic Tac Toe only with teams.

Tic Tac Toe #1

Directions:

1. Divide students into two teams.
2. Give each team a Tic Tac Toe game board.
3. Team works on the answers for each space.
4. Teams then come together to play Tic Tac Toe, answering the questions to take a space.
5. Play the best 3 out of 5 to determine which team wins.

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

Closing

Review

Say:

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

Consult 4 Kids Lesson Plans

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

Tic Tac Toe #1

<p>Count by 10's to 100. Then count backwards by 10 from 100 to zero</p>	<p>If you are counting by 2's and you begin at 57, what will be the next number you say?</p>	<p>Fill in each blank:</p> <p style="margin-left: 40px;">$7 + \underline{\quad} = 13$</p> <p style="margin-left: 40px;">$5 + \underline{\quad} = 15$</p> <p style="margin-left: 40px;">$16 + 18 = \underline{\quad}$</p>
<p>If you saw 4 dogs, how many legs would you see?</p>	<p>Name the odd numbers between 20 and 40.</p>	<p>If Joni has 8 cookies and Ted has 3 cookies, how many do they have together? How many more does Joni have?</p>
<p>How many sides on each of the shapes?</p> <p style="margin-left: 40px;">triangle</p> <p style="margin-left: 40px;">square</p> <p style="margin-left: 40px;">hexagon</p>	<p style="margin-left: 40px;">Draw a square.</p> <p style="margin-left: 40px;">Draw a rectangle.</p> <p style="margin-left: 40px;">Draw a hexagon.</p> <p style="margin-left: 40px;">How are they alike?</p> <p style="margin-left: 40px;">How are they different?</p>	<p style="margin-left: 40px;">Draw a circle.</p> <p style="margin-left: 40px;">Draw an oval.</p> <p style="margin-left: 40px;">How are they alike?</p> <p style="margin-left: 40px;">How are they different?</p>

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Movin On Up
Focus:	Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	cards without tens, face cards and jokers
Socks	Movin' Up Game Board

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 multiplication? What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?
How can you tell that you are on the right track for solving a multiplication problem?
What are the basic operations that you need to utilize during math?

Content (the "Meat")	
Problem of the Day	<p>*Activity → Teachable Moment(s) <i>throughout</i></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>Foster's Farms has 61 brown chickens and 38 white chickens. How many chickens does Foster's Farms have altogether? How many more brown chickens than white?</p>	
Fact Practice Bump It Up! Add A Zero	
<ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: multiplication

Description: The term “multiplication” refers to the process of adding the same amount over and over. Sometimes it is called repeated addition. So if I know that I have 10 packages of gum and each package has 10 sticks of gum in it, I can count by 10, and say: 10, 20, 30, 40, 50, 60, 70, 80, 90, 100, or I could say $10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 + 10 = 100$, or I could say $10 \times 10 = 100$.

Create the entry for the word “multiplication in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiplication</p>	<p>My Description</p> <p style="text-align: center;">Repeated addition, adding the same number a specific number of times.</p>
<p>Personal Connection</p> <p style="text-align: center;">I am learning my multiplication tables. I know that $5 \times 3 = 15$.</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 $\frac{1}{2}$ of a composition book.

Activity Movin' on Up

This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.

Movin' On Up

Directions:

1. Divide students into pairs.
2. Give each pair a Movin' On Up Game Board, Movin' On Up Cards, a die, white boards, pens/crayons, and game tokens.
3. Shuffle the cards and place them face down to the right of the Game Board.
4. Player 1 draws a card from the deck and finds an answer to the problem.
5. If the answer is correct, then he/she rolls the dice and moves forward that many places. If the answer is incorrect, then player stays where he/she is.
6. Player 2 then continues just as Player 1 did.
7. Game is over when player reaches the “Finish”.

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

Movin' On Up

Finish					
			Lose A Turn		
				Take Another Turn	
	Free Pass				
					Go Back 2 spaces
Start					

Movin' On Up Cards

Consult 4 Kids Lesson Plans

$16 - 3 =$	$32 - 7 =$	$47 - 1 =$	$64 - 9 =$	$83 - 2 =$	$18 - 7 =$
$33 - 4 =$	$52 - 6 =$	$65 - 5 =$	$84 - 6 =$	$24 - 8 =$	$35 - 8 =$
$54 - 3 =$	$67 - 6 =$	$85 - 5 =$	$25 - 7 =$	$37 - 4 =$	$55 - 2 =$
$69 - 2 =$	$87 - 8 =$	$26 - 8 =$	$38 - 6 =$	$55 - 7 =$	$70 - 8 =$
$92 - 5 =$	$27 - 5 =$	$41 - 8 =$	$93 - 8 =$	$28 - 2 =$	$57 - 8 =$
$71 - 1 =$	$43 - 3 =$	$58 - 7 =$	$73 - 6 =$	$96 - 4 =$	$29 - 8 =$
$43 - 9 =$	$61 - 2 =$	$74 - 3 =$	$99 - 9 =$	$31 - 3 =$	$44 - 7 =$
$62 - 4 =$	$75 - 9 =$	$32 - 1 =$	$46 - 4 =$	$63 - 7 =$	$76 - 4 =$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Estimation and Movin' On Up
Focus:	Subtraction

Materials:	Vocabulary Notebooks	pencils
White boards	decks of cards	Movin' On Up (end of plan)
Crayolas	game tokens	
Socks		

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

Content (the "Meat")											
<p style="text-align: center;">Problem of the Day</p> <p>What is the rule of the table below?</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">In</th> <th style="padding: 5px;">Out</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">19</td> <td style="padding: 5px;">14</td> </tr> <tr> <td style="padding: 5px;">16</td> <td style="padding: 5px;">11</td> </tr> <tr> <td style="padding: 5px;">13</td> <td style="padding: 5px;"></td> </tr> <tr> <td style="padding: 5px;">10</td> <td style="padding: 5px;"></td> </tr> </tbody> </table> <p style="text-align: center; margin-top: 10px;">Fact Practice</p> <p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 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. 	In	Out	19	14	16	11	13		10		<p style="text-align: center;">*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. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.</p>
In	Out										
19	14										
16	11										
13											
10											
Math Vocabulary	It is important to review										


Consult 4 Kids Lesson Plans

Word for Today: estimation

Description: The term “estimation” refers to making a reasonable guess as to how many of something there are. In other words, it is a close guess of the actual value, usually with some thought or calculation involved. If you wanted to estimate how many beans there were in 10 handfuls of jelly beans, you could take one handful, count the jelly beans that were in that handful, and then multiply by 10 so you can estimate how many jelly beans there would be in 10 handfuls.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">estimation</p>	<p>My Description</p> <p style="text-align: center;">Making a best guess as to how many there are</p>
<p>Personal Connection</p> <p style="text-align: center;">I estimate that there are 200 beans in the jar.</p>	<p>Drawing</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 Movin’ On Up

Subtraction practice helps students become stronger at performing this operation.

Movin’ On Up

Directions:

1. Divide students into pairs.
2. Give each pair a Movin’ On Up Game Board, Movin’ On Up Cards, a die, white boards, pens/crayons, and game tokens.
3. Shuffle the cards and place them face down to the right of the Game Board.
4. Player 1 draws a card from the deck and finds an answer to the problem.
5. If the answer is correct, then he/she rolls the dice and moves forward that many places. If the answer is incorrect, then player stays where he/she is.
6. Player 2 then continues just as Player 1 did.
7. Game is over when player reaches the “Finish”.

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

Movin' On Up

Finish					
			Lose A Turn		
				Take Another Turn	
	Free Pass				
					Go Back 2 spaces
Start					

Movin' On Up

Consult 4 Kids Lesson Plans

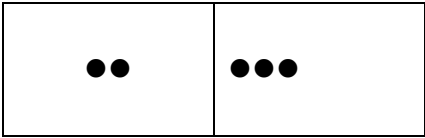
$16 - 3 =$	$32 - 7 =$	$47 - 1 =$	$64 - 9 =$	$83 - 2 =$	$18 - 7 =$
$33 - 4 =$	$52 - 6 =$	$65 - 5 =$	$84 - 6 =$	$24 - 8 =$	$35 - 8 =$
$54 - 3 =$	$67 - 6 =$	$85 - 5 =$	$25 - 7 =$	$37 - 4 =$	$55 - 2 =$
$69 - 2 =$	$87 - 8 =$	$26 - 8 =$	$38 - 6 =$	$55 - 7 =$	$70 - 8 =$
$92 - 5 =$	$27 - 5 =$	$41 - 8 =$	$93 - 8 =$	$28 - 2 =$	$57 - 8 =$
$71 - 1 =$	$43 - 3 =$	$58 - 7 =$	$73 - 6 =$	$96 - 4 =$	$29 - 8 =$
$43 - 9 =$	$61 - 2 =$	$74 - 3 =$	$99 - 9 =$	$31 - 3 =$	$44 - 7 =$
$62 - 4 =$	$75 - 9 =$	$32 - 1 =$	$46 - 4 =$	$63 - 7 =$	$76 - 4 =$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Up Up and Awy
Focus:	Double Digit Addition

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

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

Content (the "Meat")	
Problem of the Day	<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>Read the number below. Use pictures, numbers, or words to show the number in two other ways.</p> <p style="text-align: center; font-size: 24pt;">349</p>	
Fact Practice	
Spots and Dots	
<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>	
	
Addition: $2 + 3 = 5$	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: place value

Description: The term “place value” refers to the value of the place where the digit is located. We only have 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9, yet we can make an infinite number of numerals out of those digits. In the number 582, the 5 equals 500, the 8 equals 80 and 2 equals 2. Place value allows us ease and flexibility with numbers.

Create an entry for the term “place value” in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">place value</p>	<p>My Description</p> <p style="text-align: center;">digits can be in different places to make larger or smaller numbers</p>
<p>Personal Connection</p> <p style="text-align: center;">This is a 3 digit number with hundreds, tens, and ones places.</p>	<p>Drawing</p> <div style="text-align: center;"> <p>hundreds tens ones</p> </div>

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

Complete the Vocabulary notebook for each word.

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

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

Activity

Up, Up and Away

This activity was worked on yesterday. Ask students what they learned about playing the game that is helpful. Have students share strategies. Ask students to work in a different pairing today.

Up, Up and Away!

Addition practice helps students become stronger at performing this operation.

Up, Up and Away

Directions:

1. Divide students into pairs.
2. Give each pair an Up, Up and Away Game Board, Up, Up and Away Cards, a die, white boards, pens/crayons, and game tokens.
3. Shuffle the cards and place them face down to the right of the Game Board.
4. Player 1 draws a card from the deck and finds an answer to the problem.
5. If the answer is correct, then he/she rolls the dice and moves forward that many places. If the answer is incorrect, then player stays where he/she is.
6. Player 2 then continues just as Player 1 did.
7. Game is over when player reaches the “Finish”.

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. (Aha!)



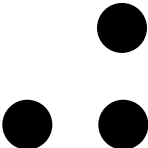
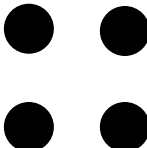
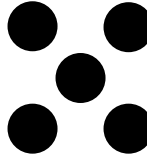
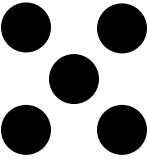
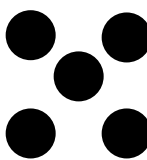
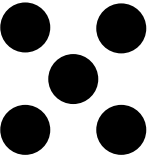
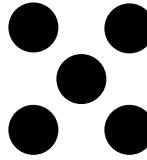
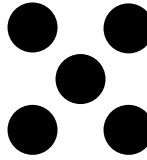
Double 9 Dominoes



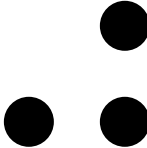
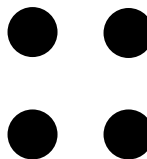
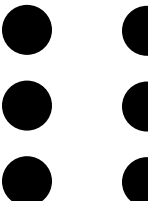
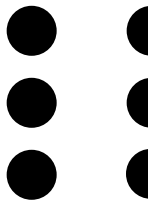
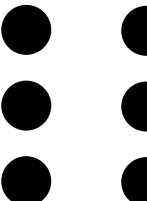
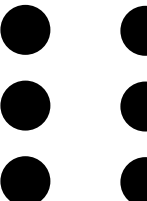
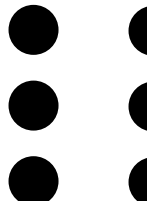
	●		●	● ●
●	●	● ●	● ●	● ●

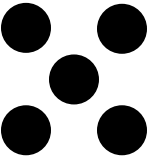
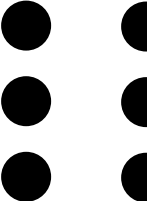


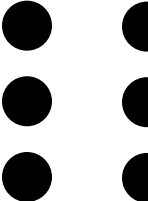
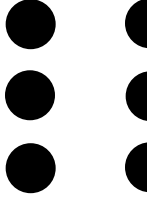
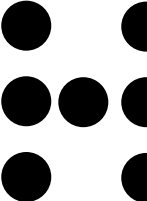
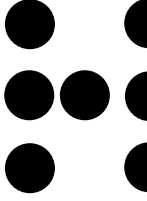
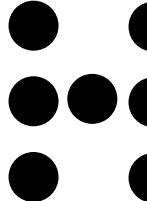
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

Up Up and Away

Finish					
			Lose A Turn		
				Take Another Turn	
	Free Pass				
					Go Back 2 spaces
Start					

Consult 4 Kids Lesson Plans

$11 + 37 =$	$13 + 68 =$	$15 + 33 =$	$17 + 65 =$	$18 + 42 =$	$19 + 44 =$
$22 + 55 =$	$23 + 36 =$	$24 + 44 =$	$26 + 57 =$	$27 + 19 =$	$29 + 12 =$
$31 + 49 =$	$32 + 7 =$	$34 + 58 =$	$35 + 46 =$	$37 + 13 =$	$38 + 37 =$
$40 + 56 =$	$42 + 33 =$	$43 + 17 =$	$46 + 28 =$	$47 + 25 =$	$49 + 49 =$
$51 + 39 =$	$54 + 39 =$	$55 + 6 =$	$57 + 34 =$	$58 + 27 =$	$59 + 15 =$
$61 + 23 =$	$62 + 19 =$	$53 + 29 =$	$66 + 14 =$	$67 + 3 =$	$68 + 16 =$
$71 + 27 =$	$74 + 7 =$	$76 + 23 =$	$77 + 4 =$	$79 + 9 =$	$81 + 16 =$
$83 + 9 =$	$85 + 7 =$	$87 + 2 =$	$86 + 5 =$	$88 + 8 =$	$92 + 14 =$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Draw and Up Up and Away
Focus:	Double Digit Addition

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

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

Content (the "Meat")	
Problem of the Day	<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>Mayra says that there is an 8 in the tens place in the number below. Is she correct? Tell why you think so.</p> <p style="text-align: center; font-size: 1.2em;">5,826</p>	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary


Word for Today: factor

Description: The term “factor” refers to the numbers that you multiply together to get a product. For example $3 \times 4 = 12$. Three and four are factors of this problem. Since you can also multiply $1 \times 12 = 12$ and $2 \times 6 = 12$, we know that the numbers that are factors of twelve include 1, 2, 3, 4, 6, and 12.

What are the factors of 18 and 24? Create a list on the board.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">factor</p>	<p>My Description</p> <p style="text-align: center;">the numbers you multiply together in a multiplication problem</p>
<p>Personal Connection</p> <p style="text-align: center;">5 x 3 are the factors in the multiplication problem, $5 \times 3 = 15$.</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 $\frac{1}{2}$ of a composition book.

Activity

Up, Up and Away!

Addition practice helps students become stronger at performing this operation.

Up, Up and Away

Directions:

1. Divide students into pairs.
2. Give each pair an Up, Up and Away Game Board, Up, Up and Away Cards, a die, white boards, pens/crayons, and game tokens.
3. Shuffle the cards and place them face down to the right of the Game Board.
4. Player 1 draws a card from the deck and finds an answer to the problem.
5. If the answer is correct, then he/she rolls the dice and moves forward that many places. If the answer is incorrect, then player stays where he/she is.
6. Player 2 then continues just as Player 1 did.

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. (Aha!)



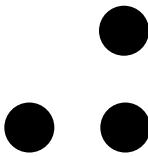
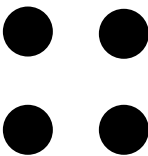
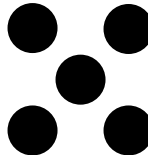
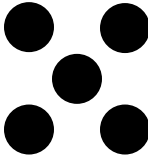
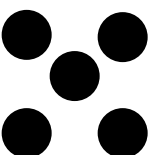
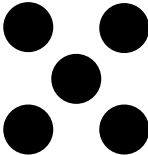
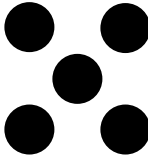
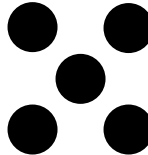
Double 6 Dominoes



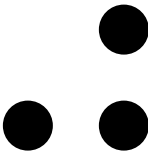
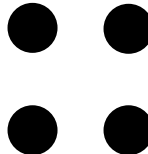
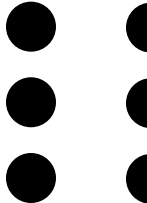
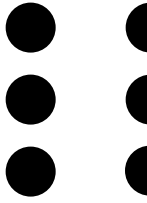
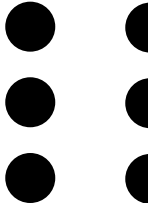
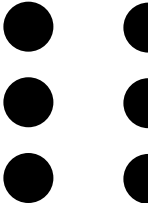
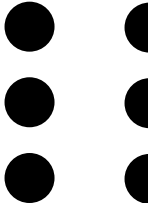
	●		●	● ●
●	●	● ●	● ●	● ●

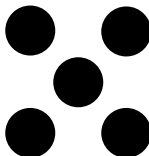
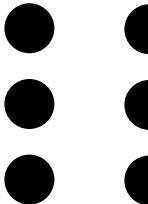
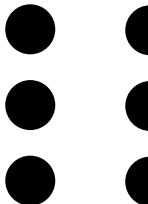
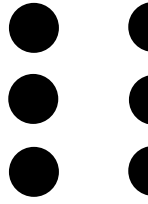
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans



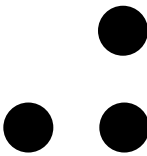
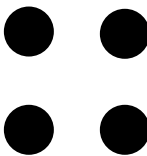
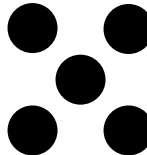
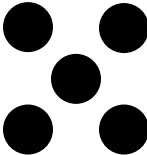
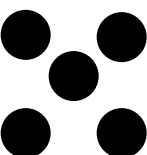
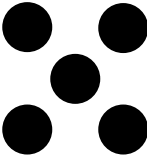
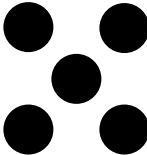
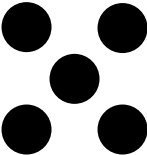
Double 9 Dominoes



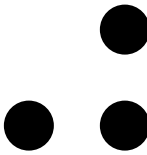
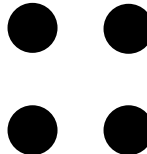
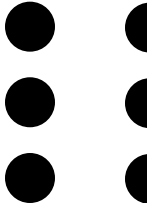
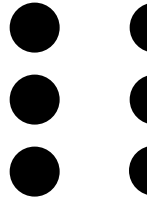
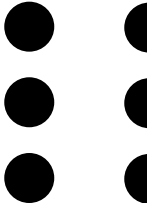
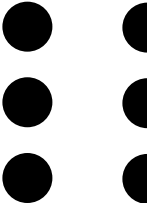
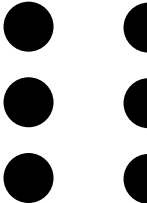
	●		●	● ●
●	●	● ●	● ●	● ●

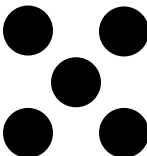
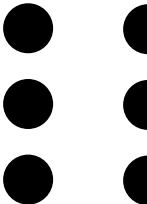


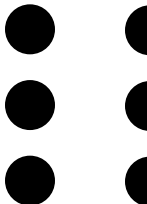
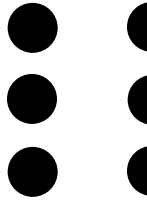
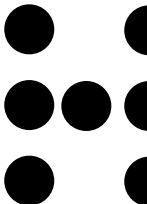
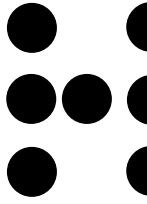
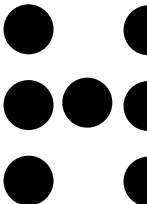
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

Up Up and Away

Finish					
			Lose A Turn		
				Take Another Turn	
	Free Pass				
					Go Back 2 spaces
Start					

Consult 4 Kids Lesson Plans

$11 + 37 =$	$13 + 68 =$	$15 + 33 =$	$17 + 65 =$	$18 + 42 =$	$19 + 44 =$
$22 + 55 =$	$23 + 36 =$	$24 + 44 =$	$26 + 57 =$	$27 + 19 =$	$29 + 12 =$
$31 + 49 =$	$32 + 7 =$	$34 + 58 =$	$35 + 46 =$	$37 + 13 =$	$38 + 37 =$
$40 + 56 =$	$42 + 33 =$	$43 + 17 =$	$46 + 28 =$	$47 + 25 =$	$49 + 49 =$
$51 + 39 =$	$54 + 39 =$	$55 + 6 =$	$57 + 34 =$	$58 + 27 =$	$59 + 15 =$
$61 + 23 =$	$62 + 19 =$	$53 + 29 =$	$66 + 14 =$	$67 + 3 =$	$68 + 16 =$
$71 + 27 =$	$74 + 7 =$	$76 + 23 =$	$77 + 4 =$	$79 + 9 =$	$81 + 16 =$
$83 + 9 =$	$85 + 7 =$	$87 + 2 =$	$86 + 5 =$	$88 + 8 =$	$92 + 14 =$

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	2 nd Grade
Lesson Title:	Tic Tac Toe 3 2
Focus:	Tic Tac Toe

Materials:

Enlarged Tic Tac Toe Boards—one for each pair of students (duplicate on 11" x 17" if you can)

Prizes (these can be time, a leadership role, opportunities to be the "teacher")

If you finish Tic Tac To early, you can have students select a favorite game from the past few days and play that as well.

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

Activity

Tic Tac Toe

1. Divide students in groups of 2
2. Give each pair a Tic Tac Toe Board (enlarge from this lesson plan)
3. In order to place an "X" or and "O" in a space, students must be able to complete the math problem in the space
4. Students should apply "paper, rock, scissors" to determine who will go first (best 2 out of 3)
5. Winner receives a High Five

Closing

Review

Say:

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

Reflection (Confirm, Tweak, Aha!)

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

Consult 4 Kids Lesson Plans

Tic Tac Toe Math—2nd Grade

Order the numbers below from the largest to the smallest (place the largest number on top and the smallest number on bottom).

634
691
637
673

Complete this problem:

$$\begin{array}{r} 681 \\ +242 \\ \hline \end{array}$$

Separate these numbers into odds and evens:

724
515
723
488
610
839

Complete this problem

$$\begin{array}{r} 532 \\ -243 \\ \hline \end{array}$$

Each of the numbers below has a 4 in it, either in the ones, tens or hundreds place. Match the 4 to the place value it represents.

471		ones
714		tens
417		hundreds

Write the following number in expanded notation:

479

Write this number that is written in expanded notation in the standard form.

$$800 + 20 + 3$$

What are the next four figures in this pattern? Write them on the lines.

☀️☀️☀️♦️♥️♥️☀️☀️☀️♦️♥️♥️ _____

Write a number sentence for this story problem. Susie has sold 385 cookies boxes. She plans to sell another 149 this weekend. How many will she have sold in all?

Consult 4 Kids Lesson Plans

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

Materials:

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

Opening

State the objective

Today we are going to have fun playing a game.

Content (the "Meat")

Activity

Choice of 5 activities

Over the past 11 days students have played 5 different games. Give students an opportunity to play one of these games.

Countdown
 Just Subtract
 Tic Tac Toe #1
 Tic Tac Toe #2
 Movin' On Up
 Up, Up and Away

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)
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. (Aha!)

Consult 4 Kids Lesson Plans

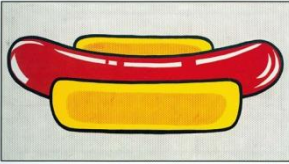
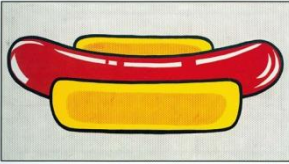
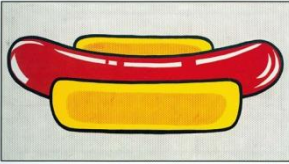
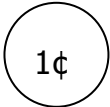
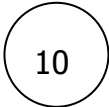
Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #1
Focus:	Money

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 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	<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>Fred and Mike sold cookies. They sold 53 cookies all together. Fred sold 24 cookies. How many did Mike sell? 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		<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 ½ of a composition book.</p>				
<p>Word for Today: coins</p> <p>Description: 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.</p> <p>Create an entry in the Vocabulary Notebook to share your understanding of the word coins.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">picnic</p> </td> <td style="width: 50%; padding: 5px;"> <p>My Description</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>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>
<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>					
<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>					
Activity Money						
<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: center; gap: 20px; margin: 10px 0;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <p>Once the students have practiced they are ready to participate in the activity.</p> <p>How Much?</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

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>
 <p>_____ ¢</p>	 <p>_____ ¢</p>

Consult 4 Kids Lesson Plans

 <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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #2
Focus:	Money

Materials:	
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

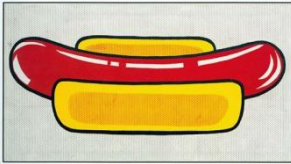
Consult 4 Kids Lesson Plans

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

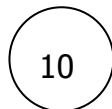
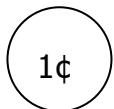
academic math vocabulary often throughout the day
Complete the Vocabulary notebook for each word.
When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)
Vocabulary Notebooks can be made from 1/2 of a composition book

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"> 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. 1. 	
--	--

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

Consult 4 Kids Lesson Plans

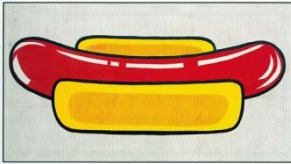
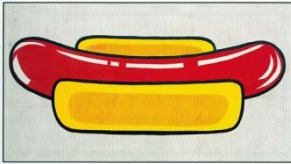
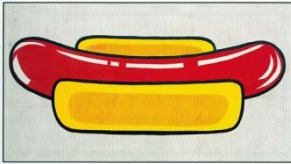
Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #3
Focus:	Money

Materials:	
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	<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>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.</p>	
Fact Practice	
<p>Foreheader</p> <ol style="list-style-type: none"> 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

<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>Word for Today: counting by 5's</p> <p>Description: 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>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">picnic</p> </td> <td style="padding: 5px;"> <p>My Description</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>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>
<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>					
<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>					
<h3>Activity money</h3>						
<p>Using Coins</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>Going Shopping</p> <p>Directions:</p> <ol style="list-style-type: none"> 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 5. Player 2 then repeats the process 6. Game is over when all of the cards have been drawn <p>Note: 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.
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 Going Shopping

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

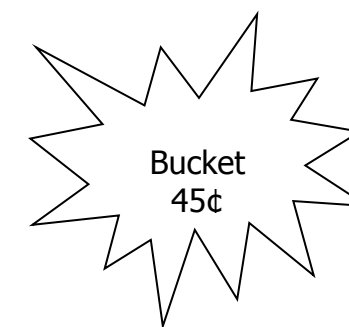
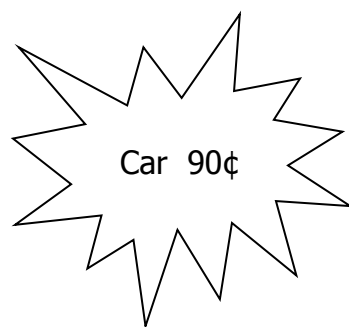
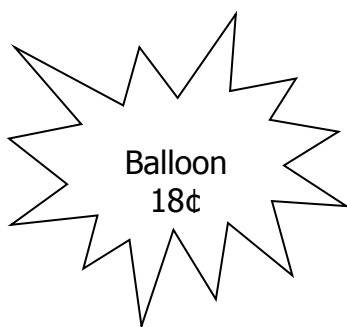
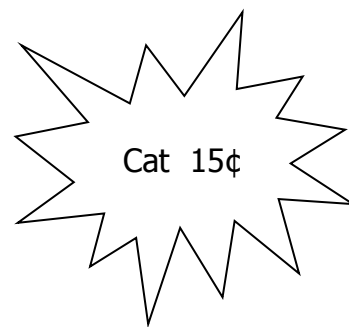
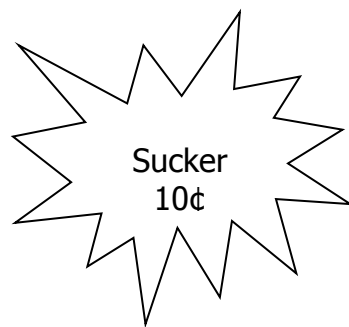
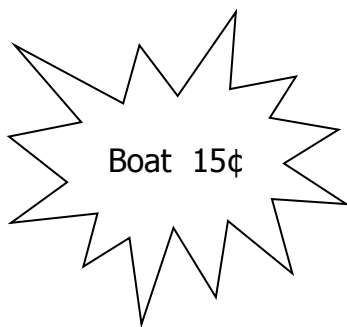
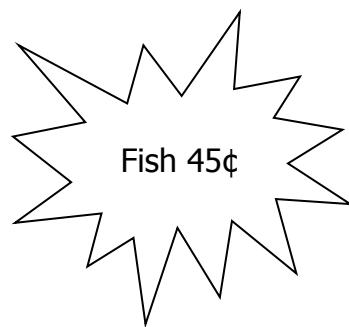
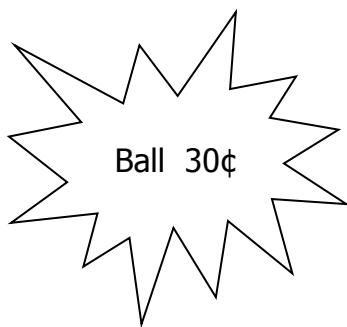
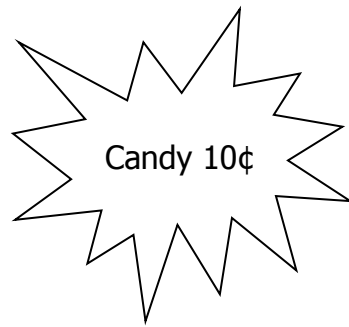
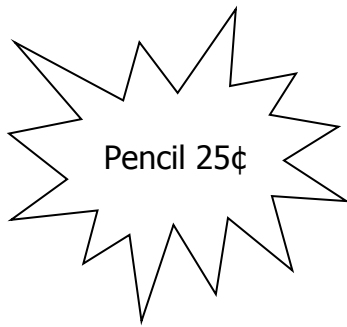
Consult 4 Kids Lesson Plans

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

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.

