Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	What's Your Product?
Focus:	Multiplication

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
Deck of Cards for each pair
Product Grid

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

Below are three problems that equal 15.

3 x 5 = 15
8 + 7 = 15
10 + 5 = 15

Write two more problems that will have 15 as the answer.

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.

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.

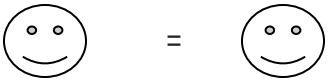
Math Vocabulary

Word for today: equals

Description: Equals is a word that means that two things represent the same value. For example if you want something to equal 8 you could simply write 8, or you could write 2 x 4 = 8, 10 – 2 = 8, 4 + 4 = 8, or 16 ÷ 2 = 8. The important thing is that what every you put on the two sides of the equals sign represents the same number.

Students should complete the Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
equals	Two or more things having the same value
Personal Connection	**Drawing**
14 equals 10 + 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 ½ of a composition book.

Activity
What's Your Product

Materials:

Deck of cards, remove all cards except Aces (1s), 2s, 3s, 4s, 5s, and 6s. (You may want two decks for each group)
Grid of numbers 1-36
Markers

Directions:

1. Markers cover the Product Grid.
2. Player 1 draws two cards and finds the product.
3. He/she then removes the marker that covers that product.
4. Player 2 repeats the process.
5. If a player has a product that has already been removed, then play goes to the other player.
6. Player with the most markers at the end of the game, 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.

Product Grid

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

Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	What's Your Product?
Focus:	Multiplication

Materials:		
White boards	Vocabulary Notebooks	Materials 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

Look at the numbers below. There is a pattern in this list of numbers. Figure out the pattern and write the next three numbers.

10, 11, 13, 16, 20, ___, ___, ___

Fact Practice

Number Hunt

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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: pattern

Description: Pattern is a word that describes how something is organized and then repeats itself over and over. For example, ♥♥ ☼ ☼ ♥ ♥ ☼ ☼, is a pattern. We could say that the pattern is heart, heart, sun, sun, heart, heart, sun, sun; or we could describe the pattern as AABBAABB. If we can recognize the pattern we can tell what will happen next. In this pattern 3, 6, 9, 12, ___ understanding the pattern would inform us that the next number is 15.

Create an entry in the Vocabulary Notebook for the word pattern.

Vocabulary Notebook Sample:

New Word	My Description
pattern	Organized display of items that allow you to predict what is coming
Personal Connection	**Drawing**
He created a pattern on the calendar using suns and moons.	♣♣♦♦♦♦♪♪♪♣

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
What's Your Product

Students played this game yesterday. Review the rules before you have the students play.

Materials:

Deck of cards, remove all cards except Aces (1s), 2s, 3s, 4s, 5s, and 6s. (You may want two decks for each group)
Grid of numbers 1-36
Markers

Directions:

1. Markers cover the Product Grid.
2. Player 1 draws two cards and finds the product.
3. He/she then removes the marker that covers that product.
4. Player 2 repeats the process.
5. If a player has a product that has already been removed, then play goes to the other player.
6. Player with the most markers at the end of the game, 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.

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:	Ninety-Nine
Focus:	Addition and Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	deck of cards, no face cards or jokers for math fact practice
Socks	deck of cards for each team with all cards present for game 99

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

When you write a number in expanded notation you write out each part of the number and create an addition problem. The number of erasers that Jorge has in storage is 53,297. In expanded notation that would be written as 50,000 + 3,000 + 200 + 90 + 7. How do you know that this is correct?

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: expanded notation

Description: Expanded notation is a way of writing a number so you can see exactly what went into that number in each of the places. For example, the number 345 is a three digit number with numeral in the hundreds, tens, and ones place. In the hundreds place there is 300, in the tens place there is 40, and in the ones place there is 5. When you add those numbers together—300 + 40 + 5 you get the three digit number 345.

Have student complete his/her Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
Expanded notation	478 = 400 + 70 + 8
Personal Connection	**Drawing**
Place the number 5, 928 into expanded notation: 5,000 + 900 +20 +8	

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

Complete the Vocabulary notebook for each word.

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

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

Activity

Ninety Nine

Materials: Deck of Cards (all cards including jokers)
Players: 2-4

Purpose of the game: Practice mental math in adding and subtracting, and game strategies. Total value of pile can never exceed "99".

Directions:
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.

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.

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.

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.	

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:	Ninety-Nine
Focus:	Addition and Subtraction

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Double 9 Dominoes
Socks	Deck of playing cards for each team

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

Below you will find 5 numerals. Write 3 different 3 digit numbers using the five numerals.

2 6 9 1 7

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: place value

Description: In our number system there are 10 numerals: 0, 1, 2, 3, 4, 5 6 7 8, and 9. These numerals can be arranged and rearranged to create any number that we need. The "place" the numeral occupies lets you know the value of the numeral. In a 7 digit number: 3,425,678, the places represented are millions, hundred thousand, ten thousand, thousand, hundred, tens, ones. The 3 represents 3,000,000 in this number, but would represent 30 in the number 39. Place value lets us know how many.

