Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	Count Down and Number Hunt
Focus:	Subtraction

Materials:		
White boards	Vocabulary Notebooks	Countdown cards from yesterday
Crayolas	12-sided dice for each pair	
Socks	Number Hunt Work Sheet	

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?

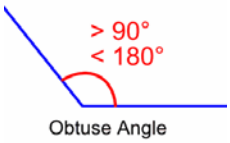
Content (the "Meat")

Problem of the Day Make a design that has a minimum of 5 triangles.	*Activity → Teachable Moment(s) *throughout*
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.	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: obtuse angle Description: Review the information that you shared with students yesterday about the different types of angles. Remind them that an obtuse angle is between a right angle (L) and a straight line (____).	It is important to review academic math vocabulary often throughout the day Complete the Vocabulary notebook for each word.

Consult 4 Kids Lesson Plans

Students should review the entry on the word equation from yesterday and determine if they need to make and additions or changes.

Vocabulary Notebook Sample:

New Word	My Description
Obtuse angle	Angle that is greater than a right angle but not a straight line
Personal Connection	**Drawing**
My neighbor's yard is at an obtuse angle to my front yard.	

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

Count Down

Demonstrate: Review the game from yesterday. Have the students share how to play the game. Once they have demonstrated that they know how to play the game, have them play with a partner.

Materials: Deck of Count Down cards (number 11-30) for each group of 2-3 students.
White board for each student

Directions:

1. Each student writes the number 99 at top of his/her white board
2. All Count Down cards are placed face down in the center of the group.
3. Player one draws the top card and subtracts that amount from 99 (or the total remaining from previous subtractions)
4. Player two then repeats.
5. Play continues until 0 is reached.

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

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:	3rd Grade
Lesson Title:	Equal 10
Focus:	Equalities

Materials:		
White boards	Decks of cards	Diamond Cards (from yesterday)
Crayolas	Vocabulary Notebooks	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

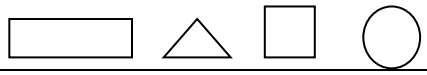
Read each clue then select the correct shape.

I have 4 sides.

Opposite sides are equal.

All 4 sides are equal.

Which shape am I?



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.

Consult 4 Kids Lesson Plans

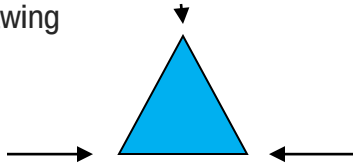
Math Vocabulary

Word for today: acute angle

Description: Review the information that you shared with students yesterday about an acute angle. Have students identify more things in the room or outdoors that have or form an acute angle.

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

Vocabulary Notebook Sample:

New Word	My Description
Acute angle	An angle less than 90º
Personal Connection	**Drawing**
The edges of the triangle create two acute angles	

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

Equal 10

Review the game from yesterday. Have the children explain how to play the game. When you are satisfied that they understand how to play the game, then let them form small groups.

Equal 10

Materials: Deck of Diamond Cards for each group of 2-3 students

Directions:

1. Turn all of the cards face down in the center of the group.
2. Each person draws 5 cards from the pile and then the remaining cards are placed in a single stack, face down.
3. First player turns over the first card and places it up in the center of the group.
4. First player then looks at his/her own cards and looks for a card that can match to the center card by placing a number next to the side where the two numbers would equal 10. (Example: one side has an 8 the player places a card with a 2 on it)
5. If player cannot make a match, then he/she draws a card and play moves on to the second player. If there is a match, play moves to the second player and the first player does not have to draw a card.

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:	3rd Grade
Lesson Title:	Just Roll 'Em
Focus:	Place Value

Materials:

White boards	Vocabulary Notebooks
Crayolas	9-sided dice
Socks	Hundreds Chart

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?

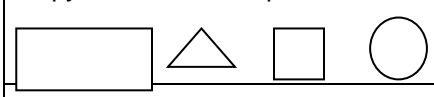
How can you tell that you are on the right track for solving the problem?

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

Content (the "Meat")

Problem of the Day

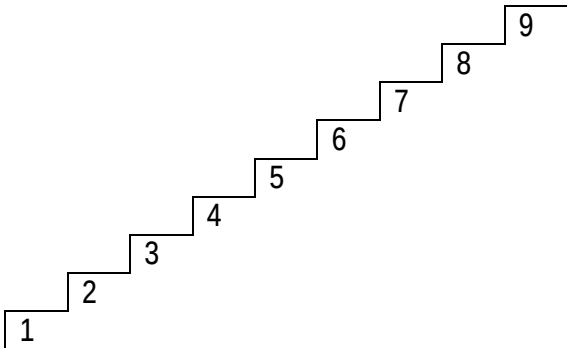
Copy each of the shapes below. Draw at least one line of symmetry on each one.



Fact Practice

Addition Ladder

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



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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

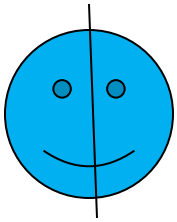
numbers in the ladder, writing the sum to the right of the number

Math Vocabulary

Word for Today: symmetry

Description: Discuss the information from yesterday regarding symmetry. Discuss the ways that you drew lines of symmetry in the problem of the day. Ask students to review the information they included in the Notebook from yesterday and make additions as necessary.

Vocabulary Notebook Sample:

New Word	My Description
symmetry	Same on two sides
Personal Connection	**Drawing**
The line of symmetry goes down the middle, trying to make it the same on both sides.	

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 Roll 'Em

Remind students of the activity that they did yesterday. Encourage students to discuss the process and the key learnings.

Explain that today you are going to play the game again.

Just Roll 'Em

Materials: two 9-sided dice of different colors for each team
Hundreds Chart

Directions:

1. Designate one of the dice ones place and the other tens place (Green = ones, red = tens)
2. Player 1 rolls the dice and finds the number on the hundreds chart and marks the number that he/she has rolled
3. Player 2 repeats the process
4. Game is over when all the numbers (except 1-9 and 100) are marked out or covered

Note: If you don't have 9-sided dice, you can use two decks of cards with 10s, face cards and jokers removed.