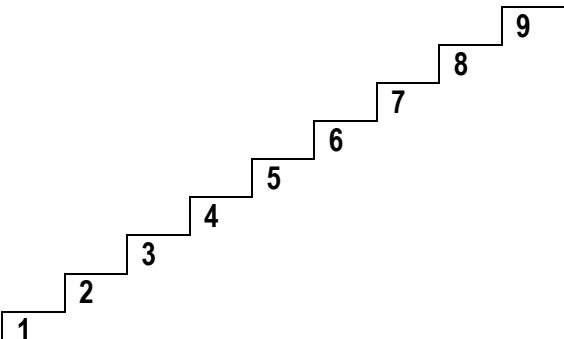


Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #4
Focus:	Money

Materials:		
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")	
<p style="text-align: center;">Problem of the Day</p> <p>Select one of the three symbols below to complete the following number sentence.</p> <p style="text-align: center;">< > =</p> <p style="text-align: center; font-size: 2em;">73 ○ 67</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 style="text-align: center;">Fact Practice</p> <p>Addition Ladder</p> <ol style="list-style-type: none"> 1. Give each student a white board (include marker or crayola) 2. Student should draw a ladder like the one below <div style="text-align: center; margin-top: 20px;">  </div>	<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>

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

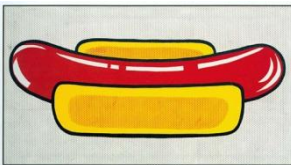
Math Vocabulary

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:

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

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

Consult 4 Kids Lesson Plans















<p>5. Player 2 then repeats the process</p> <p>6. Game is over when all of the cards have been drawn</p> <p>Note: more than one person can purchase each item. Play is over when one student reaches the finish line.</p>	
--	--

Closing
Review
<p>Say:</p> <ul style="list-style-type: none"> Please recap what we did today. Did we achieve our objectives?
Debrief
<p>Three Whats</p> <p>Ask the following three what questions:</p> <ul style="list-style-type: none"> 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.




















<p>Reflection (Confirm, Tweak, Aha!)</p> <ol style="list-style-type: none"> 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 Going Shopping

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

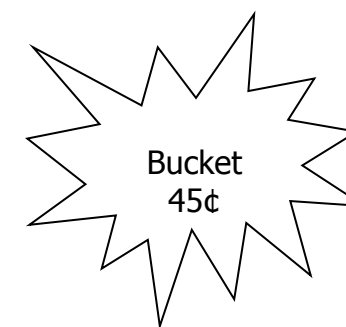
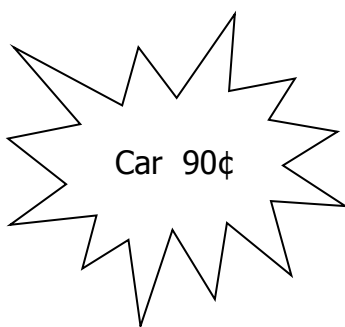
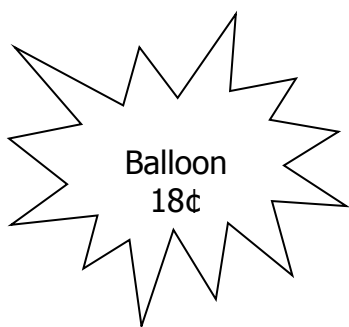
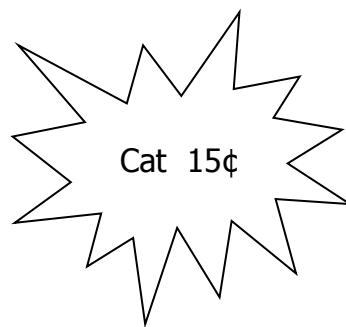
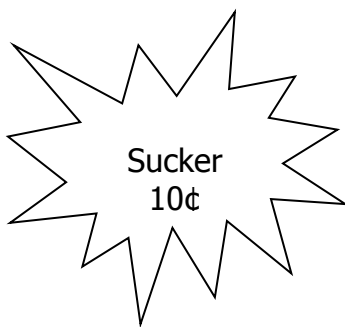
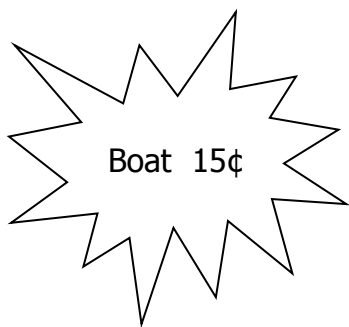
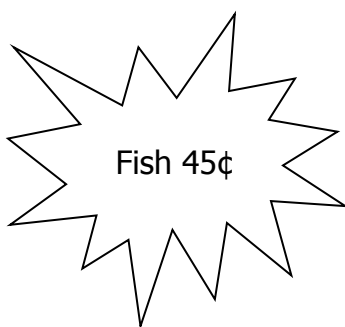
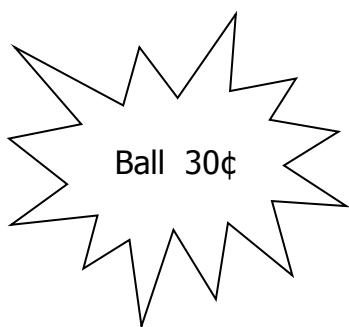
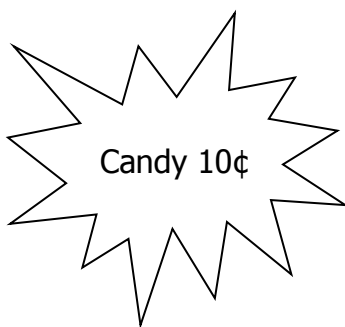
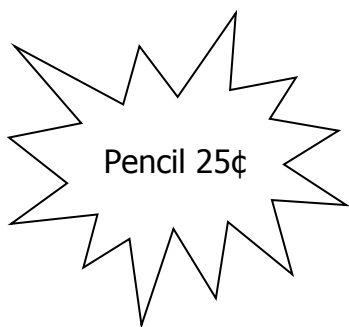
Consult 4 Kids Lesson Plans

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

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

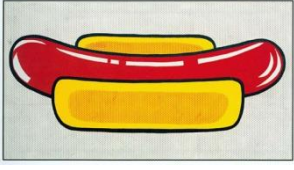
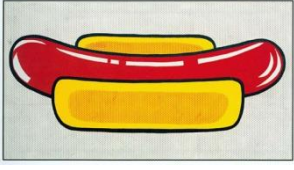
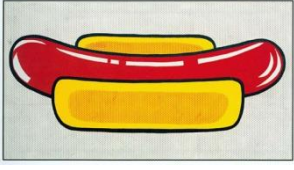
Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #5
Focus:	Money

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Playing 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 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	<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>Write a story using the number sentence below. Then solve the problem.</p> <p style="text-align: center;">38 + 34 =</p>	
Fact Practice	
<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 	

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 ½ of a composition book</p>				
<p>Word for Today: \$</p> <p>Description: 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>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">picnic</p> </td> <td style="width: 65%; padding: 5px;"> <p>My Description</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>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>		<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>
<p>New Word</p> <p style="text-align: center;">picnic</p>		<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>			
<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>			
<h3>Activity</h3> <h3>Money</h3>					
<p>Values of Coins</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>Circle the Coins</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a deck of Circle the Coins Cards and a Circle the Coins Game board 3. Place the Game Board between the 2 students 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. 5. Once a coin has been used, Player places a marker on the coin. 6. Player 2 continues with the same format 7. Game is over when there are no more coins to make the cost of the item <p>Note: 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”?

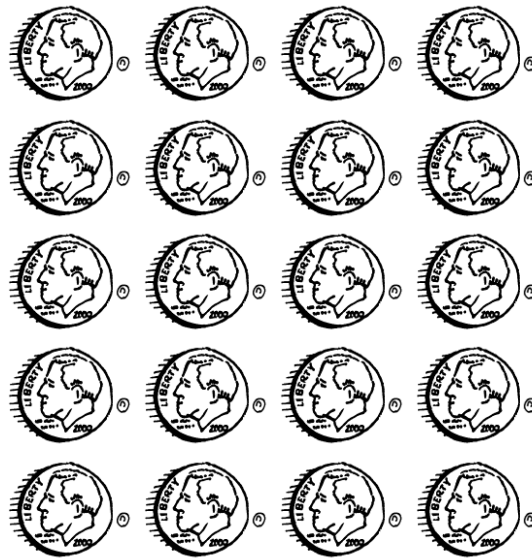
What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

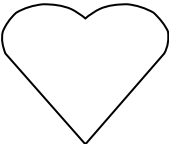
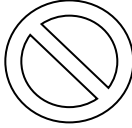

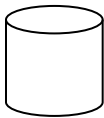
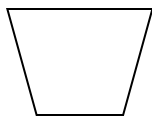

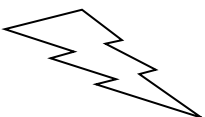
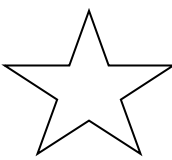
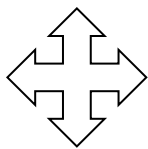

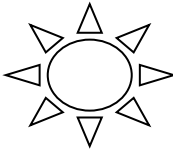

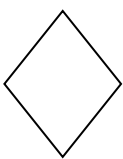
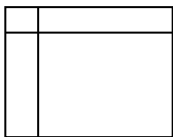
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to 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 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

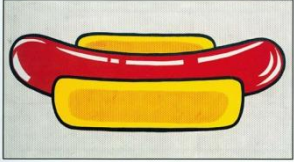
Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #6
Focus:	Money

Materials:		
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	<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>What is the number that is missing in the following number sentence? Explain how you know.</p> <p style="text-align: center;">47 - _____ = 25</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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary		<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>Word for Today: ¢</p> <p>Description: 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>Vocabulary Notebook Sample: Create a page for the symbol “¢”</p>		
<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	
<p>Personal Connection</p> <p>I love to go to the park with my family. We take a picnic lunch and barbeque hot dogs.</p>	<p>Drawing</p> <div style="text-align: center;">  </div>	
Activity Money		<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>Values of Coins</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>Circle the Coins</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a deck of Circle the Coins Cards and a Circle the Coins Game board 3. Place the Game Board between the 2 students 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. 5. Once a coin has been used, Player places a marker on the coin. 6. Player 2 continues with the same format 7. Game is over when there are no more coins to make the cost of the item <p>Note: 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.
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

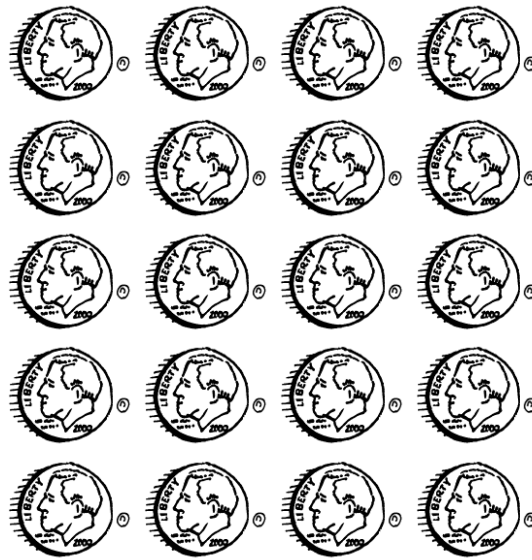
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Number Hunt

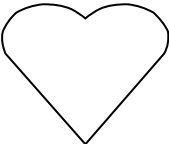
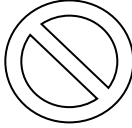

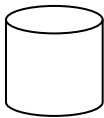
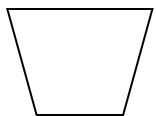

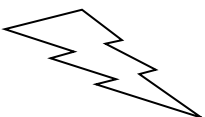
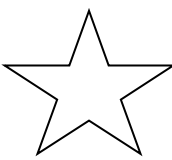
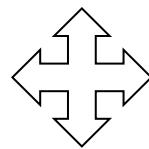

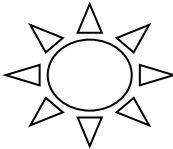

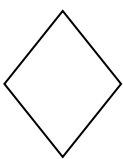
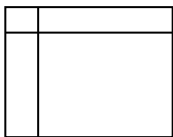
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

Consult 4 Kids Lesson Plans

2nd Grade Circle the Coin Game Board



Consult 4 Kids Lesson Plans

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

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #7
Focus:	Money

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

Opening
State the objective
Today we are going to practice using our math vocabulary and math skills in addition and subtraction
Gain prior knowledge by asking students the following questions
What do you know about 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	<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>
John knows that $30 + 6 = 36$. Show other ways that you can make 36 by using numbers, pictures, and words.	
Fact Practice	
Draw!	
<ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	It is important to review

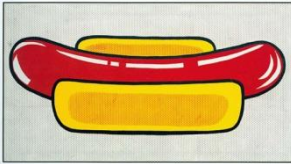
Consult 4 Kids Lesson Plans

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>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>
<p>Personal Connection</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>Drawing</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”?

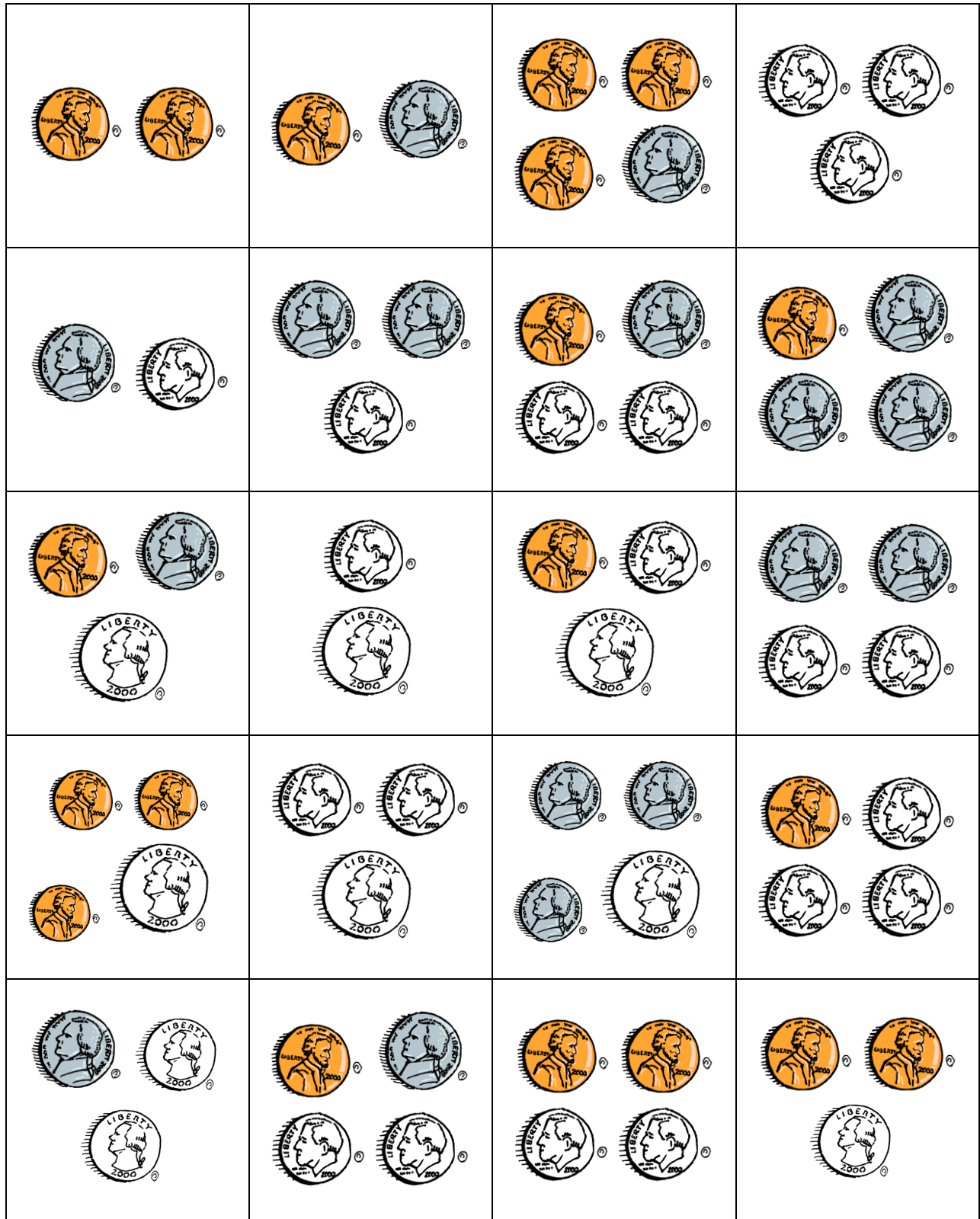
What advice would you give to a “new” student getting ready to do this activity.

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #8
Focus:	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.

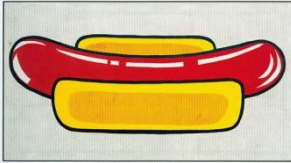
Math Vocabulary

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

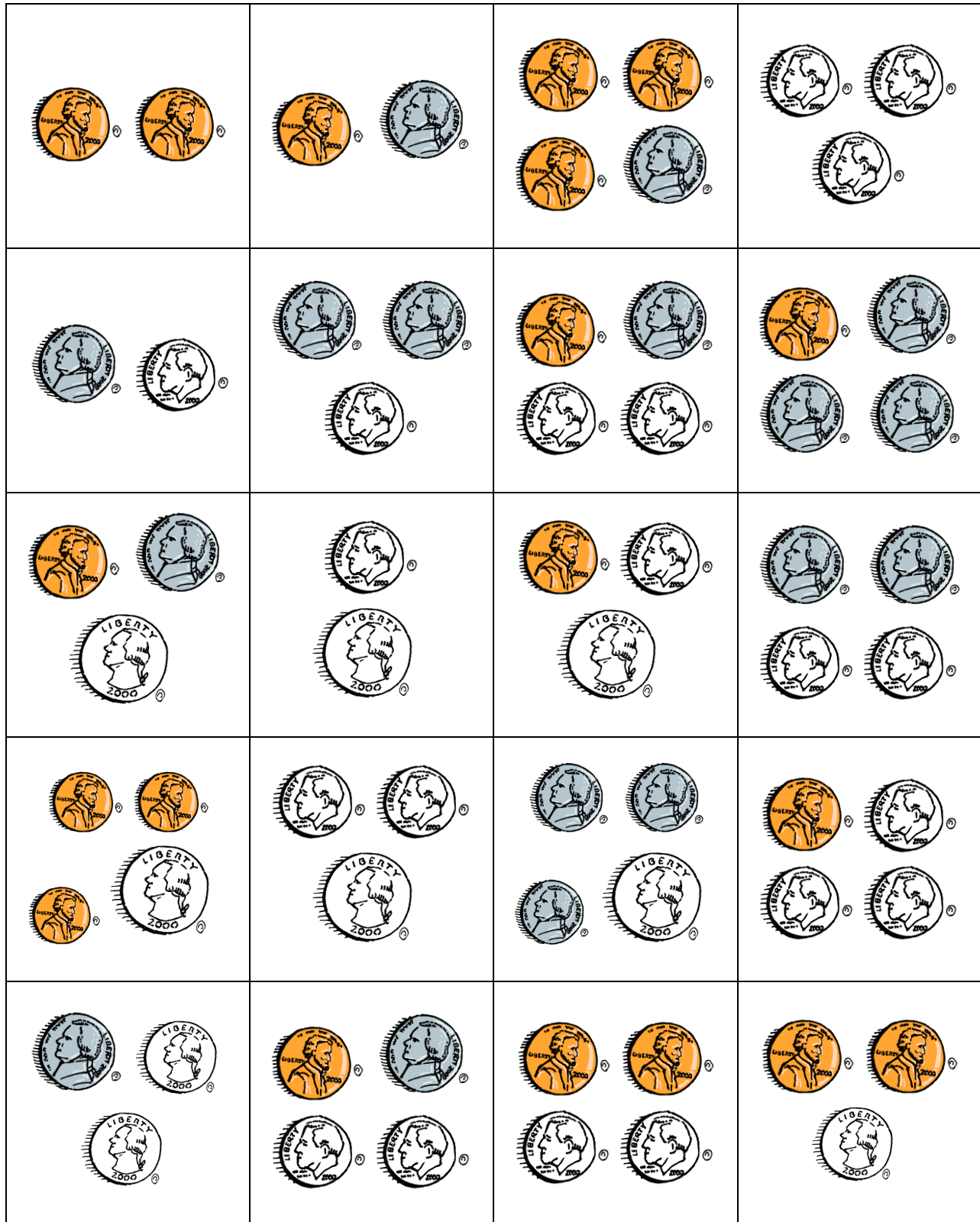
What advice would you give to a “new” student getting ready to do this activity.

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #9
Focus:	Money

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 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

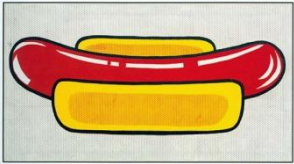
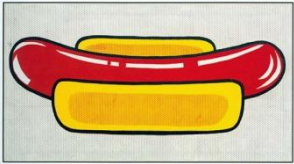
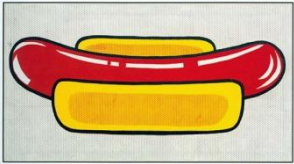
Draw!

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>Math Vocabulary</p> <p>Word for Today: nickel</p> <p>Description: 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>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">picnic</p> </td> <td style="width: 50%; padding: 5px;"> <p>My Description</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>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>	<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p>Personal Connection</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>Drawing</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>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>				
<p>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div>				
<p>Activity</p> <p>Money</p> <p>Students will practice putting coins together to make different amounts of money.</p> <p>Make ¢¢¢</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a Make ¢¢¢ Game Board and a set of Coin Cards 3. Each player is given a set of coin cards—5 pennies, 4 nickels, 3 dimes, 2 quarters, and 2 half dollars 4. Player 1 rolls a die and moves that many spaces on the Game Board 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 6. Once Player 1 is finished, Player 2 takes his/her turn. <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

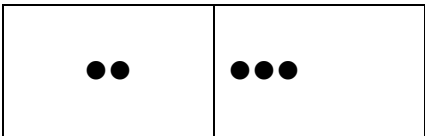
START	15¢	53¢	78¢	22¢	58¢	75¢
99¢	Makes ¢¢¢					55¢
35¢						25¢
29¢						85¢
44¢	83¢	96¢	40¢	55¢	21¢	10¢
13¢	Makes ¢¢¢					17¢
82¢						39¢
47¢						15¢
54¢	71¢	47¢	29¢	67¢	96¢	FINISH

Consult 4 Kids Lesson Plans

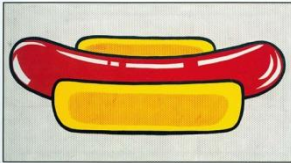
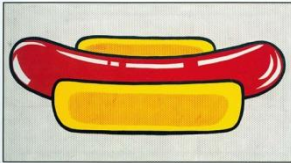
Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #10
Focus:	Money

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 in addition and subtraction
Gain prior knowledge by asking students the following questions
<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")	
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>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>	
Fact Practice Spots and Dots	
<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>	
	
Addition: $2 + 3 = 5$	

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>Word for Today: penny</p> <p>Description: 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>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">picnic</p> </td> <td style="width: 50%; padding: 5px;"> <p>My Description</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>Personal Connection</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>Drawing</p> <div style="text-align: center;">  </div> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>	<p>Personal Connection</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>
<p>New Word</p> <p style="text-align: center;">picnic</p>	<p>My Description</p> <p style="text-align: center;">Hot dogs, mustard, catsup, drinks, ball games, family fun at the park</p>				
<p>Personal Connection</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>	<p>Drawing</p> <div style="text-align: center;">  </div>				
<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>Make ¢¢¢</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs 2. Give each pair a Make ¢¢¢ Game Board and a set of Coin Cards 3. Each player is given a set of coin cards—5 pennies, 4 nickels, 3 dimes, 2 quarters, and 2 half dollars 4. Player 1 rolls a die and moves that many spaces on the Game Board 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 6. Once Player 1 is finished, Player 2 takes his/her turn. 7. Game is over when player makes it to the finish line. 					

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



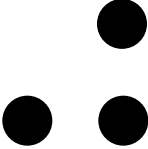
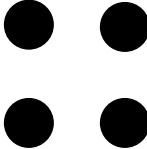
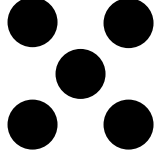
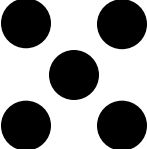
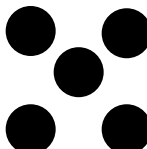
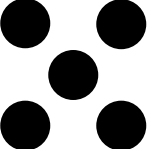
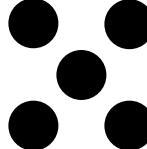
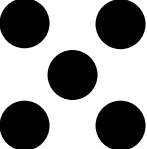
Double 9 Dominoes



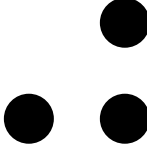
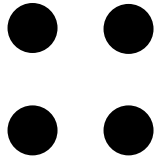
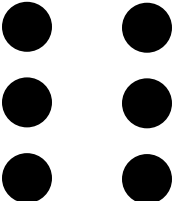
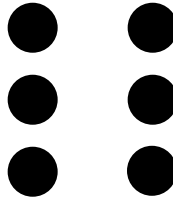
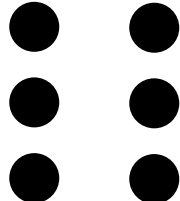
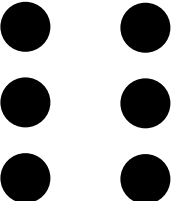
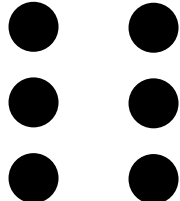
	●		●	● ●
●	●	● ●	● ●	● ●

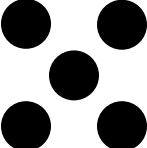
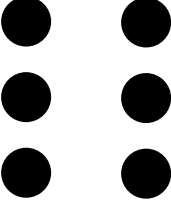


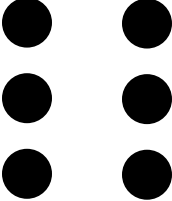
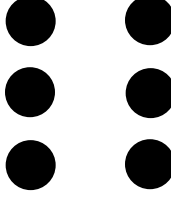
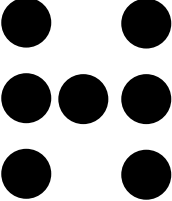
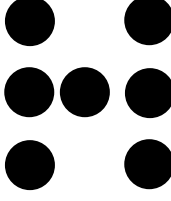
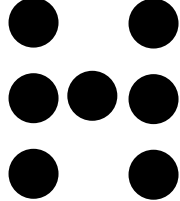
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

		
	<p>no card</p>	
		
		

Consult 4 Kids Lesson Plans

		
		
		
	<p>no card</p>	

Consult 4 Kids Lesson Plans

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

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 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)
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:	Math Fun! #1
Focus:	Fractions

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 working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. Why is there an adage that says if two people want to split something, the person who does the dividing gets to pick last? Does that seem fair to you? How many dimes are in a dollar? Each dime represents $\frac{1}{10}$ of the dollar. What fraction is 3 dimes?

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>Sue knows that $24 + 4$ is the same as 28. Show other ways you can make 28 using numbers, pictures, and words.</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: fraction

Description: The term fraction means part of a whole. When we write a fraction we write one number on top of the other like this: $\frac{1}{2}$. Each of the numbers stands for something special. The bottom number is called the denominator and it tells you the number of parts that the whole was divided into. If you were looking at $\frac{1}{2}$ of a pizza, it would mean that the pizza is divided into 2 parts. The 1, which is the numerator, tells you how many parts you have. So in the case of $\frac{1}{2}$ of the pizza, the pizza is divided into 2 parts and the 1 tells you that you have one of the two parts.

Create an entry in the Vocabulary Notebook to share your understanding of 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;">Fraction is a word that refers to a part of a whole.</p>
<p>Personal Connection</p> <p>I will eat only a fraction of the whole pizza.</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 $\frac{1}{2}$ of a composition book.

Activity Fraction

Drawing and Identifying Fractions

It is essential that students are able to identify and represent fractional parts. Be sure that students understand that the term fraction refers to a “part of a whole”.

Draw It

Directions:

1. Divide students into pairs.
2. Give each pair a white board and a deck of Draw It cards.
3. Player one draws a card and follows the directions, drawing onto the white board. If the drawing is correct, then the player keeps the card.
4. Player two repeats the process
5. Game is over when all cards have been drawn.

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 Fractions

<p>Draw a pizza (circular). Mark and color $\frac{1}{2}$ of the pizza.</p>	<p>Use any kind of drawing that you would like to show the fraction $\frac{7}{10}$</p>
<p>Draw 8 shapes. Color in $\frac{1}{2}$ of them</p>	<p>Draw 12 shapes. Color in $\frac{2}{3}$ of the shapes.</p>
<p>Use any kind of drawing you like to show the fraction $\frac{3}{5}$</p>	<p>Draw a picture of a board. Mark and color in $\frac{3}{4}$ of board.</p>
<p>Draw 12 shapes and color in $\frac{1}{3}$ of them.</p>	<p>Draw a pizza. Divide it into 8 pieces. Color in $\frac{3}{8}$ of the pizza.</p>

Consult 4 Kids Lesson Plans

<p>Use any kind of drawing that you would like to show the fraction $\frac{5}{10}$. What is another way you could write the number you have marked?</p>	<p>Draw 18 circles. Color in $\frac{5}{6}$ of the circles.</p>
<p>Use any kind of drawing that you want to show the fraction $\frac{7}{8}$</p>	<p>Draw a board. Show $\frac{4}{5}$ of the board.</p>
<p>Draw 24 stars. Circle $\frac{1}{6}$ of them.</p>	<p>Draw 10 dimes. Circle $\frac{9}{10}$ of them. How much money does this represent?</p>
<p>Draw 16 squares. Color in $\frac{7}{8}$ of them.</p>	<p>Draw a picture that illustrates $\frac{4}{9}$</p>

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #2
Focus:	Fractions

Materials:	
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 fractions.
Gain prior knowledge by asking students the following questions
What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. Why is there an adage that says if two people want to split something, the person who does the dividing gets to pick last? Does that seem fair to you?


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>What is the value of 7 in the number</p> <p style="text-align: center; font-size: 1.5em;">276?</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: denominator</p> <p>Description: The term denominator is used to describe the bottom number of a fraction. It</p>	

Consult 4 Kids Lesson Plans

is the number that tells you how many parts the whole has been divided into. In the fraction $\frac{1}{2}$ you know that the whole thing has been divided into 2 parts. In the fraction $\frac{1}{4}$ you would know that the whole thing had been divided into 4 parts. If the denominator of a fraction was 8, how many parts would you have in the whole thing?

Students complete the Vocabulary Notebook, entering the word denominator

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">denominator</p>	<p>My Description</p> <p style="text-align: center;">The bottom number of a fraction, the number of pieces in the whole thing.</p>
<p>Personal Connection</p> <p>When you have dimes, the denominator is 10 when you talk about dimes in a dollar.</p>	<p>Drawing</p> 

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

Drawing and Identifying Fractions

It is essential that students are able to identify and represent fractional parts. Be sure that students understand that the term fraction refers to a "part of a whole".