Create an entry for place value in your Vocabulary Notebook.

Vocabulary Notebook Sample:

New Word	My Description
Place value	The value of a numeral in a particular spot in a number
Personal Connection	**Drawing**
In the number 487, 4 is in the hundred's place.	

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
Ninety Nine

Review how to play this game that students learned yesterday.

Materials: Deck of Cards (all cards including jokers)
Players: 2-4

Purpose of the game: Practice mental math in adding and subtracting, and game strategies. Total value of pile can never exceed "99".

Directions:
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.

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,

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.

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.	

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?

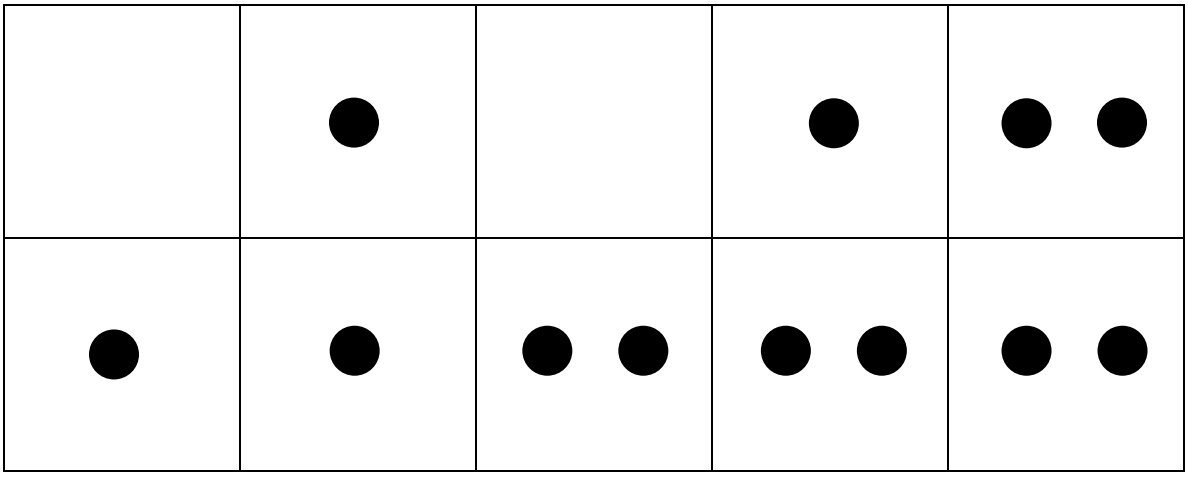
What opportunities might you have to do this same thing in the "real world"?

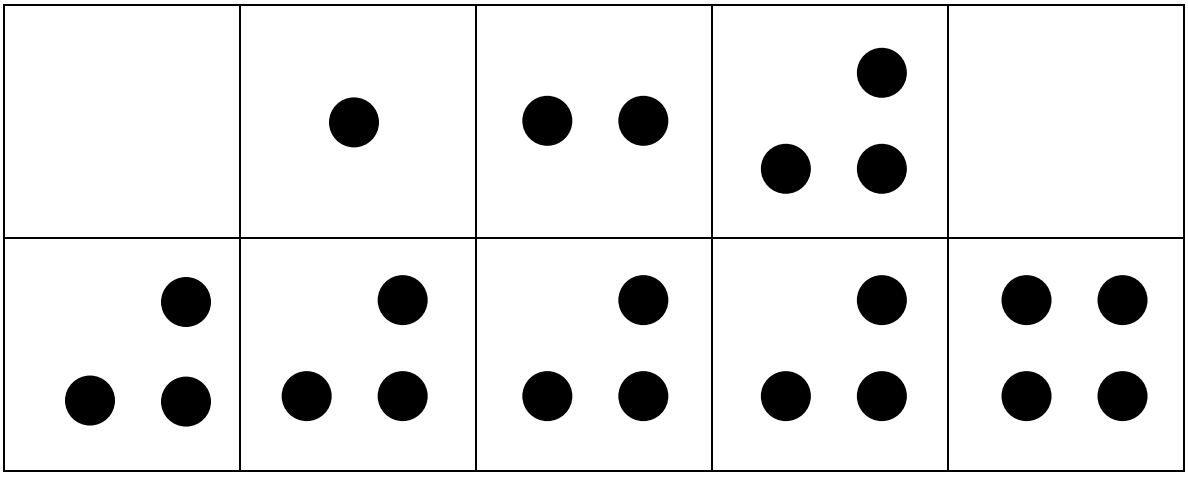
What advice would you give to a "new" student getting ready to do this activity?

