# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Double Draw |
| Focus: | Division |

| 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 practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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

The school is having a candy sale. Martin sold 3 times as many candy bars as Jorge. Larry sold twice as many candy bars as Martin. Jorge sold 7 candy bars. How many candy bars did the boys sell altogether? Explain your answer.

### 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.

*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

<table>
<tr><td></td><td>student become the teacher.</td></tr>
<tr><td>

Math Vocabulary

Word for Today: dividend

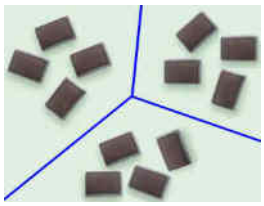
Description: The term “dividend” refers to the number that represents the total that is being divided. For example, a dividend ÷ divisor = quotient. 12 ÷ 3 = 4. In this case the dividend is 12. (The 3 is the divisor and the quotient is 4).

Have students look at the problems below and identify the dividend in each:

27 ÷ 3 = 9<br>
16 ÷ 2 = 8<br>
56 ÷ 7 = 8<br>
35 ÷ 5 = 7

Have student create and entry in his/her Vocabulary Notebook for the term “dividend”. Any corrections that need to be made should be made.

Vocabulary Notebook Sample:

<table>
<tr><td>New Word<br><br>dividend</td><td>My Description<br><br>The total you want to divide up</td></tr>
<tr><td>Personal Connection<br><br>How many potatoes do you have to divide among the 14 people?</td><td>Drawing<br><br>  </td></tr>
</table>

</td><td>

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.

</td></tr>
<tr><td>

Activity<br>
Double Draw

Materials: 2 decks of cards, remove face cars and jokers. Decks must have different color backs.

Directions:

1. Cards are shuffled and placed in 2 piles. (Keep each set of cards in a separate pile.)
2. First player takes a card from each pile and turns it over.
3. If the numbers are the same the player scores a point.
4. If one number can be divided evenly into the other number, the player scores a point.
5. The cards are then put in 2 discard piles and the next player has a turn OR the game can continue for longer if the discarded piles are shuffled and returned to play.

</td><td>

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.

</td></tr>
</table>

## 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: | Double Draw |
| Focus: | Division |

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 practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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?

When would you use division?

## Content (the "Meat")

### Problem of the Day

Melanie and Maddie are playing a game. Each time they roll the dice they total the pips. Each time they roll a number that is evenly divided by both 3 and 4, the person gets 1 point. Who will win the game if the chart below shows the numbers rolled:

| | | | | | |
|---|---|---|---|---|---|
| Melanie | 12 | 20 | 28 | 46 | 60 |
| Maddie | 16 | 24 | 36 | 48 | 60 |

### 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.

*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

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.

student become the teacher.

## Math Vocabulary

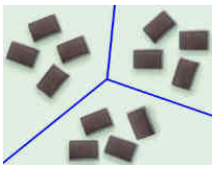
Word for Today: dividend

Description: The term "dividend" refers to the number that represents the total that is being divided. For example, a dividend ÷ divisor = quotient. 12 ÷ 3 = 4. In this case the dividend is 12. (The 3 is the divisor and the quotient is 4).
Have students look at the problems below and identify the dividend in each:

18 ÷ 3 = 6
10 ÷ 2 = 5
48 ÷ 6 = 8
36 ÷ 9 = 4

Review the entry for the word "dividend" in the Vocabulary Notebook with a peer. Make any changes necessary.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| dividend | The total amount you are dividing up |
| **Personal Connection** | **Drawing** |
| We have a total of 35 cookies to divide between 8 people. |  |

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

Complete the Vocabulary notebook for each word.

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

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

## Activity
## Double Draw

Materials: 2 decks of cards, remove face cars and jokers. Decks must have different color backs.

Directions:

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

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

| Closing |
| --- |
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>Three Whats<br>Ask the following three what questions:<br>What was your key learning for the day?<br>What opportunities might you have to do this same thing in the "real world"?<br>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: | Target Board Game |
| Focus: | Multiplication |

Materials:

| | |
|---|---|
| White boards | Vocabulary Notebooks |
| Crayolas | Deck of Cards for each pair |
| Socks | Target (end of this lesson plan) |

## Opening

### State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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 one multiplication and one division fact to illustrate the picture below:

X X X X X X
X X X X X X
X X X X X X

### 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: factor / product

Description: The two terms, factor and product, refer to what you call the numbers in a multiplication problem. The factors are the two numbers that you would multiply together and the product is the answer. For example in the problem 6 x 7 = 42, the factors are 6 and 7, the product is 42. Identify the factors and the products in each of the problems below:

4 x 9 = 36

7 x 8 = 56

9 x 2 = 18

7 x 9 = 63

Students should complete the Vocabulary Notebook for the two connected terms: factor and product

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| factor / product | the factor are what you multiply, the product is the answer |
| **Personal Connection** | **Drawing** |
| When you multiply 3 x 4 (the factors), you get a product of 12. | |



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
## Target

Materials: Target Board, pair of dice for each team (can use 6 sided or 9 sided dice)

Directions:

1. Program leader places a number in each color of the target (should be a number that represents a "fact" that you are reinforcing).
2. Player selects the color on the target that he/she is going for.
3. Player rolls 1 or 2 dice. The total of the one or two dice becomes the multiplier.
4. Player then multiplies the "target number" x's the multiplier. Writes the product on his/her tally paper.
5. Play continues.
6. When play returns to the first player, step 3 is repeated. The product is added to the original product.
7. Winner is the first player to reach or go over 1,000.

