

# FIRST GRADE MATH



## SUBTRACTION WITHIN 20

**KEEP SCROLLING TO  
TAKE A LOOK INSIDE  
THIS RESOURCE!**

# Why?

## Lucky to Learn MATH

This is the hands-on, standards-aligned, collaborative, and engaging math resource you've been looking for!

This resource can be used as a supplement to any math program, or as a complete curriculum.

Includes: teaching slides, lesson plans, math chats, mini lessons, collaborations, worksheets, assessments, exit tickets, anchor charts, and more!

**Is your current math curriculum dull and lifeless?**

These units are engaging! They include themed lessons to pique student interest, while also ensuring they master the math standards.

1

2

3

**Wanting your students to love math?**

The math block routine will scaffold and guide students to gain deep levels of understanding, feel successful, and love math!

**Looking for resources that are easy to prep?**

The activities are low-prep or no-prep! The lesson plans include icons to help you choose which activities to use during the day, and teaching slides that guide you & your students through the lesson.

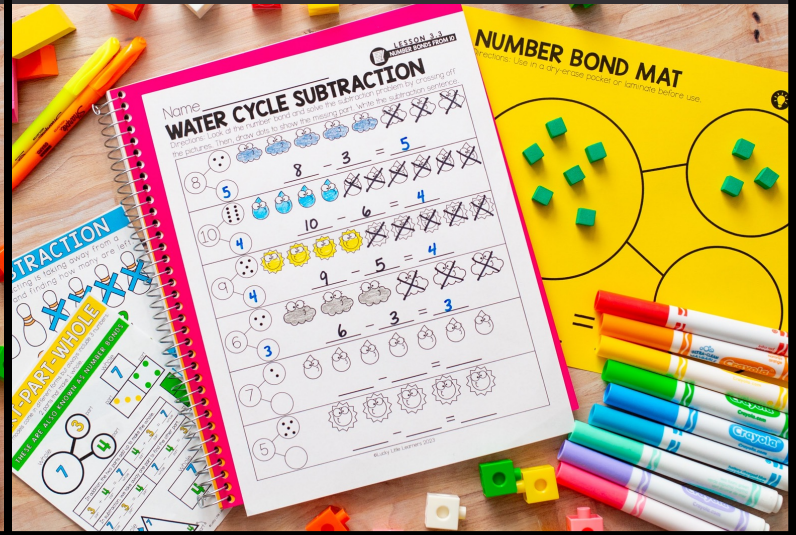


# PERFECT FOR...

Math block



Supplemental practice



Hands-on learning



Easy lesson planning



Number talks



Science integration



# UNIT MATERIALS



## Anchor Charts

### SUBTRACTION

Subtracting is taking away from a number and finding how many are left.

$$6 - 4 = 2$$

minuend (whole)    subtrahend (part)    difference (part)

A subtraction sentence always has a minus sign between the minuend and subtrahend and an equal sign before the difference.

$$5 - 2 = 3$$

minus sign    equal sign

### SUBTRACTION

Subtracting is taking away from a number and finding how many are left.

$$6 - 4 = 2$$

minuend (whole)    subtrahend (part)    difference (part)

A subtraction sentence always has a minus sign between the minuend and subtrahend and an equal sign before the difference.

$$5 - 2 = 3$$

minus sign    equal sign

## Binder cover

Lucky to Learn  
**MATH**

UNIT 3  
**SUBTRACTION**

SUBTRACTING THROUGH THE SEASONS

Lucky to Learn  
**MATH**

UNIT 3  
**SUBTRACTION**

SUBTRACTING THROUGH THE SEASONS

## Pre & Post Assessment

Name \_\_\_\_\_ Date \_\_\_\_\_

### SUBTRACTION PRE-ASSESSMENT

Solve using the count-back strategy. Show your thinking by writing the bigger number and drawing the dots of the count-back number.

 $10 - 3 = \underline{\quad}$      $13 - 9 = \underline{\quad}$ 

Show your thinking!

Solve each subtraction problem using your subtraction tricks.

 $9 - 9 = \square$      $12 - 0 = \square$      $11 - 1 = \square$ 
 $18 - 0 = \square$      $4 - 4 = \square$      $5 - 5 = \square$      $6 - 6 = \square$ 

Solve each subtraction problem on the number line. Show your thinking by drawing hops.

 $15 - 6 = \underline{\quad}$      $12 - 8 = \underline{\quad}$

Name \_\_\_\_\_

### SUBTRACTION PRE-ASSESSMENT

Solve each near-doubles fact by using the doubles fact to help.

I know that  $6 - 3 = \underline{\quad}$   
so,  $8 - 3 = \underline{\quad}$

I know that  $8 - 4 = \underline{\quad}$   
so,  $7 - 4 = \underline{\quad}$

Fill in the missing subtrahend to make each subtraction sentence true.

 $13 - \square = 7$      $15 - 9 = \square$ 
 $20 - \square = 9$      $\square - \square = \square$ 

Solve the subtraction problem by making a ten and then writing a new subtraction sentence to solve.