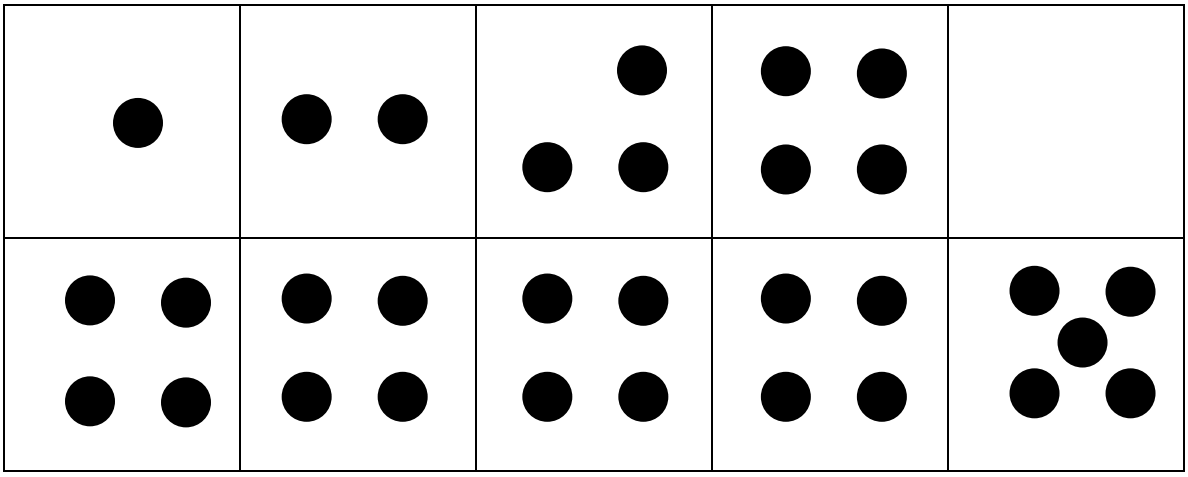
Reflection (Confirm, Tweak, Aha!)

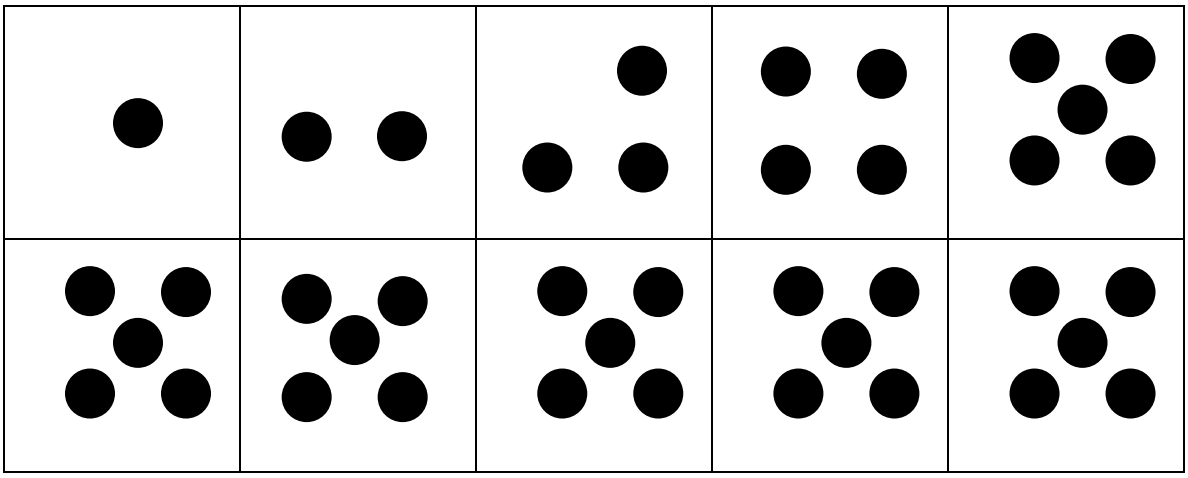
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