1. Divide students into pairs
2. Give each pair 1 sheet of ¼" grid paper and a string of paper clips
3. Students measure 3-4 items, drawing the item, writing a number sentence and labeling the perimeter for each item measured.

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:	3rd Grade
Lesson Title:	Just Roll 'Em
Focus:	Place Value

Materials:

White boards	Vocabulary Notebooks	2 9-sided dice for each pair
Crayolas	Dice	
Socks	Hundreds Chart (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 your last name in all capital letters. Which letters have at least one line of symmetry? Explain your answer.

You may want to do the Problem of the Day after the vocabulary lesson today.

Fact Practice

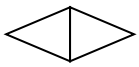
Spokes on a Wheel

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.

Math Vocabulary

Word for today: symmetry

Description: Symmetry is when one shape becomes exactly like another if you flip, slide or turn it. When you flip a shape you turn it over:



*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.

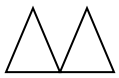
Stop the class and focus on a student's key learning or understanding. Ask open-ended questions to determine what the rest of the group is thinking.

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

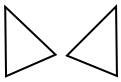
It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

You can also slide something over and it will be in symmetry:



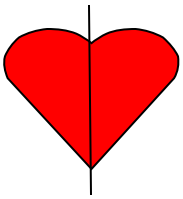
You can flip something (reflect)



The line of symmetry "slices" the two objects so that both sides are alike.

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

New Word	My Description
Symmetry	Something that looks the same on both sides, line of symmetry is in the middle
Personal Connection	**Drawing**
We did a drawing and had to identify the line of symmetry.	

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 Roll 'Em

Demonstrate how to play the game using volunteers to come and learn how to play while they are teaching others.

Materials: two 9-sided dice of different colors for each team
Hundreds Chart

Directions:

1. Designate one of the dice ones place and the other tens place (Green = ones, red = tens)
2. Player 1 rolls the dice and finds the number on the hundreds chart and marks the number that he/she has rolled
3. Player 2 repeats the process
4. Game is over when all the numbers (except 1-9 and 100) are marked out or covered

Note: If you don't have 9-sided dice, you can use two decks of cards with 10s, face cards and jokers removed.

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:	3rd Grade
Lesson Title:	Math Fact Match
Focus:	Operations

Materials:	
White boards	Vocabulary Notebooks
Crayolas	deck of cards, no face cards or jokers
Socks	Math Fact 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

Create a three-column page

Label one column "circle" the second acute angle, the third obtuse angle

Make a list of items (you can draw them) in your classroom that are shaped like a circle, an acute angle and an obtuse angle.

Fact Practice

Draw!

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

Math Vocabulary

Word for Today: isosceles triangle

Description: An isosceles triangle is any triangle that has at least two sides that are the same length. All of these are isosceles triangles:

*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.

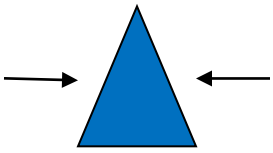
It is important to review academic math vocabulary often throughout the day

Complete the Vocabulary notebook for each word.

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

Have student complete his/her Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
Isosceles triangle	A triangle with two equal sides and angles
Personal Connection	**Drawing**
I have an isosceles triangle on my wall.	

students acting out an equation)

Vocabulary Notebooks can be made from ½ of a composition book

Activity

Math Fact Match

Demonstrate: Demonstrate how the game is played following the directions below. Have volunteers come to the front and demonstrate for the other students. Ask them to each teach one person.

Materials: Deck of Math Fact Cards

Directions:

1. Shuffle the cards and divide them evenly between the players (2 is best).
2. Simultaneously, the two players turn over the top card in his/her deck.
3. Both players calculate the answer to the problem and calls out the answer
4. Player with the larger number wins both cards.
5. If the answers are a tie, then another round is 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

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

Math Fact Cards

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

18 -9	17 -6	16 -9	16 -3
15 -8	15 -5	14 -5	14 -2
13 -6	13 -5	10 -6	11 -6
11 -8	12 -4	12 -6	10 -4
9 -7	8 -3	5 -1	4 -3

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	Equal 10
Focus:	Addition

Materials:	
White boards	Decks of cards
Crayolas	Vocabulary Notebooks
Socks	Diamond Cards (attached at the end of plan)

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

How is a □ and a △ alike? How are they different?
Share your answer with a peer.

Fact Practice

Addition War

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

Math Vocabulary

Word for Today: acute angle

Description: An acute angle is one that is more than '0" but less than 90°. A 90° angle is

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

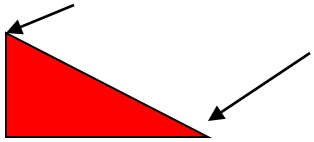
When possible, engage students in a "teach to learn" opportunity and have the student become the teacher.

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

called a right angle. It looks like the letter L An Acute angle would be less than the L, it would look more like this in a triangle:

Ask children to look around the room and locate things that form an acute angle. Ask for volunteers to come up and form an acute angle. They can start with a right angle and then close it up to an acute angle.

Vocabulary Notebook Sample:

New Word	My Description
Acute angle	An angle that is less than 90º
Personal Connection	**Drawing**
The Triscut has several acute angles.	

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
Equal 10

Materials: Deck of Diamond Cards for each group of 2-3 students

Directions:

1. Turn all of the cards face down in the center of the group
2. Each person draws 5 cards from the pile and then the remaining cards are placed in a single stack, face down.
3. First player turns over the first card and places it up in the center of the group
4. First player then looks at his/her own cards and looks for a card that can match to the center card by placing a number next to the side where the two numbers would equal 10 (Example: one side has an 8 the player places a card with a 2 on it)
5. If player cannot make a match, then he/she draws a card and play moves on to the second player. If there is a match, play moves to the second player and the first player does not have to draw a card.

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

Closing

Review

Say:

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

Debrief

Three Whats

Ask the following three what questions:

What was your key learning for the day?

