



Kindergarten Math Lesson Plans

Week 3, Day 1

Topic of the Week: Subtraction



Topic	Title	Number of Minutes	Materials	Example/Description
Classroom Culture	Birthday Bar Graph	10	<ul style="list-style-type: none">None	<ul style="list-style-type: none">The teacher will have the campers create a classroom bar graph by having them line up according to their birthdays.Some of the questions that the teachers can pose during the activity are as follows:<ul style="list-style-type: none">~Which month has the most birthdays?~Which months have the same number of birthdays?~Which month has the least number of birthdays?
Problem of the Week	Introduction to POTW #3	15	<p>Materials</p> <ul style="list-style-type: none">POTW #3	<ul style="list-style-type: none">Please distribute the POTW to each camper on Day 1 of each week. There will be a new problem each week to reflect the skills for that week. Campers should read the problem silently as you read it to them. Then allow some think, pair, share time with a partner for them to brainstorm some ideas about the problem. This think, pair, share time can include discussion around what the problem is asking, how they will solve the problem, what they will need to solve the problem, etc.Please allow some pairs to share their discussions with the class. At this time, allow campers to ask questions about the POTW and inform them that they will work on this during the week either in class when they have time or at home. They can work independently or with a partner.Tell campers that they will share their solutions to the problem on the last day of the week, so they should make sure it's complete by that time.Explain to campers that it is okay if they do not get every part correct, but that they should work their best and at least try to complete every section of the problem.Remind campers that they can earn prizes based on their attendance and the work that they complete during camp, so they should work hard to get a stamp for completing their POTW!

<p>Number Worlds</p>	<p>Activity Card 35</p> <p>Subtracting Counters</p>	<p>20</p>	<p>Materials</p> <ul style="list-style-type: none"> • Activity Card 35 (Subtracting <u>Counters</u>) • 20 counters for each camper • Line Land Activity Sheet 2, 1 per camper, page B18 (Teacher's Manual) • 1 cup for each camper, or some type of container • Chart paper and marker for the teacher 	<ul style="list-style-type: none"> • Campers will place chips on the number line and practice taking a given number away to represent subtraction. Please refer to Activity Card 35 for detailed directions for the activity. Also, please pay close attention to the "Concluding Play" and "Questions to Ask" section as a closing to this activity and to promote thinking, understanding and conversation around the math goals
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Kindergarten Math Lesson Plans

Week 3, Day 2

Topic of the Week: Subtraction

Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud - Week 3 <u>The Action of Subtraction</u>	15	Materials <ul style="list-style-type: none"><u>The Action of Subtraction</u> by Brian Cleary	<ul style="list-style-type: none">Please read the book <u>The Action of Subtraction</u> to the campers. Tell the campers to be sure that they have their listening ears on because they will complete a fun activity tomorrow based on the story. Although there is a particular activity to go with each book that the campers will engage in each week, please do not hesitate to ask students questions during reading that will allow for comprehension and math discussions, as well as small activities that can be implemented during the reading of the book.
Number Worlds	Activity Card 41 Which Way Should I Go?	20	Materials <ul style="list-style-type: none">Activity card 41 (Which way should I go?)Magnetic number line for each camperMagnetic Chips+/- CubeNumber 1-6 Cube	<ul style="list-style-type: none">Campers will continue to practice subtraction through this fun activity. The object of the game is to be the first camper to get rid of all their chips. They will use the two cubes to determine how many s to chips to add or remove. Please refer to Activity card 41 for detailed directions for this activity. Also, please pay close attention to the “Questions to Ask” section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.
Board Games	Play Various Board Games	10	Materials <ul style="list-style-type: none">Various board games	<ul style="list-style-type: none">Campers should work in small groups to play one of the board games provided for the class.This time can also be used for small group time with the teacher. While some campers are playing board games, you can pull small groups for re-teaching or enrichment.