Draw It

Directions:

1. Divide students into pairs.
2. Give each pair a white board and a deck of Draw It cards.
3. Player one draws a card and follows the directions, drawing onto the white board. If the drawing is correct, then the player keeps the card.
4. Player two repeats the process
5. Game is over when all cards have been drawn.

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.

2nd Grade Fractions

<p>Draw a pizza (circular). Mark and color $\frac{1}{2}$ of the pizza.</p>	<p>Use any kind of drawing that you would like to show the fraction $\frac{7}{10}$</p>
<p>Draw 8 shapes. Color in $\frac{1}{2}$ of them</p>	<p>Draw 12 shapes. Color in $\frac{2}{3}$ of the shapes.</p>
<p>Use any kind of drawing you like to show the fraction $\frac{3}{5}$</p>	<p>Draw a picture of a board. Mark and color in $\frac{3}{4}$ of board.</p>
<p>Draw 12 shapes and color in $\frac{1}{3}$ of them.</p>	<p>Draw a pizza. Divide it into 8 pieces. Color in $\frac{3}{8}$ of the pizza.</p>

Consult 4 Kids Lesson Plans

<p>Use any kind of drawing that you would like to show the fraction $\frac{5}{10}$. What is another way you could write the number you have marked?</p>	<p>Draw 18 circles. Color in $\frac{5}{6}$ of the circles.</p>
<p>Use any kind of drawing that you want to show the fraction $\frac{7}{8}$</p>	<p>Draw a board. Show $\frac{4}{5}$ of the board.</p>
<p>Draw 24 stars. Circle $\frac{1}{6}$ of them.</p>	<p>Draw 10 dimes. Circle $\frac{9}{10}$ of them. How much money does this represent?</p>
<p>Draw 16 squares. Color in $\frac{7}{8}$ of them.</p>	<p>Draw a picture that illustrates $\frac{4}{9}$</p>

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #3
Focus:	Fractions

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 fractions.

Gain prior knowledge by asking students the following questions

What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. When things are divided everyone is interested in being sure that everyone gets a fair share. In order to be sure, we compare each person's share of the whole. For example, let's say you thought the pizza needed to be divided in $\frac{1}{2}$. Then a 3rd person comes along and you need to be sure that everyone has the same amount. To do that you could compare fractions and decide how to divide the pizza in order to give everyone the same amount.

Content (the "Meat")

Problem of the Day

Find the rule for the table. Then complete the table. How did you find the rule?

In	Out
15	12
13	10
11	
9	
7	

***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

Consult 4 Kids Lesson Plans

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


Math Vocabulary

Word for Today: numerator

Description: The term numerator refers to the number that is on the top in a fraction. The numerator names the number of the pieces you have. In the fraction $\frac{1}{2}$, you have 1 of the 2 pieces. In the fraction $\frac{3}{4}$, you have 3 of the 4 parts. How many pieces would you have in the following fractions: (remember to look at the numerator) $\frac{7}{8}$, $\frac{2}{3}$, and $\frac{5}{6}$.

Create an entry for the term “numerator” in your Vocabulary Notebook.

Vocabulary Notebook Sample:

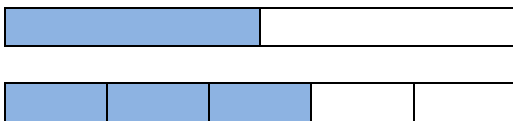
New Word numerator	My Description A numerator is the top number of a fraction and tells you how many pieces you have.
Personal Connection When I eat pizza I eat just a fraction of the whole pizza.	Drawing 

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 Fractions

Comparison and Equivalent

Some fractions are equivalent and others are not. For example, if you have a dollar, you could have $\frac{1}{2}$ of a dollar by having $\frac{2}{4}$ of the quarters, $\frac{5}{10}$ of the dimes, $\frac{10}{20}$ of the nickels, and $\frac{50}{100}$ of the pennies. You would also have $\frac{1}{2}$ if you had $\frac{3}{6}$, $\frac{4}{8}$, or $\frac{7}{14}$. These fractions are all equivalent. When you compare fractions you can also discover that you have fractions that are not equivalent. For example, $\frac{3}{5}$ and $\frac{1}{2}$ are not equivalent. We can determine that if we look at the comparison below:



Today’s activity will have students determine if fractions are equivalent and if they are not, then which is the largest fraction.

Compare 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"> 2. Give each pair a set of Compare cards 3. Player one draws a Compare card and determines if the fractions are equivalent and if not, which of the fractions is largest. 4. Player 2 check Player 1's answer. If they agree play moves to Player 2. If not, then they discuss and determine the correct answer. 5. Player 2 then continues 6. Activity is over when all cards have been worked through. 	
--	--

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 Compare Fractions

If the drawings below are candy,
which is more: $\frac{1}{3}$ or $\frac{3}{5}$

Would you rather have $\frac{5}{6}$ of a
candy bar or $\frac{7}{8}$ of a candy bar.

Which is more $\frac{2}{3}$ or $\frac{8}{12}$?

Which is more $\frac{4}{6}$ or $\frac{7}{8}$?

Is it more to have $\frac{1}{4}$ or $\frac{3}{8}$?

Is it more to have $\frac{2}{3}$ or $\frac{4}{6}$?

Consult 4 Kids Lesson Plans

Which is more: $\frac{3}{7}$ or $\frac{1}{3}$?

Which is more: $\frac{4}{8}$ or $\frac{3}{6}$?

Which is more: $\frac{4}{9}$ or $\frac{1}{2}$?

Which is more: $\frac{3}{4}$ or $\frac{12}{16}$?

Which is more: $\frac{5}{8}$ or $\frac{3}{4}$?

Which is more: $\frac{7}{10}$ or $\frac{3}{5}$?

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #4
Focus:	Fractions

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 addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. When things are divided everyone is interested in being sure that everyone gets a fair share. In order to be sure, we compare to the items. For example, let's say you thought the pizza needed to be divided in $\frac{1}{2}$. Then a 3rd person comes along and you need to be sure that everyone has the same amount. To do that you could compare fractions and decide how to divide the pizza in order to give everyone the same amount.

Content (the "Meat")

Problem of the Day

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

$< > =$

73 67

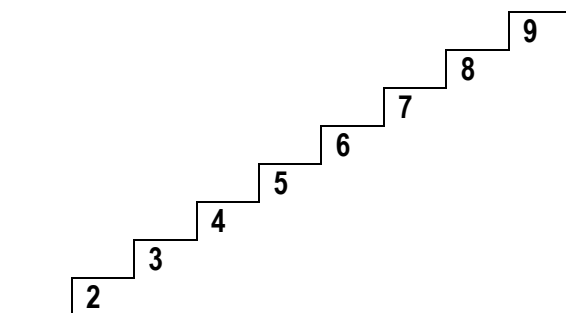
*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

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



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

1

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: compare

Description: The term compare is used when we take a look at two or more groups of things. We can compare them to see how much alike or different they are. We can compare fractions to determine which is the largest.

Create an entry in your Vocabulary Notebook for the word compare. Review it with a peer and if need be make corrections or additions.

Vocabulary Notebook Sample:

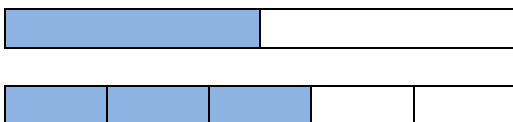
<p>New Word</p> <p style="text-align: center;">compare</p>	<p>My Description</p> <p style="text-align: center;">How things are alike, same, less than, greater than, looking at things in relationship with each other</p>
<p>Personal Connection</p> <p style="text-align: center;">We have the same money when we compare 2 quarters and 5 dimes.</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 1/2 of a composition book.

Activity Fractions

Comparison and Equivalent

Some fractions are equivalent and others are not. For example, if you have a dollar, you could have 1/2 of a dollar by having 2/4 of the quarters, 5/10 of the dimes, 10/20 of the nickels, and 50/100 of the pennies. You would also have 1/2 if you had 3/6, 4/8, or 7/14. These fractions are all equivalent. When you compare fractions you can also discover that you have fractions that are not equivalent. For example, 3/5 and 1/2 are not equivalent. We can determine that if we look at the comparison below:



Today's activity will have students determine if fractions are equivalent and if they are not, then which is the largest fraction.

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

Compare
Directions

1. Divide the students into pairs
2. Give each pair a set of Compare cards
3. Player one draws a Compare card and determines if the fractions are equivalent and if not, which of the fractions is largest.
4. Player 2 check Player 1's answer. If they agree play moves to Player 2. If not, then they discuss and determine the correct answer.
5. Player 2 then continues
6. Activity is over when all cards have been worked through.

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

Which is more: $\frac{3}{7}$ or $\frac{1}{3}$?

Which is more: $\frac{4}{8}$ or $\frac{3}{6}$?

Which is more: $\frac{4}{9}$ or $\frac{1}{2}$?

Which is more: $\frac{3}{4}$ or $\frac{12}{16}$?

Which is more: $\frac{5}{8}$ or $\frac{3}{4}$?

Which is more: $\frac{7}{10}$ or $\frac{3}{5}$?

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #5
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 addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. When things are divided everyone is interested in being sure that everyone gets a fair share. In order to be sure, we compare to the items. For example, let's say you thought the pizza needed to be divided in $\frac{1}{2}$. Then a 3rd person comes along and you need to be sure that everyone has the same amount. To do that you could compare fractions and decide how to divide the pizza in order to give everyone the same amount.

Content (the "Meat")

Problem of the Day

Read the number. Use pictures, numbers, or words to show the number two other ways.

413

Fact Practice

Target

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

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: whole

Description: The term whole refers to one whole thing. For example, before you cut a pizza up you have a whole pizza. When they deliver a pizza to you, even though it has been cut you still have a whole pizza but you have $\frac{10}{10}$ If you have all 10 pieces. If you were to order 3 pizzas you would have a total of 30 pieces. If at the end of lunch, you might have 3 pieces from one pizza, 5 pieces from the second pizza and then 4 pieces from the 3rd pizza. You would have a total of 12 pieces or written as a fraction $\frac{12}{10}$. This would mean that you had more than a whole pizza. You might also end up with just 7 pieces or $\frac{7}{10}$ which would be less than one whole.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">whole</p>	<p>My Description</p> <p style="text-align: center;">Something that is all in one piece is a whole</p>
<p>Personal Connection</p> <p style="text-align: center;">I divided the whole cookie into 3 equal pieces and we each ate $\frac{1}{3}$.</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 $\frac{1}{2}$ of a composition book

Activity Fractions

The word fraction means part of a whole. We divide things all of the time—sometimes we divide a single item, for example, we cut a sandwich in $\frac{1}{2}$ and share with a friend. We can also divide a package of something, giving equal amount of the what is in the package to each person. For example, if we had a package of 20 cookies and 5 people to share them with, each person would get 4 cookies, and while the cookie they received may be a whole cookie, they only received $\frac{4}{20}$ of all of the cookies. This fraction tells us that there were a total number of cookies = 20, which is the denominator—the number you would have if you had them all. We also know by looking at the fraction that a single person had 4 of the 20 cookies it would take to have them all. The 4 is the numerator and names the number of parts a person has. If the top number (the numerator) and the bottom number (the denominator) are the same: $\frac{20}{20}$ then you have the whole thing. If the top number is larger than the bottom number, if the numerator is larger than the denominator, $\frac{23}{20}$ then you have more than 1. In the case of the cookies you would have more than 1 package.
 Do several examples with the students, asking them if the fraction is greater than one, less than one, or exactly one.

Greater, Less, or Exactly One

Directions:

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

Consult 4 Kids Lesson Plans

1. Divide students into pairs
2. Give each pair a Greater, Less, or Exactly One Game Board on Cards
3. Shuffle the cards and place them to the right of the game board
4. Player 1 draws a card, determines whether it is greater than 1, less than 1, or exactly one and places the game card in the correct column on the game board.
5. Player 2 then continues in the same manner
6. Play is over when all cards have been placed on the game board

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 Greater, Less, Exactly One Game Board

Greater	Less	Exactly One

2nd Grade Greater, Less, Exactly 1 Cards

Consult 4 Kids Lesson Plans

$\frac{5}{6}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{3}{8}$
$\frac{5}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{2}{5}$
$\frac{3}{5}$	$\frac{7}{8}$	$\frac{1}{3}$	$\frac{3}{6}$
$\frac{4}{5}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$
$\frac{5}{5}$	$\frac{6}{6}$	$\frac{8}{8}$	$\frac{7}{7}$
$\frac{7}{6}$	$\frac{5}{3}$	$\frac{8}{4}$	$\frac{9}{8}$
$\frac{11}{8}$	$\frac{3}{2}$	$\frac{5}{4}$	$\frac{6}{5}$
$\frac{8}{5}$	$\frac{12}{8}$	$\frac{4}{3}$	$\frac{9}{6}$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #6
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 working with fractions.

Gain prior knowledge by asking students the following questions

What do you know about fractions? What does it mean if you get $\frac{1}{2}$ of something? What does it mean if you get $\frac{1}{4}$ of something? A fraction means that you have a part of something. When things are divided everyone is interested in being sure that everyone gets a fair share. In order to be sure, we compare to the items. For example, let's say you thought the pizza needed to be divided in $\frac{1}{2}$. Then a 3rd person comes along and you need to be sure that everyone has the same amount. To do that you could compare fractions and decide how to divide the pizza in order to give everyone the same amount. What does it mean if you say that fractions are exactly the same?

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>John will be going to the movie with his friend. Will he need to spend 2 minutes, 2 days, or 2 hours at the movie theater?</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. 	

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: exactly

Description: Exactly is a term that means equal, that things have exactly the same value. For example $\frac{2}{4}$ of dollar is exactly the same as a $\frac{1}{2}$ dollar; $\frac{2}{6}$ is exactly the same as $\frac{1}{3}$, and $\frac{4}{10}$ is exactly the same as $\frac{2}{5}$. When dividing things equally, we want to be sure that they are exactly alike.

Student complete an entry in the Vocabulary Notebook for the term exactly.

Vocabulary Notebook Sample:

New Word exactly	My Description Exactly means that something is precisely the same as something else.
Personal Connection $\frac{1}{2}$ is exactly $\frac{2}{4}$	Drawing $\frac{1}{2} = \frac{2}{4}$

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

Complete the Vocabulary notebook for each word.

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

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

Activity Fraction

The word fraction means part of a whole. We divide things all of the time—sometimes we divide a single item, for example, we cut a sandwich in $\frac{1}{2}$ and share with a friend. We can also divide a package of something, giving equal amount of the what is in the package to each person. For example, if we had a package of 20 cookies and 5 people to share them with, each person would get 4 cookies, and while the cookie they received may be a whole cookie, they only received $\frac{4}{20}$ of all of the cookies. This fraction tells us that there were a total number of cookies = 20, which is the denominator—the number you would have if you had them all. We also know by looking at the fraction that a single person had 4 of the 20 cookies it would take to have them all. The 4 is the numerator and names the number of parts a person has. If the top number (the numerator) and the bottom number (the denominator) are the same: $\frac{20}{20}$ then you have the whole thing. If the top number is larger than the bottom number, if the numerator is larger than the denominator, $\frac{23}{20}$ then you have more than 1. In the case of the cookies you would have more than 1 package. Do several examples with the students, asking them if the fraction is greater than one, less than one, or exactly one.

Greater, Less, or Exactly One

Directions:

1. Divide students into pairs
2. Give each pair a Greater, Less, or Exactly One Game Board on Cards
3. Shuffle the cards and place them to the right of the game board
4. Player 1 draws a card, determines whether it is greater, less, or exactly one and places the game card in the correct column 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.

Consult 4 Kids Lesson Plans

<p>5. Player 2 then continues in the same manner Play is over when all cards have been placed on the game board</p>	
---	--

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 Greater, Less, Exactly One Game Board

Greater	Less	Exactly One

2nd Grade Greater, Less, Exactly 1 Cards

Consult 4 Kids Lesson Plans

$\frac{5}{6}$	$\frac{2}{3}$	$\frac{1}{4}$	$\frac{3}{8}$
$\frac{5}{8}$	$\frac{1}{2}$	$\frac{3}{4}$	$\frac{2}{5}$
$\frac{3}{5}$	$\frac{7}{8}$	$\frac{1}{3}$	$\frac{3}{6}$
$\frac{4}{5}$	$\frac{2}{2}$	$\frac{3}{3}$	$\frac{4}{4}$
$\frac{5}{5}$	$\frac{6}{6}$	$\frac{8}{8}$	$\frac{7}{7}$
$\frac{7}{6}$	$\frac{5}{3}$	$\frac{8}{4}$	$\frac{9}{8}$
$\frac{11}{8}$	$\frac{3}{2}$	$\frac{5}{4}$	$\frac{6}{5}$
$\frac{8}{5}$	$\frac{12}{8}$	$\frac{4}{3}$	$\frac{9}{6}$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #7
Focus:	Multiplication

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 addition and subtraction

Gain prior knowledge by asking students the following questions

Multiplication is a math operation that is really repeated addition. For example you can say $4 + 4 + 4 = 12$ or you can say $3 \times 4 = 12$. The three tells you that you should add the number 4, three times. What does the problem $3 + 3 + 3 + 3 + 3$ mean in multiplication? What does the problem $2 + 2 + 2 + 2 + 2 + 2 + 2 + 2$ mean in multiplication? How about this one: $4 + 4 + 4 + 4$?

Content (the "Meat")

Problem of the Day

Use addition to check the answer for $55 - 27 = 28$. Is the answer correct? Explain how you figured it out.

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: skip counting


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

Consult 4 Kids Lesson Plans

Description: The term “skip counting” means counting by a number other than 1. For example, you can skip count by 10s, and you would say 10, 20, 30, 40, 50, 60, 70, 80, 90, 100. You can skip count by 5s and you would say 5, 10, 15, 20, 25, 30, 35, 40, 45, 50. What numbers would you say if you skip counted by 2s?

Create the entry for the term skip counting in the Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">skip counting</p>	<p>My Description</p> <p style="text-align: center;">5, 10, 15, 20, 25 and 3, 6, 9, 12, 15 or both examples of skip counting</p>
<p>Personal Connection</p> <p style="text-align: center;">When I skip count by 5s, I say my age: 5, 10.</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 ½ of a composition book.

Activity Multiplication

Skip Counting

Skip counting is counting by a number other than 1’s. Skip counting can help you count things more quickly and skip counting can also help you learn how to multiply. When you skip count you leave out some of the numbers. The most common skip counting is counting by 2’s, 5’s and 10’s, although you can skip count by any other numbers.

Skip Counting

Directions:

1. Divide students into pairs
2. Give each pair a deck of Skip counting cards and a die
3. Pairs lay the cards out in front of them in a grid that looks like the following:

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

4. Pairs work together, rolling the die and skip counting by the number rolled (in this activity a 1 is a 7) When they skip count, they need to pull out the numbers that they would be saying as they count. For example, if they rolled the number 7, they would pull out the numbers 7, 14, 21, 28, 35, 42 and 49.
5. Play should continue for about 15-20 minutes.

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 Skip Counting Cards

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

Consult 4 Kids Lesson Plans

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #8
Focus:	Multiplication

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 addition and subtraction

Gain prior knowledge by asking students the following questions

Multiplication is a math operation that is really repeated addition. For example you can say $4 + 4 + 4 = 12$ or you can say $3 \times 4 = 12$. The three tells you that you should add the number 4, three times. What does the problem $5 + 5 + 5 + 5$ mean in multiplication? What does the problem $7 + 7 + 7$ mean in multiplication? How about this one: $3 + 3 + 3 + 3 + 3 + 3$?

Content (the "Meat")

Problem of the Day

What is the rule for the pattern below? How do you know you are right? Complete the pattern.

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

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

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

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


50 to 110 for a total of 160.

Math Vocabulary

Word for Today: multiples

Description: The term multiples refers to the numbers that you get when you multiply numbers together. The multiples are the numbers that you say when you are skip counting. If you look at skip counting by 3s, you would write 3, 6, 9, 12, 15, 18, 21, 24, 27, and 30? All of those numbers are multiples of 3. What are the multiples of 5? What are the multiples of 10? Create the entry for the word multiples in your Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">multiples</p>	<p>My Description</p> <p style="text-align: center;">Numbers you get when you skip count or multiply, like 4, 8, 12, 16</p>
<p>Personal Connection</p> <p style="text-align: center;">My age is a multiple of 3. I am 12.</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 1/2 of a composition book.

Activity Multiplication

Skip Counting

Skip counting is counting by a number other than 1's. Skip counting can help you count things more quickly and skip counting can also help you learn how to multiply. When you skip count you leave out some of the numbers. The most common skip counting is counting by 2's, 5's and 10's, although you can skip count by any other numbers.

Skip Counting

Directions:

1. Divide students into pairs
2. Give each pair a deck of Skip counting cards and a die
3. Pairs lay the cards out in front of them in a grid that looks like the following:

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

4. Pairs work together, rolling the die and skip counting by the number rolled (in this activity a 1 is a 7) When they skip count, they need to pull out the numbers that they would be saying as they count. For example, if they rolled the number 7, they would pull out the numbers 7, 14, 21, 28, 35, 42 and 49.
5. Play should continue for about 15-20 minutes.

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 Skip Counting Cards

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

Consult 4 Kids Lesson Plans

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

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #9
Focus:	Money

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 in working with money.

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

If a movie starts at 1:00 and ends at 3:30, how long does the movie last? Explain how you got your answer.

Fact Practice Draw!

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

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: cents

Description: The term cents refers to coins. In the United States we have four common coins, pennies, nickels, dimes, and quarters. Each one of them has a value in cents. Cents refers to what value a coin has in comparison to the 100 cents it would take to have a dollar. So a penny can be written \$.01 or 1¢ and in a fraction it would look like this: $\frac{1}{100}$. A quarter is 25¢, or \$.25 or $\frac{25}{100}$. How would you write the value of a nickel? How would you write the value of a dime?

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">cents</p>	<p>My Description</p> <p style="text-align: center;">Pennies, nickels, dimes, quarters, all are coins that represent cents in a dollar</p>
<p>Personal Connection</p> <p style="text-align: center;">I have coins that add up 37¢.</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 $\frac{1}{2}$ of a composition book.

Activity Money

Money comes in coins and bills. Common bills in the United States are \$1.00, \$5.00, \$10.00, \$20.00, and \$100.00. When we think of coins, we think of pennies, nickels, dimes, and quarters, and sometimes a $\frac{1}{2}$ dollar. Coins represent a part of a dollar. In a dollar you have 100 pennies. A fraction to represent a penny looks like this: $\frac{1}{100}$, a nickel would look like this, $\frac{5}{100}$, a dime would look like this $\frac{10}{100}$, and a quarter would look like this, $\frac{25}{100}$. When we write cents, we can write it one of two ways: a penny is 1¢ or \$.01, a nickel is 5¢ or \$.05, a dime is 10¢ or \$.10, and a quarter is 25¢ or \$.25. The dollar sign and decimal point lets you know that the number refers to number and everything to the right of the decimal point is less than a dollar. The use of the symbol ¢, might be used when you don't have a dollar being spent. Either way, ¢ or \$., you need to be able to read the amount of money that is being talked about.

Money Match

Directions:

1. Divide students into pairs
 2. Give each pair a Money Match Game Board and deck of cards
 3. Shuffle the cards and place to the right of the Money Match Game Board
 4. Player 1 draws a card and finds it match on the Game Board and places a marker on the match
 5. Player 2 continues in the same way
- Play is complete when all items are matched.

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 Money Match Game Board

\$.23	5¢	\$.14	26¢	\$.30	49¢	\$.01
13¢	<p style="text-align: center;">Money Match</p> <p>Draw a card and determine which square on the board is a match. Place a marker on each match.</p>					25¢
\$.10						\$.09
45¢						20¢
\$.18						\$.06
15¢						29¢
\$.40						42¢

Consult 4 Kids Lesson Plans

2nd Grade Money Cards

23¢	\$.05	14¢	\$.26
30¢	\$.49	1¢	\$.13
\$.25	10¢	9¢	\$.45
\$.20	18¢	6¢	\$.15
\$.29	40¢	\$.42	17¢
\$.11	34¢	\$.37	35¢

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #10
Focus:	Money

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 in working with money.

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 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?

Content (the "Meat")

Problem of the Day

Is 58 an odd or even number? How do you know?

Fact Practice

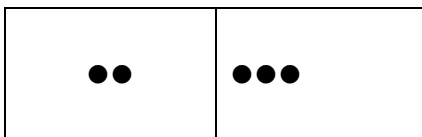
Spots and Dots

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

It is important to review


Consult 4 Kids Lesson Plans

Word for Today: dollar sign

Description: The term dollar sign refers to this symbol: \$. It represents money in the United States. It stands for dollars. A dollar sign precedes the amount of money that you are talking about. If you have five dollars, you would write it this way: \$5.00. The . (decimal point) and the two zeros let you know that there are no cents, just 5 whole dollars.

Create an entry for the term dollar sign in you Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">dollar sign</p>	<p>My Description</p> <p style="text-align: center;">\$ is a symbol for money. It is an S with a vertical line through it.</p>
<p>Personal Connection</p> <p style="text-align: center;">I have saved \$10.00 in my piggy bank.</p>	<p>Drawing</p> <div style="text-align: center; font-size: 2em; color: green;">  </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 1/2 of a composition book.

Activity Money

Money

Money comes in coins and bills. Common bills in the United States are \$1.00, \$5.00, \$10.00, \$20.00, and \$100.00. When we think of coins, we think of pennies, nickels, dimes, and quarters, and sometimes a 1/2 dollar. Coins represent a part of a dollar. In a dollar you have 100 pennies. A fraction to represent a penny looks like this: $\frac{1}{100}$; a nickel would look like this, $\frac{5}{100}$, a dime would look like this $\frac{10}{100}$, and a quarter would look like this, $\frac{25}{100}$. When we write cents, we can write it one of two ways: a penny is 1¢ or \$.01, a nickel is 5¢ or \$.05, a dime is 10¢ or \$.10, and a quarter is 25¢ or \$.25. The dollar sign and decimal point lets you know that the number refers to number and everything to the right of the decimal point is less than a dollar. The use of the symbol ¢, might be used when you don't have a dollar being spent. Either way, ¢ or \$., you need to be able to read the amount of money that is being talked about.

Money Match

Directions:

1. Divide students into pairs
2. Give each pair a Money Match Game Board and deck of cards
3. Shuffle the cards and place to the right of the Money Match Game Board
4. Player 1 draws a card and finds it match on the Game Board and places a marker on the match
5. Player 2 continues in the same way
6. Play is complete when all items are matched.

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.



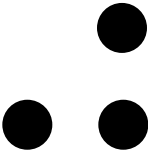
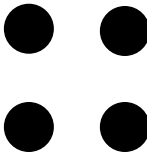
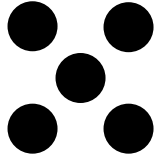
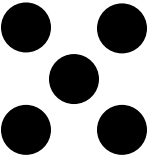
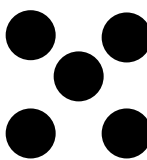
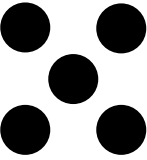
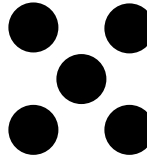
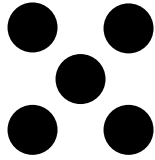
Double 9 Dominoes



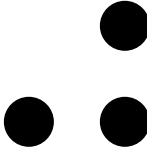
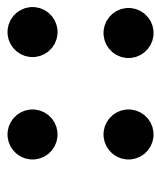
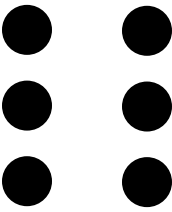
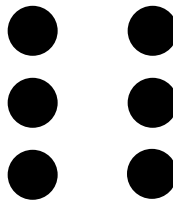
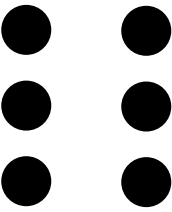
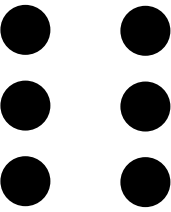
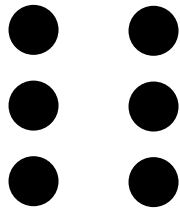
	●		●	● ●
●	●	● ●	● ●	● ●

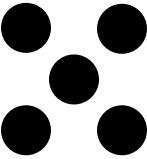
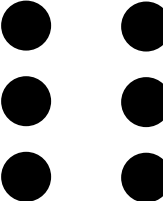


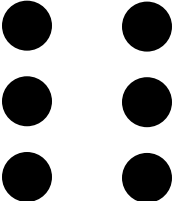
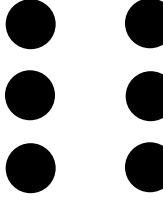
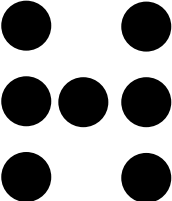
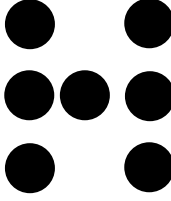
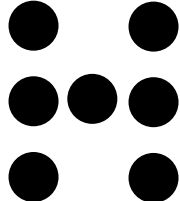
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

2nd Grade Money Match Game Board

\$.23	5¢	\$.14	26¢	\$.30	49¢	\$.01
13¢	<p style="text-align: center;">Money Match</p> <p>Draw a card and determine which square on the board is a match. Place a marker on each match.</p>					25¢
\$.10						\$.09
45¢						20¢
\$.18						\$.06
15¢						29¢
\$.40						42¢

Consult 4 Kids Lesson Plans

2nd Grade Money Cards

23¢	\$.05	14¢	\$.26
30¢	\$.49	1¢	\$.13
\$.25	10¢	9¢	\$.45
\$.20	18¢	6¢	\$.15
\$.29	40¢	\$.42	17¢
\$.11	34¢	\$.37	35¢

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

- Draw It**
- Compare**
- Greater, Less or Exactly One**
- Skip Counting**
- Money Match**

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)
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:	Tens and Ones
Focus:	Place Value

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 working with fractions.

Gain prior knowledge by asking students the following questions

What do you know about place value? When you see the number “9”, how many is that? When you see the number 90, how many is that? What makes the difference? What about the number 29, what value is the 9? What about in the number 927, what is the value of the 9? What makes the difference in the value of the number?

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>Joel has 25 cookies. She gives 16 of them away. How many cookies does Joel have left? 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: place value

Description: The term place value refers to the value that a digit has in a numeral because of its position in the numeral. There are only ten digits, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. If you look at the number 678, the value of 8 is simply that, 8. The value of 7 is 70. The value of the 6 is 600.

Create an entry in the Vocabulary Notebook to share your understanding of the term “place value” Share the information with a peer.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">place value</p>	<p>My Description</p> <p style="text-align: center;">How much a digit is worth in a number</p>
<p>Personal Connection</p> <p style="text-align: center;">My brother is 3. My mother is 36. My grandmother is 63.</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 1/2 of a composition book.