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

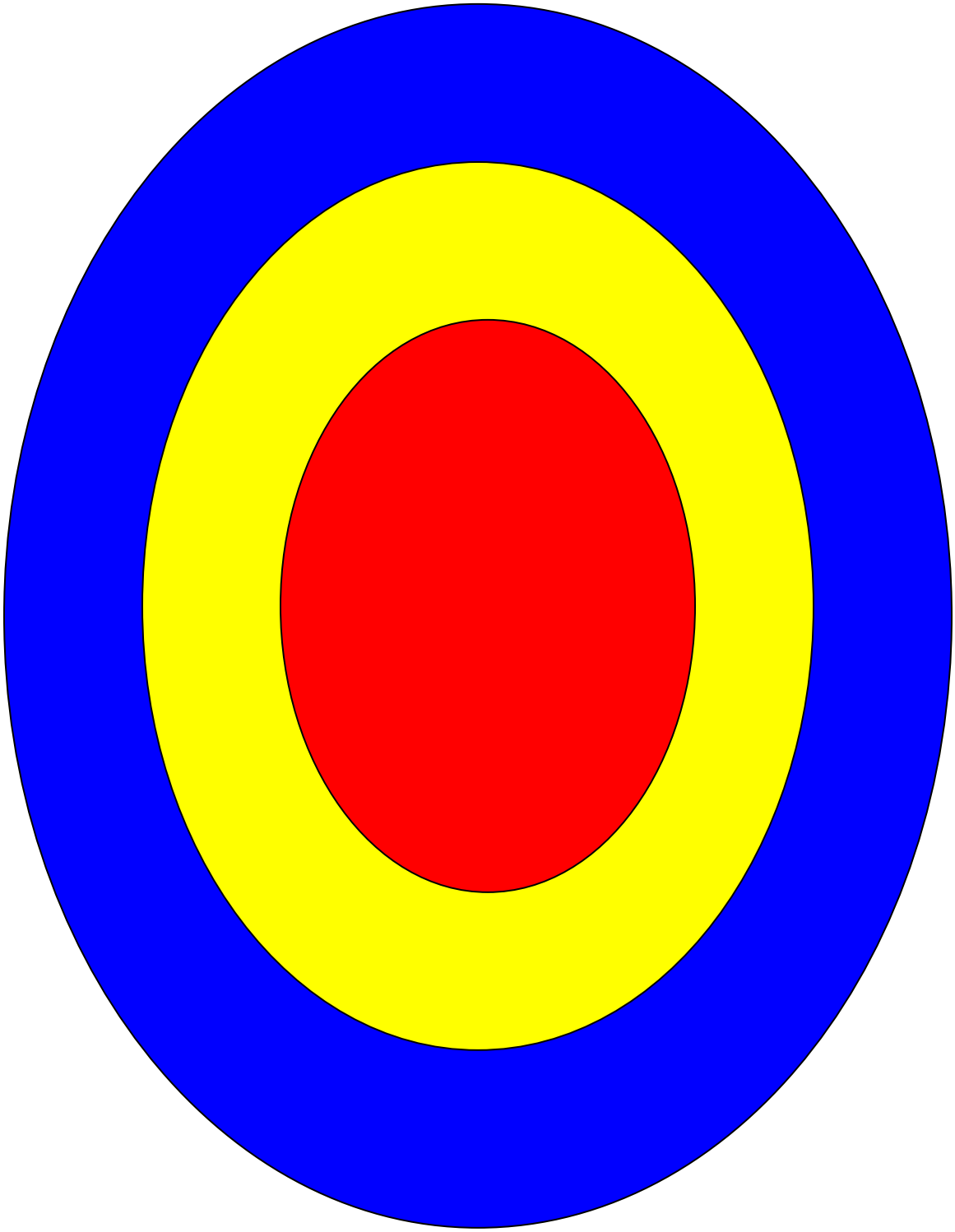
# Consult 4 Kids Lesson Plans

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

Reflection (Confirm, Tweak, Aha!)

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

# Target Game Board



# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Target Board Game |
| Focus: | Addition and Subtraction |

| 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 practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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 multiplication problem that has the product of 30. Then write a story to match the problem.

_____ x _____ = 30

### Fact Practice

Number Hunt

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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments

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

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

| | |
|---|---|
| | student become the teacher |
| Math Vocabulary<br>Word for Today: factor / product<br>Description: The two terms, factor and product, refer to what you call the numbers in a multiplication problem. The factors are the two numbers that you would multiply together and the product is the answer. For example in the problem 6 x 7 = 42, the factors are 6 and 7, the product is 42. Identify the factors and the products in each of the problems below:<br>3 x 9 = 27<br>9 x 8 = 72<br>9 x 5 = 45<br>7 x 2 = 14<br>Review yesterday's entry with a peer. Make any corrections or additions necessary.<br><br>Vocabulary Notebook Sample: | It is important to review academic math vocabulary often throughout the day<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation)<br>Vocabulary Notebooks can be made from ½ of a composition book |
| Activity<br>Target<br><br>Materials: Target Board, pair of dice for each team (can use 6 sided or 9 sided dice)<br><br>Directions:<br>1. Review the game that students played yesterday.<br>2. Have students share how to play the game.<br>3. Have students play the game with new partners today. | Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center |

| New Word | My Description |
|---|---|
| factor / product | two factors multiplied together result in a product |
| **Personal Connection**<br>What is the product of the factors 21 multiplied by 4? | **Drawing**<br> |

# Consult 4 Kids Lesson Plans

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

Reflection (Confirm, Tweak, Aha!)