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

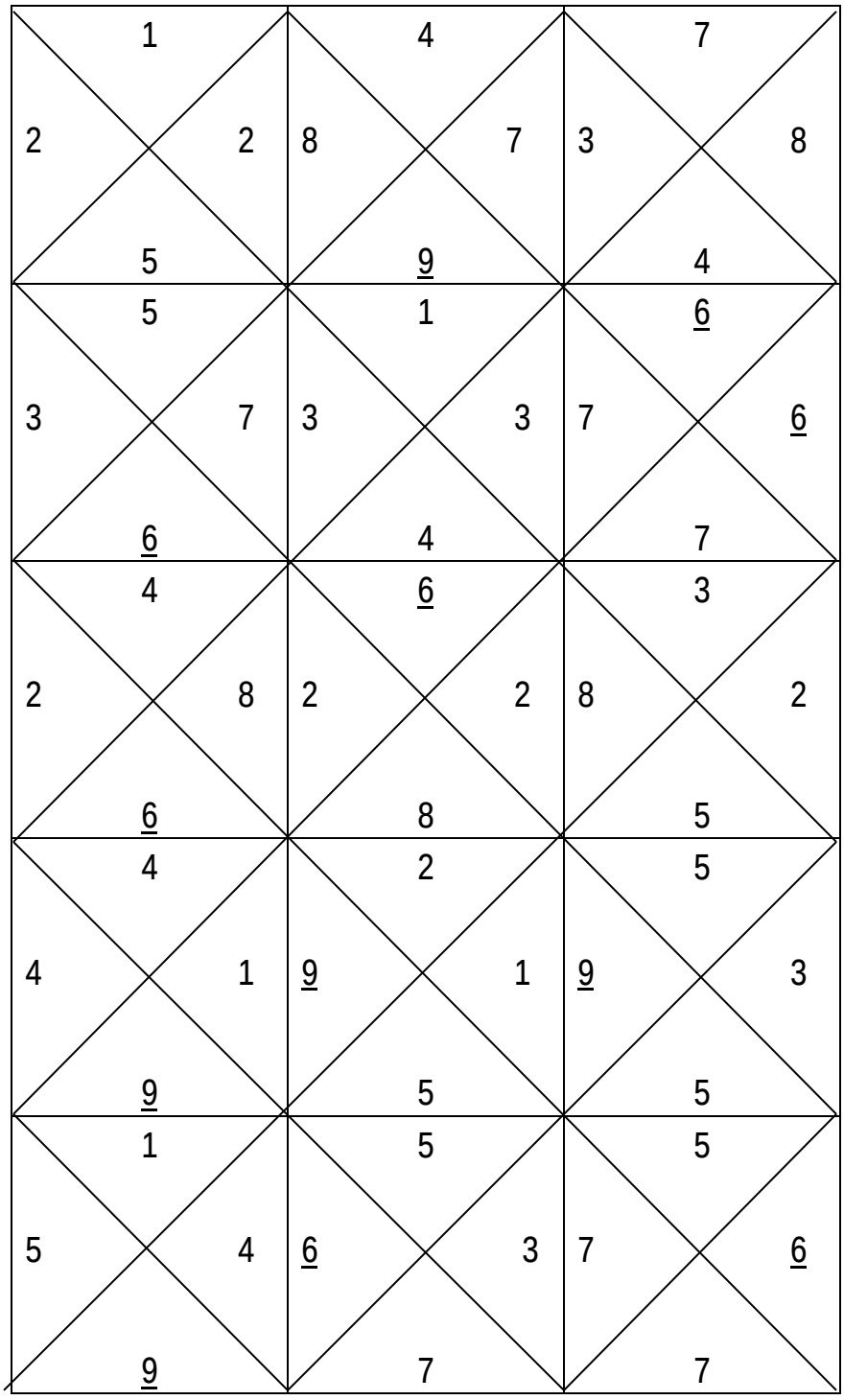
What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed.

Reflection (Confirm, Tweak, Aha!)

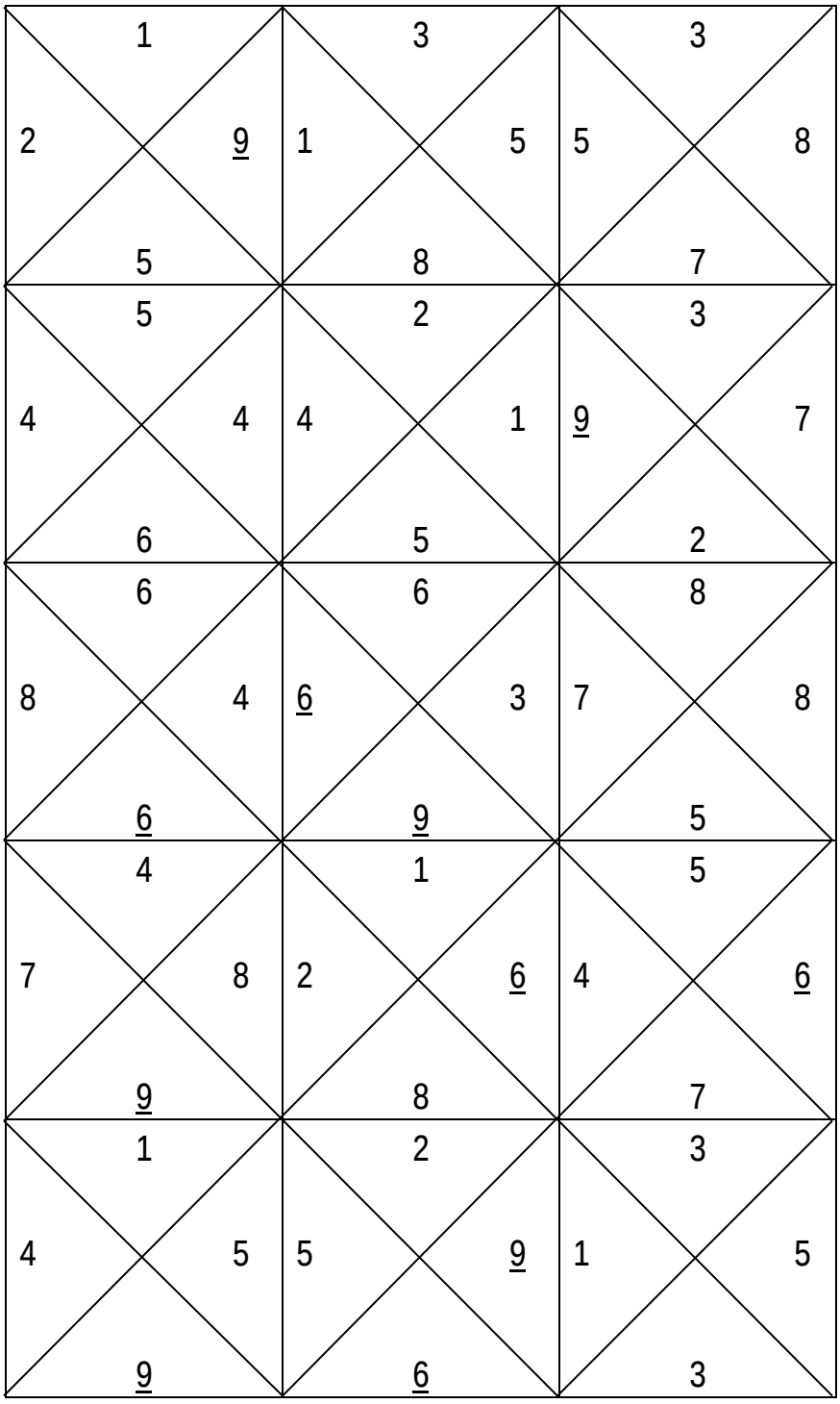
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