Kindergarten Math Lesson Plans

Week 3, Day 3

Topic of the Week: Subtraction

Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud - Week 3 Activity <u>The Action of Subtraction</u>	15	Materials <ul style="list-style-type: none">Math Read Aloud Week 3 Activity HandoutCountersCrayons	<ul style="list-style-type: none">Distribute the Read Aloud Activity – Week 3 handout to campers and read through the directions with them.The activity will focus on what was happening in the book and the campers will need to work in small groups to solve problems involving subtraction. They will also draw a picture to go with their work.
Number Worlds	Activity Card 50 How Much More	15	Materials <ul style="list-style-type: none">Activity Card 50 (How Much More?)Learning LinksItems to measurePaper and pencils for each group	<ul style="list-style-type: none">The campers will use subtraction to determine how much longer one item is than another item. This activity will be done in a small group. Please refer to Activity Card 50 for detailed directions on this activity. This activity can involve movement if campers are allowed to move around to measure things rather than measuring things at their seats. Also, please pay close attention to the “Concluding Play” and “Questions to Ask” section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.
Board Games	Play Various Board Games	10	Materials <ul style="list-style-type: none">Various board games	<ul style="list-style-type: none">Campers should work in small groups to play one of the board games provided for the class.This time can also be used for small group time with the teacher. While some campers are playing board games, you can pull small groups for re-teaching or enrichment.



Kindergarten Math Lesson Plans

Week 3, Day 4

Topic of the Week: Subtraction

Topic	Title	Number of Minutes	Materials	Example/Description
Problem of the Week	Share POTW – Week 3 Solutions <u>The Action of Subtraction</u>	20	Materials <ul style="list-style-type: none">Camper solution for POTW	<ul style="list-style-type: none">Allow campers to share their solutions out loud. Campers can share their solutions as the teacher sees fit for class size, time, etc. However, if campers are working on this in class, or whenever possible, try to do some kid watching that will allow you collect notes about their work and solutions so that their presentations can be done in an order that you see best fit for meaningful discussions. Please keep this in mind each week.Present awards/incentives.Remind campers that they will receive their new POTW on Monday.
Number Worlds	Activity Card 52 How Many Are Left?	20	Materials <ul style="list-style-type: none">Activity Card 52 (How Many are Left?)CountersPaper and pencil for each camper	<ul style="list-style-type: none">Campers will solve number stories and word problems. The teacher will tell the children number stories and the campers will be required to answer them. Please refer to the Activity Card 52 for detailed directions for this activity. To shake things up a bit, you might try to incorporate some type of movement activity. For example, the children can stand up in front of the class and you can tell a story that relates to things they are wearing. The story would prompt them to then sit down or move to another area. (There are 13 campers standing up, all the campers with pink shoes on decide they want to go and stand by the window, how many campers are remaining?) You can then model the number sentence that goes along with the problem. This is just a suggestion to add some more fun to the activity. Also, please play close attention to the “Concluding Play” and “Questions to Ask” section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.

Name: _____

Date: _____

Kindergarten
Read Aloud Activity - Week 3
The Action of Subtraction
Topic of the Week: Subtraction

You can work in small groups to solve A, B, or C. You should use counters to solve the problem, and then draw a picture to go with it. If you finish early you can try more than one activity!

A: If 7 angry bulldogs were barking at your door, a kitten could scare 3 away and you'd be left with _____.

$$7-3 =$$

B: What if 13 hornets had nested in your tree? If 10 of them would just buzz off, you'd then have only _____.

$$13-10 =$$

C: If you had 10 bowling pins and grabbed a ball to roll, let's say you knocked down 8 pins with the first ball that you threw.
Then you'd be left with _____.