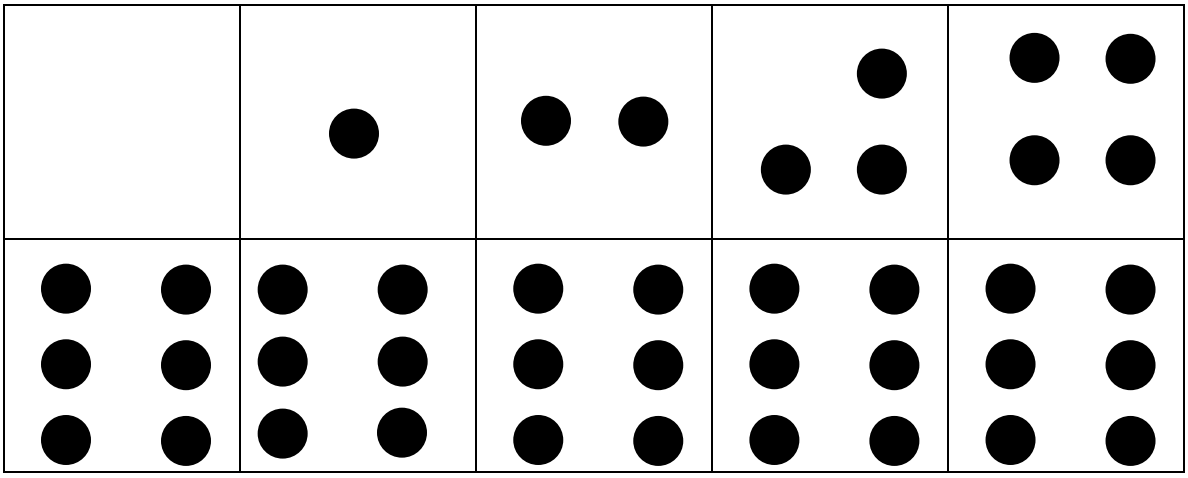
Double 9 Dominoes

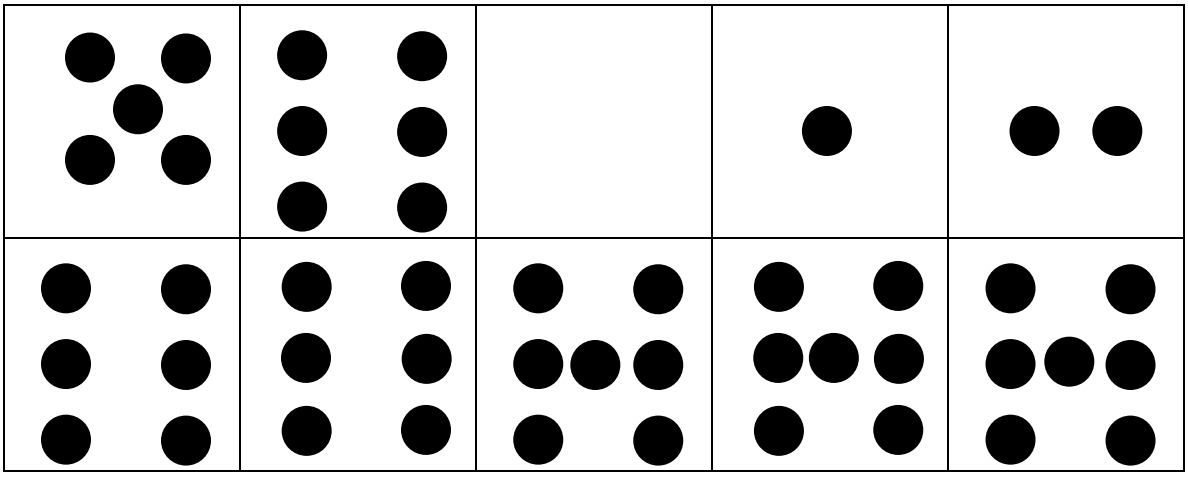


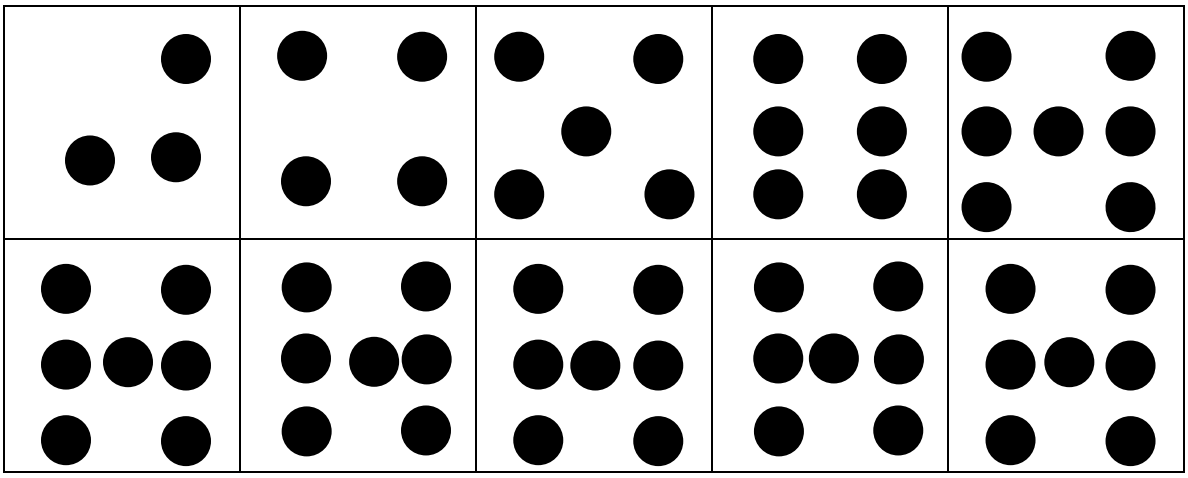