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

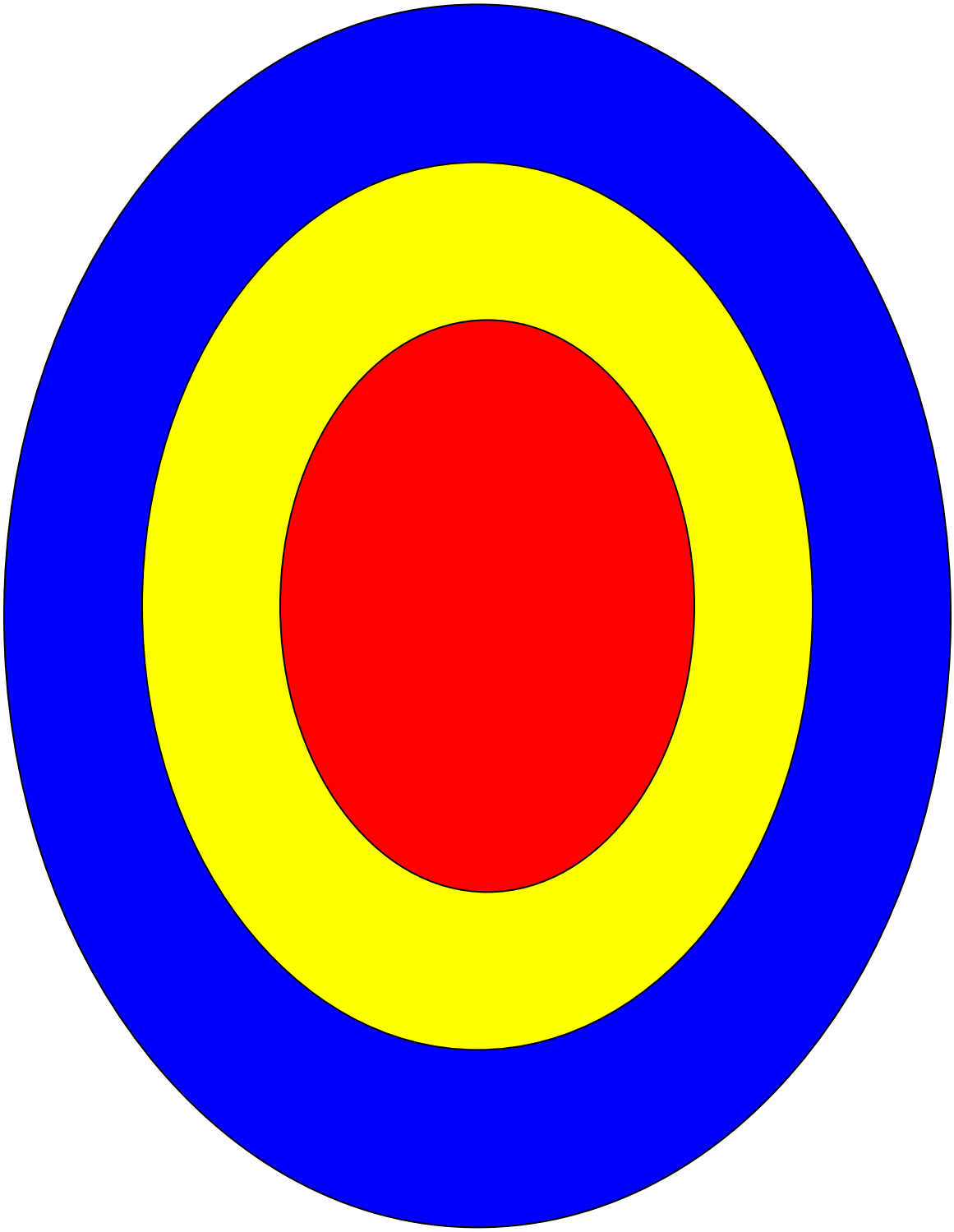
# Number Hunt

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

# Number Hunt

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

# Target Game Board



# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Tic Tac 15 |
| Focus: | Addition |

Materials:

White boards
Crayolas
Socks
Vocabulary Notebooks
deck of cards, no face cards or jokers for math fact practice

## Opening

### State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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

George says that the rule for the table below is to multiply by 6. Is he right? Explain your answer.

| In | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|
| Out | 24 | 30 | 36 | 42 | 48 |

### 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.

Engage students in a "teach to learn", have the student become the teacher.

# Consult 4 Kids Lesson Plans

## Math Vocabulary

Word for Today: divisor

Description: The term "divisor" refers to the number you divide by. For example, a dividend ÷ divisor = quotient. 12 ÷ 3 = 4. In this case the divisor is 3. (The 12 is the dividend and the quotient is 4).

Have students look at the problems below and identify the divisor in each:

9 ÷ 3 = 3
16 ÷ 4 = 4
49 ÷ 7 = 7
32 ÷ 8 = 4

Have student complete his/her Vocabulary Notebook for the term "divisor".

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| divisor | the number you divide by |
| **Personal Connection** | **Drawing** |
| In the problem 30 ÷ 6, the divisor is 6. | 30 ÷ 6 = 5 |

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

Complete the Vocabulary notebook for each word.

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

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

## Activity
## Tic Tac 15

Materials: Deck of Cards (remove 10s. face cards and jokers), White boards, Vis-à-vis pens or crayolas

Directions:

1. Group students in pairs.
2. Remove one ace, 2, 3, 4, 5, 6, 7, 8, and 9 from the deck.
3. Place all other cards back in the box and spread the cards out in front of the players face down.
4. Create a 3 x 3 grid on the white board or other paper.
5. Player one draws a card and places it in any space in the grid.
6. Player two draws a card and places it in a square.
7. Players continue placing cards until the sum of three numbers in a vertical, horizontal or diagonal row equals 15. The player who puts down the winning cards say, "Tic Tac 15." If no players reach 15, a new game is begun.
8. Players should have a 5 or 10 game tournament. Keep track of wins to decide who is the Tic Tac 15 champ.

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. (Aha!)

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Tic Tac 15 |
| Focus: | Addition |

| 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 practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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

On Saturday afternoon the movie admission is only $5.00. For your birthday 23 people are going to the movie. How much will it cost altogether?

### 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

| | |
|---|---|
| ●● | ●●● |

*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

Addition: 2 + 3 = 5

student become the teacher.

## Math Vocabulary

Description: The term "divisor" refers to the number you divide by. For example, a dividend ÷ divisor = quotient. 12 ÷ 3 = 4. In this case the divisor is 3. (The 12 is the dividend and the quotient is 4).

Have students look at the problems below and identify the divisor in each:

27 ÷ 3 = 9
16 ÷ 2 = 8
56 ÷ 7 = 8
35 ÷ 5 = 7

Have student review his/her Vocabulary Notebook for the term "divisor" with a peer. Any corrections that need to be made should be made.

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| divisor | the number you divide a total by, for example: 25 ÷ 5 |
| **Personal Connection** | **Drawing** |
| If I want to divide 9 apples by 3, the divisor is 3. | |

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

Complete the Vocabulary notebook for each word.

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

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

## Activity
## Tic Tac 15

Materials: Deck of Cards (remove 10s. face cards and jokers), White boards, Vis-à-vis pens or crayolas

Directions:

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

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

## Closing

### Review

Say:

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

### Debrief

### Three Whats

Ask the following three what questions:

What was your key learning for the day?