$$10-8 =$$



Kindergarten Math Lesson Plans

Week 4, Day 1

Topic of the Week: Addition

Topic	Title	Number of Minutes	Materials	Example/Description
Classroom Culture	Shape Scavenger Hunt	10	<p>Materials</p> <ul style="list-style-type: none">Geometric shapes around the classroomChart paperMarkerPaperPencils	<ul style="list-style-type: none">The teacher will brainstorm a list of geometric shapes on chart paper with the campers. Next to the word, the teacher will also draw the 2-dimensional (rectangle, square, triangle, and circle) and 3-dimensional (cone, cube, and cylinder) shapes. This will help the campers review what the shapes look like.The teacher will allow the campers to walk around the room in their teams (for example, Tremendous Tigers) and find as many examples of the shapes in the room as possible. For example, a tile on the floor will be a square.An option for the older camper teams will be to have the campers write down the objects that they found in the room and its corresponding shape on a piece of paper.After, about 5 minutes of having the camper teams circulate around the room finding objects that are specific shapes, have each team share out their findings.
Problem of the Week	Introduction to POTW #4	15	<p>Materials</p> <ul style="list-style-type: none">POTW #4	<ul style="list-style-type: none">Please distribute the POTW to each camper on Day 1 of each week. There will be a new problem each week to reflect the skills for that week. Campers should read the problem silently as you read it to them. Then allow some think, pair, share time with a partner for them to brainstorm some ideas about the problem. This think, pair, share time can include discussion around what the problem is asking, how they will solve the problem, what they will need to solve the problem, etc.Please allow some pairs to share their discussions with the class. At this time, allow campers to ask questions about the POTW and inform them that they will work on this during the week either in class when they have time or at home. They can work independently or with a partner.

Problem of the Week (continued)	Introduction to POTW #4 (continued)			<ul style="list-style-type: none"> Tell campers that they will share their solutions to the problem on the last day of the week, so they should make sure it's complete by that time. Explain to campers that it is okay if they do not get every part correct, but that they should work their best and at least try to complete every section of the problem. Remind campers that they can earn prizes based on their attendance and the work that they complete during camp, so they should work hard to get a stamp for completing their POTW!
Number Worlds	Activity Card 27 Linking and Thinking	20	Materials <ul style="list-style-type: none"> Sky Land Activity Sheet 1, 1 per camper (Teacher's Manual page B21) Number Cards (8-15) Learning Links 	<ul style="list-style-type: none"> Campers will count objects to 15 and match numeral to set size. They will also map quantities onto a graph and use both numerals and set size to say which have more, less, or the same amount. Please refer to Activity Card 27 for detailed instructions on this activity. Also, please pay close attention to the "Concluding Play" and "Questions to Ask" section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.



Kindergarten Math Lesson Plans Week 4, Day 2



Topic of the Week: Addition

Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud – Week 4 <u>Mission: Addition</u>	15	Materials <ul style="list-style-type: none"> <u>Mission: Addition</u> by Loreen Leedy 	<ul style="list-style-type: none"> Please read the book <u>Mission Addition</u> to the campers. Tell the campers to be sure that they have their listening ears on because they will complete a fun activity tomorrow based on the story. Although there is a particular activity to go with each book that the campers will engage in each week, please do not hesitate to ask students questions during reading that will allow for comprehension and math discussions, as well as small activities that can be implemented during the reading of the book.
Number Worlds	Activity Card 29 Changing Addends	20	Materials <ul style="list-style-type: none"> Activity Card 29 (Changing Addends) Picture Land Activity Sheet 3, 1 per camper (Teacher's Manual, page B6) Picture Land Activity sheets 4-8 for the Challenge (Teacher's Manual, page B7-B11) Two-Color box top Red and blue crayons for each camper Pencils, 1 per camper 	<ul style="list-style-type: none"> Campers will move counters around from one side to another to gain an understanding that there are more ways than one to make a number. For instance they will see that $0+5$, $1+4$, and $2+3$ all = 5. Teachers can actually use camper's bodies to also practice this concept rather than counting counters. For instance 5 campers can stand up, all 5 can go to one side of the room and 0 campers on this other side to represent $0+5$. Then 1 camper would move to the other side to represent $1+4$ and so on. Teachers should make a point to discuss with campers that although there was some moving around and changing of addends the total of 5 did not change because we did not add anymore campers, or counters, to the original number. Note: Although the materials call for a box top, the teacher can use two different colors of construction paper as the surface if getting a box top is difficult for all groups. Also, it says that the construction paper should be blue and red, the teacher can use any 2 colors available. Just make sure the crayons match the paper color you choose. Please refer to Activity Card 29 for detailed instructions on this activity. Also, please pay close attention to the "Concluding Play" and "Questions to Ask" section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.
Board Games	Play Various Board Games	10	Materials <ul style="list-style-type: none"> Various board games 	<ul style="list-style-type: none"> Campers should work in small groups to play one of the board games provided for the class. This time can also be used for small group time with the teacher. While some campers are playing board games, you can pull small groups for re-teaching or enrichment.