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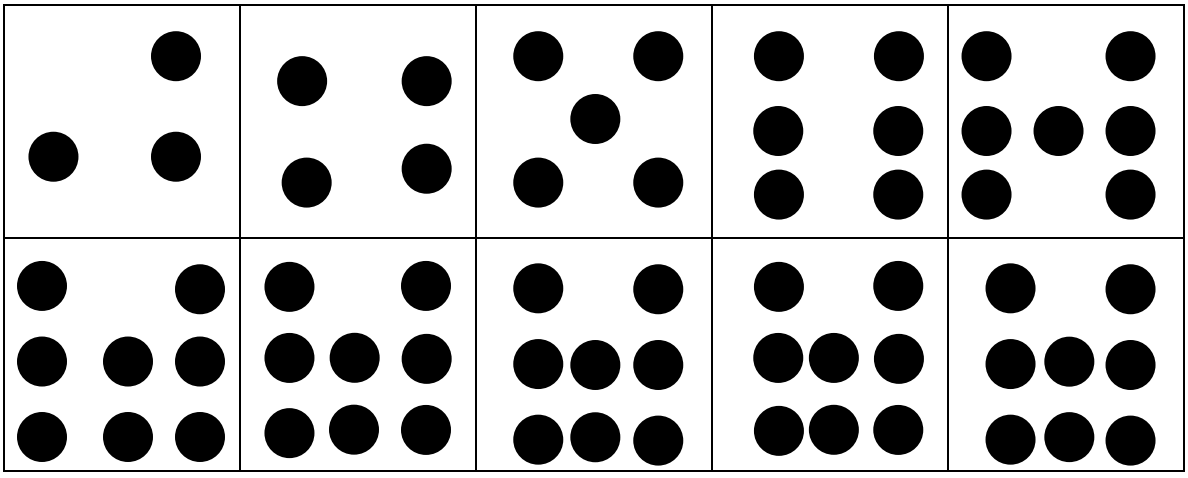
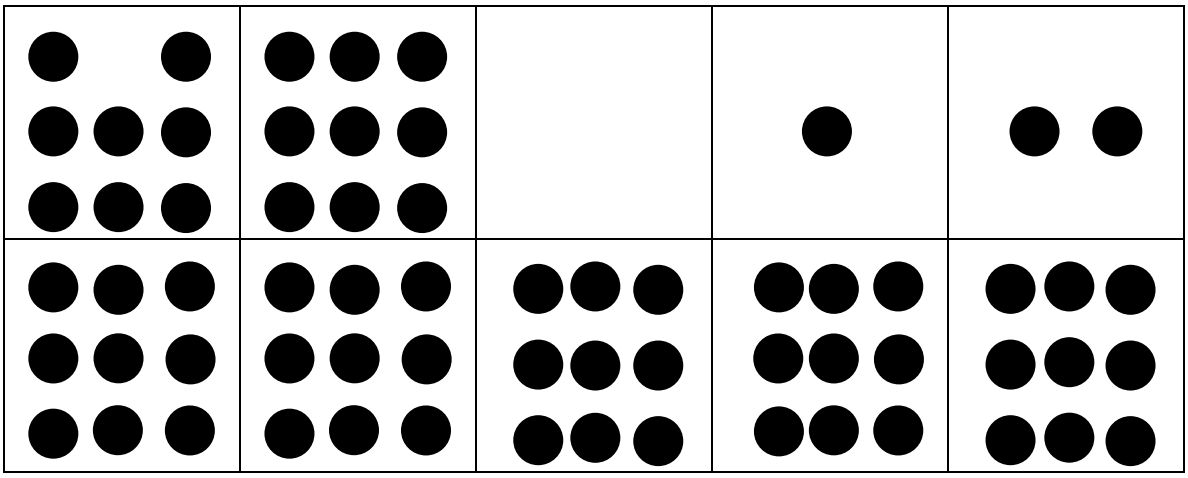
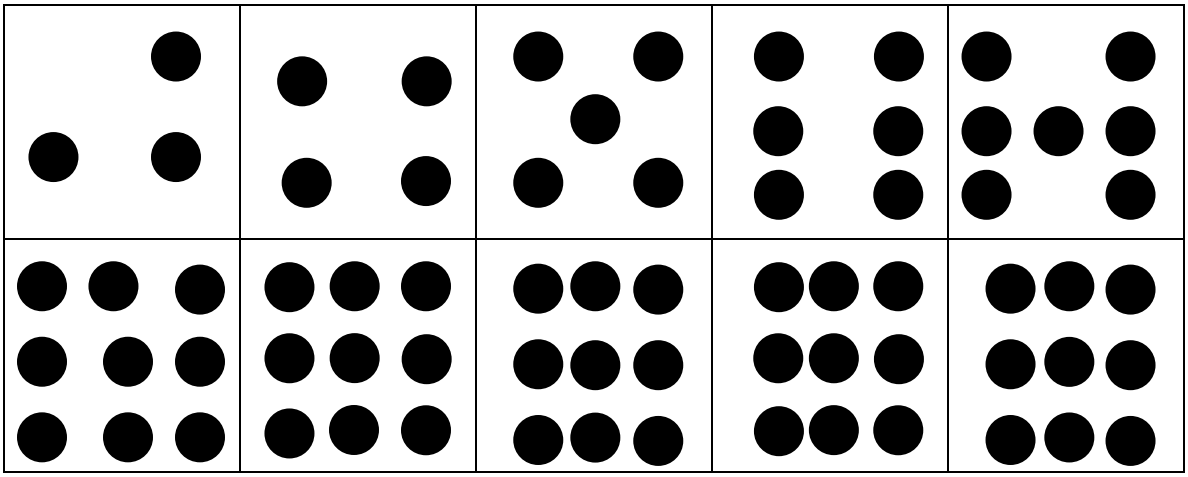






Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	How Close Can You Get?
Focus:	Operations

Materials:

White boards
Crayolas
Socks
Decks of cards
Vocabulary Notebooks

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 problem that can be solved with this number sentence:

$$32 + 19 = 51$$

Fact Practice

Addition War

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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for Today: digit

Description: In math the word digit refers to any symbol that represents a number. In the system we use to number there are 10 numerals, 0, 1, 2, 3, 4, 5, 6, 7, 8, and 9. It is the way that you organize or place these 10 numerals that tells you the number of things that you are talking about. 589 is a three digit number. 4,921 is a 4 digit number. 89,021 is a five digit number. What would be an example of a 6 digit number?

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

Vocabulary Notebook Sample:

New Word	My Description
digit	Symbol that represents a number
Personal Connection	**Drawing**
This number has 5 digits in it: 67,834.	

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
How Close Can You Get

Materials:

- Deck of cards—remove face cards and 10s, use jokers as a zero
- White board or paper for game board (spaces show you how many cards you need)

Purpose of Game: Create a number that is as close to the number at the end of the row on the game board (5, 25, 50, 100,1000)

Directions:

1. Students work in pairs.
2. Students prepare the game board (see attached work sheet).
3. Shuffle cards and deal 8 cards to each player.
4. Player 1 selects one of his/her eight cards and writes the value of the card in the box he/she believes will help him/her get close to the target number on the left.
5. After completing play, Player 1 draws a card and play passes to the second player.
6. Play continues until both have completed the game board.
7. Players calculate the difference between his/her number and the target number. Students add the difference and player with small different, 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?

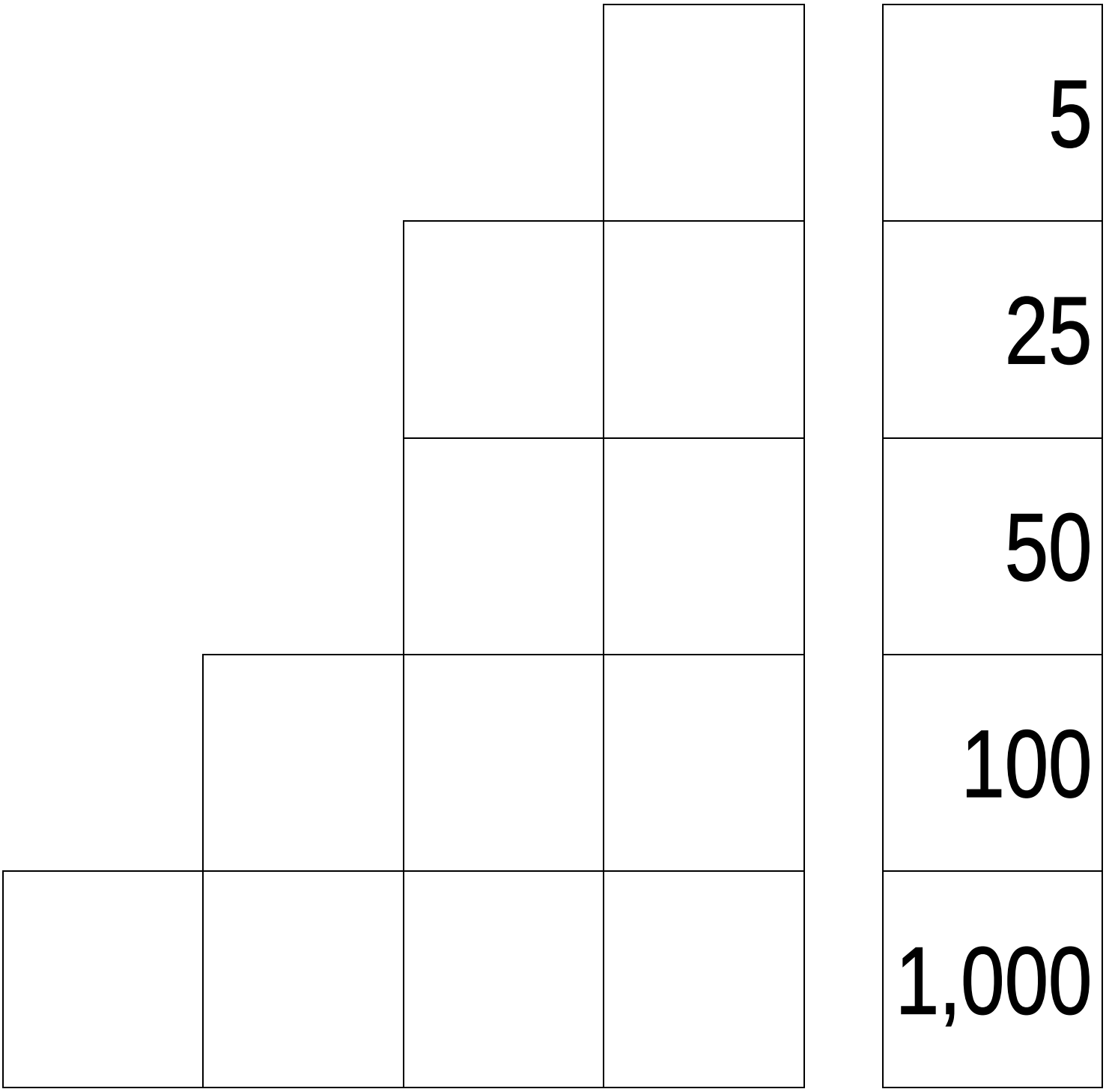
What opportunities might you have to do this same thing in the "real world"?