Activity Place Value

Place Value

The value of where a digit is in a number determines the value. There are many different places that numbers can be located in. We are going to look at the units or ones place, the tens place, and the hundreds place. In the number 367, the 3 is in the hundreds place and can be written 300. The 6 is in the tens place and would be written as 60. The 7 is in the units (or ones place) and stands for 7. The number 367 could be written $300 + 60 + 7$. In our number system there are only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The place that each of those digits is in determines the value of the digit.

Draw 25 stars on the board. Ask students to count them. Write the number beside the stars. Then have the student count with you stars to ten. Circle the ten stars. Then count to 10 again, and circle the next ten stars. Ask students how many group of ten they see. Ask students how many stars are outside of a group of 10 (answer is 5)

On a chart that is labeled:

Tens	Ones
2	5

fill in the number 2 under tens and 5 under ones.

Complete several other problems in this way: drawing a number of shapes, counting to 10

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

and circling the 10, continuing until all of the tens have been circles. Have students complete the chart for each number like the chart above.

Tens and Ones

Directions:

1. Divide students into pairs.
2. Give each pair a Heart Card
3. a white board.
4. Pair should prepare the white board to have two columns, one labeled "tens" and the other labeled "ones".
5. Working together the pair should count the number of hearts and then record the number of tens and ones for each of the number.
6. When pair has completed all of the cards, working together they should order the cards from largest to smallest.

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"?



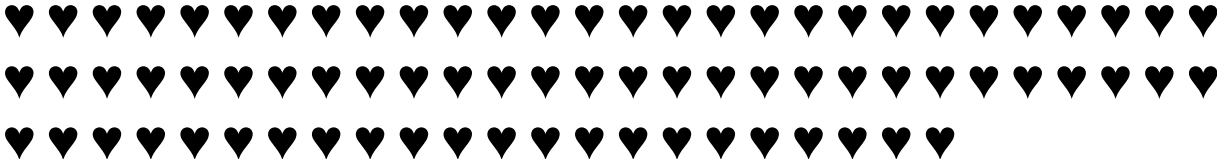

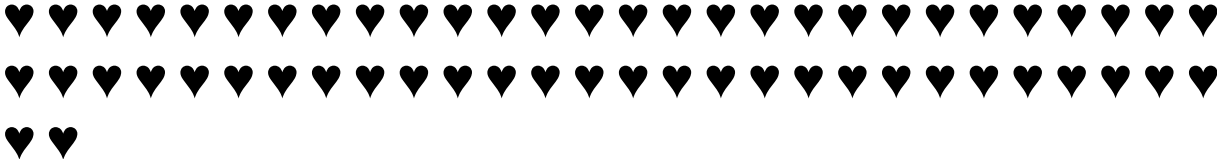


What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

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 Tens and Ones

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Tens and Ones
Focus:	Place Value

Materials:	
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 fractions.

Gain prior knowledge by asking students the following questions

What do you know about place value? When you see the number “8”, how many is that? When you see the number 80, how many is that? What makes the difference? What about the number 83, what value is the? What about in the number 681, what is the value of the 8? What makes the difference in the value of the number?

9

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 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>What is the sum of 40 and 19? How did you get your answer? Write your answer in both numbers and words.</p>	
Fact Practice	
<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: units</p> <p>Description: The term units is used to describe “ones”. It is another way of talking about</p>	<p>It is important to review academic math vocabulary often throughout the day.</p>

Consult 4 Kids Lesson Plans

single items. If you are counting cubes, each cube is a unit. You could have any number of units. We combine 10 units into a stick of 10. We combine 100 units into a block of cubes.

Students complete the Vocabulary Notebook, entering the word units

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">units</p>	My Description <p style="text-align: center;">single items that you count</p>
Personal Connection <p style="text-align: center;">Pennies are units, and dimes are tens.</p>	Drawing <div style="text-align: center;">  3 units </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 1/2 of a composition book.

Activity Place Value

Place Value

The value of where a digit is in a number determines the value. There are many different places that numbers can be located in. We are going to look at the units or ones place, the tens place, and the hundreds place. In the number 367, the 3 is in the hundreds place and can be written 300. The 6 is in the tens place and would be written as 60. The 7 is in the units (or ones place) and stands for 7. The number 367 could be written $300 + 60 + 7$. In our number system there are only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The place that each of those digits is in determines the value of the digit.

Draw 25 stars on the board. Ask students to count them. Write the number beside the stars. Then have the student count with you stars to ten. Circle the ten stars. Then count to 10 again, and circle the next ten stars. Ask students how many group of ten they see. Ask students how many stars are outside of a group of 10 (answer is 5)

On a chart that is labeled:

Tens	Ones
2	5

fill in the number 2 under tens and 5 under ones.

Complete several other problems in this way: drawing a number of shapes, counting to 10 and circling the 10, continuing until all of the tens have been circles. Have students complete the chart for each number like the chart above.

Tens and Ones

Directions:

1. Divide students into pairs.
2. Give each pair a Heart Card a white board.
3. Pair should prepare the white board to have two columns, one labeled "tens" and the other labeled "ones".
4. Working together the pair should count the number of hearts and then record the number of tens and ones for each of the number.

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

- | | |
|--|--|
| <p>5. When pair has completed all of the cards, working together they should order the cards from largest to smallest.</p> | |
|--|--|

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”?



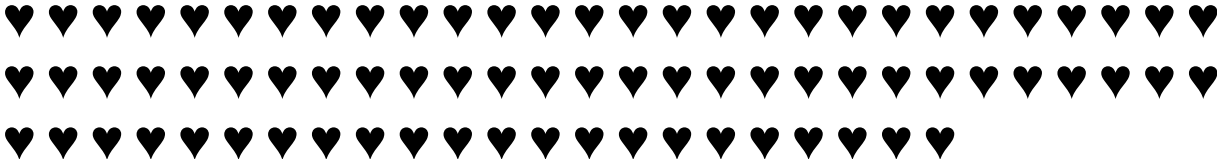

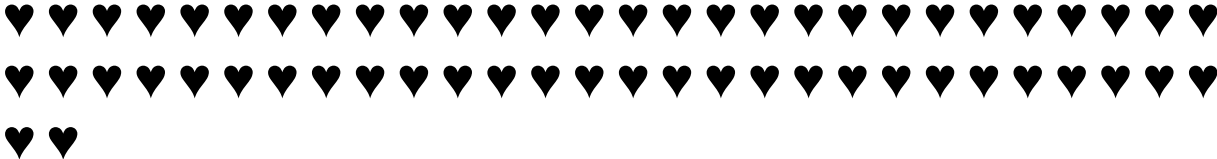


What advice would you give to a “new” student getting ready to do this activity.

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 Tens and Ones

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Sticks of Tens
Focus:	Place Value

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 fractions.
Gain prior knowledge by asking students the following questions
What do you know about place value? Think about the digit 3. What is its value in the number 359? What is its value in 3,982? What is its value in 873. Knowing place value helps you to understand the value of a number. When you understand the value of a number that means, with time, you could actually count to that number. Which would be easier to count to: 359, 873, or 3,982? Knowing place value helps you to create a picture in your head. Picture those numbers in pennies. Which would you rather have?

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>
<p>Write two numbers that are less than 354. Tell how you know that you are correct.</p>	
Fact Practice	
<p>Fore-header</p> <ol style="list-style-type: none"> 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: tens place

Description: The term tens place refers to the digit that is written in a whole number second from the right. Unlike reading, when you dissect a number, you start on the right and move left. In the number 678, the 7 is in the tens place. If you take the number and add a zero, you understand what the tens place means—in this case 70.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">tens place</p>	<p>My Description</p> <p style="text-align: center;">the digit one in from the right meaning that number and a 0 added for the tens</p>
<p>Personal Connection</p> <p style="text-align: center;">When you count by tens you are counting by the tens place.</p>	<p>Drawing</p> <p style="text-align: center;">2 tens:</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)

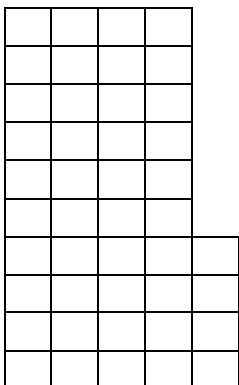
Vocabulary Notebooks can be made from ½ of a composition book

Activity Place Value

Place Value

The value of where a digit is in a number determines the value. There are many different places that numbers can be located in. We are going to look at the units or ones place, the tens place, and the hundreds place. In the number 367, the 3 is in the hundreds place and can be written 300. The 6 is in the tens place and would be written as 60. The 7 is in the units (or ones place) and stands for 7. The number 367 could be written $300 + 60 + 7$. In our number system there are only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The place that each of those digits is in determines the value of the digit.

One of the ways that we can represent tens is in a Tens Bar. The Tens Bar allows the students to count by tens and then add the ones cubes. The process is the same as circling the hearts, yet easier to manage because 10 is already counted out.



This would represent 4 Tens and 4 ones for 44.

On a chart that is labeled:

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

Tens	Ones
4	4

Do several problems with students so they can get the idea of how to represent this place value.

Sticks of Tens

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Sticks of Tens Cards
3. Pair should prepare the white board to have two columns, one labeled “tens” and the other labeled “ones”.
4. Working together the pair should determine the number of tens and ones on each card and then record the number of tens and ones for each of the number.
5. When pair has completed all of the cards, working together they should order the cards from smallest to largest.

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

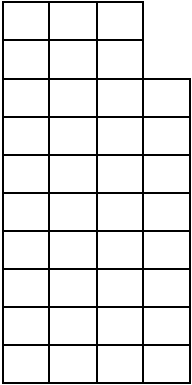
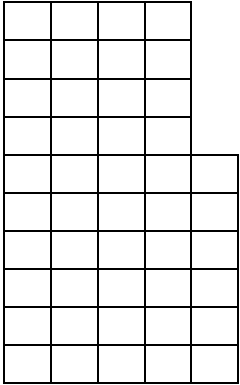
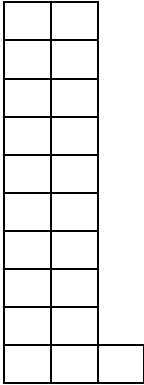
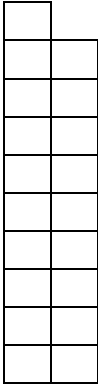
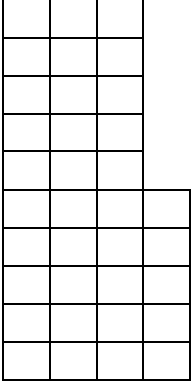
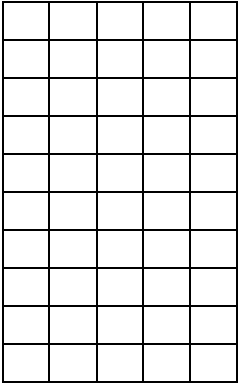
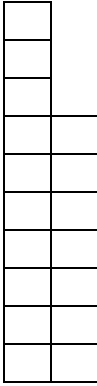
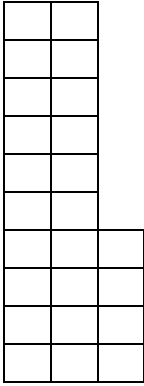
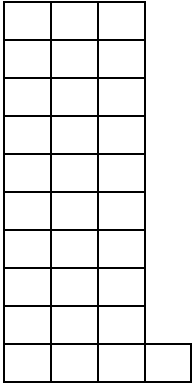
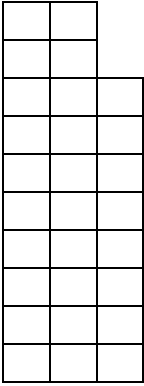
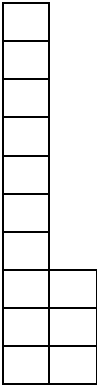
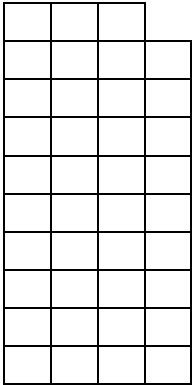
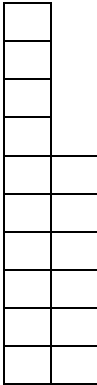
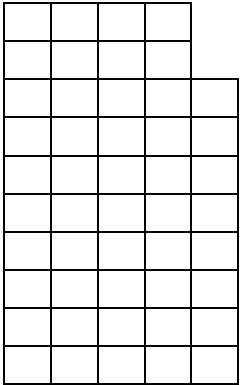
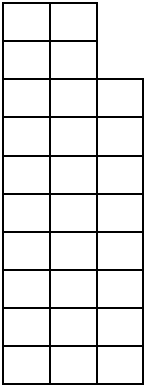
- What was your key learning for the day?
- What opportunities might you have to do this same thing in the “real world”?
- What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

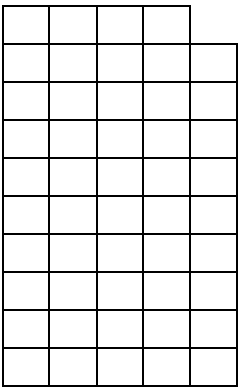
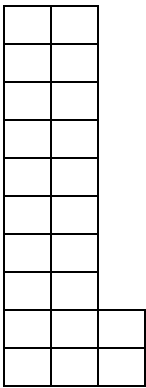
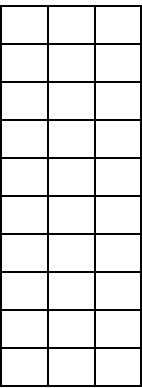

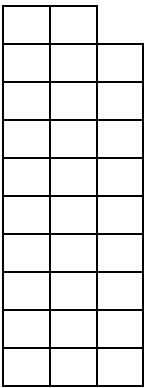
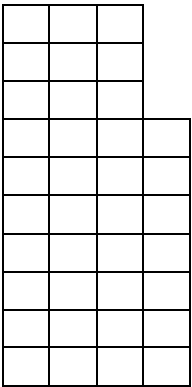
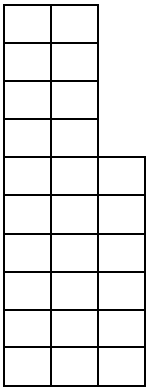
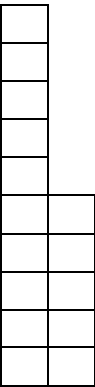
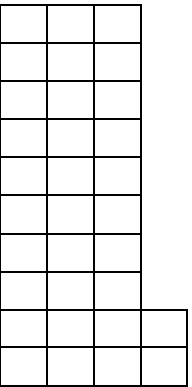
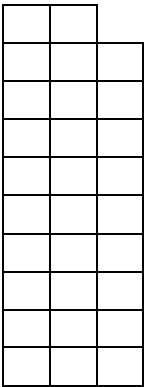
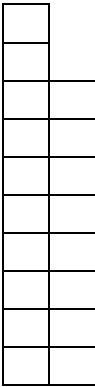
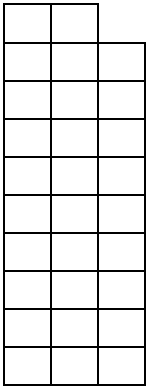
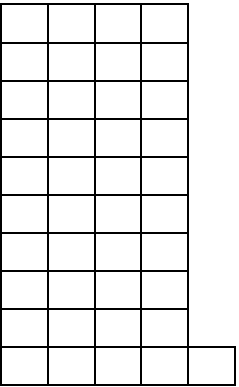
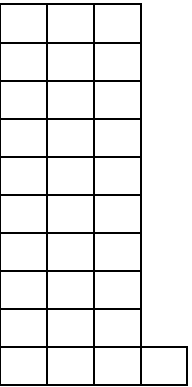
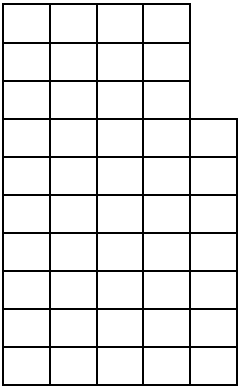
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to 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 Sticks of Ten

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Math Fun! #4
Focus:	Fractions

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

Opening

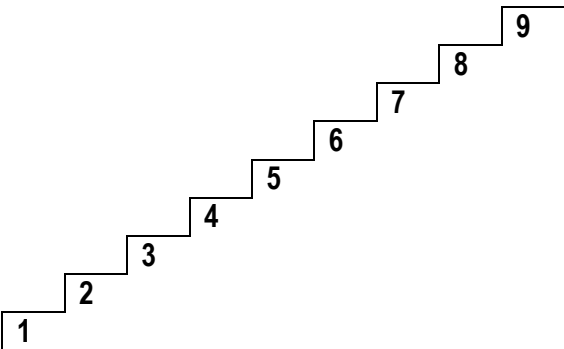
State the objective

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

Gain prior knowledge by asking students the following questions

What do you know about place value? Think about the digit 6. What is its value in the number 369? What is its value in 3,986? What is its value in 673. Knowing place value helps you to understand the value of a number. When you understand the value of a number that means, with time, you could actually count to that number. Which would be easier to count to: 369, 673, 3,986? Knowing place value helps you to create a picture in your head. Picture those numbers in pennies. Which would you rather have?

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>
Write two numbers are greater than 354. Tell how you know that you are correct.	
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

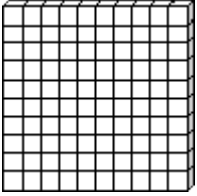
Math Vocabulary

Word for Today: hundreds place

Description: The term hundreds place is used to refer to the place that is 3 from the right in a number. In the number 563, the 5 is in the hundreds place and represents 500. You add two zeros to the 5 because there are 2 places to the right of the hundreds place: tens and ones/units. Imagine a hundred things. Now double and triple it.

Create an entry in your Vocabulary Notebook for the word hundreds place. Review it with a peer and if need be make corrections or additions.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">hundreds place</p>	<p>My Description</p> <p style="text-align: center;">digit three from the right in a whole number</p>
<p>Personal Connection</p> <p style="text-align: center;">I would like the biggest number possible in the hundreds place.</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).

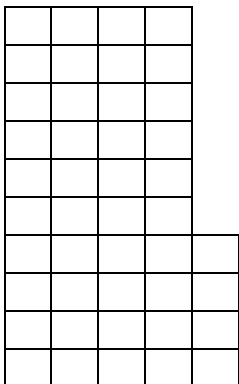
Vocabulary Notebooks can be made from 1/2 of a composition book.

Activity Place Value

Place Value

The value of where a digit is in a number determines the value. There are many different places that numbers can be located in. We are going to look at the units or ones place, the tens place, and the hundreds place. In the number 367, the 3 is in the hundreds place and can be written 300. The 6 is in the tens place and would be written as 60. The 7 is in the units (or ones place) and stands for 7. The number 367 could be written $300 + 60 + 7$. In our number system there are only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. The place that each of those digits is in determines the value of the digit.

One of the ways that we can represent tens is in a Tens Bar. The Tens Bar allows the students to count by tens and then add the ones cubes. The process is the same as circling the hearts, yet easier to manage because 10 is already counted out.



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

Consult 4 Kids Lesson Plans

This would represent 4 Tens and 4 ones for 44.
On a chart that is labeled:

Tens	Ones
4	4

Do several problems with students so they can get the idea of how to represent this place value.

Sticks of Tens

Directions:

1. Divide students into pairs.
2. Give each pair a deck of Sticks of Tens Cards
3. Pair should prepare the white board to have two columns, one labeled “tens” and the other labeled “ones”.
4. Working together the pair should determine the number of tens and ones on each card and then record the number of tens and ones for each of the number.
5. When pair has completed all of the cards, working together they should order the cards from smallest to largest.

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 Sticks of Ten

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Number Practice
Focus:	Writing Numbers

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 addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about writing numbers? How many different ways can you write a number? Can you write the number 47? Did you remember to put a hyphen between the words forty-seven? You can write numbers in expanded notation too. Write 358 in expanded notation. $(300 + 50 + 8)$. Write 358 in the traditional style. Write 358 in words (three-hundred fifty-eight).

Content (the "Meat")

Problem of the Day

You have been asked to create a bar graph to show the number of houses on the street of each color. Look at the table for the information you need to create the bar graph.

Color	#
brown	5
white	8
camel	6
blue	3

10
9
8
7
6
5
4
3
2
1
brown white camel blue

*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

Target

1. Divide students into trios
2. Each trio needs a deck of cards without face cards and jokers
3. Place the cards face up in a TicTac Toe Grid
4. Turn up a 10th card which will be to the side and becomes the target number (aces count as 1)
5. Each player makes an equation with some or all of the numbers in the grid to equal the target

Consult 4 Kids Lesson Plans

- 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




Math Vocabulary

Word for Today: numbers

Description: A number is an idea in our heads that we get by counting. We represent numbers in numerals. We can represent numbers in words, in expanded notation, and by simply writing the digits in the correct order. It is important to remember that even when the number is really big, it represents something that you could count.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">New Word</td> <td style="width: 50%; padding: 5px;">My Description</td> </tr> <tr> <td style="width: 50%; text-align: center; padding: 5px;">number</td> <td style="width: 50%; text-align: center; padding: 5px;">knowing in my head what 100 is</td> </tr> </table>	New Word	My Description	number	knowing in my head what 100 is	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;">Personal Connection</td> <td style="width: 50%; padding: 5px;">Drawing</td> </tr> <tr> <td style="width: 50%; padding: 5px;">I know the number of fingers I have and I don't need to keep counting them.</td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	Personal Connection	Drawing	I know the number of fingers I have and I don't need to keep counting them.	
New Word	My Description								
number	knowing in my head what 100 is								
Personal Connection	Drawing								
I know the number of fingers I have and I don't need to keep counting them.									

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 Place Value

Writing Numbers

Learning how to write numbers correctly is important. It is important to go from words to numbers and numbers to written words. It is also important to know how to write numbers in expanded notation. For the text two days students will be working on this task.

Demonstrate several of each of the following examples:

$$\begin{aligned} \text{twenty-two} &= 22 \\ 22 &= 20 + 2 \\ 22 &= \text{twenty-two} \end{aligned}$$

Number Practice

Directions:

1. Divide students into pairs.
2. Give each pair as set of Number Practice cards and two white boards.
3. Shuffle the cards and place them face down between the pair.
4. Player 1 draws a card and writes the number as is indicated on the card.
5. When Player 1 is finished, Player 2 continues in the same way.

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

6. Game is over when all cards have been played.

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 Number Writing

twenty-three (number)	ninety-eight (number)	eighty-five (number)	fourteen (number)
forty-four (number)	ten (number)	thirty-nine (number)	fifty-three (number)
seventeen (number)	thirty-seven (number)	seventy (number)	ninety-four (number)
sixty-nine (number)	eighty-one (number)	forty-one (number)	fifty-six (number)
28 (expanded notation)	16 (expanded notation)	61 (expanded notation)	83 (expanded notation)
40 (expanded notation)	55 (expanded notation)	82 (expanded notation)	33 (expanded notation)
15 (expanded notation)	74 (expanded notation)	97 (expanded notation)	68 (expanded notation)
22 (words)	56 (words)	92 (words)	46 (words)
81 (words)	44 (words)	68 (words)	35 (words)

Consult 4 Kids Lesson Plans

10 (words)	37 (words)	58 (words)	79 (words)
---------------	---------------	---------------	---------------

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Number Practice
Focus:	Writing Numbers

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 working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about writing numbers? How many different ways can you write a number? Can you write the number 63? Did you remember to put a hyphen between the words sixty-three? You can write numbers in expanded notation too. Write 63 in expanded notation. $(60 + 3)$. Write 63 in the traditional style. Write 63 in words (sixty-three).


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>Order the following numbers from least to greatest.</p> <p>436, 478, 429, 467, 476, 492</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	
Word for Today: numeral	It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

Description: Numeral is a term we use to describe what we write down to represent the number of things we did or could have counted. It is the symbol that stands for the number. If I have counted 43 cookies, I can represent that counting by writing the numeral 43.

Students complete an entry in the Vocabulary Notebook for the term numeral.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">numeral</p>	<p>My Description</p> <p style="text-align: center;">what I write to tell what I've counted</p>
<p>Personal Connection</p> <p style="text-align: center;">I counted three items and used a numeral to let other people know.</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 Writing Numbers

Writing Numbers

Learning how to write numbers correctly is important. It is important to go from words to numbers and numbers to written words. It is also important to know how to write numbers in expanded notation. For the text two days students will be working on this task.

Demonstrate several of each of the following examples:

$$\begin{aligned} \text{twenty-two} &= 22 \\ 22 &= 20 + 2 \\ 22 &= \text{twenty-two} \end{aligned}$$

Number Practice

Directions:

1. Divide students into pairs.
2. Give each pair as set of Number Practice cards and two white boards.
3. Shuffle the cards and place them face down between the pair.
4. Player 1 draws a card and writes the number as is indicated on the card.
5. When Player 1 is finished, Player 2 continues in the same way.
6. Game is over when all cards have been played.

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.

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 Number Writing

twenty-three (number)	ninety-eight (number)	eighty-five (number)	fourteen (number)
forty-four (number)	ten (number)	thirty-nine (number)	fifty-three (number)
seventeen (number)	thirty-seven (number)	seventy (number)	ninety-four (number)
sixty-nine (number)	eighty-one (number)	forty-one (number)	fifty-six (number)
28 (expanded notation)	16 (expanded notation)	61 (expanded notation)	83 (expanded notation)
40 (expanded notation)	55 (expanded notation)	82 (expanded notation)	33 (expanded notation)
15 (expanded notation)	74 (expanded notation)	97 (expanded notation)	68 (expanded notation)
22 (words)	56 (words)	92 (words)	46 (words)
81 (words)	44 (words)	68 (words)	35 (words)

Consult 4 Kids Lesson Plans

10 (words)	37 (words)	58 (words)	79 (words)
---------------	---------------	---------------	---------------

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's the Sum?
Focus:	Addition

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 addition and subtraction
Gain prior knowledge by asking students the following questions
What do you know about addition? What makes addition and subtraction reciprocal mathematical operations. What do you call the numbers that you add together? What do you call the answer in an addition problem? What is sign we use to indicate that we are adding? Read this problem aloud: $54 + 32 = 86$.

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>
<p>Look at the problem below. What are the missing digits? How do you know?</p> $\begin{array}{r} 7 \square \\ - \square 4 \\ \hline 3 \quad 1 \end{array}$	
Fact Practice	<p>Word for Today: total</p> <p>Description: The term total refers to an entire or whole amount. We get a total as a result of</p>
<p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary</p>

Consult 4 Kids Lesson Plans

adding. This means if we have 3 cookies and we get 4 more cookies, we have a total of 7 cookies.

Create the entry for the term total in the Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word total	My Description putting two amounts together
Personal Connection The total of 3 and 4 is 7	Drawing <div style="border: 1px solid black; width: 100%; height: 30px; display: flex; justify-content: space-around; align-items: 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 Addition

Addition

Addition of 2 digit numbers is one of the skills that students need to learn as 2nd graders. In 2 digit addition, students begin in the units or ones place and move right to left. If the 2 numbers in the units/ones place equal less the 10, then write the number in the units/ones place and then move on to add the two numbers that are in the tens place. For example:

$$\begin{array}{r} 54 \\ +32 \\ \hline \end{array}$$

If you are adding the 4 + 2, the answer is 6 which is placed underneath the 2. Then you would move on to add 5 + 3 which = 8. The sum of this problem is 86 and would be written underneath the problem.

Practice multiple problems with the students on the white board. Give each student a white board and have each write the problem on the white board and follow along with you, showing the white board at the end with the correct answer. (You can also have children work together on one white board.)

What's The Sum?

Directions:

1. Divide students into pairs.
2. Give each pair a set of What's The Sum cards and game board, a 6-sided die, and white boards.
3. Shuffle the cards and place face down next to the game board.
4. Player 1 draws a card, solves the problem, then rolls the die and moves that many spaces.
5. Player 2 completes the same process.
6. Game is over when one person reaches the finish line.

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 The Sum?

Finish ↓

--	--	--	--	--	--

--

--	--	--	--	--	--

--

--	--	--	--	--	--

--

--	--	--	--	--	--

START ↑

Consult 4 Kids Lesson Plans

2nd Grade What's The Sum Cards

$\begin{array}{r} 10 \\ +84 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ +31 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +75 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +72 \\ \hline \end{array}$
$\begin{array}{r} 68 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +77 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +20 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ +17 \\ \hline \end{array}$
$\begin{array}{r} 36 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ +61 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ +20 \\ \hline \end{array}$
$\begin{array}{r} 46 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ +50 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ +36 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +46 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ +81 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +31 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +21 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's The Sum
Focus:	Addition

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 addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about addition? What makes addition and subtraction reciprocal mathematical operations? What do you call the numbers that you add together? What do you call the answer in an addition problem? What is sign we use to indicate that we are adding? Read this problem aloud: $321 + 154 = 475$. Tell which number is the total.

Content (the "Meat")

Problem of the Day

Julie has 70 flowers. She gives 25 to her mother and 14 to her teacher. How many flowers does Julie have left? Explain how you know.

***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 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.

Math Vocabulary

It is important to review

Consult 4 Kids Lesson Plans

Word for Today: addends

Description: The term addends refers to the numerals that we add together in an addition problem. There can be any number of addends in an addition problem. The most common numbers are 2, 3 and sometimes 4. If you reverse the order of the addends, the total will still be the same.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addend</p>	<p>My Description</p> <p style="text-align: center;">In the problem $15 + 4 = 19$, 15 and 4 are addends</p>
<p>Personal Connection</p> <p style="text-align: center;">Find the two addends in that problem.</p>	<p>Drawing</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 $\frac{1}{2}$ of a composition book.

Activity Addition

Addition

Addition of 2 digit numbers is one of the skills that students need to learn as 2nd graders. In 2 digit addition, students begin in the units or ones place and move right to left. If the 2 numbers in the units/ones place equal less the 10, then write the number in the units/ones place and then move on to add the two numbers that are in the tens place. For example:

$$\begin{array}{r} 54 \\ +32 \\ \hline \end{array}$$

If you are adding the $4 + 2$, the answer is 6 which is placed underneath the 2. Then you would move on to add $5 + 3$ which = 8. The sum of this problem is 86 and would be written underneath the problem.

Practice multiple problems with the students on the white board. Give each student a white board and have each write the problem on the white board and follow along with you, showing the white board at the end with the correct answer. (You can also have children work together on one white board.)

What's The Sum?

Directions:

1. Divide students into pairs.
2. Give each pair a set of What's The Sum cards and game board, a 6-sided die, and white boards.
3. Shuffle the cards and place face down next to the game board.
4. Player 1 draws a card, solves the problem, then rolls the die and moves that many spaces.

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. Player 2 completes the same process.
 Game is over when one person reaches the finish line.

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 The Sum Cards

$\begin{array}{r} 10 \\ +84 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 27 \\ +31 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +75 \\ \hline \end{array}$	$\begin{array}{r} 56 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 15 \\ +72 \\ \hline \end{array}$
$\begin{array}{r} 68 \\ +11 \\ \hline \end{array}$	$\begin{array}{r} 11 \\ +77 \\ \hline \end{array}$	$\begin{array}{r} 12 \\ +20 \\ \hline \end{array}$	$\begin{array}{r} 61 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 86 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 62 \\ +17 \\ \hline \end{array}$
$\begin{array}{r} 36 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +32 \\ \hline \end{array}$	$\begin{array}{r} 38 \\ +61 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ +20 \\ \hline \end{array}$
$\begin{array}{r} 46 \\ +43 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +22 \\ \hline \end{array}$	$\begin{array}{r} 19 \\ +50 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 52 \\ +36 \\ \hline \end{array}$	$\begin{array}{r} 13 \\ +46 \\ \hline \end{array}$
$\begin{array}{r} 10 \\ +81 \\ \hline \end{array}$	$\begin{array}{r} 22 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 37 \\ +41 \\ \hline \end{array}$	$\begin{array}{r} 23 \\ +31 \\ \hline \end{array}$	$\begin{array}{r} 51 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +21 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Sum It Up!
Focus:	Addition

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 in working with addition.