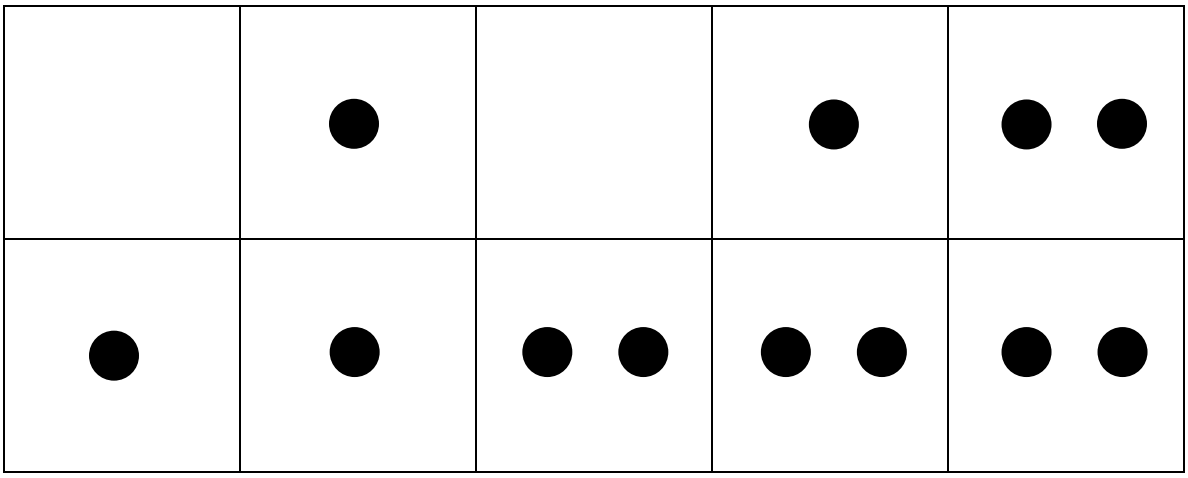
What opportunities might you have to do this same thing in the "real world"?

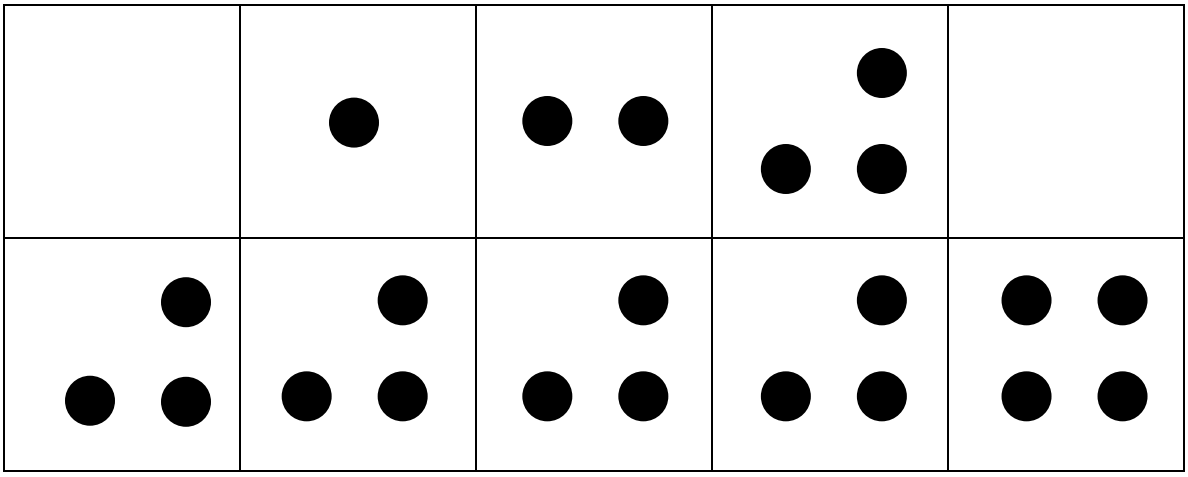
What advice would you give to a "new" student getting ready to do this activity?

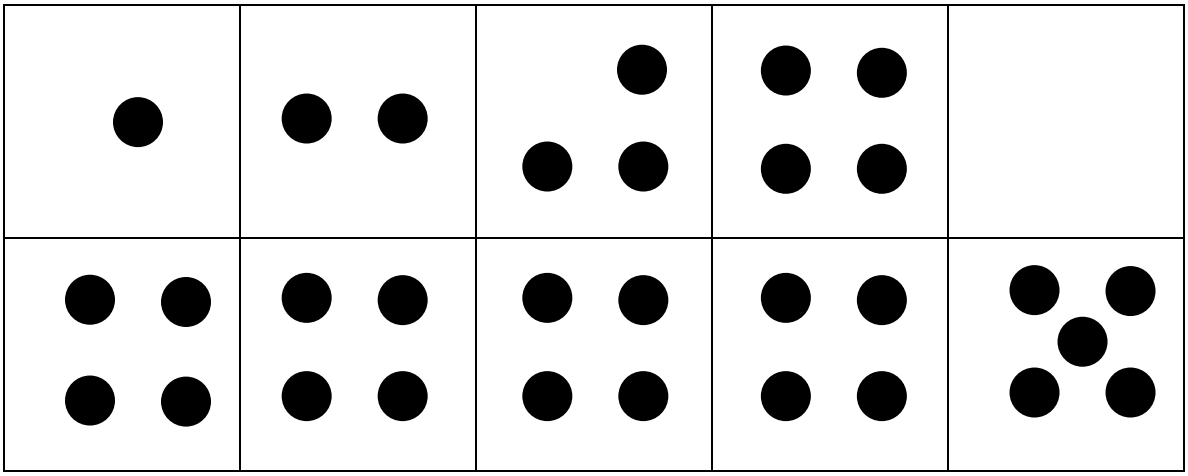
Reflection (Confirm, Tweak, Aha!)

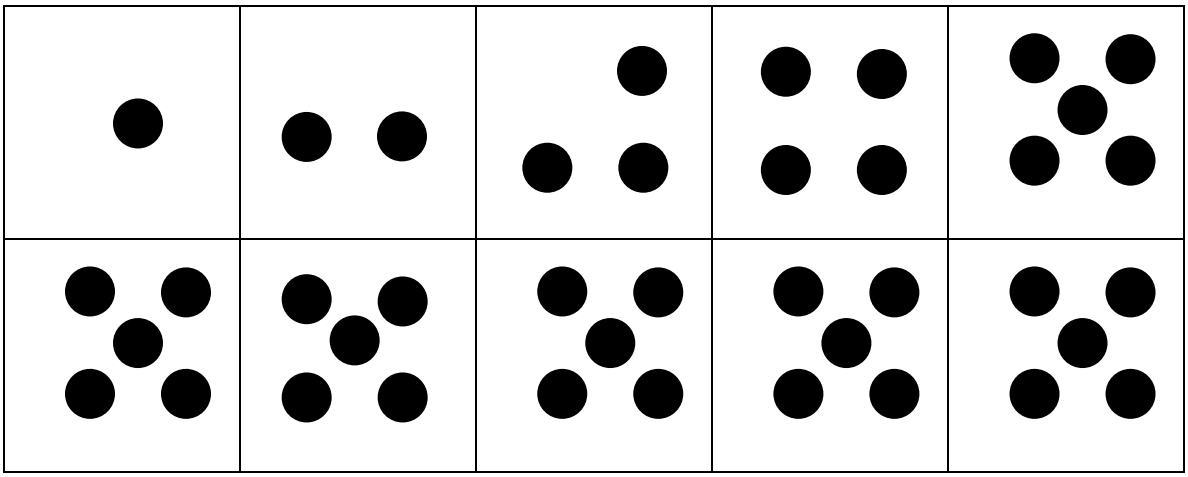
- Ask students to think about what they did today in math.
- Ask them to comment on what they did today was something they already knew how to do. (Confirmation)
- Ask them to comment on what they did today that was like something they had done before except in one particular way which was new to them.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