Consult 4 Kids Lesson Plans

Diamond Cards



Consult 4 Kids Lesson Plans



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	Math Fact Match
Focus:	Operations

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
Double 9 Dominoes
Math Fact 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?

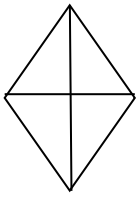
How can you tell that you are on the right track for solving the problem?

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

Content (the "Meat")

Problem of the Day

Look at the kite below. How many angles are there?



Fact Practice

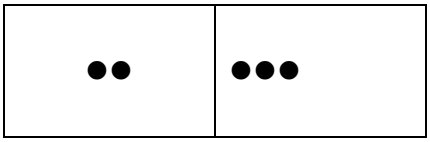
Spots and Dots

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.

Consult 4 Kids Lesson Plans

Math Vocabulary

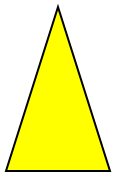
Word for Today: isosceles triangle

Description: Review with the students the information that you gave them yesterday about an isosceles triangle. Go for a walk outdoors and find right angles (sidewalk corners, lines that come together on the basketball court, etc.), obtuse or acute angles as well. Have groups of children form the angle—say four students on each side, and then have a row of children the base of the triangle. In this way they are forming a variety of isosceles triangles.

When you go back to the classroom have students check the Vocabulary entry from yesterday and decide if they want to add to it.

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

Vocabulary Notebook Sample:

New Word	My Description
Isosceles triangle	A triangle with 2 equal sides and angles (not equilateral)
Personal Connection	**Drawing**
That park is in the form of an isosceles triangle	

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

Complete the Vocabulary notebook for each word.

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

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

Activity

Math Fact Match

Review: Review how to play the game children learned yesterday.

Math Fact Match

Materials: Deck of Math Fact Cards

Directions:

1. Shuffle the cards and divide them evenly between the players (2 is best).
2. Simultaneously, the two players turn over the top card in his/her deck.
3. Both players calculate the answer to the problem and calls out the answer.
4. Player with the larger number wins both cards.
5. If the answers are a tie, then another round is played.

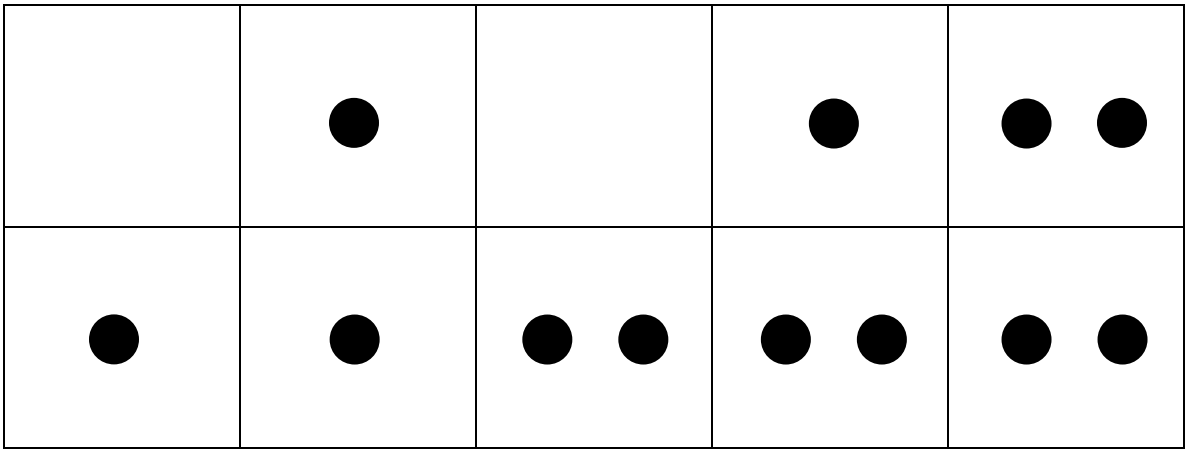
Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center.