Gain prior knowledge by asking students the following questions

What do you know about addition? What makes addition and subtraction reciprocal mathematical operations? What do you call the numbers that you add together? What do you call the answer in an addition problem? Write three addition problems on your white board. Read them aloud to a peer. Ask them to identify the sum and the addends.

Content (the “Meat”)

Problem of the Day

Look at the problem below. Then look at the possible answers. Tell which answer makes the most sense.

$$35 - 18 =$$

7, 17, or 27

Fact Practice

Draw!

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




*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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

Consult 4 Kids Lesson Plans

Math Vocabulary		<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 ½ of a composition book.</p>				
<p>Word for Today: ones place</p> <p>Description: The term ones place refers to the place furthest to the right in a whole number. When the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9 are in that place, it tells you how many of the items you are talking about. You count by ones to put digits into the ones place. If you have more than 9 total, you have to put part of the number in the ones place and then move the rest to the tens place (which is next door). Have students complete his/her Vocabulary Notebook, making an entry for the word “cents”.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <p>New Word</p> <p style="text-align: center;">ones place</p> </td> <td style="width: 50%; padding: 5px;"> <p>My Description</p> <p style="text-align: center;">Until you reach 10, the number is represented in the ones place</p> </td> </tr> <tr> <td style="padding: 5px;"> <p>Personal Connection</p> <p style="text-align: center;">I can count the fingers on one hand by saying numbers in the ones place.</p> </td> <td style="padding: 5px;"> <p>Drawing</p> <p style="text-align: center;">  </p> </td> </tr> </table>			<p>New Word</p> <p style="text-align: center;">ones place</p>	<p>My Description</p> <p style="text-align: center;">Until you reach 10, the number is represented in the ones place</p>	<p>Personal Connection</p> <p style="text-align: center;">I can count the fingers on one hand by saying numbers in the ones place.</p>	<p>Drawing</p> <p style="text-align: center;">  </p>
<p>New Word</p> <p style="text-align: center;">ones place</p>	<p>My Description</p> <p style="text-align: center;">Until you reach 10, the number is represented in the ones place</p>					
<p>Personal Connection</p> <p style="text-align: center;">I can count the fingers on one hand by saying numbers in the ones place.</p>	<p>Drawing</p> <p style="text-align: center;">  </p>					
Activity Addition						
<p>Addition</p> <p>Addition of 2 digit numbers is one of the skills that students need to learn as 2nd graders. In 2 digit addition, students begin in the units or ones place and move right to left. If the 2 numbers in the units/ones place equal 10 or more, then write the number in the units/ones place that is in the units/ones places in the answer, move the number in the tens place to the top of the tens place, creating a 3 digit addition problem. For example:</p> $\begin{array}{r} 54 \\ +38 \\ \hline \end{array}$ <p>If you are adding the 4 + 8, the answer is 12. Student would write the 2 in the ones column, moving the 1 to the tens column, above the 5 and the 3. Student would then add 1 + 5 + 3 which = 9. The sum of this problem is 92 and would be written underneath the problem. Remind students of the work done earlier in which they determined which number was in tens place and which was in ones. The same process applies. Practice a number of problems with the students on the white board. (Give each student a white board have each write the problem on the white board and follow along with you, showing the white board at the end with the correct answer. Note: You can also have children work together on one white board.)</p> <p>Sum It Up</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a Sum It Up game board, white boards, and a 6-sided die. 		<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

- | | |
|---|--|
| <ol style="list-style-type: none"> 3. Player 1 rolls the die, moves that many spaces on the game board and solves the problem on that space. 4. If Player is correct, he/she stays on that spot; if not ne/she returns to where he/she was before the roll. 5. Player 2 continues in the same way. 6. Game is over when one player solves the problem in the last space before the finish line. | |
|---|--|

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 Sum It Up

Finish ↓					
$\begin{array}{r} 35 \\ +56 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +67 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +49 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +36 \\ \hline \end{array}$
					$\begin{array}{r} 18 \\ +57 \\ \hline \end{array}$
$\begin{array}{r} 28 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +47 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ +28 \\ \hline \end{array}$
$\begin{array}{r} 17 \\ +77 \\ \hline \end{array}$					
$\begin{array}{r} 68 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +36 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ +24 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +56 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +29 \\ \hline \end{array}$
					$\begin{array}{r} 27 \\ +44 \\ \hline \end{array}$
$\begin{array}{r} 36 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +17 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +28 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ +19 \\ \hline \end{array}$
START ↑					

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Sum It Up
Focus:	Addition

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 in working with addition.

Gain prior knowledge by asking students the following questions

What do you know about addition? What makes addition and subtraction reciprocal mathematical operations? What do you call the numbers that you add together? What do you call the answer in an addition problem? Write three addition problems on your white board. Do not answer them. Ask a peer to solve the problem. Identify whether or not the sum is correct.

Content (the "Meat")

Problem of the Day

It is 4:00 right now. If Jodi has soccer practice in 2 hours what time will it be? Draw a clock face to show that time.

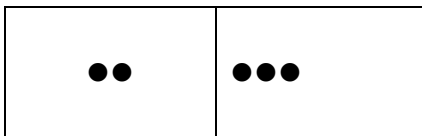
Fact Practice Spots and Dots

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

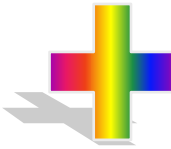
Word for Today: addition

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

Consult 4 Kids Lesson Plans

Description: The term addition refers to combining amounts. Addition is totaling things, sometimes in two groups, but we could also do things in 3, 4, and 5 groups of
Create an entry for the term dollar sign in you Vocabulary Notebook.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">addition</p>	<p>My Description</p> <p style="text-align: center;">totaling items</p>
<p>Personal Connection</p> <p style="text-align: center;">I use addition to find the amount of money that I have.</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 1/2 of a composition book.

Activity Addition

Addition

Addition of 2 digit numbers is one of the skills that students need to learn as 2nd graders. In 2 digit addition, students begin in the units or ones place and move right to left. If the 2 numbers in the units/ones place equal 10 or more, then write the number in the units/ones place that is in the units/ones places in the answer, move the number in the tens place to the top of the tens place, creating a 3 digit addition problem. For example:

$$\begin{array}{r} 54 \\ +38 \\ \hline \end{array}$$

If you are adding the 4 + 8, the answer is 12. Student would write the 2 in the ones column, moving the 1 to the tens column, above the 5 and the 3. Student would then add 1 + 5 + 3 which = 9. The sum of this problem is 92 and would be written underneath the problem. Remind students of the work done earlier in which they determined which number was in tens place and which was in ones. The same process applies.
Practice a number of problems with the students on the white board. (Give each student a white board have each write the problem on the white board and follow along with you, showing the white board at the end with the correct answer. Note: You can also have children work together on one white board.)

Sum It Up

Directions:

1. Divide students into pairs.
2. Give each pair a Sum It Up game board, white boards, and a 6-sided die.
3. Player 1 rolls the die, moves that many spaces on the game board and solves the problem on that space.
4. If Player is correct, he/she stays on that spot; if not ne/she returns to where he/she was before the roll.
5. Player 2 continues in the same way.
6. Game is over when one player solves the problem in the last space before the finish line.

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.



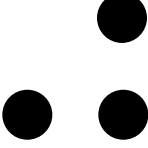
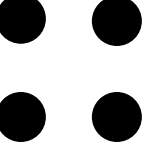
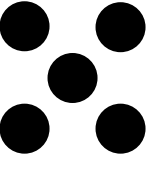
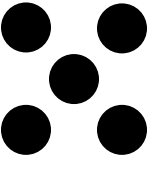
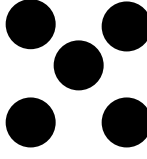
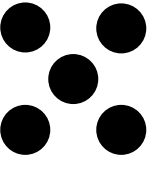
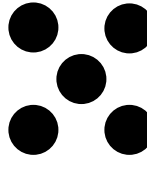
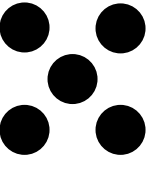
Double 9 Dominoes



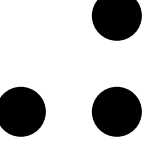
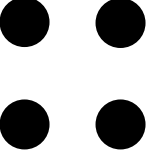
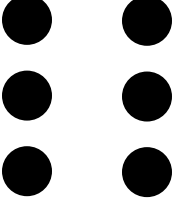
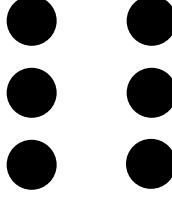
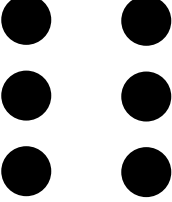
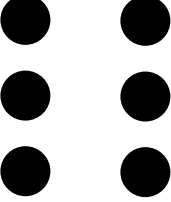
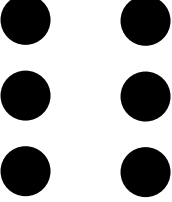
	●		●	● ●
●	●	● ●	● ●	● ●

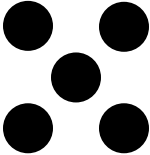
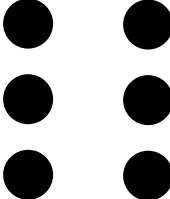


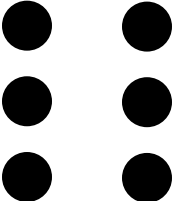
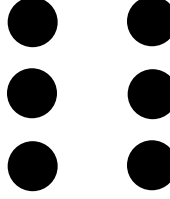
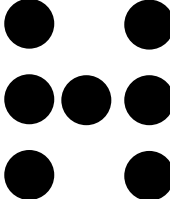
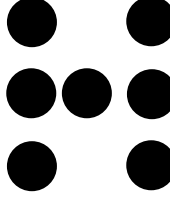
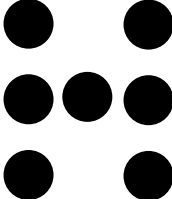
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

2nd Grade Sum It Up

Finish ↓					
$\begin{array}{r} 35 \\ +56 \\ \hline \end{array}$	$\begin{array}{r} 17 \\ +14 \\ \hline \end{array}$	$\begin{array}{r} 16 \\ +67 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +49 \\ \hline \end{array}$	$\begin{array}{r} 73 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +36 \\ \hline \end{array}$
					$\begin{array}{r} 18 \\ +57 \\ \hline \end{array}$
$\begin{array}{r} 28 \\ +45 \\ \hline \end{array}$	$\begin{array}{r} 76 \\ +18 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 34 \\ +47 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 66 \\ +28 \\ \hline \end{array}$
$\begin{array}{r} 17 \\ +77 \\ \hline \end{array}$					
$\begin{array}{r} 68 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 65 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +36 \\ \hline \end{array}$	$\begin{array}{r} 67 \\ +24 \\ \hline \end{array}$	$\begin{array}{r} 18 \\ +56 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +29 \\ \hline \end{array}$
					$\begin{array}{r} 27 \\ +44 \\ \hline \end{array}$
$\begin{array}{r} 36 \\ +26 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ +13 \\ \hline \end{array}$	$\begin{array}{r} 26 \\ +38 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +17 \\ \hline \end{array}$	$\begin{array}{r} 53 \\ +28 \\ \hline \end{array}$	$\begin{array}{r} 46 \\ +19 \\ \hline \end{array}$
START ↑					

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 day. Students should select from the following list of activities:

- Tens and Ones**
- Sticks of Ten**
- Number Practice**
- What’s The Sum?**
- Sum It Up**

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)
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:	Minus Puzzle
Focus:	Subtraction

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 working with fractions.

Gain prior knowledge by asking students the following questions

What do you know about subtraction? What do you call the answer in a subtraction problem? Why do you use subtraction? How is subtraction related to addition? Write a subtraction problem on a white board and ask a friend to find the answer.

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>Kristy has 60 cookies. She is given 21 more cookies. How does she have? 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: subtraction

Description: The term subtraction refers to the process of taking one number or amount away from another amount. The symbol for subtraction is the minus sign: -.

Review the entry in the Vocabulary Notebook to share your understanding of the term “subtraction” Share the information with a peer.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtraction</p>	<p>My Description</p> <p style="text-align: center;">take away one amount from another</p>
<p>Personal Connection</p> <p style="text-align: center;">5 minus 4 is one.</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 Subtraction

Subtraction

Subtraction means to take items away from a total and then to determine how many are remaining. Subtraction requires the use of a minus sign, and sometimes children refer to subtraction as “Take aways”. There are three numbers in a subtraction problem. The top number is the minuend. It is the total that you start with. The number underneath the minuend is the subtrahend. This number represents the amount that you want to remove or take away. You then find an equal’s sign, either a line underneath if the problems are written vertically, an = sign if the problem is written horizontally.

When you have multiple digit subtraction problems, you start the math process on the right and move toward the left. The answer is written directly underneath the place of the numbers subtracted.

Work several subtraction problems with the students on the board. Explain to them how crossword puzzles work and show them how to put the answers in the puzzle.

Minus Puzzle

Directions:

1. Divide students into pairs.
2. Give each pair a Minus Puzzle inside a sheet protector (you can laminate if you desire).
3. Pair then works the problems together and writes the correct answers in the appropriate boxes.

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”?

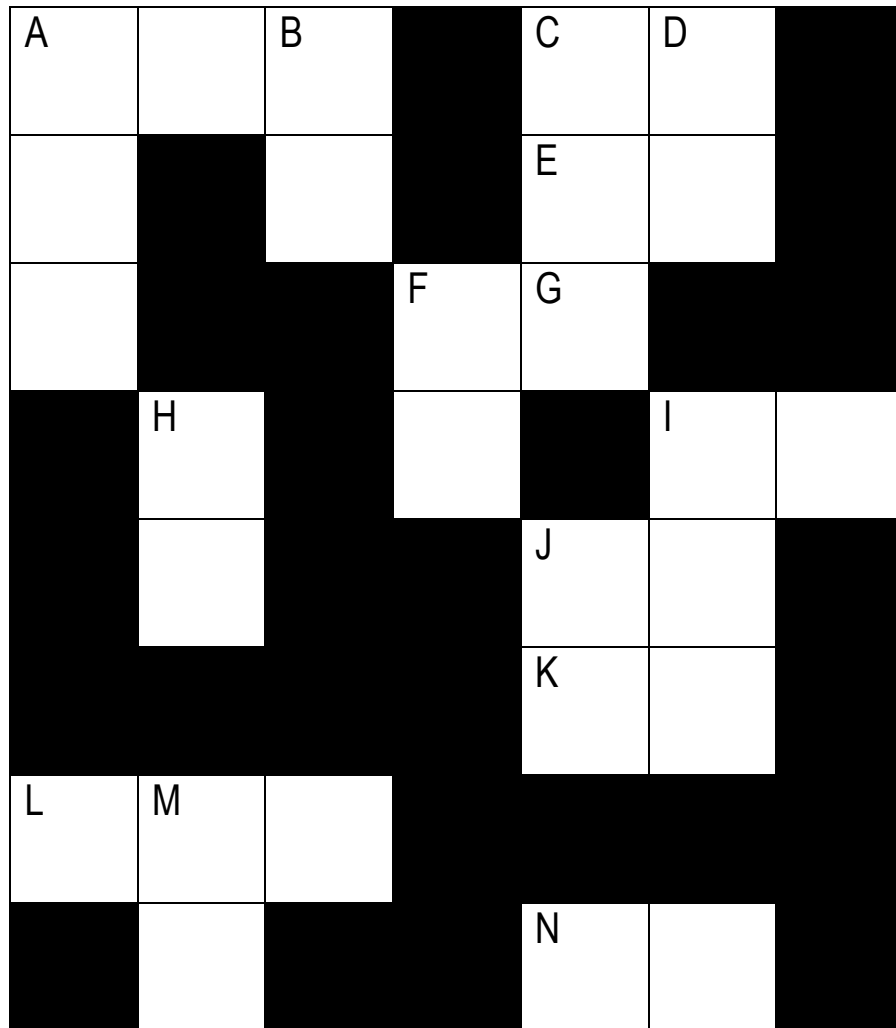
What advice would you give to a “new” player getting ready to play this game so he/she could get all the blocks are completed.

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 Minus Puzzle



Across

- A $688 - 321 =$
- C $48 \div 11 =$
- E $49 - 27 =$
- F $87 - 25 =$
- H $97 - 92 =$
- I $95 - 44 =$
- J $95 - 52 =$
- K $56 - 10 =$
- L $695 - 132 =$
- N $56 - 10 =$

Down

- A $536 - 215 =$
- B $87 - 16 =$
- C $647 - 325 =$
- D $99 - 27 =$
- F $75 - 15 =$
- H $66 - 16 =$
- I $668 - 132 =$
- J $88 - 44 =$
- M $78 - 12 =$

Consult 4 Kids Lesson Plans

2nd Grade Minus Puzzle Answer Key

A	3	6	B	7		C	3	D	7	
	2			1		E	2	2		
	1				F	6	G	2		
		H			0		I	5	1	
						J	4	3		
						K	4	6		
L	5	M	6	3						
			6			N	4	6		

Across

- A 688-321 =
- C 48 = 11 =
- E 49 - 27 =
- F 87 - 25 =
- H 97 - 92
- I 95 - 44 =
- J 95 - 52 =
- K 56 - 10
- L 695 - 132 =
- N 56 - 10 =

Down

- A 536 - 215 =
- B 87 - 16 =
- C 647 - 325 =
- D 99 - 27 =
- F 75 - 15 =
- H 66 - 16 =
- I 668 - 132 =
- J 88 - 44 =
- M 78 - 12 =

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Minus Puzzle
Focus:	Subtraction

Materials:	
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 fractions.

Gain prior knowledge by asking students the following questions

What do you know about subtraction? What do you call the answer in a subtraction problem? Why do you use subtraction? How is subtraction related to addition? Write a subtraction problem on a white board and ask a friend to find the answer.

9


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 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>Look at the problem below. Which answer makes the most sense, 5, 15 or 25?</p> <p style="text-align: center;">43 - 18 =</p>	
Fact Practice	
<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: subtraction</p> <p>Description: The term subtraction refers to the process of taking one number or amount</p>	<p>It is important to review academic math vocabulary often throughout the day.</p>

Consult 4 Kids Lesson Plans

away from another amount. The symbol for subtraction is the minus sign: -.
Review the entry in the Vocabulary Notebook to share your understanding of the term “subtraction” Share the information with a peer.

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">subtraction</p>	My Description <p style="text-align: center;">take away one amount from another</p>
Personal Connection <p style="text-align: center;">5 minus 4 is one.</p>	Drawing <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 ½ of a composition book.

Activity Subtraction

Subtraction

Subtraction means to take items away from a total and then to determine how many are remaining. Subtraction requires the use of a minus sign, and sometimes children refer to subtraction as “Take aways”. There are three numbers in a subtraction problem. The top number is the minuend. It is the total that you start with. The number underneath the minuend is the subtrahend. This number represents the amount that you want to remove or take away. You then find an equal’s sign, either a line underneath if the problems are written vertically, an = sign if the problem is written horizontally.

When you have multiple digit subtraction problems, you start the math process on the right and move toward the left. The answer is written directly underneath the place of the numbers subtracted.

Work several subtraction problems with the students on the board. Explain to them how crossword puzzles work and show them how to put the answers in the puzzle.

Minus Puzzle

Directions:

1. Divide students into pairs.
2. Give each pair a Minus Puzzle inside a sheet protector (you can laminate if you desire).
3. Pair then works the problems together and writes the correct answers in the appropriate boxes.

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”?

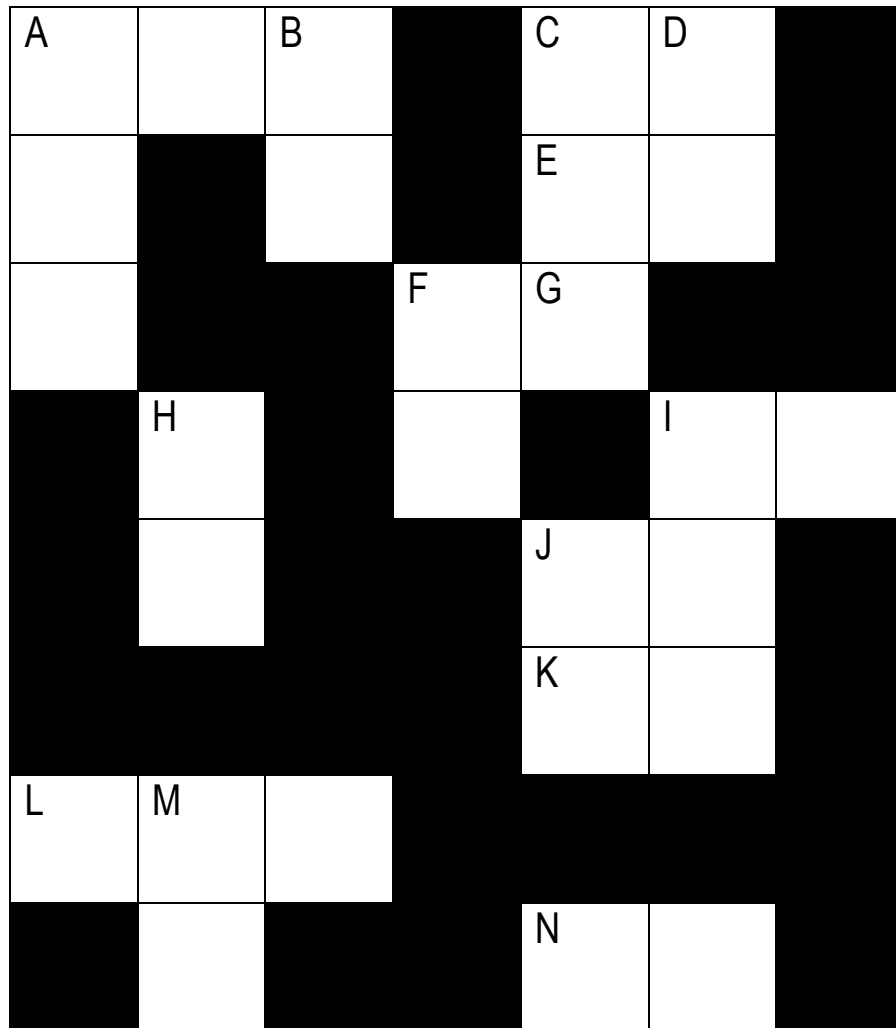
What advice would you give to a “new” student getting ready to do this activity.

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 Minus Puzzle



Across

- A $688 - 321 =$
- C $48 \div 11 =$
- E $49 - 27 =$
- F $87 - 25 =$
- H $97 - 92 =$
- I $95 - 44 =$
- J $95 - 52 =$
- K $56 - 10 =$
- L $695 - 132 =$
- N $56 - 10 =$

Down

- A $536 - 215 =$
- B $87 - 16 =$
- C $647 - 325 =$
- D $99 - 27 =$
- F $75 - 15 =$
- H $66 - 16 =$
- I $668 - 132 =$
- J $88 - 44 =$
- M $78 - 12 =$

Consult 4 Kids Lesson Plans

2nd Grade Minus Puzzle Answer Key

A	6	B		C	D	
3	6	7		3	7	
2		1		E	2	
1				F	G	
	H			6	2	
	5			0		I
	0				J	5
					4	3
					K	1
L	M	3			4	6
5	6	3				
	6			N	4	6
				4	6	

Across

- A 688-321 =
- C 48 = 11 =
- E 49 - 27 =
- F 87 - 25 =
- H 97 - 92 =
- I 95 - 44 =
- J 95 - 52 =
- K 56 - 10 =
- L 695 - 132 =
- N 56 - 10 =

Down

- A 536 - 215 =
- B 87 - 16 =
- C 647 - 325 =
- D 99 - 27 =
- F 75 - 15 =
- H 66 - 16 =
- I 668 - 132 =
- J 88 - 44 =
- M 78 - 12 =

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	3 Digit Addition
Focus:	Addition

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 fractions.

Gain prior knowledge by asking students the following questions

What do you know about addition? When do you regroup when you add? What are some of the strategies you use to be sure that your addition is done correctly? What do you call the numbers that you add? What do you call the answer of an addition problem?

Content (the “Meat”)

Problem of the Day

Use addition to check the problem below.

$$71 - 38 = 33$$

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

***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: tens place


It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

Description: The term tens place refers to the digit that is written in a whole number second from the right. Unlike reading, when you dissect a number, you start on the right and move left. In the number 678, the 7 is in the tens place. If you take the number and add a zero, you understand what the tens place means—in this case 70.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">tens place</p>	<p>My Description</p> <p style="text-align: center;">the digit one in from the right meaning that number and a 0 added for the tens</p>
<p>Personal Connection</p> <p style="text-align: center;">When you count by tens you are counting by the tens place.</p>	<p>Drawing</p> <p style="text-align: center;">2 tens:</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 ½ of a composition book

Activity

Addition

Addition is putting two amounts together and having a total that is larger than each of the numbers that you put together. When we total the amounts, we have a sum.
 We have been adding single digit numbers and double digit numbers. We are now going to work on adding 3 digit numbers. A three digit number will have a digit in the hundred, tens, and ones place. For example:

$$\begin{array}{r} 542 \\ +231 \\ \hline \end{array}$$

is five hundreds (500) + 4 tens (40) + 2 units/ones, that is adding to two hundred (200), + 3 tens (30) + one unit/one.
 The total is 773. Do several of these types of problems on the board. Be sure these problems do not require the student to carry. Each pair of digits should add up to less than 9.

3 Digit Addition

Directions:

1. Divide students into pairs.
2. Give each pair a 3 Digit Addition game board and deck of cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card, completes the addition problem and then covers the answer that he/she finds on the game board.
5. Player 2 continues play in the same way.
6. Game is over when all cards have been played.

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 3 Digit Addition

$\begin{array}{r} 528 \\ + 261 \\ \hline \end{array}$	$\begin{array}{r} 341 \\ + 528 \\ \hline \end{array}$	$\begin{array}{r} 376 \\ + 401 \\ \hline \end{array}$	$\begin{array}{r} 513 \\ + 123 \\ \hline \end{array}$	$\begin{array}{r} 117 \\ + 760 \\ \hline \end{array}$
$\begin{array}{r} 192 \\ + 604 \\ \hline \end{array}$	$\begin{array}{r} 349 \\ + 640 \\ \hline \end{array}$	$\begin{array}{r} 229 \\ + 110 \\ \hline \end{array}$	$\begin{array}{r} 425 \\ + 362 \\ \hline \end{array}$	$\begin{array}{r} 431 \\ + 135 \\ \hline \end{array}$
$\begin{array}{r} 174 \\ + 721 \\ \hline \end{array}$	$\begin{array}{r} 306 \\ + 481 \\ \hline \end{array}$	$\begin{array}{r} 872 \\ + 114 \\ \hline \end{array}$	$\begin{array}{r} 588 \\ + 311 \\ \hline \end{array}$	$\begin{array}{r} 575 \\ + 204 \\ \hline \end{array}$
$\begin{array}{r} 312 \\ + 156 \\ \hline \end{array}$	$\begin{array}{r} 199 \\ + 300 \\ \hline \end{array}$	$\begin{array}{r} 335 \\ + 244 \\ \hline \end{array}$	$\begin{array}{r} 385 \\ + 614 \\ \hline \end{array}$	$\begin{array}{r} 860 \\ + 127 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade 3 Digit Addition Game Board

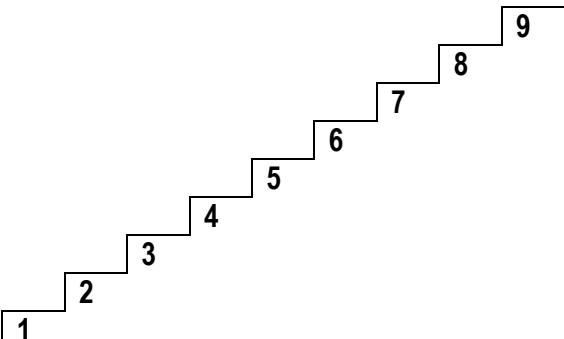
789	869	777	636	877
796	989	339	787	566
895	787	986	899	779
468	499	579	999	987

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	3 Digit Addition
Focus:	Addition

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 addition and subtraction
Gain prior knowledge by asking students the following questions
What do you know about addition? When do you regroup when you add? What are some of the strategies you use to be sure that your addition is done correctly? What do you call the numbers that you add? What do you call the answer of an addition problem?

Content (the "Meat")	
<p>Problem of the Day</p> <p>Use the following number to write three different number sentences.</p> <p style="font-size: 1.2em; font-weight: bold;">61 37 24</p>	<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 style="text-align: center;">Fact Practice</p> <p>Addition Ladder</p> <ol style="list-style-type: none"> 1. Give each student a white board (include marker or crayola) 2. Student should draw a ladder like the one below <div style="text-align: center; margin: 10px 0;">  </div> <ol style="list-style-type: none"> 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 	

Consult 4 Kids Lesson Plans

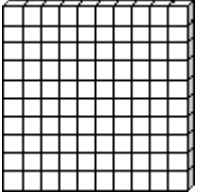
Math Vocabulary

Word for Today: hundreds place

Description: The term hundreds place is used to refer to the place that is 3 from the right in a number. In the number 563, the 5 is in the hundreds place and represents 500. You add two zeros to the 5 because there are 2 places to the right of the hundreds place: tens and ones/units. Imagine a hundred things. Now double and triple it.

Create an entry in your Vocabulary Notebook for the word hundreds place. Review it with a peer and if need be make corrections or additions.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">hundreds place</p>	<p>My Description</p> <p style="text-align: center;">digit three from the right in a whole number</p>
<p>Personal Connection</p> <p style="text-align: center;">I would like the biggest number possible in the hundreds place.</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 1/2 of a composition book.

Activity Addition

Addition

Addition is putting two amounts together and having a total that is larger than each of the numbers that you put together. When we total the amounts, we have a sum.

We have been adding single digit numbers and double digit numbers. We are now going to work on adding 3 digit numbers. A three digit number will have a digit in the hundred, tens, and ones place. For example:

$$\begin{array}{r} 542 \\ +231 \\ \hline \end{array}$$

is five hundreds (500) + 4 tens (40) + 2 units/ones, that is adding to two hundred (200), + 3 tens (30) + one unit/one.

The total is 773. Do several of these types of problems on the board. Be sure these problems do not require the student to carry. Each pair of digits should up to less than 9.

3 Digit Addition

Directions:

1. Divide students into pairs.
2. Give each pair a 3 Digit Addition game board and deck of cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card, completes the addition problem and then covers the answer that he/she finds on the game board.
5. Player 2 continues play in the same way.