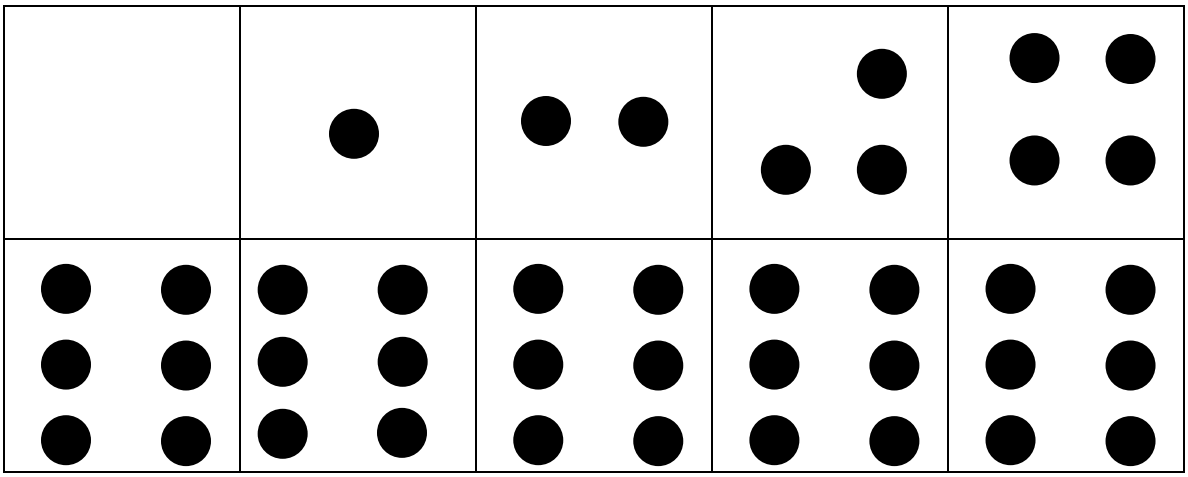
# Double 9 Dominoes

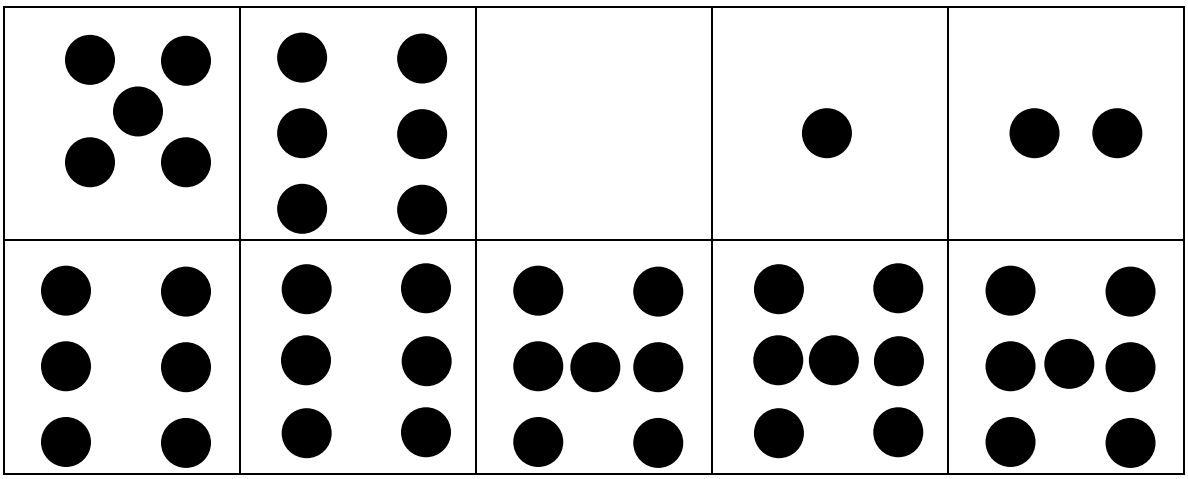


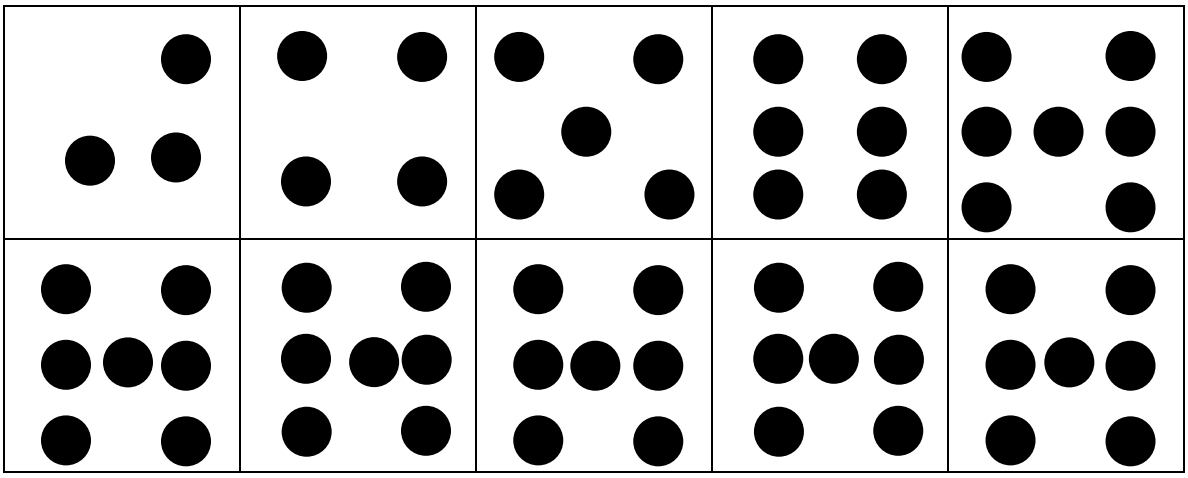












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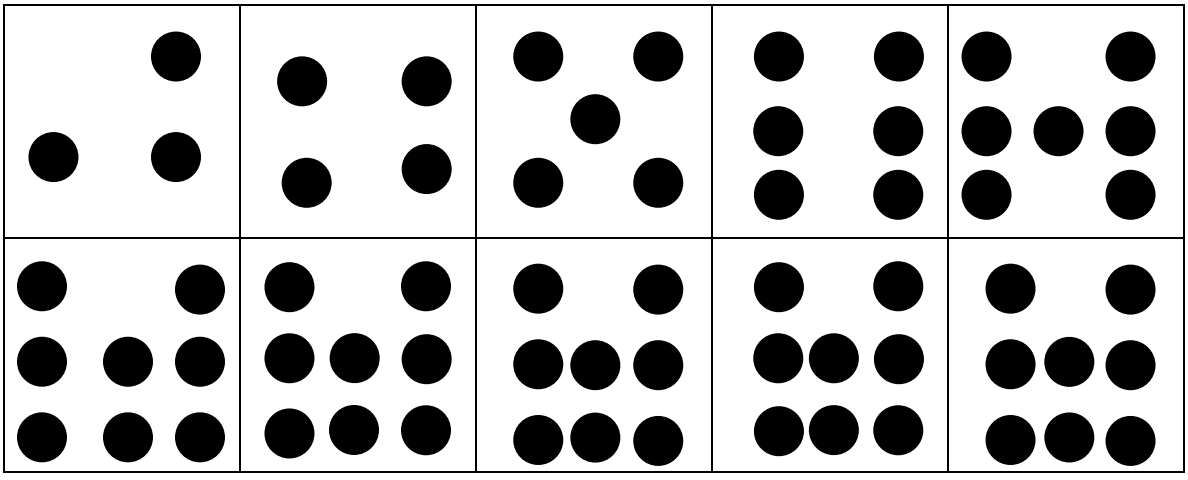
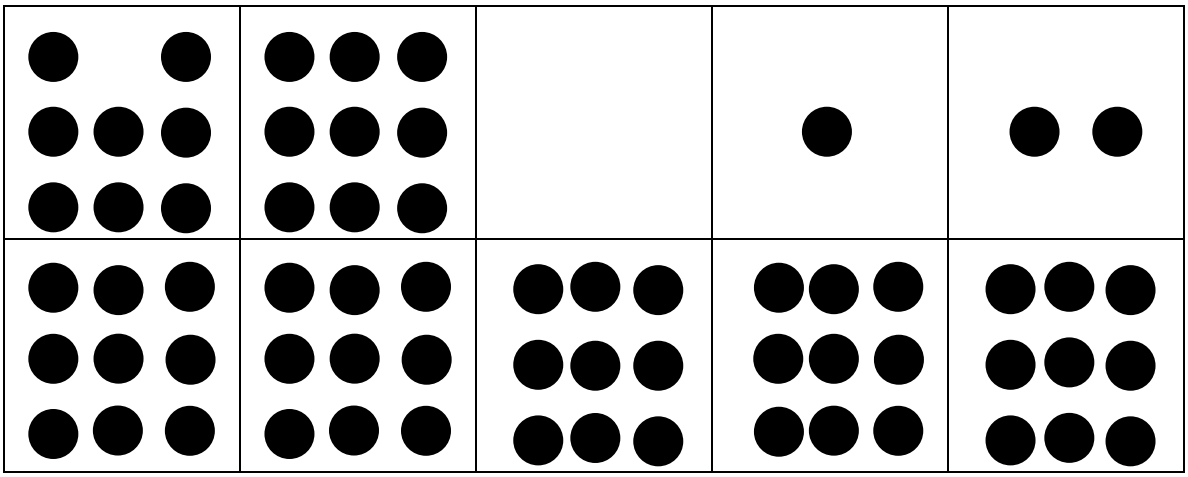
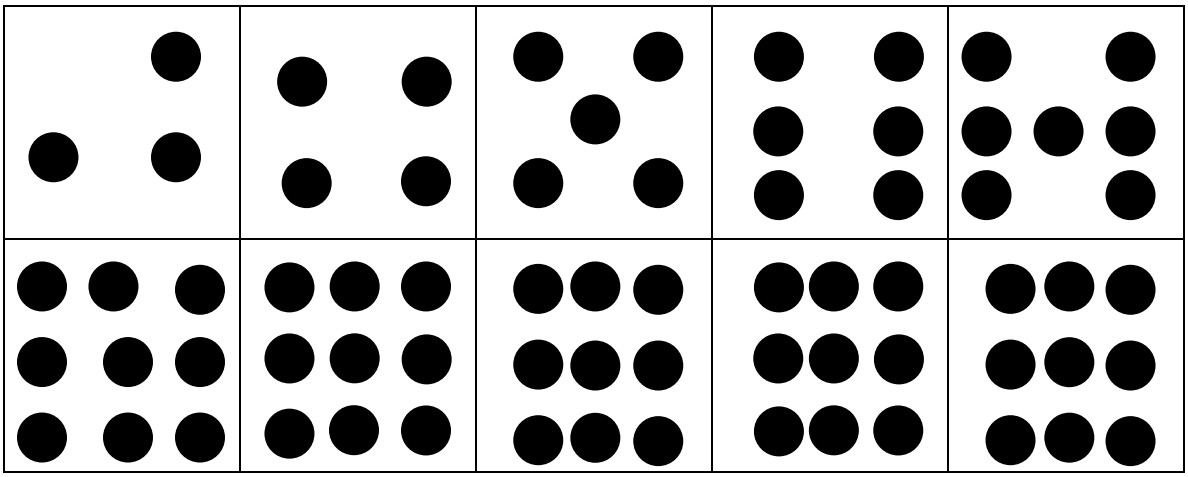






# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Multiples |
| Focus: | Multiples |

| 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 practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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 there are two mystery numbers that total 138. If one of the numbers is 32 more than the second number, what are the two numbers? How do you know? Note for leader: [a + (a + 32)] = 138.