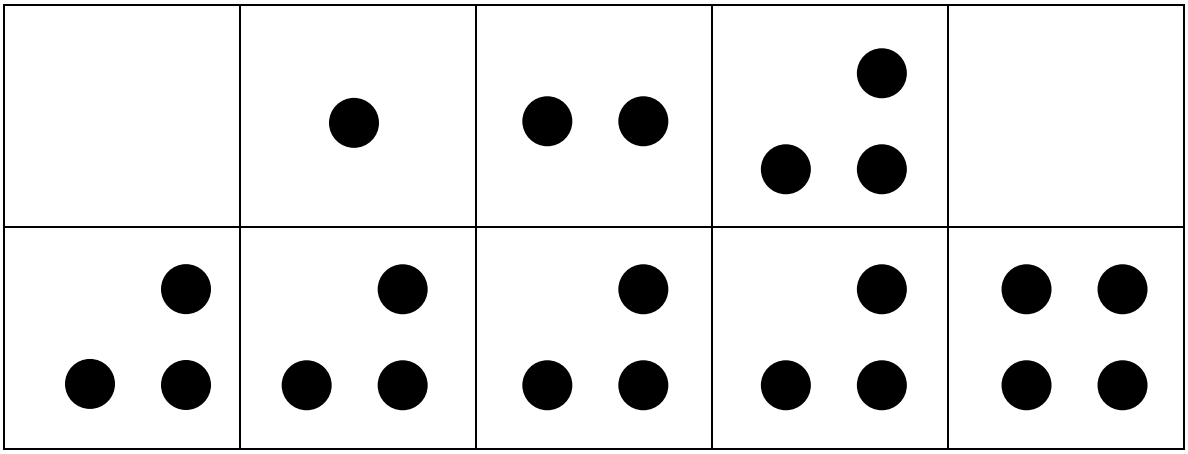
Closing
Review Say: • Please recap what we did today. • Did we achieve our objectives?
Debrief Three Whats Ask the following three what questions: What was your key learning for the day? What opportunities might you have to do this same thing in the "real world"? What advice would you give to a "new"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

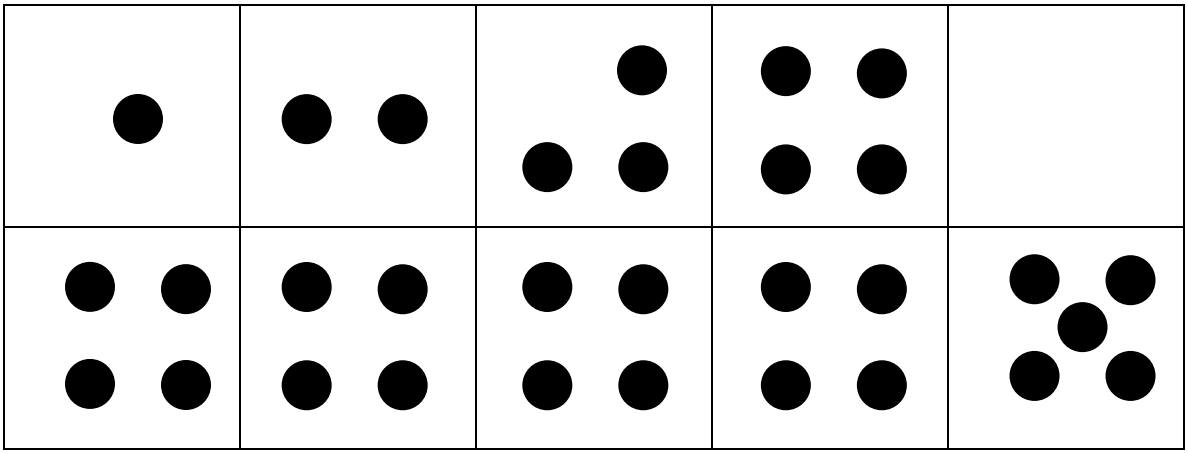
Reflection (Confirm, Tweak, Aha!)

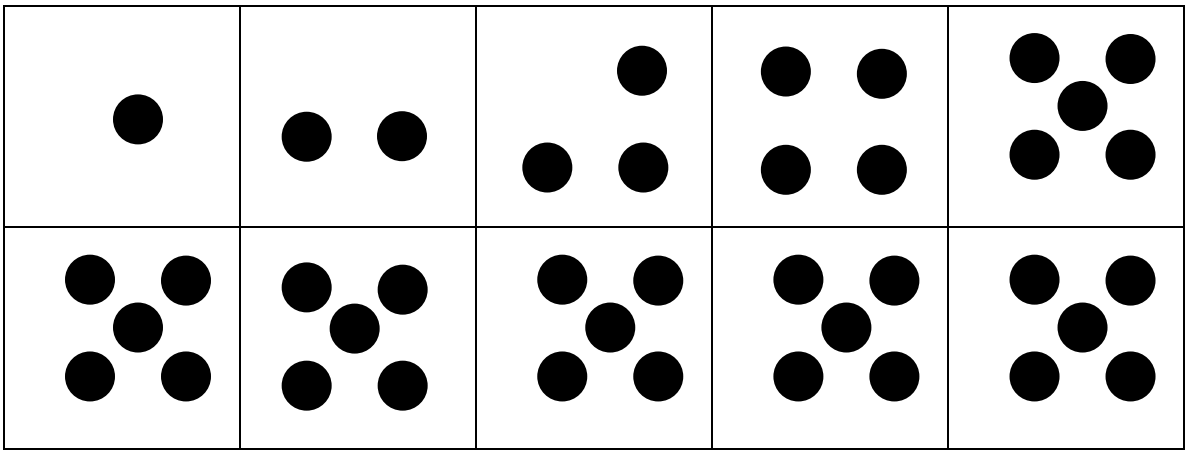
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