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

6. Game is over when all cards have been played.	
--	--

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 3 Digit Addition

$\begin{array}{r} 528 \\ + 261 \\ \hline \end{array}$	$\begin{array}{r} 341 \\ + 528 \\ \hline \end{array}$	$\begin{array}{r} 376 \\ + 401 \\ \hline \end{array}$	$\begin{array}{r} 513 \\ + 123 \\ \hline \end{array}$	$\begin{array}{r} 117 \\ + 760 \\ \hline \end{array}$
$\begin{array}{r} 192 \\ + 604 \\ \hline \end{array}$	$\begin{array}{r} 349 \\ + 640 \\ \hline \end{array}$	$\begin{array}{r} 229 \\ + 110 \\ \hline \end{array}$	$\begin{array}{r} 425 \\ + 362 \\ \hline \end{array}$	$\begin{array}{r} 431 \\ + 135 \\ \hline \end{array}$
$\begin{array}{r} 174 \\ + 721 \\ \hline \end{array}$	$\begin{array}{r} 306 \\ + 481 \\ \hline \end{array}$	$\begin{array}{r} 872 \\ + 114 \\ \hline \end{array}$	$\begin{array}{r} 588 \\ + 311 \\ \hline \end{array}$	$\begin{array}{r} 575 \\ + 204 \\ \hline \end{array}$
$\begin{array}{r} 312 \\ + 156 \\ \hline \end{array}$	$\begin{array}{r} 199 \\ + 300 \\ \hline \end{array}$	$\begin{array}{r} 335 \\ + 244 \\ \hline \end{array}$	$\begin{array}{r} 385 \\ + 614 \\ \hline \end{array}$	$\begin{array}{r} 860 \\ + 127 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade 3 Digit Addition Game Board

789	869	777	636	877
796	989	339	787	566
895	787	986	899	779
468	499	579	999	987

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	3 Digit Subtraction
Focus:	Subtraction

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 addition and subtraction

Gain prior knowledge by asking students the following questions

What do you know about subtraction? What is a three digit number? Give several examples of a 3 digit subtraction problem. What do you do if the subtrahend has a digit in it that is smaller than the minuend? What is that called? What is the answer in a subtraction problem?

Content (the “Meat”)

Problem of the Day

If you have 1 quarter, 2 dimes, 2 nickels, and 8 pennies do you have enough money to buy a cupcake for \$.65? How do you know?

Fact Practice

Target

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

*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: subtrahend

Description: A subtrahend is the amount that you are taking away in a subtraction problem.


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

Consult 4 Kids Lesson Plans

The subtrahend will be less than the minuend. However, sometimes you have to regroup so you have enough items to subtract from. If you had 3 packages of 10 cookies each and you wanted to eat 6 of those cookies, you would have to open one of the packages so you could eat the 6 you were hungry for. This is what you do with regrouping.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtrahend</p>	<p>My Description</p> <p style="text-align: center;">the amount you are taking away</p>
<p>Personal Connection</p> <p style="text-align: center;">The subtrahend in $15 - 8 = 7$ is 8.</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 1/2 of a composition book

Activity

Subtraction

Subtraction is the reciprocal operation of addition. Instead of putting two groups of items together, you start with a total, remove a portion of that total and determine how many you have left. This is a lot like going to the store with a certain amount of money, buying a few things and then determining how much money you have left.

We have been subtracting single digit numbers and double digit numbers. We are now going to work on subtracting 3 digit numbers. A three digit number will have a digit in the hundred, tens, and ones place. For example:

$$\begin{array}{r} 542 \\ -231 \\ \hline \end{array}$$

is five hundreds (500) + 4 tens (40) + 2 units/ones, that is subtracting two hundred (200), + 3 tens (30) + one unit/one.

The difference is 311. Do several of these types of problems on the board. Be sure these problems do not require the student to regroup. Each pair of digits should have the larger number in the subtrahend—the number on top.

3 Digit Subtraction

Directions:

1. Divide students into pairs.
2. Give each pair a 3 Digit Subtraction game board and deck of cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card, completes the subtraction problem and then covers the answer that he/she finds on the game board.
5. Player 2 continues play in the same way.
6. Game is over when all cards have been played.

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 3 Digit Subtraction

$\begin{array}{r} 744 \\ -532 \\ \hline \end{array}$	$\begin{array}{r} 367 \\ -130 \\ \hline \end{array}$	$\begin{array}{r} 899 \\ -459 \\ \hline \end{array}$	$\begin{array}{r} 215 \\ -113 \\ \hline \end{array}$	$\begin{array}{r} 642 \\ -402 \\ \hline \end{array}$
$\begin{array}{r} 980 \\ -850 \\ \hline \end{array}$	$\begin{array}{r} 791 \\ -540 \\ \hline \end{array}$	$\begin{array}{r} 288 \\ -131 \\ \hline \end{array}$	$\begin{array}{r} 687 \\ -525 \\ \hline \end{array}$	$\begin{array}{r} 849 \\ -437 \\ \hline \end{array}$
$\begin{array}{r} 258 \\ -100 \\ \hline \end{array}$	$\begin{array}{r} 917 \\ -714 \\ \hline \end{array}$	$\begin{array}{r} 367 \\ -264 \\ \hline \end{array}$	$\begin{array}{r} 791 \\ -171 \\ \hline \end{array}$	$\begin{array}{r} 339 \\ -116 \\ \hline \end{array}$
$\begin{array}{r} 484 \\ -273 \\ \hline \end{array}$	$\begin{array}{r} 648 \\ -246 \\ \hline \end{array}$	$\begin{array}{r} 776 \\ -450 \\ \hline \end{array}$	$\begin{array}{r} 664 \\ -342 \\ \hline \end{array}$	$\begin{array}{r} 893 \\ -311 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade 3 digit Subtraction

212	237	440	102	240
130	251	157	162	412
158	203	103	620	223
211	402	326	322	582

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	3 Digit Subtraction
Focus:	Subtraction

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 working with fractions.
Gain prior knowledge by asking students the following questions
What do you know about subtraction? What is a three digit number? Give several examples of a 3 digit subtraction problem. What do you do if the subtrahend has a digit in it that is smaller than the minuend? What is that called? What is the answer in a subtraction problem?).

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>
<p>Look at the following numbers. Which two can be added together without regrouping? Show the problem including the answer.</p> <p style="text-align: center;">199 462 235 656</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	
subtrahend	It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

Description: A subtrahend is the amount that you are taking away in a subtraction problem. The subtrahend will be less than the minuend. However, sometimes you have to regroup so you have enough items to subtract from. If you had 3 packages of 10 cookies each and you wanted to eat 6 of those cookies, you would have to open one of the packages so you could eat the 6 you were hungry for. This is what you do with regrouping.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">subtrahend</p>	<p>My Description</p> <p style="text-align: center;">the amount you are taking away</p>
<p>Personal Connection</p> <p style="text-align: center;">The subtrahend in $15 - 8 = 7$ is 8.</p>	<p>Drawing</p> <div style="text-align: center; font-size: 2em; font-weight: bold; color: red;">43</div> <div style="text-align: center; font-size: 2em; font-weight: bold; color: green;">- 18</div> <div style="text-align: center; font-size: 2em; font-weight: bold; color: blue;">= 15</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

Subtraction

Subtraction is the reciprocal operation of addition. Instead of putting two groups of items together, you start with a total, remove a portion of that total and determine how many you have left. This is a lot like going to the store with a certain amount of money, buying a few things and then determining how much money you have left.

We have been subtracting single digit numbers and double digit numbers. We are now going to work on subtracting 3 digit numbers. A three digit number will have a digit in the hundred, tens, and ones place. For example:

$$\begin{array}{r} 542 \\ -231 \\ \hline \end{array}$$

is five hundreds (500) + 4 tens (40) + 2 units/ones, that is subtracting two hundred (200), + 3 tens (30) + one unit/one.

The difference is 311. Do several of these types of problems on the board. Be sure these problems do not require the student to regroup. Each pair of digits should have the larger number in the subtrahend—the number on top.

3 Digit Subtraction

Directions:

1. Divide students into pairs.
2. Give each pair a 3 Digit Subtraction game board and deck of cards.
3. Shuffle the cards and place face down by the game board.
4. Player 1 draws a card, completes the subtraction problem and then covers the answer that he/she finds on the game board.
5. Player 2 continues play in the same way.
6. Game is over when all cards have been played.

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.

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 3 Digit Subtraction

$\begin{array}{r} 744 \\ -532 \\ \hline \end{array}$	$\begin{array}{r} 367 \\ -130 \\ \hline \end{array}$	$\begin{array}{r} 899 \\ -459 \\ \hline \end{array}$	$\begin{array}{r} 215 \\ -113 \\ \hline \end{array}$	$\begin{array}{r} 642 \\ -402 \\ \hline \end{array}$
$\begin{array}{r} 980 \\ -850 \\ \hline \end{array}$	$\begin{array}{r} 791 \\ -540 \\ \hline \end{array}$	$\begin{array}{r} 288 \\ -131 \\ \hline \end{array}$	$\begin{array}{r} 687 \\ -525 \\ \hline \end{array}$	$\begin{array}{r} 849 \\ -437 \\ \hline \end{array}$
$\begin{array}{r} 258 \\ -100 \\ \hline \end{array}$	$\begin{array}{r} 917 \\ -714 \\ \hline \end{array}$	$\begin{array}{r} 367 \\ -264 \\ \hline \end{array}$	$\begin{array}{r} 791 \\ -171 \\ \hline \end{array}$	$\begin{array}{r} 339 \\ -116 \\ \hline \end{array}$
$\begin{array}{r} 484 \\ -273 \\ \hline \end{array}$	$\begin{array}{r} 648 \\ -246 \\ \hline \end{array}$	$\begin{array}{r} 776 \\ -450 \\ \hline \end{array}$	$\begin{array}{r} 664 \\ -342 \\ \hline \end{array}$	$\begin{array}{r} 893 \\ -311 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade 3 digit Subtraction

212	237	440	102	240
130	251	157	162	412
158	203	103	620	223
211	402	326	322	582

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Cubes
Focus:	Place Value—Hundreds

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 addition and subtraction
Gain prior knowledge by asking students the following questions
What do you know about place value? In this number: 492, what is the value of each of the digits? What is important about place value in our system where we only have 10 digits? What are the different ways that you can write the number 649?

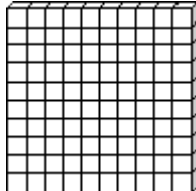
Content (the “Meat”)	
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning 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>
<p>Look at the number below. What is the number that comes just before and just after the number?</p> <p style="text-align: center;">_____ 371 _____</p>	
Fact Practice	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary</p>
<p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	
Word for Today: hundreds	
Description: The hundreds refers to an amount that is represented with a # followed by two	

Consult 4 Kids Lesson Plans

zeroes. Hundreds can be written: 100, 200, 300, 400, 500, 600, 700 800 and 900. Numbers are grouped in threes and if you start at the right, the third number over is in hundreds place and is representing a certain number of hundreds.

Check in your Vocabulary Notebook for the term hundreds. Check to be sure that you have it explained in a way that makes sense.

Vocabulary Notebook Sample:

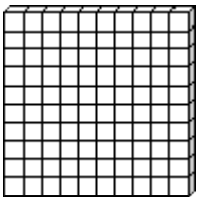
<p>New Word</p> <p style="text-align: center;">hundreds</p>	<p>My Description</p> <p style="text-align: center;">items grouped in hundred, three places from the right</p>
<p>Personal Connection</p> <p style="text-align: center;">My grandmother is 100 years old.</p>	<p>Drawing</p> <div style="text-align: 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 1/2 of a composition book.

Activity Place Value

Hundreds

Place value is a key to understanding our number system. We have only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and yet the arrangement of those digits, and the number of the digits that you use, can create any number. We are going to be looking at numbers that are in the hundreds place, tens place, and ones place.



This is a grid of 100. Below is a stick of ten:



Understanding that 100 really = 100 separate units will help students understand that 1,000,000 is really one million single units, but for ease of manipulation, it is in a number that indicates how much by place value.

Cubes

Directions:

1. Divide students into pairs.
2. Give each pair white boards and Cubes cards.
3. Shuffle the cards and place them face down between the players.

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"> 4. Player 1 draws a card, determines the number represented on the card, writes the numeral on the white board. 5. Player 2 agrees or challenges (Player 1 will defend his/her answer). 6. When agreement is reached, Player 2 plays in the same way. 7. Game is over when all cards have been drawn. 8. Have pair join with another pair to talk about the numeral represented on the cards. | |
|---|--|

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”?

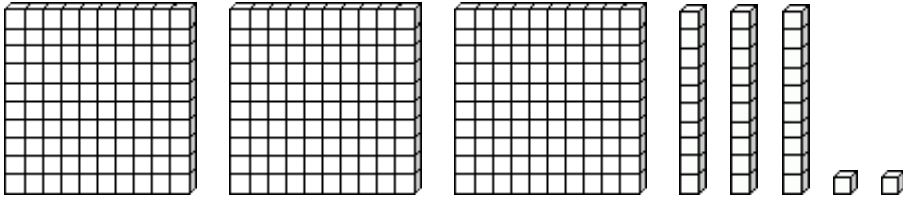
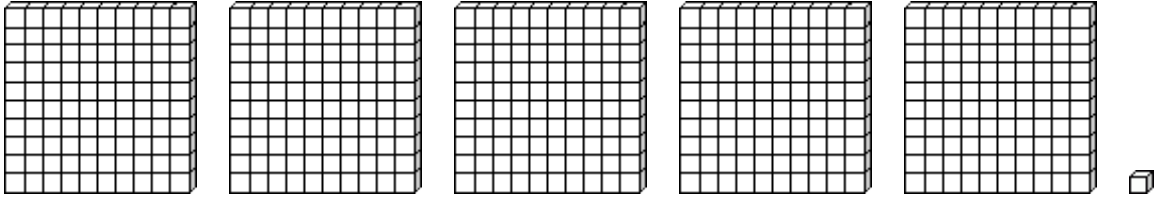
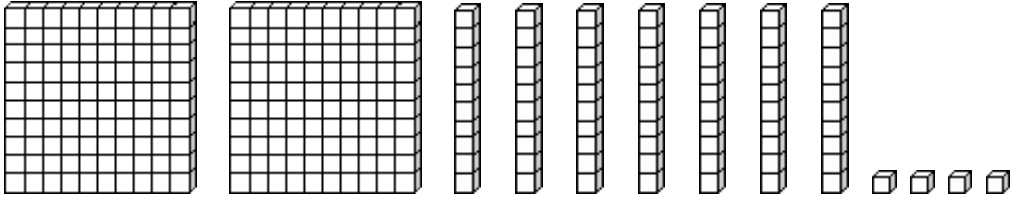
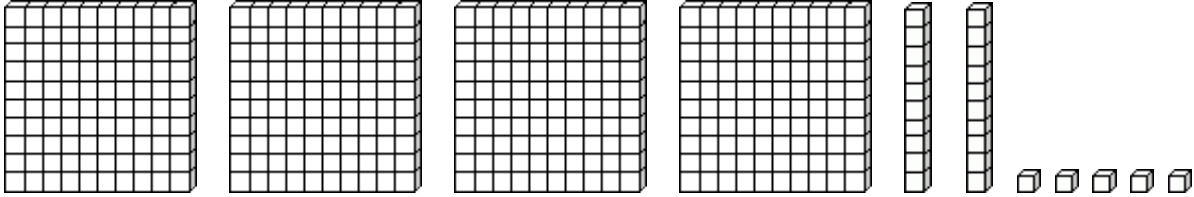
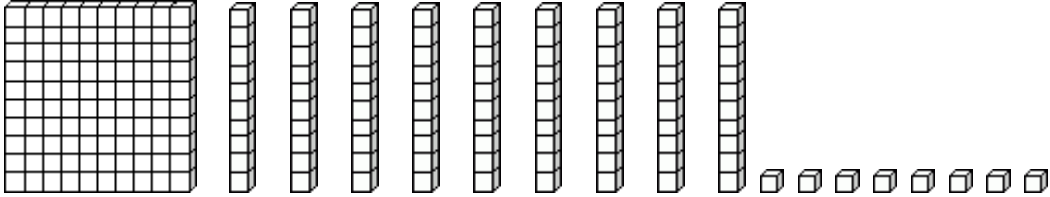
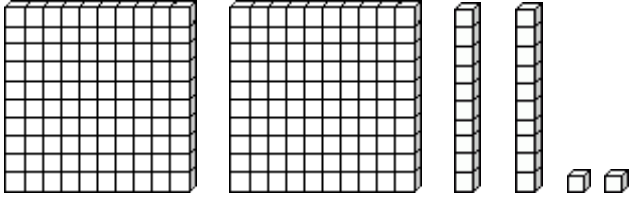
What advice would you give to a “new” student getting ready to do this activity?

Reflection (Confirm, Tweak, Aha!)

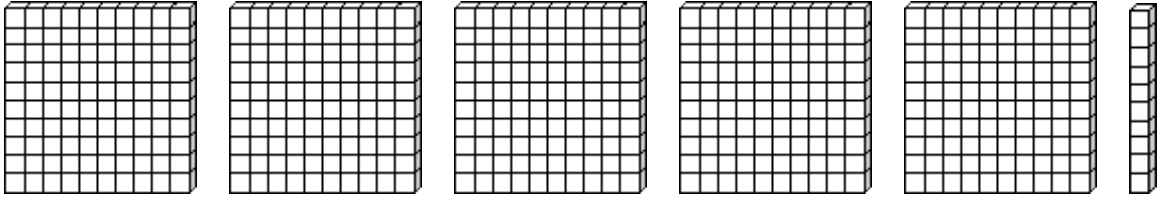
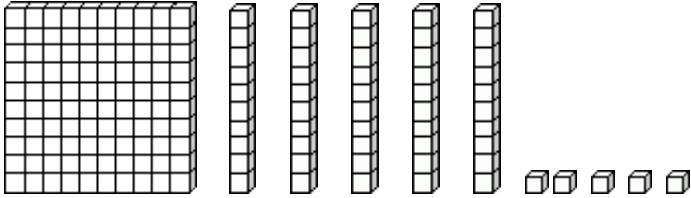
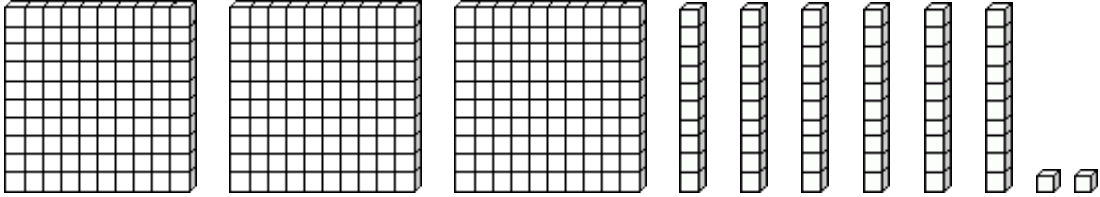
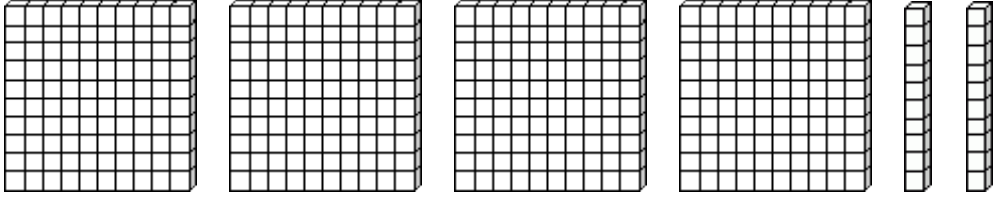
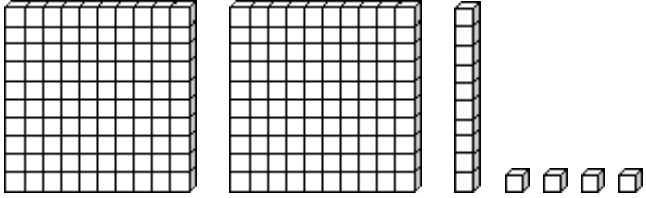
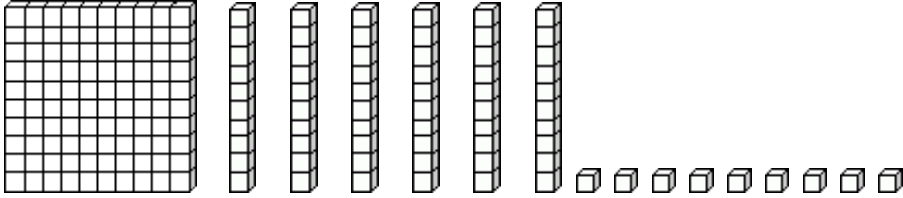
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to 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 Cubes

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Cubes
Focus:	Hundreds

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 addition and subtraction

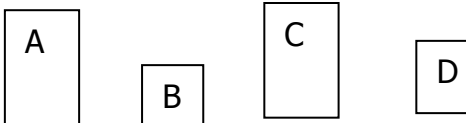
Gain prior knowledge by asking students the following questions

What do you know about place value? In this number: 492, what is the value of each of the digits? What is important about place value in our system where we only have 10 digits? What are the different ways that you can write the number 649?

Content (the “Meat”)

Problem of the Day

Which two shapes are congruent? How do you know?



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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking.

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

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

50 to 110 for a total of 160.

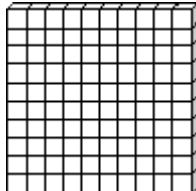
Math Vocabulary

Word for Today: hundreds

Description: The hundreds refers to an amount that is represented with a # followed by two zeroes. Hundreds can be written: 100, 200, 300, 400, 500, 600, 700 800 and 900. Numbers are grouped in threes and if you start at the right, the third number over is in hundreds place and is representing a certain number of hundreds.

Check in your Vocabulary Notebook for the term hundreds. Check to be sure that you have it explained in a way that makes sense.

Vocabulary Notebook Sample:

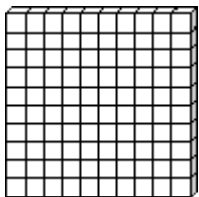
<p>New Word</p> <p style="text-align: center;">hundreds</p>	<p>My Description</p> <p style="text-align: center;">items grouped in hundred, three places from the right</p>
<p>Personal Connection</p> <p style="text-align: center;">My grandmother is 100 years old.</p>	<p>Drawing</p> <div style="text-align: 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 1/2 of a composition book.

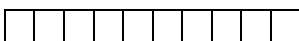
Activity Place Value

Hundreds

Place value is a key to understanding our number system. We have only 10 digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9, and yet the arrangement of those digits, and the number of the digits that you use, can create any number. We are going to be looking at numbers that are in the hundreds place, tens place, and ones place.



This is a grid of 100. Below is a stick of ten:



Understanding that 100 really = 100 separate units will help students understand that 1,000,000 is really one million single units, but for ease of manipulation, it is in a number that indicates how much by place value.

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

Cubes

Directions:

1. Divide students into pairs.
2. Give each pair white boards and Cubes cards.
3. Shuffle the cards and place them face down between the players.
4. Player 1 draws a card, determines the number represented on the card, writes the numeral on the white board.
5. Player 2 agrees or challenges (Player 1 will defend his/her answer).
6. When agreement is reached, Player 2 plays in the same way.
7. Game is over when all cards have been drawn.
8. Have pair join with another pair to talk about the numeral represented on the cards.

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”?

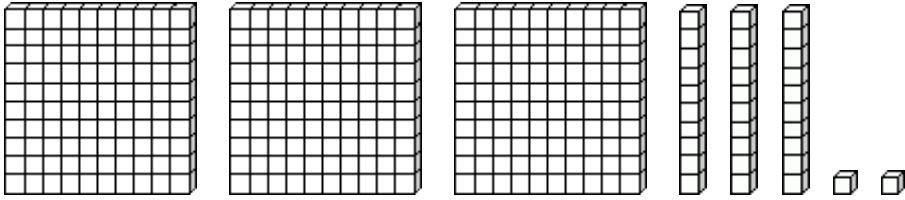
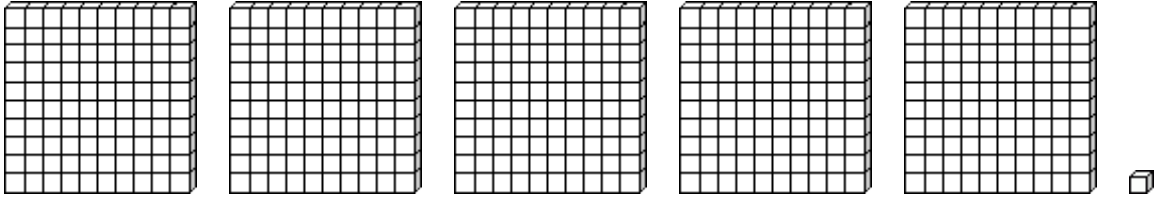
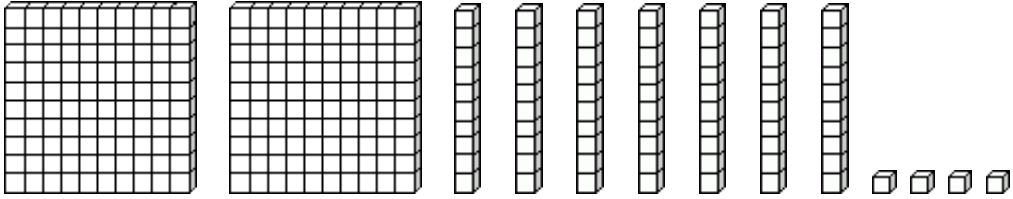
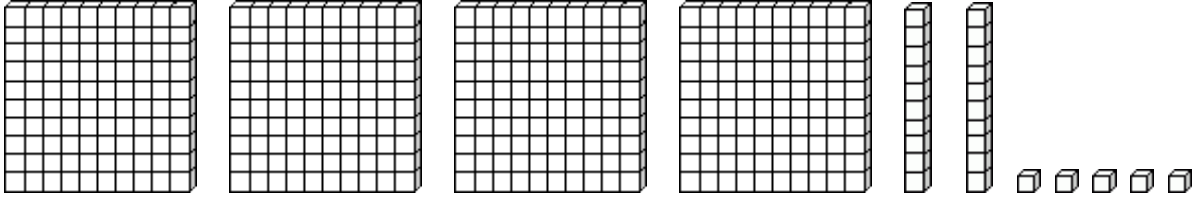
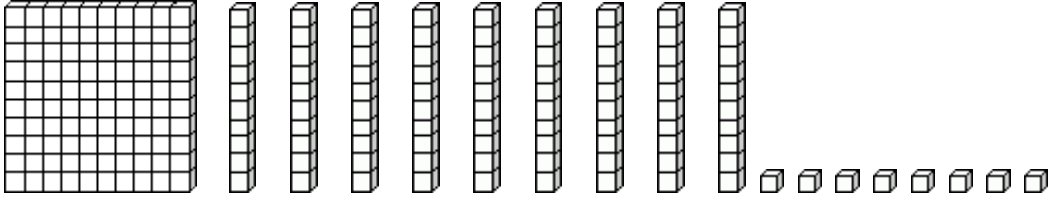
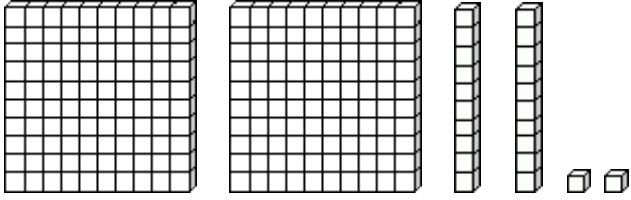
What advice would you give to a “new” student getting ready to do this activity.

Reflection (Confirm, Tweak, Aha!)

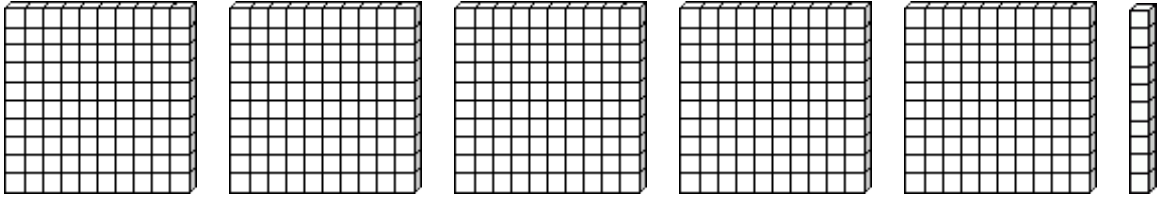
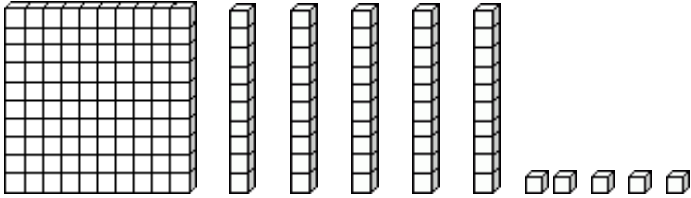
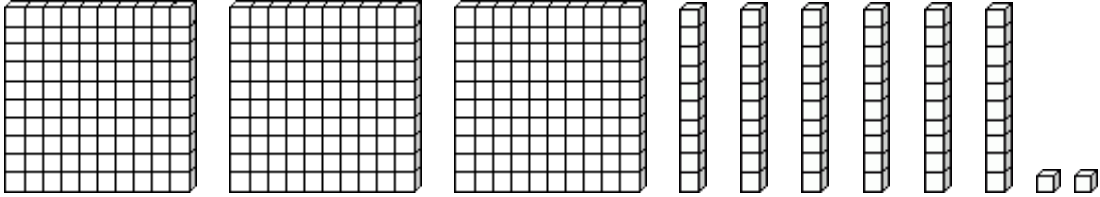
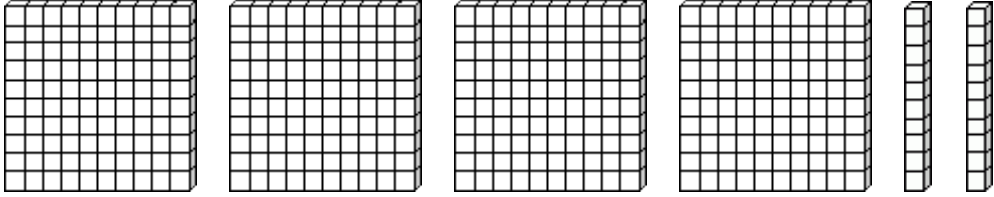
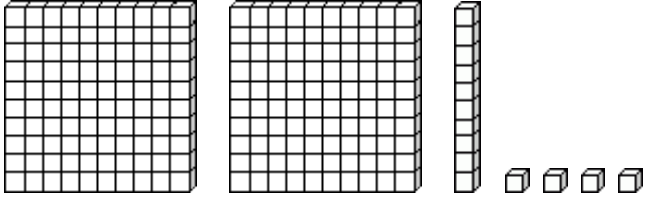
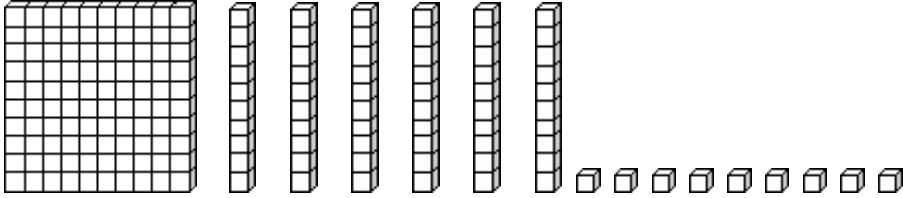
1. Ask students to think about what they did today in math.
2. Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
3. Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to 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 Cubes

Consult 4 Kids Lesson Plans

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Number?
Focus:	Writing Numbers

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 in writing numbers.