What advice would you give to a "new" 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.

How Close Can You Get?



Consult 4 Kids Lesson Plans

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	How Close Can You Get?
Focus:	Operations

Materials:

White boards
Crayolas
Socks
Decks of cards
Vocabulary Notebooks

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 you are working a subtraction problem, how does knowing your addition facts help you to solve that problem? Explain

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: math fact

Description: A math fact is a basic problem in addition, subtraction, multiplication or division, that works with a family of numbers that, if memorized, will make math be much easier. Math facts are like the foundation of a house. They are the building blocks for the rest of your ability to work with number operations. Examples of math facts are 7 + 5 = 12, 7 + 6 = 13, 7 + 7 = 14, and 7 + 8 = 15. 24 + 39 = 63 is not a math fact.

Create and entry in your Vocabulary Notebook for the phrase math fact.

Vocabulary Notebook Sample:

New Word	My Description
Math fact	The foundation of addition, subtraction, multiplication and division
Personal Connection	**Drawing**
I have memorized my addition math facts.	

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

How Close Can You Get

Play the game, How Close Can You Get again today. Review the game with the students to be sure they understand how to play.

Materials:

- Deck of cards—remove face cards and 10s, use jokers as a zero
- White board or paper for game board

Purpose of Game: Create a number that is as close to the number at the end of the row on the game board (5, 25, 50, 100)

Directions:

1. Students work in pairs.
2. Students prepare the game board (see attached work sheet).
3. Shuffle cards and deal 8 cards to each player.
4. Player 1 selects one of his/her eight cards and writes the value of the card in the box he/she believes will help him/her get close to the target number on the left.
5. After completing play, Player 1 draws a card and play passes to the second player.
6. Play continues until both have completed the game board.
7. Players calculate the difference between his/her number and the target number. Students add the difference and player with small different, 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:	3rd Grade
Lesson Title:	Countdown to Blast Off
Focus:	Subtraction

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

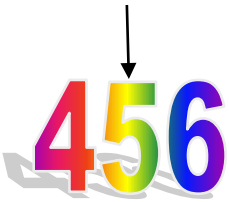
Content (the "Meat")	
Problem of the Day Copy the addition problem below and show the answer. 342 + 241 = _____	*Activity → Teachable Moment(s) *throughout* During the lesson check in with students repeatedly. Check in about what is happening and what they are thinking. Take advantage of any teachable 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 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: place value	It is important to review academic math vocabulary often throughout the day.

Consult 4 Kids Lesson Plans

Description: Review what you discussed about place value yesterday. Have children write 3 digit, 4 digit, 5 digit, 6 digit, and 7 digit numbers. After they have done each one, have them pair with another student and explain the value of each number based on the place that it is in.

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

Vocabulary Notebook Sample:

New Word	My Description
Place value	Whether the number is worth tens, hundred, or thousands depends on the place value a number is given
Personal Connection	**Drawing**
In the number 456, the 5 is in the tens place.	

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

Countdown to Blast Off!

Materials:

- Deck of cards without jokers and face cards for each student.
- White board or paper.

Directions:

1. Children play this game in pairs.
2. Each student gets a deck of cards (as described above) and shuffles the deck and places all cards face down.
3. Student writes the number 100 at the top of the paper.
4. Student draws a card, writes the value of the card underneath the 100 (or the remaining total) and subtracts the value of the card.
5. Student draws a second card and repeats.
6. This continues until the player is at or below zero.
7. Both students are working as quickly and accurately as they can.
8. Winner is the player who reaches 0 or lower first without errors.
9. Students should check one another's work.

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:	Count Down to Blast Off
Focus:	Subtraction

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
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

If ♥ = 3 and ☺ = 6, what is the answer to 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

It is important to review academic math vocabulary

Consult 4 Kids Lesson Plans

Word for Today: algebra

Description: Algebra is a name for a certain type of math. In algebra you usually use alphabet letters to represent an unknown number. Once you have the number represented, then you are better able to figure out what the number should be. For example, in this simple algebra problem, 4 + n = 6, we can figure out what "n" equals if we think about what we know. We know that when we count and we start at 4, to get to six we need to say two more numbers. We might also know that 2, 4, and 6 are an addition fact family. Either way, the "n" lets us know what number we are looking for.