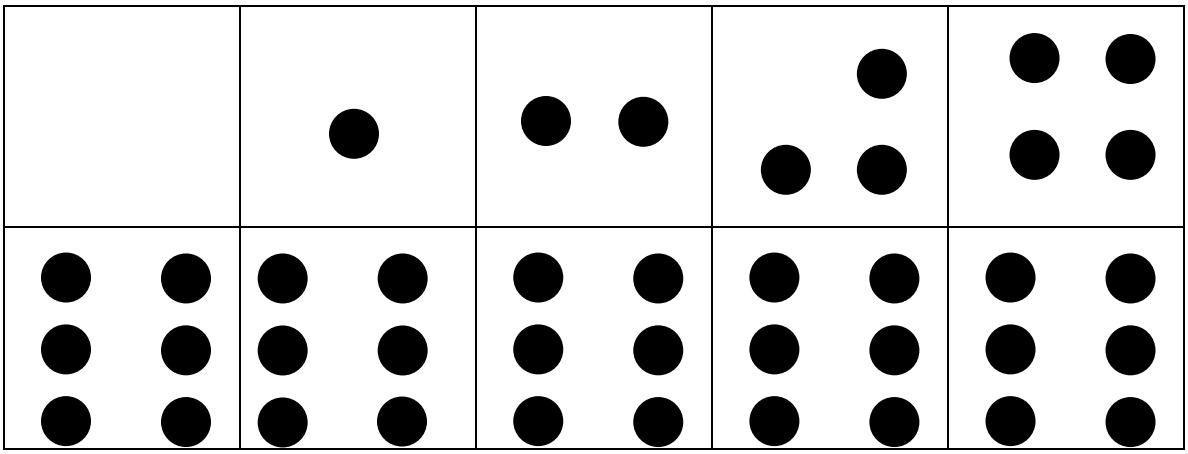
Double 9 Dominoes

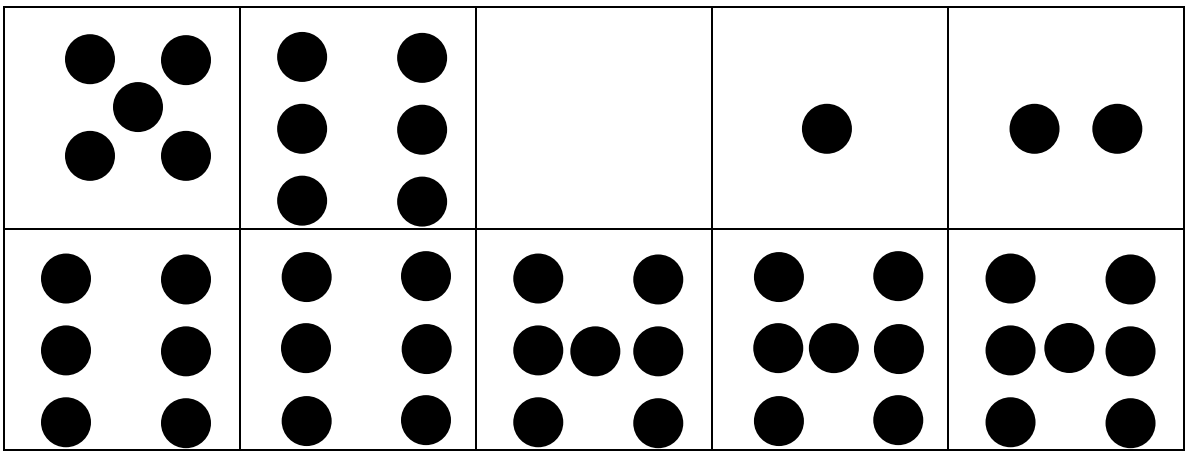


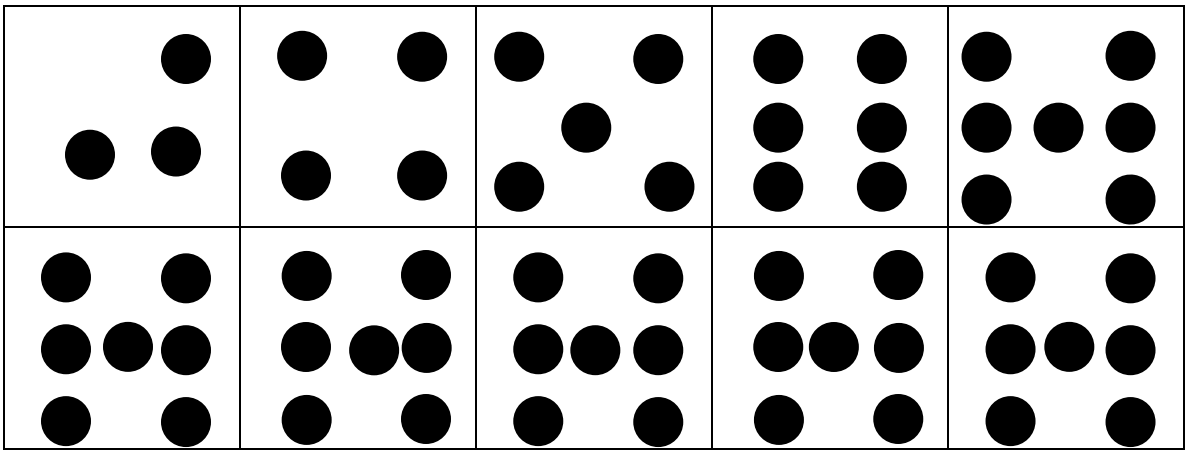












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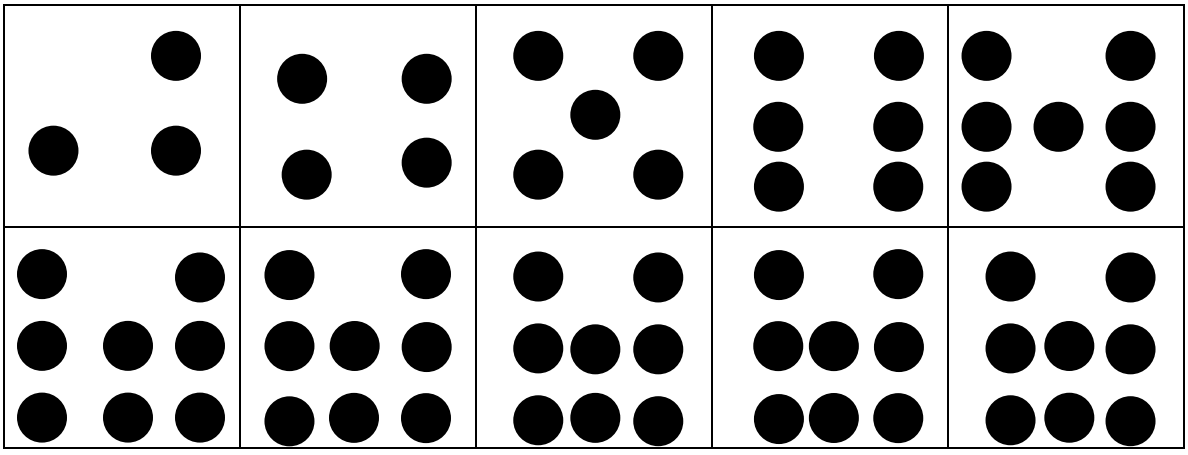
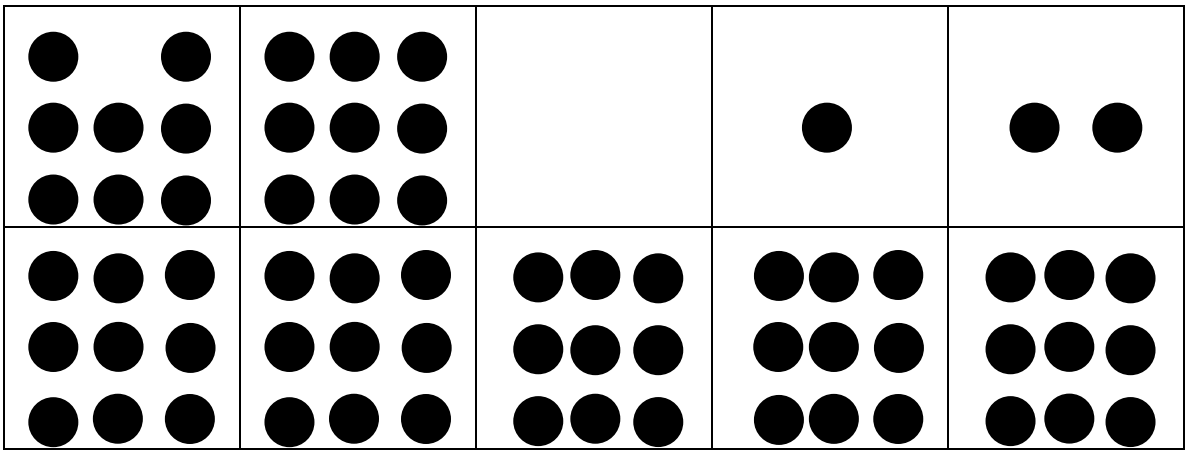
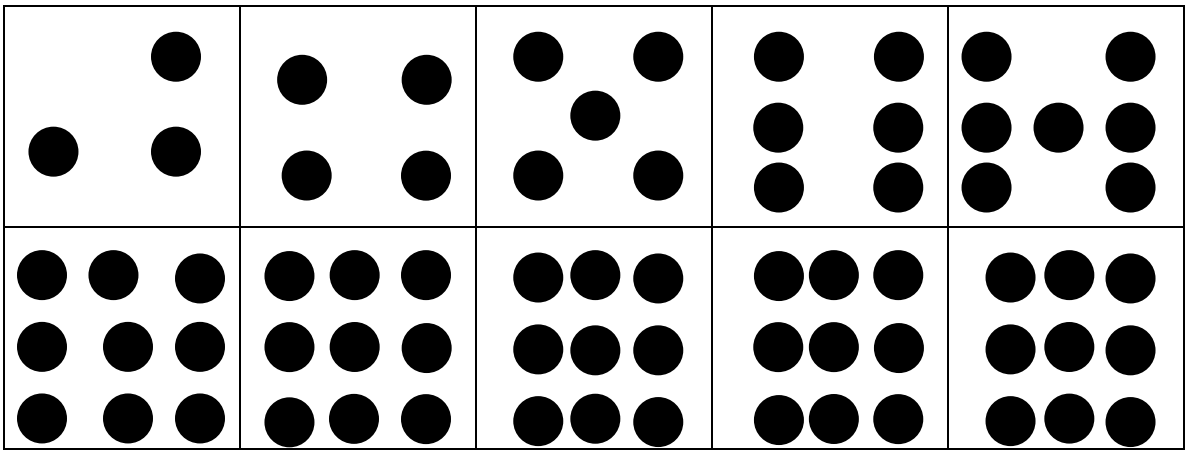






Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	Count Down
Focus:	Subtraction

Materials:

White boards	Vocabulary Notebooks
Crayolas	Cards
Socks	Count Down 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?

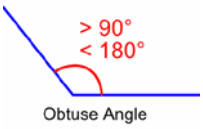
Content (the "Meat")

Problem of the Day Use as many different shapes as you can to draw a robot. (Use at least 4 different shapes)	*Activity → Teachable Moment(s) *throughout*
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 most cards at the end of the game win.	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: obtuse angle Description: Like the acute angle an obtuse angle has a relationship with a right angle, or the L. An obtuse angle is any angle that is greater than 90° but less than 180°. 180° is a straight	It is important to review academic math vocabulary often throughout the day. Complete the Vocabulary

line, so if you created a straight angle (line) then it is more than an obtuse angle. Ask children to come up and form right angles, acute angles, and an obtuse angle. Also have students look for obtuse angles in the classroom.

Students should complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
Obtuse angle	An angle bigger than a right angle and small than a straight line
Personal Connection	**Drawing**
Can you find an obtuse angle in your yard?	

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

Count Down

Explain to students that they are going to have an opportunity to play a new game.

Demonstrate how to play the game choosing volunteers to come and demonstrate.