Gain prior knowledge by asking students the following questions

What do you know about writing numbers? When you write numbers do you read them from right to left or left to right? Numbers are read in groups of 3. In this number 582, what does the 5 represent? What about the 8? What does the 2 represent? How do you write numbers in words? How would you write 582 in words? (five hundred eighty-two) How would you write a number in expanded notation? ($500 + 80 + 2$)

Content (the "Meat")

Problem of the Day

I am a 3 digit number. The digit in the tens place is 8. The digit in hundreds place is 4. The digit in the ones place is 9. Write the number.

Fact Practice

Draw!

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: ones place

Description: The term ones place refers to the place furthest to the right in a whole number. When the digits 0, 1, 2, 3, 4, 5, 6, 7, 8, or 9 are in that place, it tells you how many of the items you are talking about. You count by ones to put digits into the ones place. If you have more than 9 total, you have to put part of the number in the ones place and then move the rest to the tens place (which is next door).

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">ones place</p>	<p>My Description</p> <p style="text-align: center;">Until you reach 10, the number is represented in the ones place</p>
<p>Personal Connection</p> <p style="text-align: center;">I can count the fingers on one hand by saying numbers in the ones place.</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 ½ of a composition book.

Activity

Writing Numbers

Being able to write numbers, and the numbers before and after numbers is important. It is not possible to begin each time and count from 1 to get to the number we are interested in. For example, if you are at the number 587 and you wonder what comes before it, or after it, to start all over at 1 would be senseless. Our numbering system is in a pattern. As we count we need to understand that pattern, and counting “out of order” helps us to see those problems.

Working with students, write several 3 digit numbers on the board or chart paper. Ask them to tell you the number 1 digit before, 1 digit after, 10 before, 10 after, 100 before, 100 after. You can also do this with 2 before and after, 20 before and after, as well as 200 before and after.

Focus in on the pattern in the number. Students need always to compare to the order of numbers, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9.

Students also need to understand how numbers are written in words (seventy-five, thirty-eight, four hundred twenty-six), as well as in expanded notation: $356 = 300 + 50 + 6$. Practice writing numbers in these ways as well. When students are comfortable, they are ready to play the game.

What’s My Number?

Directions:

1. Divide students into pairs.
2. Give each pair a set of What’s My Number cards, and two white boards.
3. Player one draws a card.
4. Looking at the card, player determines how to write the number.
5. He/she writes it on the white board, shows to his partner.
6. Player 2 continues play in the same way.
7. Game is over when all cards have been played.

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 Number?

350 _____	810 _____	295 _____	784 _____
678 _____	577 _____	473 _____	264 _____
209 _____	314 _____	908 _____	211 _____
107 ___ 109	164 ___ 166	439 ___ 441	542 ___ 544
277 ___ 279	115 ___ 117	162 ___ 164	722 ___ 724
426 ___ 428	125 ___ 127	334 ___ 336	119 ___ 121
765 ___ + ___ + ___	557 ___ + ___ + ___	914 ___ + ___ + ___	215 ___ + ___ + ___
445 ___ + ___ + ___	224 ___ + ___ + ___	378 ___ + ___ + ___	623 ___ + ___ + ___
785 ___ + ___ + ___	260 ___ + ___ + ___	713 ___ + ___ + ___	864 ___ + ___ + ___
seven hundred seventy-eight	three hundred ninety-six	one hundred twenty-four	four hundred six
two hundred thirty-three	four hundred ninety-one	eight hundred nineteen	two hundred fifty-six

Consult 4 Kids Lesson Plans

one hundred forty-nine	three hundred seventeen	four hundred ninety- eight	three hundred eighty- one
------------------------	----------------------------	-------------------------------	------------------------------

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Number?
Focus:	Writing Numbers

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 in writing numbers.

Gain prior knowledge by asking students the following questions

What do you know about writing numbers? When you write numbers do you read them from right to left or left to right? Numbers are read in groups of 3. In this number 582, what does the 5 represent? What about the 8? What does the 2 represent? How do you write numbers in words? How would you write 582 in words? (five hundred eighty-two) How would you write a number in expanded notation? ($500 + 80 + 2$)

Content (the "Meat")

Problem of the Day

If you need to add $324 + 567$ do you need to regroup? How do you know?

Fact Practice

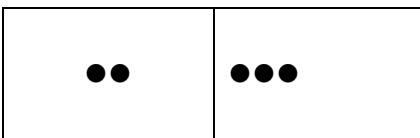
Spots and Dots

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: $2 + 3 = 5$

Math Vocabulary

Word for Today: writing numbers

Description: The term writing numbers refers to putting numbers into words. To do that we

*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.

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

Consult 4 Kids Lesson Plans

use words for the numerals: one, two, three, four, five, six, seven, eight, nine, and twenty, thirty, forty, fifty, sixty, seventy, eighty, ninety, and so on. When you write a two digit number, 86, you will write it eighty-six. Be sure to put a hyphen between the two words to show that they are connected.

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">writing numbers</p>	<p>My Description</p> <p style="text-align: center;">using words for numbers</p>
<p>Personal Connection</p> <p style="text-align: center;">I can write the number thirty-nine.</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 1/2 of a composition book.

Activity Writing Numbers

Writing Numbers

Being able to write numbers, and the numbers before and after numbers is important. It is not possible to begin each time and count from 1 to get to the number we are interested in. For example, if you are at the number 587 and you wonder what comes before it, or after it, to start all over at 1 would be senseless. Our numbering system is in a pattern. As we count we need to understand that pattern, and counting “out of order” helps us to see those problems. Working with students, write several 3 digit numbers on the board or chart paper. Ask them to tell you the number 1 digit before, 1 digit after, 10 before, 10 after, 100 before, 100 after. You can also do this with 2 before and after, 20 before and after, as well as 200 before and after. Focus in on the pattern in the number. Students need always to compare to the order of numbers, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Students also need to understand how numbers are written in words (seventy-five, thirty-eight, four hundred twenty-six), as well as in expanded notation: $356 = 300 + 50 + 6$. Practice writing numbers in these ways as well. When students are comfortable, they are ready to play the game.

What’s My Number?

Directions:

1. Divide students into pairs.
2. Give each pair a set of What’s My Number cards, and two white boards.
3. Player one draws a card.
4. Looking at the card, player determines how to write the number.
5. He/she writes it on the white board, shows to his partner.
6. Player 2 continues play in the same way.
7. Game is over when all cards have been played.

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.



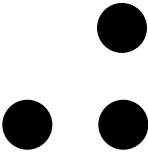
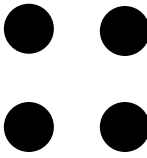
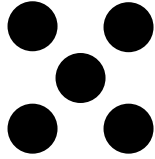
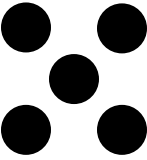
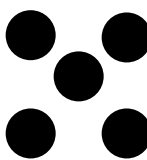
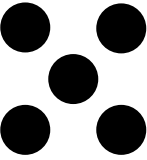
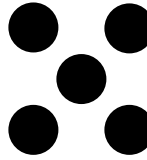
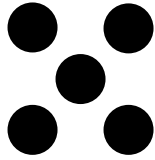
Double 9 Dominoes



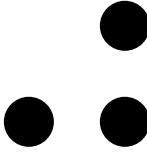
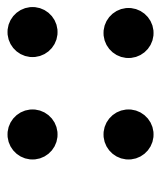
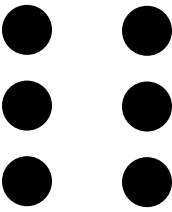
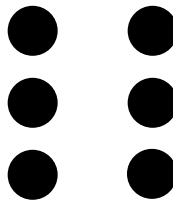
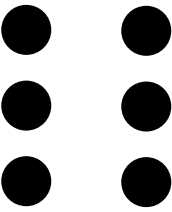
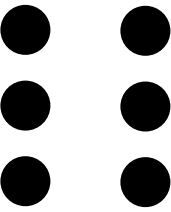
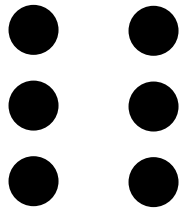
	●		●	● ●
●	●	● ●	● ●	● ●

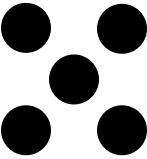
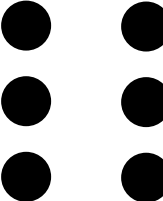


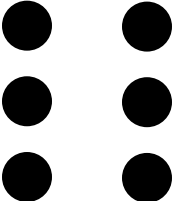
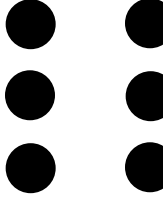
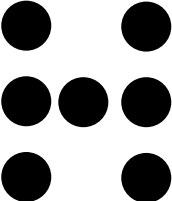
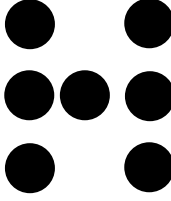
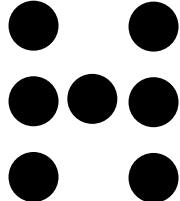
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

2nd Grade What's My Number?

350 _____	810 _____	295 _____	784 _____
678 _____	577 _____	473 _____	264 _____
209 _____	314 _____	908 _____	211 _____
107 ___ 109	164 ___ 166	439 ___ 441	542 ___ 544
277 ___ 279	115 ___ 117	162 ___ 164	722 ___ 724
426 ___ 428	125 ___ 127	334 ___ 336	119 ___ 121
765 ___ + ___ + ___	557 ___ + ___ + ___	914 ___ + ___ + ___	215 ___ + ___ + ___
445 ___ + ___ + ___	224 ___ + ___ + ___	378 ___ + ___ + ___	623 ___ + ___ + ___
785 ___ + ___ + ___	260 ___ + ___ + ___	713 ___ + ___ + ___	864 ___ + ___ + ___
seven hundred seventy-eight	three hundred ninety-six	one hundred twenty-four	four hundred six
two hundred thirty-three	four hundred ninety-one	eight hundred nineteen	two hundred fifty-six

Consult 4 Kids Lesson Plans

one hundred forty-nine	three hundred seventeen	four hundred ninety- eight	three hundred eighty- one
------------------------	----------------------------	-------------------------------	------------------------------

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 day. Students should select from the following list of activities:

- Minus Puzzle**
- 3 Digit Addition**
- 3 Digit Subtraction**
- Cubes**
- What’s My Number?**

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)
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 Value?
Focus:	Place Value

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 understanding place value.

Gain prior knowledge by asking students the following questions



What do you know about place value? What are the different places that you are familiar with? How does place value affect the value of 9 in these numbers: 9, 791, and 1, 936? What are the different place values in this number: 7,192? Digits can be found in the ones, tens, and hundreds place.

Content (the "Meat")

<p>Problem of the Day</p> <p>Look at the circles below. Is there a pattern? What or why not?</p> <div style="display: flex; justify-content: center; gap: 10px;">       </div>	<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 style="text-align: center;">Fact Practice</p> <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		<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 ½ of a composition book.</p>			
<p>Word for Today: place value</p> <p>Description: The term place value refers to the value of a digit based on whether it is in the ones, tens, or hundreds place. Place value is what allows us to make any number out of any 10 different digits.</p> <p>Enter the term place value in the Vocabulary Notebook. Share the information with a peer.</p> <p>Vocabulary Notebook Sample:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> New Word <div style="text-align: center;">place value</div> </td> <td style="width: 50%; padding: 5px;"> My Description <div style="text-align: center;">$743 = 700 + 40 + 3$</div> </td> </tr> <tr> <td style="padding: 5px;"> Personal Connection <div style="text-align: center;">I would rather be 6 than 46.</div> </td> <td style="padding: 5px;"> Drawing <div style="text-align: center;">  </div> </td> </tr> </table>			New Word <div style="text-align: center;">place value</div>	My Description <div style="text-align: center;">$743 = 700 + 40 + 3$</div>	Personal Connection <div style="text-align: center;">I would rather be 6 than 46.</div>
New Word <div style="text-align: center;">place value</div>	My Description <div style="text-align: center;">$743 = 700 + 40 + 3$</div>				
Personal Connection <div style="text-align: center;">I would rather be 6 than 46.</div>	Drawing <div style="text-align: center;">  </div>				
Activity Place Value		<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>Place Value</p> <p>Place value determines what the value of a digit is. For example, we only have ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Depending on what comes before or after those numbers determines which place a digit is in. For example, in the number 34 the two digits represent $30 + 4$. This is because the 3 is in the tens place, and instead of just thinking of it as 3, we should think of it as 30 not 3. The place values we are going to look at are thousands, hundreds, tens, and ones (or units). In this number: 4,531, the four is in the thousands place, the five is in the hundreds place, the three is in the tens place, and the 1 is in the units place. If we were to write this number in expanded notation it would be written: $4,000 + 500 + 30 + 1$.</p> <p>Write several numbers on the board and ask students to identify which place each digit is in.</p> <p>Explain to students that in the game today they are to identify the place value of the underlined number.</p> <p>What’s My Value?</p> <p>Directions:</p> <ol style="list-style-type: none"> 1. Divide students into pairs. 2. Give each pair a deck of What’s My Value cards and game board. 3. Shuffle the cards and place between the pair next to the game board. 4. Player 1 draws the first card, identifies which place the underlined number is in and then places that card in the correct column on the What’s My Value game board. 5. Player 2 continues play in the same way. 6. Game is over when all cards are placed in the correct column. 					

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 What's My Value?

Thousands	Hundreds	Tens	Ones (Units)

Consult 4 Kids Lesson Plans

2nd Grade What's My Value?

<u>7</u> 89	<u>2</u> ,490	2 <u>3</u>	<u>7</u> 83
5 <u>5</u> 2	9,207	8 <u>1</u> 6	<u>6</u> ,534
<u>6</u> 1	2 <u>0</u> 9	38 <u>4</u>	<u>3</u> ,811
5 <u>3</u> 7	<u>1</u> 25	1,4 <u>3</u> 6	<u>7</u> 18
3 <u>6</u> 1	89 <u>2</u>	<u>3</u> 59	<u>5</u> 98
<u>8</u> 13	56 <u>4</u>	2 <u>2</u> 7	<u>5</u> 78
<u>7</u> 24	<u>8</u> 7	89 <u>6</u>	<u>1</u> ,483

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	What's My Value?
Focus:	Place Value

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 place value.
Gain prior knowledge by asking students the following questions
What do you know about place value? What are the different places that you are familiar with? How does place value affect the value of 6 in these numbers: 64, 796, and 1, 936? What are the different place values in this number: 6,831? Digits can be found in the ones, tens, and hundreds place.

9


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 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>Add the following numbers. 356 and 247. What will the sum be? What are the steps you will follow?</p>	
Fact Practice	<p>Math Vocabulary</p> <p>Word for Today: Word for Today: place value</p> <p>Description: The term place value refers to the value of a digit based on whether it is in</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>It is important to review academic math vocabulary often throughout the day.</p>
<p>Word for Today: Word for Today: place value</p> <p>Description: The term place value refers to the value of a digit based on whether it is in</p>	

Consult 4 Kids Lesson Plans

the ones, tens, or hundreds place. Place value is what allows us to make any number out of any 10 different digits.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">place value</p>	<p>My Description</p> <p style="text-align: center;">$743 = 700 + 40 + 3$</p>
<p>Personal Connection</p> <p style="text-align: center;">I would rather be 6 than 46.</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 1/2 of a composition book.

Activity Place Value

Place Value

Place value determines what the value of a digit is. For example, we only have ten digits: 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. Depending on what comes before or after those numbers determines which place a digit is in. For example, in the number 34 the two digits represent $30 + 4$. This is because the 3 is in the tens place, and instead of just thinking of it as 3, we should think of it as 30 not 3. The place values we are going to look at are thousands, hundreds, tens, and ones (or units). In this number:

4,531, the four is in the thousands place, the five is in the hundreds place, the three is in the tens place, and the 1 is in the units place. If we were to write this number in expanded notation it would be written:

$$4,000 + 500 + 30 + 1.$$

Write several numbers on the board and ask students to identify which place each digit is in.

Explain to students that in the game today they are to identify the place value of the underlined number.

What's My Value?

Directions:

1. Divide students into pairs.
2. Give each pair a deck of What's My Value cards and game board.
3. Shuffle the cards and place between the pair next to the game board.
4. Player 1 draws the first card, identifies which place the underlined number is in and then places that card in the correct column on the What's My Value game board.
5. Player 2 continues play in the same way.
6. Game is over when all cards are placed in the correct column.

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

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 Value?

Thousands	Hundreds	Tens	Ones (Units)

Consult 4 Kids Lesson Plans

2nd Grade What's My Value?

<u>7</u> 89	<u>2</u> ,490	2 <u>3</u>	<u>7</u> 83
5 <u>5</u> 2	9,207	8 <u>1</u> 6	<u>6</u> ,534
<u>6</u> 1	2 <u>0</u> 9	38 <u>4</u>	<u>3</u> ,811
5 <u>3</u> 7	<u>1</u> 25	1,4 <u>3</u> 6	<u>7</u> 18
3 <u>6</u> 1	8 <u>9</u> 2	<u>3</u> 59	<u>5</u> 98
<u>8</u> 13	5 <u>6</u> 4	2 <u>2</u> 7	<u>5</u> 78
<u>7</u> 24	<u>8</u> 7	89 <u>6</u>	<u>1</u> ,483

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Comparisons
Focus:	Number

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 comparing numbers.
Gain prior knowledge by asking students the following questions
What do you know about comparing numbers? What are some symbols that we use in math to compare numbers? (<, >, =) Why would you need to know how to compare numbers? When you look at the following numbers, what comparison could you make: 571 543?


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>Joey has 143 cupcakes. Martin has 171 cupcakes. Write a number sentence to show how many cupcakes they have all together.</p>	
Fact Practice	
<p>Fore-header</p> <ol style="list-style-type: none"> 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 	
Math Vocabulary	
Word for Today: compare	

Consult 4 Kids Lesson Plans

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

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">compare</p>	<p>My Description</p> <p style="text-align: center;">say how numbers are related</p>
<p>Personal Connection</p> <p style="text-align: center;">7 > 3.</p>	<p>Drawing</p> <div style="text-align: center;">  <p>greater than</p> </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 ½ of a composition book

Activity Comparisons

Comparing Numbers

We can compare numbers by determining if one of the numbers is greater (>), less (<) or = to another number. It is important that students understand how to compare numbers. Ordering numbers means putting the numbers in a particular order. Sometimes the order is from smallest to largest, while others may be from largest to smallest.

Write several sets of numbers on the board or chart paper and work through the comparisons with the students. Also give students the opportunity to order different groups of numbers from both largest to smallest and smallest to largest. Be sure to talk through your own thoughts with the students using the strategy of metacognition to help them understand how to think about a problem.

Comparisons

Directions:

1. Divide students into pairs.
2. Give each pair a set of Comparisons and order cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and then places it in the correct column.
5. Player 2 continues in the same way.
6. Game is over when all cards are played.

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 Comparisons and Order

Greater Than >	Less Than <	Equal

Consult 4 Kids Lesson Plans

2nd Grade Comparisons and Order

74 47	52 53	60 90	85 85
30 29	450 540	67 59	702 720
813 381	520 527	188 563	987 904
671 623	532 549	974 974	878 940
578 573	173 119	189 271	650 671
186 143	520 595	738 766	255 236
671 684	295 213	192 306	192 707
489 113	353 353	287 191	659 213

Consult 4 Kids Lesson Plans

Component	Math
Grade Level:	2 nd Grade
Lesson Title:	Comparisons
Focus:	Number

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 comparing numbers.

Gain prior knowledge by asking students the following questions

What do you know about comparing numbers? What are some symbols that we use in math to compare numbers? (<, >, =) Why would you need to know how to compare numbers? When you look at the following numbers, what comparison could you make: 681 681?

Content (the "Meat")

Problem of the Day

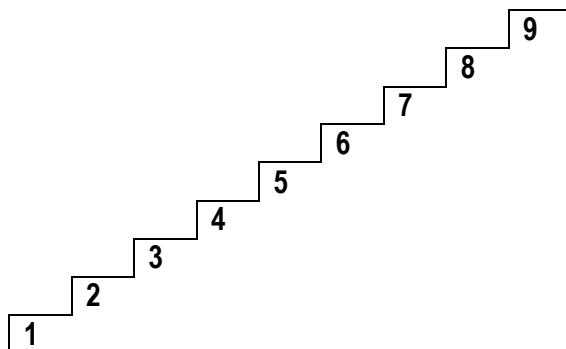
The rule of the table below is to subtract 5. Complete the table.

In	50	45	40	35	30
Out	45	40			

Fact Practice

Addition Ladder

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



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

*Activity → Teachable Moment(s) throughout

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: compare

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

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">compare</p>	<p>My Description</p> <p style="text-align: center;">say how numbers are related</p>
<p>Personal Connection</p> <p style="text-align: center;">7 > 3.</p>	<p>Drawing</p> <div style="text-align: center;">  <p style="margin-left: 100px;">greater than</p> </div>

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

Complete the Vocabulary notebook for each word.

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

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

Activity Comparisons

Comparing Numbers

We can compare numbers by determining if one of the numbers is greater (>), less (<) or = to another number. It is important that students understand how to compare numbers.

Ordering numbers means putting the numbers in a particular order. Sometimes the order is from smallest to largest, while others may be from largest to smallest.

Write several sets of numbers on the board or chart paper and work through the comparisons with the students. Also give students the opportunity to order different groups of numbers from both largest to smallest and smallest to largest. Be sure to talk through your own thoughts with the students using the strategy of metacognition to help them understand how to think about a problem.

Comparisons

Directions:

1. Divide students into pairs.
2. Give each pair a set of Comparisons and order cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and then places it in the correct column.
5. Player 2 continues in the same way.
6. Game is over when all cards are played.

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 Comparisons and Order

Greater Than >	Less Than <	Equal

Consult 4 Kids Lesson Plans

2nd Grade Comparisons and Order

74 47	52 53	60 90	85 85
30 29	450 540	67 59	702 720
813 381	520 527	188 563	987 904
671 623	532 549	974 974	878 940
578 573	173 119	189 271	650 671
186 143	520 595	738 766	255 236
671 684	295 213	192 306	192 707
489 113	353 353	287 191	659 213

Consult 4 Kids Lesson Plans

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

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 addition.
Gain prior knowledge by asking students the following questions
What do you know about addition? What is a two digit number? Give several examples of a 2 digit addition problem. What is a 3 digit number? Give several examples of a 3 digit number. What do you do if the sum of one of the columns is more than 10? What is that called? Write a sample addition problem on your white board. Trade white boards with a peer and solve the problem.


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>Arnie wants to buy a cookie for 43¢. Draw a picture that shows the coins that he could use to buy the cookie.</p>	
Fact Practice	
<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 	
Math Vocabulary	
Word for Today: regrouping	It is important to review academic math vocabulary often throughout the day

Consult 4 Kids Lesson Plans

Description: Regrouping is a term we use to describe a process used in both addition and subtraction when we need to adjust for place value. In addition, we regroup by carrying the digit in the tens place of a sum to the column to the left and then including it in the addition of that column. In this problem, $46 + 78$, when you add the 8 and the 6 you get a sum of 14. The 4 stays in the units or ones place, and the 1 (from the 10) is included in the addition of $4 + 7 + 1$ for a total of 12. Technically, the 2 goes under the tens column, the 1 is carried to the hundred column and is added to the digits there, which in this case is none, for a total of 1. The sum is 124.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">regroup</p>	<p>My Description</p> <p style="text-align: center;">having 10 or more in a sum and moving it to the column to the left</p>
<p>Personal Connection</p> <p style="text-align: center;">Do you need to regroup when you add $68 + 34 = ?$</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

Addition

Addition is the mathematical operation of combining two or more sets of number or objects into a total or sum.

Write several problems on the board and work them through with the students. . Be sure to include problems that require students to regroup as well as problems that do not require regrouping.

Talk through the process so that children can understand the process of addition.

Addition

Directions:

1. Divide students into pairs.
2. Give each pair a set of Addition cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and completes the addition.
5. Player then finds the answer on the game board and marks it with a token.
6. Player 2 continues in the same way.
7. Play is over when all of the numbers are covered.

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

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 Addition

$\begin{array}{r} 74 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +48 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ +27 \\ \hline \end{array}$
$\begin{array}{r} 46 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +28 \\ \hline \end{array}$
$\begin{array}{r} 152 \\ +137 \\ \hline \end{array}$	$\begin{array}{r} 764 \\ +222 \\ \hline \end{array}$	$\begin{array}{r} 327 \\ +241 \\ \hline \end{array}$	$\begin{array}{r} 661 \\ +135 \\ \hline \end{array}$
$\begin{array}{r} 512 \\ +385 \\ \hline \end{array}$	$\begin{array}{r} 230 \\ +247 \\ \hline \end{array}$	$\begin{array}{r} 433 \\ +126 \\ \hline \end{array}$	$\begin{array}{r} 395 \\ +503 \\ \hline \end{array}$
$\begin{array}{r} 256 \\ +127 \\ \hline \end{array}$	$\begin{array}{r} 752 \\ +169 \\ \hline \end{array}$	$\begin{array}{r} 423 \\ +219 \\ \hline \end{array}$	$\begin{array}{r} 383 \\ +448 \\ \hline \end{array}$
$\begin{array}{r} 608 \\ +354 \\ \hline \end{array}$	$\begin{array}{r} 250 \\ +397 \\ \hline \end{array}$	$\begin{array}{r} 517 \\ +264 \\ \hline \end{array}$	$\begin{array}{r} 429 \\ +284 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade Addition

90	73	82	95
83	81	51	71
289	986	568	796
897	477	559	898
383	921	642	831
962	647	781	713

Consult 4 Kids Lesson Plans

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

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 addition.
Gain prior knowledge by asking students the following questions
What do you know about addition? What is a two digit number? Give several examples of a 2 digit addition problem. What is a 3 digit number? Give several examples of a 3 digit number. What do you do if the sum of one of the columns is more than 10? What is that called? Write a sample addition problem on your white board. Trade white boards with a peer and solve the problem.

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>Explain knowing that the answer to the problem 8-4 helps you to know the answers to 80 – 40 and 800 - 400.</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. 	

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: regrouping

Description: Regrouping is a term we use to describe a process used in both addition and subtraction when we need to adjust for place value. In addition, we regroup by carrying the digit in the tens place of a sum to the column to the left and then including it in the addition of that column. In this problem, $46 + 78$, when you add the 8 and the 6 you get a sum of 14. The 4 stays in the units or ones place, and the 1 (from the 10) is included in the addition of $4 + 7 + 1$ for a total of 12. Technically, the 2 goes under the tens column, the 1 is carried to the hundred column and is added to the digits there, which in this case is none, for a total of 1. The sum is 124.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">regroup</p>	<p>My Description</p> <p style="text-align: center;">having 10 or more in a sum and moving it to the column to the left</p>
<p>Personal Connection</p> <p style="text-align: center;">Do you need to regroup when you add $68 + 34 = ?$</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 $\frac{1}{2}$ of a composition book.

Activity

Addition

Addition is the mathematical operation of combining two or more sets of number or objects into a total or sum.

Write several problems on the board and work them through with the students. Be sure to include problems that require students to regroup as well as problems that do not require regrouping.

Talk through the process so that children can understand the process of addition.

Addition

Directions:

1. Divide students into pairs.
2. Give each pair a set of Addition cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and completes the addition.
5. Player then finds the answer on the game board and marks it with a token.
6. Player 2 continues in the same way.
7. Play is over when all of the numbers are covered.

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

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.

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 Addition

$\begin{array}{r} 74 \\ +16 \\ \hline \end{array}$	$\begin{array}{r} 25 \\ +48 \\ \hline \end{array}$	$\begin{array}{r} 57 \\ +25 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ +27 \\ \hline \end{array}$
$\begin{array}{r} 46 \\ +37 \\ \hline \end{array}$	$\begin{array}{r} 29 \\ +52 \\ \hline \end{array}$	$\begin{array}{r} 32 \\ +19 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ +28 \\ \hline \end{array}$
$\begin{array}{r} 152 \\ +137 \\ \hline \end{array}$	$\begin{array}{r} 764 \\ +222 \\ \hline \end{array}$	$\begin{array}{r} 327 \\ +241 \\ \hline \end{array}$	$\begin{array}{r} 661 \\ +135 \\ \hline \end{array}$
$\begin{array}{r} 512 \\ +385 \\ \hline \end{array}$	$\begin{array}{r} 230 \\ +247 \\ \hline \end{array}$	$\begin{array}{r} 433 \\ +126 \\ \hline \end{array}$	$\begin{array}{r} 395 \\ +503 \\ \hline \end{array}$
$\begin{array}{r} 256 \\ +127 \\ \hline \end{array}$	$\begin{array}{r} 752 \\ +169 \\ \hline \end{array}$	$\begin{array}{r} 423 \\ +219 \\ \hline \end{array}$	$\begin{array}{r} 383 \\ +448 \\ \hline \end{array}$
$\begin{array}{r} 608 \\ +354 \\ \hline \end{array}$	$\begin{array}{r} 250 \\ +397 \\ \hline \end{array}$	$\begin{array}{r} 517 \\ +264 \\ \hline \end{array}$	$\begin{array}{r} 429 \\ +284 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade Addition

90	73	82	95
83	81	51	71
289	986	568	796
897	477	559	898
383	921	642	831
962	647	781	713

Consult 4 Kids Lesson Plans

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

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 subtraction
Gain prior knowledge by asking students the following questions
What do you know about subtraction? When do you need to regroup in subtraction? Do you need to regroup in these problems: $613 - 241$; $743 - 558$; $800 - 231$? What do you call the answer in a subtraction problem? What does the word minus mean?


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>
<p>If you have a 2 inch square, what is the perimeter of the square? How do you know?</p> <p style="text-align: center;">Fact Practice</p> <p style="text-align: center;">Draw!</p> <ol style="list-style-type: none"> 1. Divide students into pairs and give each pair a deck of cards 2. Remove the face cards and jokers from the deck of cards. 3. Shuffle the deck. 4. Decide who will go first. 5. First player draws two cards. 6. Student adds or subtracts the cards. 7. Student writes his/her problem on the white board, writing a complete number sentence. 8. Students take turns drawing cards and creating problems. 	
Math Vocabulary	<p>It is important to review academic math vocabulary often throughout the day</p> <p>Complete the Vocabulary</p>
<p>Word for Today: regrouping</p> <p>Description: Regrouping is a term we use to describe a process used in both addition and subtraction when we need to adjust for place value. In subtraction, we regroup by borrowing</p>	

Consult 4 Kids Lesson Plans

from the digit to the left of the column we are subtracting in. It is like unpacking the tens, or the hundreds, or the thousands into bundles or units that we can work with in the subtraction. For example, in this problem, $74 - 38$, when you want to subtract 8 from 4, there isn't enough to do that, so you borrow from the tens, leaving 6 tens and $10 + 4$ ones or units. This is $14 - 8$ which equals 6. Now you can move to the next subtraction in the tens column and subtract $6 - 3 = 3$. The difference is 36.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

New Word <p style="text-align: center;">regroup</p>	My Description <p style="text-align: center;">borrowing one bundle from the column to the left</p>
Personal Connection <p style="text-align: center;">Do you need to regroup when you subtract $91 - 34$?</p>	Drawing <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 $\frac{1}{2}$ of a composition book.