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

Vocabulary Notebook Sample:

New Word	My Description
algebra	A way of describing math in a broad, universal way
Personal Connection	**Drawing**
I am interested in learning more about algebra.	

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
Countdown to Blast Off!

Review how to play this game from yesterday.

Materials:

- Deck of cards without jokers and face cards for each student.
- White board or paper

Directions:

1. Children play this game in pairs.
2. Each student gets a deck of cards (as described above) and shuffles the deck and places all cards face down.
3. Student writes the number 100 at the top of the paper.
4. Student draws a card, writes the value of the card underneath the 100 (or the remaining total) and subtracts the value of the card.
5. Student draws a second card and repeats.
6. This continues until the player is at or below zero.
7. Both students are working as quickly and accurately as they can.
8. Winner is the player who reaches 0 or lower first without errors.
9. Students should check one another's work.

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:	Multiply and Then Subtract
Focus:	Operations

Materials:	
White boards	Vocabulary Notebooks
Crayolas	Dice
Socks	deck of cards for each pair (remove face cards and 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

Write the numbers below in order from the largest to the smallest.

439 612 139 452

Fact Practice

Spokes on a Wheel

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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

Consult 4 Kids Lesson Plans

Math Vocabulary

Word for today: < and >

Description: These symbols, < and >, represent the words greater than and less than. The pointed end of the symbol is directed at the smaller of the two numbers that you are comparing. For example, 4 < 9, and 9 > 3. In the first example you would say four is less than nine, and in the second example you would say nine is greater than 3.

Students complete the Vocabulary Notebook

Vocabulary Notebook Sample:

New Word	My Description
< and >	Greater than and Less than
Personal Connection These symbols area for greater than, > and less than, <.	**Drawing** < and >

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
Multiply and Then Subtract

Materials

- Deck of card (remove face cards use jokers for the zero (0)

Directions:

1. Pair students.
2. Shuffle the deck.
3. Player 1 draws 2 cards, multiplies and states the product.
4. Player 2 does the same.
5. Player with largest product subtracts the product of the opponent and that is his/her points.
6. Play continues until player has reached the target number (say 500 points).

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.

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:	Multiply and Then Subtract
Focus:	Multiplication

Materials:

White boards	Vocabulary Notebooks
Crayolas	dice
Socks	deck of cards for each pair (jokers and face cards removed)

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")

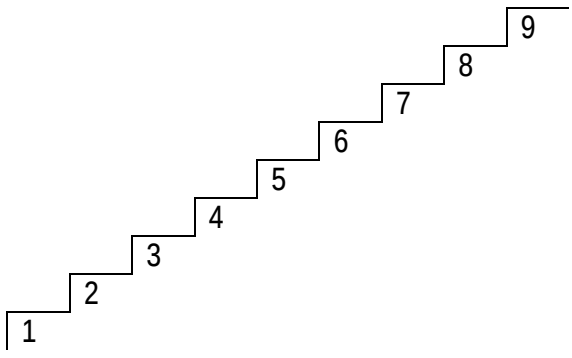
Problem of the Day

Jordan, Maria, Patty, Joe, and Fred are standing in line to get a snack. Jordan is the second person in line and Patty is right behind him at number 3. Fred is standing behind Patty and in front of Joe. Who's first? How do you know?

Fact Practice

Addition Ladder

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



*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.

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: logic

Description: Logic is a word that describes the way you think. Another word for logic is reasonable. In the problem of the day today you needed to use logic to figure out the answer. You are given clues and you have to come up with an answer by thinking it through and making sense of the information you have.

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

Vocabulary Notebook Sample:

New Word	My Description
logic	Makes sense, likely to occur
Personal Connection	**Drawing**
He put the information together in a logical manner.	

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
Multiply and Then Subtract

You will play this game for the second day. Review the rules before beginning play.

Materials

- Deck of card (remove face cards use jokers for the zero (0)

Directions:

1. Pair students.
2. Shuffle the deck.
3. Player 1 draws 2 cards, multiplies and states the product.
4. Player 2 does the same.
5. Player with largest product subtracts the product of the opponent and that is his/her points.
6. Play continues until player has reached the target number (say 500 points) 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

Component:	Math
Grade Level:	3rd Grade
Lesson Title:	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"

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. 9,356 9,431 8,997 9,441	Complete this problem: 5,687 +9,387	Julie has 513 recipe cards. Her friend Mavis has 387. How many recipe card do they have all together?
Complete this problem 4,571 -879	What is the total value of a $10.00 bill, 3 $1.00 bills, 3 quarters, 4 dimes, and 6 pennies?	Write the following number in expanded notation: 4,378,921
Write this number that is written in expanded notation in the standard form. 4,000,000 + 200,000 + 30,000 + 7,000 + 200 + 90 + 8	Say you pay for a $12.46 item at Walgreen's. You give the clerk a $20.00 bill. How much change will you get?	Write a number sentence for this story problem. Fred read 2,787 pages of books last year. The year before, Fred read 6,301 pages. How many more pages did he read the year before.