### 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"

<table>
<tr><td></td><td>opportunity and have the student become the teacher.</td></tr>
<tr><td>

Math Vocabulary

Word for today: multiples

Description: The term, multiples, refers to numbers in a list that are gotten when you multiply by the same number. For example, if you want to know the multiples of 4, you would begin with 4 x 1, then followed with 4 x 2, 4 x 3, 4 x 4, 4 x 5 and so on. The multiples then would be 4, 8, 12, 16 20, and so on. Multiples can be found by skip counting as well.

Students complete the Vocabulary Notebook for the term “multiples”.

Vocabulary Notebook Sample:

<table>
<tr><td>New Word<br><br>multiples</td><td>My Description<br><br>numbers that you get when you count by a certain number: 2, 4, 6, 8, 10</td></tr>
<tr><td>Personal Connection<br><br>What are the multiples of 6?</td><td>Drawing<br><br>
</td></tr>
</table>

</td><td>It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book.</td></tr>
<tr><td>

Activity<br>Multiples

This activity will give students an opportunity to identify multiples of a particular number. It will also give them an understanding of the overlap in multiples. For example, every even number has a multiple of 2 included. Seeing this will help students think about numbers in a different way.

Materials: Multiples Game Board, dice for each pair of students, game tokens

Directions:

1. Roll 1 or 2 dice.
2. Mark the multiples of the number that you rolled with a vis-à-vis pen or crayola.

Note: Numbers may be marked more than one time

</td><td>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</td></tr>
</table>

## 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.

# Multiples

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | | | | | | |

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Multiples |
| Focus: | Multiplication |

| Materials: | |
|---|---|
| White boards | Vocabulary Notebooks |
| Crayolas | dice |
| Socks | Multiples Game Board (at end of lesson plan) |

## Opening

### State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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")

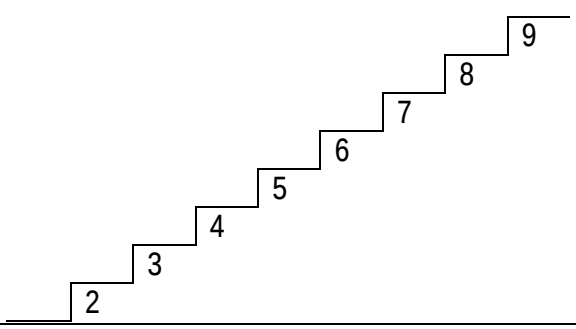
### Problem of the Day

Mom purchased 3 bags of cookies. Each bag has 84 cookies in it. How many cookies did Mom purchase altogether. Write both and addition and a multiplication problem to show your answer.

### 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

| | |
|---|---|
| 1<br><br>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 | student become the teacher. |
| Math Vocabulary<br>Word for Today: multiples<br>Description: The term, multiples, refers to numbers in a list that are gotten when you multiply by the same number. For example, if you want to know the multiples of 4, you would begin with 4 x 1, then followed with 4 x 2, 4 x 3, 4 x 4, 4 x 5 and so on. The multiples then would be 4, 8, 12, 16 20, and so on. Multiples can be found by skip counting as well. List several numbers on the board and have students name and/or list the multiples.<br>3 (3, 6, 9, 12, 15, 18, 21, 24, 27, 30)<br>5 (5, 10, 15, 20, 25, 30, 35, 40, 45, 50)<br>6 (6, 12, 18, 24, 30, 36, 42, 48, 54, 60)<br><br>Review the entry for the term "multiples" in your Vocabulary Notebook with a peer, making any edits necessary.<br>Vocabulary Notebook Sample: | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation.)<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Multiples<br>Materials: Multiples Game Board, dice for each pair of students, game tokens<br>Directions:<br>1. Review the game that students played yesterday.<br>2. Have students share how to play the game.<br>3. Have students play the game with new partners today. | Focus on having young people "compete" in pairs or small groups. Once a game is mastered you can utilize it in the "When Homework Is Complete" center. |

| New Word | My Description |
|---|---|
| multiples | numbers that you say when you are counting by a particular number |
| **Personal Connection** | **Drawing** |
| 5, 10, 15, 20, 25, and 30 are multiples of five. | |

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

Reflection (Confirm, Tweak, Aha!)

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

# Multiples

| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
|---|---|---|---|---|---|---|---|---|---|
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |
| 101 | 102 | 103 | 104 | 105 | 106 | 107 | 108 | 109 | 110 |
| 111 | 112 | 113 | 114 | 115 | 116 | 117 | 118 | 119 | 120 |
| 121 | 122 | 123 | 124 | 125 | 126 | 127 | 128 | 129 | 130 |
| 131 | 132 | 133 | 134 | 135 | 136 | 137 | 138 | 139 | 140 |
| 141 | 142 | 143 | 144 | | | | | | |

# Consult 4 Kids Lesson Plans

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Which Sign Is It? |
| Focus: | Addition and Subtraction |

Materials:

| | |
|---|---|
| White boards | Decks of cards |
| Crayolas | Vocabulary Notebooks |
| Socks | What Sign Is It #1 |

## Opening

### State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. 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

There are 23 cookies on the counter. An hour later there are 48 cookies on the counter. How many cookies were added to the counter in the hour? Explain how you know.

### Fact Practice

Addition War

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

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

Engage students in a "teach to learn", have the student become the teacher.

# Consult 4 Kids Lesson Plans

## Math Vocabulary

Word for Today: equation

Description: In math the word equation refers to a number sentence that will express a relationship between the operation on one side of the = sign to the numbers on the other side of the =. For example, 7 + 5 = 12 is an equation that lets us know that if you add 7 and 5 together it will be related to 12 in that this is the number you would get when adding. An equation finds the balance between the two sides. In a complex equation, the following might be a sample:

$(6 \times 3) - 4 = 3^2 + 3$

Create an entry in your Vocabulary Notebook for the term "equation".

Vocabulary Notebook Sample:

| New Word | My Description |
|---|---|
| equation | a number sentence with two sides being equal |
| **Personal Connection** | **Drawing** |
| I can write an equation: 3 + 4 = 7 | |



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
## Which Sign Is It? #1

Materials: Which Sign Is It game board, pencils. (If you would like to use the game board more than one, place in a sheet protector or laminate.)

Directions:

1. Group students in pairs.
1. As a pair, students write a + of – sign in each box to complete the equations. Play continues until both have completed the game board.
2. 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.