Kindergarten Math Lesson Plans Week 4, Day 3



Topic of the Week: Addition

Topic	Title	Number of Minutes	Materials	Example/Description
Math Read Aloud	Math Read Aloud – Week 4 Activity <u>Mission: Addition</u>	15	Materials <ul style="list-style-type: none"> • <u>Mission: Addition</u> • Paper • Pencils 	<ul style="list-style-type: none"> • Re-read the story aloud and solve each problem as a class. • With each story situation you may write or have campers write the addends on the board. Use numbers and/or tallies. • Campers can turn and talk or work in small groups to solve the problem. Campers should then share answers as a whole group.
Number Worlds	Activity Card 34 Tear It Up and Throw It Away	15	Materials <ul style="list-style-type: none"> • Activity Card 34 (Tear It Up and Throw It Away) • Dot Cube • Line Land activity Sheet2, 1 per camper (Teacher’s Manual, page B18) 	<ul style="list-style-type: none"> • Campers will subtract small quantities from single and double numbers. They will demonstrate this subtraction through rolling the dot cube and tearing away that number from their number line. It should be discussed that the number they start with, minus the number they roll and tear away, equals then number they have remaining at the top of their number line. Please refer to Activity Card 34 for detailed instructions on this activity. Also, please play close attention to the “Questions to Ask” section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.
Board Games	Play Various Board Games	10	Materials <ul style="list-style-type: none"> • Various board games 	<ul style="list-style-type: none"> • Campers should work in small groups to play one of the board games provided for the class. • This time can also be used for small group time with the teacher. While some campers are playing board games, you can pull small groups for re-teaching or enrichment.



Kindergarten Math Lesson Plans Week 4, Day 4



Topic of the Week: Addition

Topic	Title	Number of Minutes	Materials	Example/Description
Problem of the Week	Share POTW - Week 4 Solutions Mission: Addition	20	Materials <ul style="list-style-type: none"> • Camper solution for “What is Your Problem?” • Other material the teacher sees necessary for presentations 	<ul style="list-style-type: none"> • Allow campers to share their solutions out loud. Campers can share their solutions as the teacher sees fit for class size, time, etc. However, if campers are working on this in class, or whenever possible, try to do some kid watching that will allow you collect notes about their work and solutions so that their presentations can be done in an order that you see best fit for meaningful discussions. Please keep this in mind each week. • Present awards/incentives
Number Worlds	Activity Card 33 Shopping Trip	20	Materials <ul style="list-style-type: none"> • Activity Card 33 (Shopping Trip) • Counters, 10 for each camper • Multi-Land Activity sheet 1, 1 per camper (Teacher’s Manual, page B22) 	<ul style="list-style-type: none"> • Campers will add together a series of numbers, and then subtract that amount from a specified quantity. They will complete this task by going on a shopping trip. Teachers can add movement to this activity by having items priced around the classroom, rather than campers buying them from the Multi-Land Activity Sheet. Also, if possible, you may want to use 10 pennies as opposed to 10 counters to represent real money during this activity, especially since they already have experience with what a penny is and how much it is worth. If this is not possible, explain to campers what each counter represents. Please refer to Activity Sheet 33 for detailed instructions on this activity. Also, please pay close attention to the “Concluding Play” and “Questions to Ask” section as a closing to this activity and to promote thinking, understanding and conversation around the math goals.

Name: _____

Date: _____

Kindergarten
Problem of the Week - Week 4
Topic of the Week: Addition

Draw a picture to show:

1. $5+3 = ?$

2. $3+4 = ?$

3. $1+5+3+2 = ?$

4. $2+3+1+7+1 = ?$