Activity Subtraction

Subtraction

Subtraction is the reciprocal of addition. Subtraction begins with a total and then removes a specified number from the total and then identifies what the difference is.

Write several problems on the board and work them through with the students. Be sure to include problems that require students to regroup as well as problems that do not require regrouping.

Talk through the process so that children can understand the process of subtraction.

Subtraction

Directions:

1. Divide students into pairs.
2. Give each pair a set of Subtraction cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and completes the subtraction.
5. Player then finds the answer on the game board and marks it with a token.
6. Player 2 continues in the same way.
7. Play is over when all of the numbers are covered.

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

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 Subtraction

$\begin{array}{r} 76 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ -42 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -27 \\ \hline \end{array}$
$\begin{array}{r} 96 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ -52 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ -19 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ -28 \\ \hline \end{array}$
$\begin{array}{r} 152 \\ -137 \\ \hline \end{array}$	$\begin{array}{r} 764 \\ -222 \\ \hline \end{array}$	$\begin{array}{r} 327 \\ -241 \\ \hline \end{array}$	$\begin{array}{r} 661 \\ -135 \\ \hline \end{array}$
$\begin{array}{r} 512 \\ -385 \\ \hline \end{array}$	$\begin{array}{r} 830 \\ -247 \\ \hline \end{array}$	$\begin{array}{r} 433 \\ -126 \\ \hline \end{array}$	$\begin{array}{r} 795 \\ -503 \\ \hline \end{array}$
$\begin{array}{r} 256 \\ -127 \\ \hline \end{array}$	$\begin{array}{r} 752 \\ -169 \\ \hline \end{array}$	$\begin{array}{r} 423 \\ -219 \\ \hline \end{array}$	$\begin{array}{r} 789 \\ -448 \\ \hline \end{array}$
$\begin{array}{r} 608 \\ -354 \\ \hline \end{array}$	$\begin{array}{r} 950 \\ -397 \\ \hline \end{array}$	$\begin{array}{r} 517 \\ -264 \\ \hline \end{array}$	$\begin{array}{r} 429 \\ -284 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade Subtraction

62	16	52	41
59	37	23	15
15	542	86	526
127	583	307	292
129	583	204	341
254	553	253	145

Consult 4 Kids Lesson Plans

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

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 subtraction

Gain prior knowledge by asking students the following questions

What do you know about subtraction? When do you need to regroup in subtraction? Do you need to regroup in these problems: $613 - 241$; $743 - 558$; $800 - 231$? What do you call the answer in a subtraction problem? What does the word minus mean?

Content (the “Meat”)

Problem of the Day

Put the following 5 numbers in order from smallest to largest.

356 365 371 358 369

Fact Practice Bump It Up! Add A Zero

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

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

During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student’s key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking. When possible, engage students in a “teach to learn” opportunity and have the student become the teacher.

Consult 4 Kids Lesson Plans


Math Vocabulary

Word for Today: regrouping

Description: Regrouping is a term we use to describe a process used in both addition and subtraction when we need to adjust for place value. In subtraction, we regroup by borrowing from the digit to the left of the column we are subtracting in. It is like unpacking the tens, or the hundreds, or the thousands into bundles or units that we can work with in the subtraction. For example, in this problem, $74 - 38$, when you want to subtract 8 from 4, there isn't enough to do that, so you borrow from the tens, leaving 6 tens and $10 + 4$ ones or units. This is $14 - 8$ which equals 6. Now you can move to the next subtraction in the tens column and subtract $6 - 3 = 3$. The difference is 36.

Students should complete the Vocabulary Notebook

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">regroup</p>	<p>My Description</p> <p style="text-align: center;">borrowing one bundle from the column to the left</p>
<p>Personal Connection</p> <p style="text-align: center;">Do you need to regroup when you subtract $91 - 34$?</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 $\frac{1}{2}$ of a composition book.

Activity Subtraction

Subtraction

Subtraction is the reciprocal of addition. Subtraction begins with a total and then removes a specified number from the total and then identifies what the difference is.

Write several problems on the board and work them through with the students. Be sure to include problems that require students to regroup as well as problems that do not require regrouping.

Talk through the process so that children can understand the process of subtraction.

Subtraction

Directions:

1. Divide students into pairs.
2. Give each pair a set of Subtraction cards and a game board.
3. Shuffle the cards and place face down between the students.
4. Player 1 draws a card and completes the subtraction.
5. Player then finds the answer on the game board and marks it with a token.
6. Player 2 continues in the same way.
7. Play is over when all of the numbers are covered.

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

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 Subtraction

$\begin{array}{r} 76 \\ -14 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ -42 \\ \hline \end{array}$	$\begin{array}{r} 77 \\ -25 \\ \hline \end{array}$	$\begin{array}{r} 68 \\ -27 \\ \hline \end{array}$
$\begin{array}{r} 96 \\ -37 \\ \hline \end{array}$	$\begin{array}{r} 89 \\ -52 \\ \hline \end{array}$	$\begin{array}{r} 42 \\ -19 \\ \hline \end{array}$	$\begin{array}{r} 43 \\ -28 \\ \hline \end{array}$
$\begin{array}{r} 152 \\ -137 \\ \hline \end{array}$	$\begin{array}{r} 764 \\ -222 \\ \hline \end{array}$	$\begin{array}{r} 327 \\ -241 \\ \hline \end{array}$	$\begin{array}{r} 661 \\ -135 \\ \hline \end{array}$
$\begin{array}{r} 512 \\ -385 \\ \hline \end{array}$	$\begin{array}{r} 830 \\ -247 \\ \hline \end{array}$	$\begin{array}{r} 433 \\ -126 \\ \hline \end{array}$	$\begin{array}{r} 795 \\ -503 \\ \hline \end{array}$
$\begin{array}{r} 256 \\ -127 \\ \hline \end{array}$	$\begin{array}{r} 752 \\ -169 \\ \hline \end{array}$	$\begin{array}{r} 423 \\ -219 \\ \hline \end{array}$	$\begin{array}{r} 789 \\ -448 \\ \hline \end{array}$
$\begin{array}{r} 608 \\ -354 \\ \hline \end{array}$	$\begin{array}{r} 950 \\ -397 \\ \hline \end{array}$	$\begin{array}{r} 517 \\ -264 \\ \hline \end{array}$	$\begin{array}{r} 429 \\ -284 \\ \hline \end{array}$

Consult 4 Kids Lesson Plans

2nd Grade Subtraction

62	16	52	41
59	37	23	15
15	542	86	526
127	583	307	292
129	583	204	341
254	553	253	145

Consult 4 Kids Lesson Plans

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

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 in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about subtraction? When do you need to regroup in subtraction? What do you know about regrouping in addition? What do you call regrouping in subtraction? (borrowing) What do you call regrouping in addition? (addition) Do you need to regroup in these problems: $613 - 241$; $743 - 558$; $800 - 231$? Do you need to regroup in these problems: $785 + 297$; $743 + 558$; $800 + 231$?

Content (the "Meat")

Problem of the Day

Joe's Bakery sold 284 cupcakes on Tuesday. Smith's Bakery sold 241 cupcakes on Tuesday. Write a number sentence to show how many cupcakes they sold all together. Write another number sentence to show how many more cupcakes Joe's sold than Smith's.

Fact Practice

Draw!

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

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

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: operation

Description: The term operation most commonly refers to the process of addition, subtraction, multiplication, division. Addition and subtraction are reciprocal actions. Adding is combining two addends, while subtraction is reducing a total by a specified number and finding the difference.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">operation</p>	<p>My Description</p> <p style="text-align: center;">addition, subtraction, multiplication, division</p>
<p>Personal Connection</p> <p style="text-align: center;">I can perform the operations of addition and subtraction.</p>	<p>Drawing</p> <p style="text-align: center;">45 + 27 = 72 – 57 =</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 ½ of a composition book.

Activity Addition and Subtraction

Addition and Subtraction

Addition and subtraction are reciprocal operations. In addition you combine the two addends to find the sum or the total. In subtraction you start with the minuend (which represents the total), reduce the minuend by the subtrahend, and the amount that remains is identified as the difference.

In addition, either the top addend or the bottom addend may be largest. In subtraction, the minuend must be larger than both the subtrahend and the difference and the difference.

Add or Subtract

Directions:

1. Divide students into pairs.
2. Give each pair two decks of cards with the face cards, jokers, and tens removed. Also give each pair white boards and one 6-sided die.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws 6 cards.
5. Player then rolls the die. If the die is an odd number, the player must create an addition problem. If the die is an even number, the player must create a subtraction problem.
6. Player must then solve the problem.
7. Player 2 continues in the same way.
8. Game is over when all cards have been played.

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:	Regrouping
Focus:	Addition and Subtraction

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 in addition and subtraction.

Gain prior knowledge by asking students the following questions

What do you know about subtraction? When do you need to regroup in subtraction? What do you know about regrouping in addition? What do you call regrouping in subtraction? (borrowing) What do you call regrouping in addition? (addition) Do you need to regroup in these problems: $613 - 241$; $743 - 558$; $800 - 231$? Do you need to regroup in these problems: $785 + 297$; $743 + 558$; $800 + 231$?

Content (the "Meat")

Problem of the Day

Draw three coins that will equal 55¢. How do you know that your answer is correct?

Fact Practice

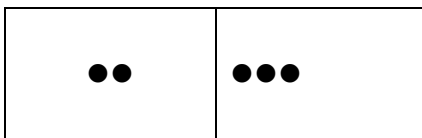
Spots and Dots

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: $2 + 3 = 5$

Math Vocabulary

Word for Today: operation

Description: The term operation most commonly refers to the process of addition,

*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.

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

Consult 4 Kids Lesson Plans

subtraction, multiplication, division. Addition and subtraction are reciprocal actions. Adding is combining two addends, while subtraction is reducing a total by a specified number and finding the difference.

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

Vocabulary Notebook Sample:

<p>New Word</p> <p style="text-align: center;">operation</p>	<p>My Description</p> <p style="text-align: center;">addition, subtraction, multiplication, division</p>
<p>Personal Connection</p> <p style="text-align: center;">I can perform the operations of addition and subtraction.</p>	<p>Drawing</p> <p style="text-align: center;">45 + 27 = 72 – 57 =</p>

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 Addition and Subtraction

Addition and Subtraction

Addition and subtraction are reciprocal operations. In addition you combine the two addends to find the sum or the total. In subtraction you start with the minuend (which represents the total), reduce the minuend by the subtrahend, and the amount that remains is identified as the difference.

In addition, either the top addend or the bottom addend may be largest. In subtraction, the minuend must be larger than both the subtrahend and the difference and the difference.

Add or Subtract

Directions:

1. Divide students into pairs.
2. Give each pair two decks of cards with the face cards, jokers, and tens removed. Also give each pair white boards and one 6-sided die.
3. Shuffle the cards and place face down between the players.
4. Player 1 draws 6 cards.
5. Player then rolls the die. If the die is an odd number, the player must create an addition problem. If the die is an even number, the player must create a subtraction problem.
6. Player must then solve the problem.
7. Player 2 continues in the same way.
8. Game is over when all cards have been played.

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.



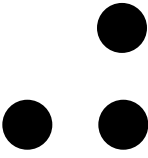
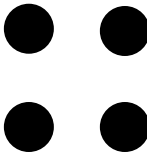
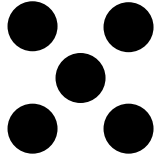
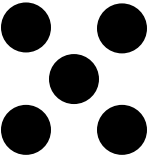
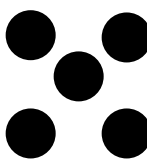
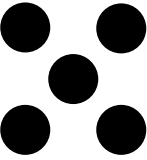
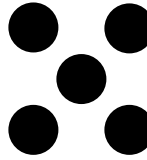
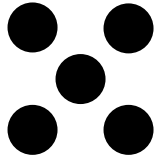
Double 9 Dominoes



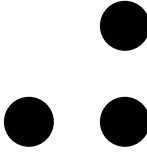
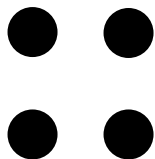
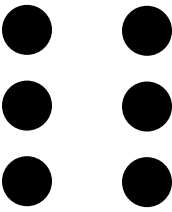
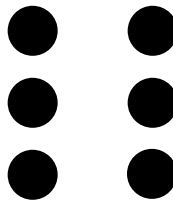
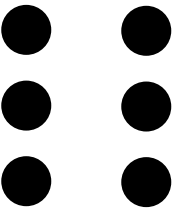
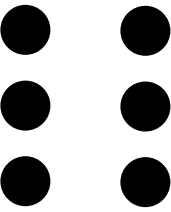
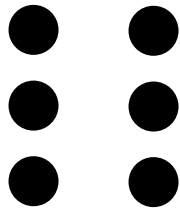
	●		●	● ●
●	●	● ●	● ●	● ●

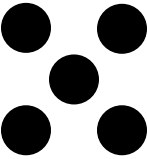
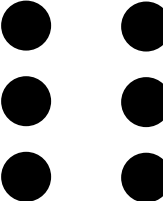


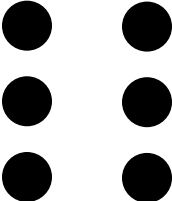
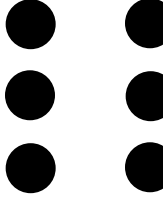
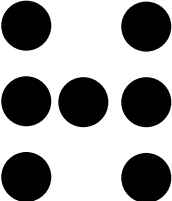
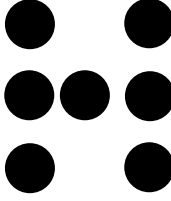
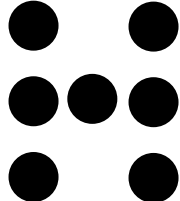
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

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 day. Students should select from the following list of activities:

- What’s My Value?**
- Comparisons**
- Addition**
- Subtraction**
- Add or Subtract**

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)
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:	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

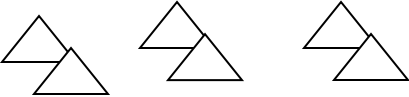
Math Vocabulary

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 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				
dogs	1																								
ears	2																								
pigs	1																								
legs	4																								
<p>How many sides on 4 triangles?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">triangles</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">sides</td> <td style="padding: 5px; text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	triangles	1					sides	3					<p>How many fingers on 4 hands?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">hands</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">fingers</td> <td style="padding: 5px; text-align: center;">5</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	hands	1					fingers	5				
triangles	1																								
sides	3																								
hands	1																								
fingers	5																								
<p>How many eyes do three boys have?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">boys</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">eyes</td> <td style="padding: 5px; text-align: center;">2</td> <td></td> <td></td> </tr> </tbody> </table>	boys	1			eyes	2			<p>How many apples in 5 bags?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">bags</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">apples</td> <td style="padding: 5px; text-align: center;">5</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	bags	1					apples	5								
boys	1																								
eyes	2																								
bags	1																								
apples	5																								
<p>How many socks in 5 pairs?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">pairs</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">socks</td> <td style="padding: 5px; text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	pairs	1					socks	2					<p>How many noses on 4 people?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">people</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">noses</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	people	1					noses	1				
pairs	1																								
socks	2																								
people	1																								
noses	1																								
<p>How many legs on 5 boys?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">boys</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;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	boys	1					legs	2					<p>How many shoes in 4 pairs?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">pairs</td> <td style="padding: 5px; text-align: center;">1</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td style="padding: 5px;">shoes</td> <td style="padding: 5px; text-align: center;">2</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	pairs	1					shoes	2				
boys	1																								
legs	2																								
pairs	1																								
shoes	2																								

Consult 4 Kids Lesson Plans

<p>How many sides on 4 squares?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">squares</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;">sides</td> <td style="padding: 5px; text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	squares	1					sides	4					<p>How many sides on 4 hexagons?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">hexagons</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;">sides</td> <td style="padding: 5px; text-align: center;">6</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	hexagons	1					sides	6				
squares	1																								
sides	4																								
hexagons	1																								
sides	6																								
<p>How many arms on 3 girls?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">girls</td> <td style="padding: 5px; text-align: center;">1</td> <td style="width: 20px;"></td> <td style="width: 20px;"></td> </tr> <tr> <td style="padding: 5px;">arms</td> <td style="padding: 5px; text-align: center;">2</td> <td></td> <td></td> </tr> </tbody> </table>	girls	1			arms	2			<p>How many knees on 4 giraffes?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">giraffes</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;">knees</td> <td style="padding: 5px; text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	giraffes	1					knees	4								
girls	1																								
arms	2																								
giraffes	1																								
knees	4																								
<p>How many sides on 4 dice?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">dice</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> </tr> <tr> <td style="padding: 5px;">sides</td> <td style="padding: 5px; text-align: center;">6</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	dice	1				sides	6				<p>How many names for 5 people?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">people</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;">names</td> <td style="padding: 5px; text-align: center;">3</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	people	1					names	3						
dice	1																								
sides	6																								
people	1																								
names	3																								
<p>How many feet on 4 cows?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">cows</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;">feet</td> <td style="padding: 5px; text-align: center;">4</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	cows	1					feet	4					<p>How many ears on 4 tigers?</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 20px;"> <tbody> <tr> <td style="padding: 5px;">tigers</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>	tigers	1					ears	2				
cows	1																								
feet	4																								
tigers	1																								
ears	2																								

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")

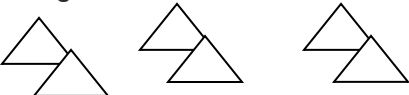
Problem of the Day	<p>*Activity → Teachable Moment(s) throughout</p> <p>During the lesson check in with students repeatedly. Check in about what they are thinking. Take advantage of any teachable moments. Stop the class and focus on a student's key learning or understanding. Ask open-ended questions 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>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>	<p>It is important to review academic math vocabulary often throughout the day.</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.

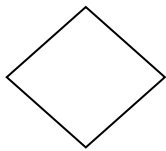
Gain prior knowledge by asking students the following questions

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”?

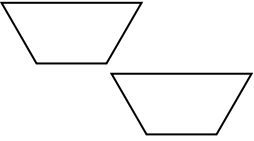

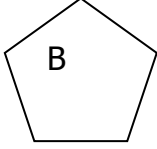
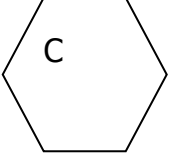
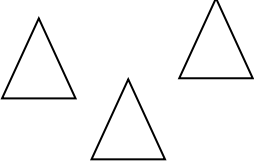
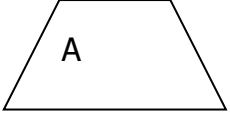
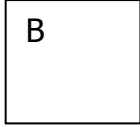
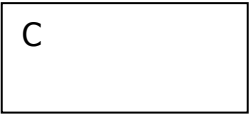
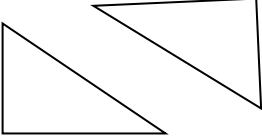
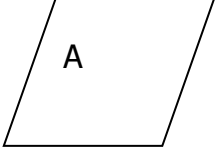

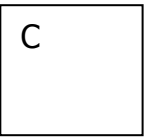
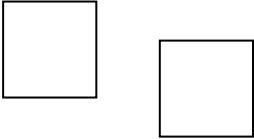


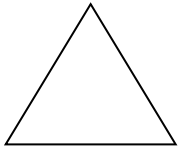

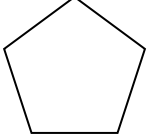
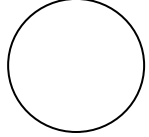
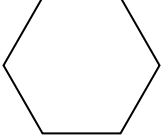
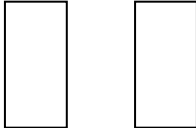

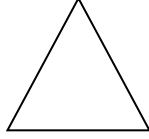

What advice would you give to a “new” student getting ready to do this activity?

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

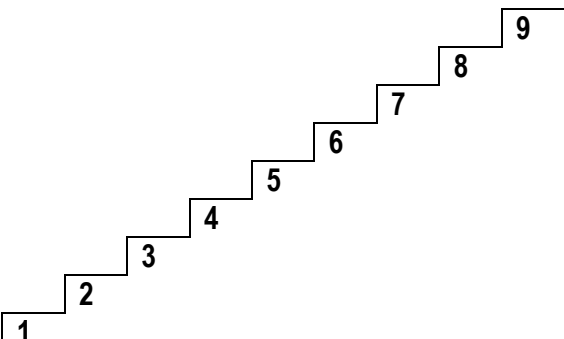
			
			
			
			
			
			

Consult 4 Kids Lesson Plans

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”?

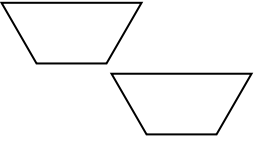

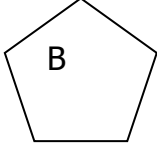
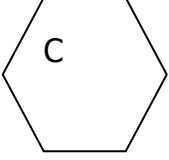
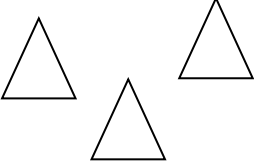
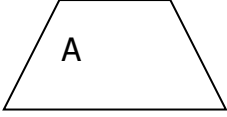
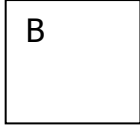

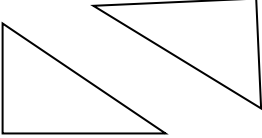
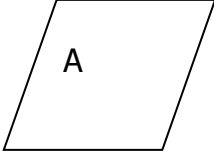


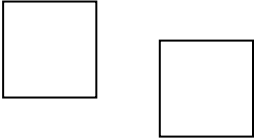


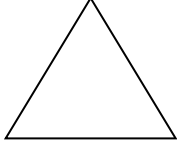

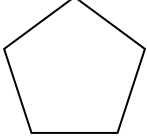
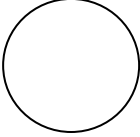
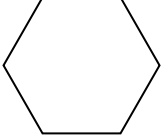
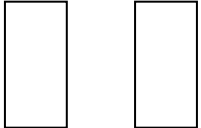

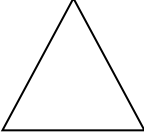

What advice would you give to a “new” student getting ready to do this activity.

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”)	
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.</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>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>	
Fact Practice	
<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 	
Math Vocabulary	
Word for Today: fractions	It is important to review academic math vocabulary

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:

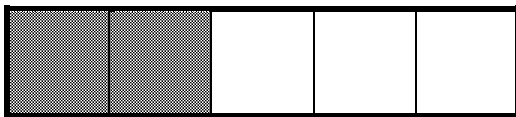
<p>New Word</p> <p style="text-align: center;">fraction</p>	<p>My Description</p> <p style="text-align: center;">a numerator and a denominator that indicates part of a whole</p>
<p>Personal Connection</p> <p style="text-align: center;">I am going to eat $\frac{1}{2}$ of the cookie.</p>	<p>Drawing</p>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


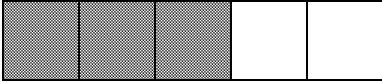
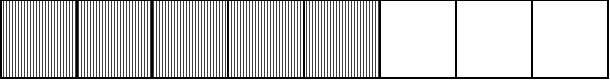
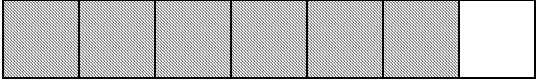
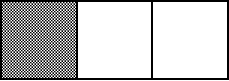
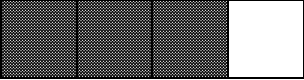
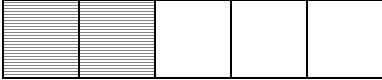
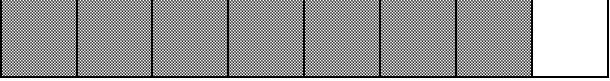
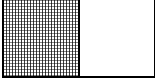
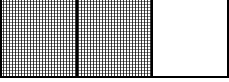
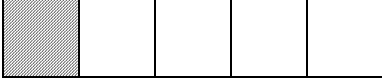


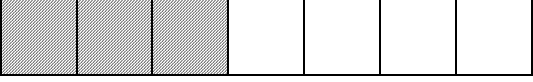
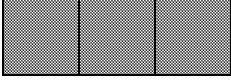
What advice would you give to a “new” student getting ready to do this activity?

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:

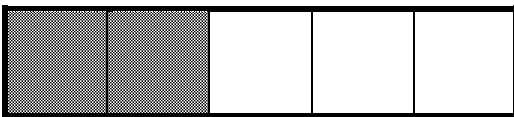
<p>New Word</p> <p style="text-align: center;">fraction</p>	<p>My Description</p> <p style="text-align: center;">a numerator and a denominator that indicates part of a whole</p>
<p>Personal Connection</p> <p style="text-align: center;">I am going to eat $\frac{1}{2}$ of the cookie.</p>	<p>Drawing</p>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


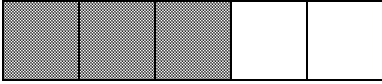
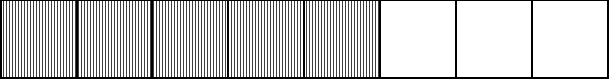
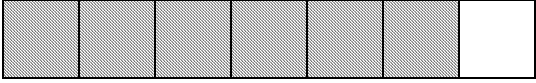

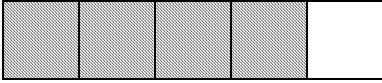
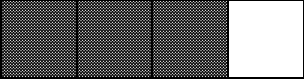
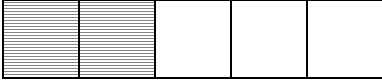
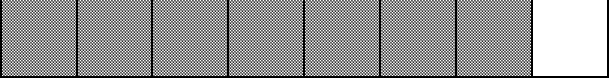
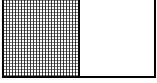
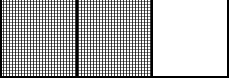

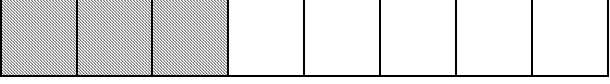

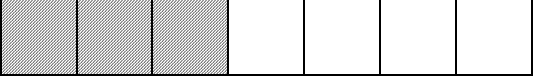
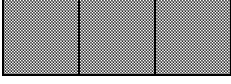
1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

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 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.
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”?

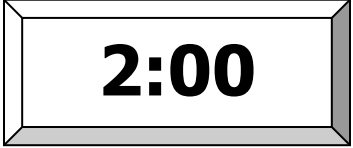
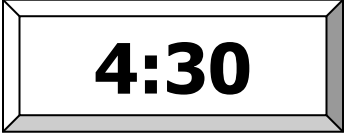
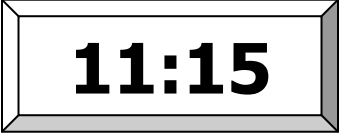
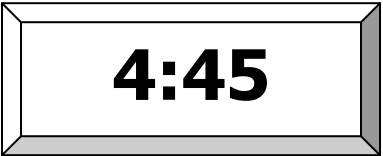
What advice would you give to a “new” student getting ready to do this activity?

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 $\frac{1}{2}$ 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”?

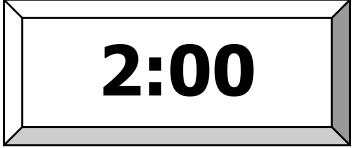
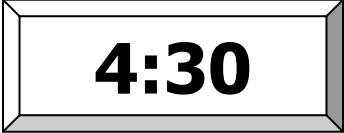
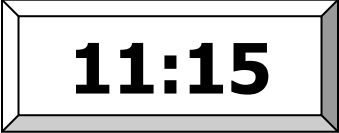
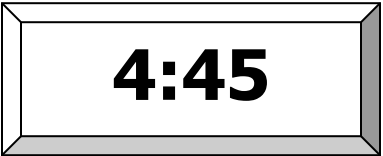
What advice would you give to a “new” student getting ready to do this activity.

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

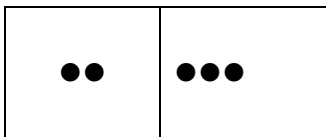
Spots and Dots

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;">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.

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.



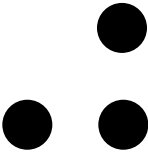
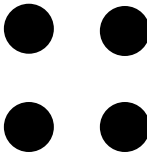
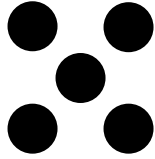
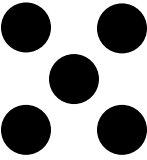
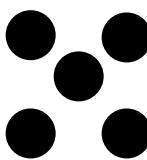
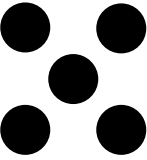
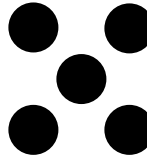
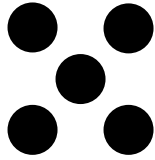
Double 9 Dominoes



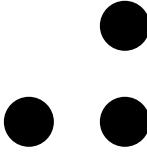
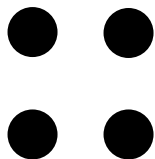
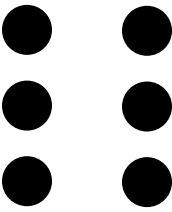
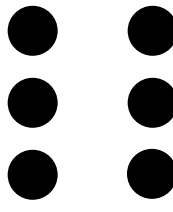
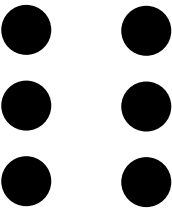
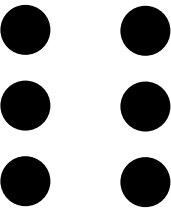
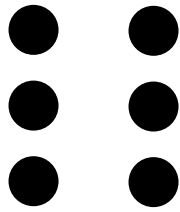
	●		●	● ●
●	●	● ●	● ●	● ●

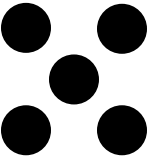
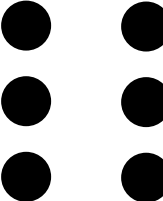


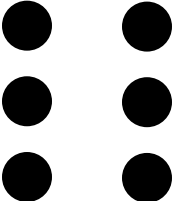
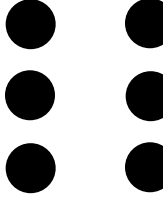
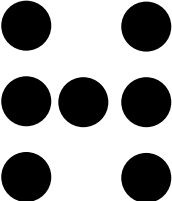
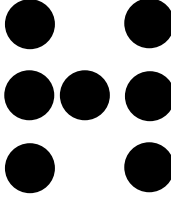
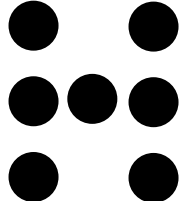
	●	● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●

●	● ●	● ● ● ●	● ● ● ●	
● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ●	● ● ● ● ● ●

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

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)
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.