# Consult 4 Kids Lesson Plans

| Closing |
| --- |
| Review<br>Say:<br>• Please recap what we did today.<br>• Did we achieve our objectives? |
| Debrief<br>Three Whats<br>Ask the following three what questions:<br>What was your key learning for the day?<br>What opportunities might you have to do this same thing in the "real world"?<br>What advice would you give to a "new" player getting ready to play this game so he/she could get all the blocks are completed. |

Reflection (Confirm, Tweak, Aha!)

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

# What Sign Is It? #1

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 3 | | 4 | | 2 | | 6 | | 3 | | 2 | | 2 | = | 12 |
| 9 | | 3 | | 2 | | 4 | | 0 | | 3 | | 4 | = | 8 |
| 7 | | 3 | | 4 | | 8 | | 4 | | 5 | | 6 | = | 17 |
| 2 | | 1 | | 8 | | 2 | | 4 | | 3 | | 7 | = | 15 |
| 4 | | 7 | | 5 | | 4 | | 3 | | 5 | | 6 | = | 20 |
| 1 | | 1 | | 6 | | 4 | | 3 | | 4 | | 3 | = | 8 |
| 2 | | 6 | | 4 | | 4 | | 3 | | 2 | | 5 | = | 6 |
| 5 | | 3 | | 2 | | 7 | | 2 | | 0 | | 4 | = | 11 |
| 6 | | 3 | | 1 | | 4 | | 6 | | 4 | | 2 | = | 12 |
| 8 | | 5 | | 6 | | 2 | | 6 | | 2 | | 5 | = | 16 |

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Which Sign Is It ? |
| Focus: | Addition and Subtraction |

Materials:

| | |
|---|---|
| White boards | Decks of cards |
| Crayolas | Vocabulary Notebooks |
| Socks | Which Sign Is It #2 at end of the lesson plan |

## Opening

### State the objective

Today we are going to practice using our math vocabulary and practice in the basic operations of addition, subtraction, multiplication, and division.

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

Math is about intentionally thinking of the relationships between numbers, operations, and the words we use to describe those things. What are some strategies that you use when you are trying to figure out how to solve a mathematics problem?

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

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

## Content (the "Meat")

### Problem of the Day

What is the missing number in the equation below:

☐ 63 - = 27

### Fact Practice

Foreheader

1. Divide students into trios. Give each trio a deck of cards without face cards and jokers.
2. Shuffle the deck and give all of the cards to the referee who will be "judging" the contest.
3. On go, players are each handed a card by the referee and WITHOUT looking, put the card face out on his/her forehead.
4. The referee adds the two numbers together and states the answer.
5. Each player looks at the other person's exposed number and names his/her own number
6. Person who wins (accuracy and time), collects both cards.
7. Play continues until all cards are gone.
8. Players can repeat play (if there is another time) with each other so each has an opportunity to be both a player and referee.

*Activity → Teachable Moment(s) *throughout*

During the lesson check in with students repeatedly.

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

Take advantage of any teachable moments.

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

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

| | |
|---|---|
| | student become the teacher. |
| Math Vocabulary<br>Word for today: equation<br>Description: In math the word equation refers to a number sentence that will express a relationship between the operation on one side of the = sign to the numbers on the other side of the =. For example, 7 + 5 = 12 is an equation that lets us know that if you add 7 and 5 together it will be related to 12 in that this is the number you would get when adding. An equation finds the balance between the two sides. In a complex equation, the following might be a sample:<br>$(6 \times 3) - 4 = 3^2 + 3$<br>Have students create at least 5 equations that are more challenging the 3 + 5 = 8<br>Review the entry in your Vocabulary Notebook for the term equation with a peer. Edit if necessary.<br><br>Vocabulary Notebook Sample: | It is important to review academic math vocabulary often throughout the day.<br>Complete the Vocabulary notebook for each word.<br>When possible, have students experience the word (Ex. 4 students creating a right angle, multiple students acting out an equation).<br>Vocabulary Notebooks can be made from ½ of a composition book. |
| Activity<br>Which Sign Is It? #2<br><br>Materials: Which Sign Is It game board, pencils (You can place the sheet in a sheet protector for reuse or laminate it.<br><br>Directions:<br>1. Group students in pairs<br>1. As a pair, students write a + of – sign in each box to complete the equations. Shuffle cards and deal 8 cards to each player<br>2. 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<br>3. After completing play, Player 1 draws a card and play passes to the second player<br>4. Play continues until both have completed the game board<br>5. 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. |

| New Word | My Description |
|---|---|
| equation | a number sentence, both sides equal the same thing |
| **Personal Connection**<br>I have 3 dolls. My friend has 2 dolls. Together we have 5 dolls. This can be written into an equation: 3 + 2 = 5 | **Drawing**<br> |

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

Reflection (Confirm, Tweak, Aha!)

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

# What Sign Is It? #2

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 6 | | 2 | | 5 | | 3 | | 9 | | 2 | | 8 | = | 7 |
| 4 | | 6 | | 3 | | 2 | | 3 | | 8 | | 1 | = | 10 |
| 1 | | 9 | | 2 | | 4 | | 7 | | 5 | | 3 | = | 13 |
| 3 | | 1 | | 7 | | 3 | | 1 | | 6 | | 1 | = | 18 |
| 5 | | 4 | | 3 | | 6 | | 5 | | 3 | | 3 | = | 11 |
| 7 | | 2 | | 6 | | 10 | | 3 | | 8 | | 4 | = | 14 |
| 9 | | 4 | | 6 | | 2 | | 4 | | 2 | | 7 | = | 8 |
| 8 | | 7 | | 5 | | 4 | | 7 | | 6 | | 4 | = | 9 |
| 6 | | 3 | | 2 | | 5 | | 4 | | 3 | | 6 | = | 13 |
| 2 | | 9 | | 7 | | 5 | | 4 | | 7 | | 4 | = | 14 |

# Consult 4 Kids Lesson Plans

| | |
|---|---|
| Component: | Math |
| Grade Level: | 3rd Grade |
| Lesson Title: | Student Activity Choice |
| Focus: | Review |

Materials:

Game Boards and materials from this week.

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. Students will be able to choose from the games learned in the past two weeks.

## Content (the "Meat")

Activity

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

- Double Draw
- Tic Tac 15
- Target
- Multiples
- Which Sign Is It?

## 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.