Count Down

Materials: Deck of Count Down cards (number 11-30) for each group of 2-3 students.
White board for each student

Directions:

1. Each student writes the number 99 at top of his/her white board
2. All Count Down cards are placed face down in the center of the group.
3. Player one draws the top card and subtracts that amount from 99 (or the total remaining from previous subtractions)
4. Player two then repeats.
5. Play continues until 0 is reached.

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

Count Down 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:	3rd Grade
Lesson Title:	99
Focus:	Mental Math--Addition

Materials:	
White boards	Vocabulary Notebooks
Crayolas	dice (6-sided and 12-sided for each pair)
Socks	deck of cards for every 2-3 students

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 the capital letters that have at least 1 right angle in them.

Fact Practice

Fact Family

A Fact Family is 3 numbers which have a relationship in addition and subtraction. For example, the number 9, 4, and 13 have a particular relationship in math. This family has four members:

9 + 4 = 13
4 + 9 = 13
13 – 9 = 4
13 – 4 = 9

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

Math Vocabulary

Word for Today: right angle

Description: A right angle is shaped like an L. You can see a right angle when you lay your hand on a table and form an L along the thumb and pointer finger. Look at the letters of the alphabet and determine which of them have a right angle—look at both capital and lower case letters. Have students find other right angles throughout the room and identify them.

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

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.

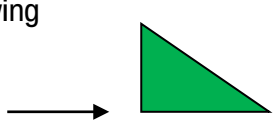
It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary notebook for each word.

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

Consult 4 Kids Lesson Plans

Vocabulary Notebook Sample:

New Word	My Description
Right angle	An angle in the shape of a capital L
Personal Connection The wall of the house is at a right angle to the foundation..	Drawing 

multiple students acting out an equation.)

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

Activity

99

Share the rules of 99 with the students

Each card counts for its face value except:

9's simply allow the player to pass, they are neither added to or subtracted from the total.

10's are a – 10, requiring the player to subtract 10 from the total.

the joker is "99" (you can play after the joker if you have a 9, a 10, or another joker)

Aces count as 1 and all face cards are 10.

Demonstrate: Show kids how to play this game. Do it by having all of the cards be open and face up

Directions:

1. Each player is dealt 3 cards.
2. The first player plays a card and states the value of the card.
3. First player draws a card, keeping his/her hand at 3 cards.
4. The second player plays a card and states the value of the two cards added together (unless the second player plays a 9, a 10 or a joker). Second player draws a card, keeping his/her hand at 3 cards.
5. For example, if player 1 plays a 7, he/she would say 7. Draws a card. If the second player plays an 8, he/she would say 15. Draws a card. If a third player plays a ten, he/she would say 5, and so on. Draws a card.
6. The player to reach 99 with NO OTHER PLAYER being able to play a card, wins. Remember, after the pile reaches 99, players can still play a 9, 10 or joker.

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:	3rd Grade
Lesson Title:	99
Focus:	Addition and Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Copies of activities at end of Lesson Plan
Socks	Deck of cards, no 10s, face cards, or jokers

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

If a ☺ = 5 and a ♥ = 3, what would be the total of the problem below:

☺ + ☺ + ♥ + ♥ + ☺ +

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: right angle

Description: Review the information that you shared with students yesterday. Look around the room and see if they can find other right angles (not the ones they found yesterday). Ask students

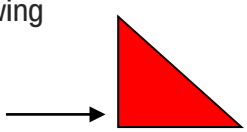
It is important to review academic math vocabulary often throughout the day.

Complete the Vocabulary

to identify the different shape that have at least one right angle.

Review the entry from yesterday. Have students discuss in pairs and determine if they want to make any changes in the Vocabulary Notebook entry.

Vocabulary Notebook Sample:

New Word	My Description
Right angle	And angle that looks like a capital L with 90º in the L
Personal Connection	**Drawing**
He turned the corner at a right angle..	

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

99

Remind the students of the rules of 99.
Each card counts for its face value except:

9's simply allow the player to pass, they are neither added to or subtracted from the total.
10's are a – 10, requiring the player to subtract 10 from the total.
the joker is "99" (you can play after the joker if you have a 9, a 10, or another joker).
Aces count as 1 and all face cards are 10.

Demonstrate: Show kids how to play this game. Do it by having all of the cards be open and face up.

Directions:

1. Each player is dealt 3 cards.
2. The first player plays a card and states the value of the card.
3. First player draws a card, keeping his/her hand at 3 cards.
4. The second player plays a card and states the value of the two cards added together (unless the second player plays a 9, a 10 or a joker). Second player draws a card, keeping his/her hand at 3 cards.
5. For example, if player 1 plays a 7, he/she would say 7. Draws a card. If the second player plays an 8, he/she would say 15. Draws a card. If a third player plays a ten, he/she would say 5, and so on. Draws a card.
6. The player to reach 99 with NO OTHER PLAYER being able to play a card, wins. Remember, after the pile reaches 99, players can still play a 9, 10 or joker.

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:	3rd Grade
Lesson Title:	Tic Tac Toe
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"

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—3rd Grade

Order the numbers below from the largest to the smallest (place the largest number on top and the smallest number on bottom. 2,987 2,889 3,010 2,991	Complete this problem: 1,423 +2,678	Jordan weighs 123 pounds. His older brother weighs 53 pounds more. How much does his older brother weigh?
Complete this problem 1,023 -968	Judy's first class begins at 9:00 a.m. It is a double period which last for 1 hour and 40 minutes. What time is it when Judy's first class is over?	Write the following number in expanded notation: 71,246
Write this number that is written in expanded notation in the standard form. 70,000 + 8,000 +200 + 60 + 9	Josh goes to the store with a $20 bill. He picks up several items and takes them to the check stand. When the items are totaled and the tax asked, Josh has spent $13.47. How much change will Josh have?	Write a number sentence for this story problem. Julie has sold 312 candy bars during week 1. During week 2 she sold 219 candy bars. During week three how many candy bars will she need to sell to reach her goals of 750?