 $\square - 7 = 10 - 3$ 

Solve the word problem and show your thinking by filling in the number bond and the subtraction sentence.

There are 14 red sleds and 3 blue sleds. How many sleds in all?

 $15 - 4 = \square + 6$ 

Fill in the number sentences below to balance each equation.

 $\square - 7 = 10 - 3$ 
 $15 - 4 = \square + 6$

## Collaborative Games

### CLOUDY COMPETITION

Directions: Each player starts their game piece on the cloud with the 10 at the top. Take turns spinning the spinner and counting back to subtract from the number you are on. For example, if you are on the 7 and spin -2, you will do 7-2 and count back 2 spaces. If you spin 10, you have to move your game piece back to the starting cloud!

The first player to land on the zero by counting back wins!

### I SPY SUBTRACTION AT THE PARK

Directions: Print the 3 pages of cards in color or black and white. Tape the cards around the room so students can easily view them. Students will walk the room with a partner to find each park problem. They will write the equation beside the matching park activity and work together to solve it, showing their work on the number line.

## Craftivity

Name \_\_\_\_\_

### MY TREE OF SUBTRACTION

Directions: Cut out the subtraction problem leaves and glue each one onto its answer on the tree, creating a flip. You can decorate on and around your tree to show your favorite season's weather.

Name \_\_\_\_\_

### MY TREE OF SUBTRACTION

Directions: Cut out the subtraction problem leaves and glue each one onto its answer on the tree, creating a flip. You can decorate on and around your tree to show your favorite season's weather.

## Independent Work

Name \_\_\_\_\_

### FACT FAMILY SNOWFLAK

Directions: Cut and glue the missing snowflake that belongs in each 1. Write the four number sentences for each fact family.

Name \_\_\_\_\_

### BALANCING SLED DOGS

Directions: Cut out the dog equations from the bottom of the page and glue them next to the sled that will make balanced equations.

# SUBTRACTION

## UNIT OVERVIEW

### WEEK ONE

<b>LESSON 3.1</b>	I can understand and write number sentences to show subtraction.
<b>LESSON 3.2</b>	I can solve subtraction problems within 10 by counting back.
<b>LESSON 3.3</b>	I can subtract numbers within 10 using number bonds.
<b>LESSON 3.4</b>	I can solve subtraction problems within 10 on a number line.
<b>LESSON 3.5</b>	I can solve subtraction problems within 10 using manipulatives.

### WEEK TWO

<b>LESSON 3.6</b>	I can solve subtraction problems within 20 using the count-back strategy.
<b>LESSON 3.7</b>	I can solve subtraction problems within 20 on a number line.
<b>LESSON 3.8</b>	I can solve subtraction problems within 20 using the count-up strategy.
<b>LESSON 3.9</b>	I can find the missing subtrahend in subtraction problems within 20.
<b>LESSON 3.10</b>	I can solve to create balanced subtraction equations within 20.

### WEEK THREE

<b>LESSON 3.11</b>	I can solve subtraction problems within 20 using the doubles strategy.
<b>LESSON 3.12</b>	I can solve subtraction problems from 20 using the near doubles strategy.
<b>LESSON 3.13</b>	I can solve subtraction problems within 20 using the make-ten strategy.
<b>LESSON 3.14</b>	I can solve subtraction problems by subtracting 0 or the same number.
<b>LESSON 3.15</b>	I can solve word problems using subtraction within 20.

### WEEK FOUR

<b>LESSON 3.16</b>	I can solve and create fact families using addition and subtraction.
<b>LESSON 3.17</b>	I can solve and create fact families using addition and subtraction.
<b>LESSON 3.18</b>	I can solve word problems using addition and subtraction within 20.
<b>LESSON 3.19</b>	I can solve to create balanced addition and subtraction equations within 20.
<b>LESSON 3.20</b>	I can solve addition and subtraction problems within 20.

# MATH UNIT ICONS



These icons are on each piece of the curriculum to help you stay organized and help students learn the routine!

**UNIT 3: SUBTRACTION**

**LESSON 3.16**  
Fact Families

**OBJECTIVE**  
Solve and create fact families using addition and subtraction.

**MATERIALS**  
 Lesson 3.16 Teaching Slides  
 Lesson 3.16 Copies  
 Dry-Erase Pockets & Supplies  
 Connecting Cubes  
 Two-Sided Counters  
 Dice (optional)

**MATH CHAT**  
Mystery Number: Show students the Mystery Number slide and have them think silently to solve the problem and figure out the value of the winter hat. Answer: 9 (think doubles to subtract).

**MINI-LESSON**  
Review part-part-whole with students and compare/contrast these models in addition and subtraction. Introduce fact families using the teaching slides. Have students practice fact families by giving each student a Fact Family mat in a dry-erase pocket (or laminated), a dry-erase marker, and 10 connecting cubes of one color. Students will work with a partner (with cubes of a different color) to create models of fact families. Work through each slide together and allow the discussion to guide student learning.

**HANDS-ON COLLABORATION**  
Build Fact Families: Students will use 20 two-sided counters and 10 connecting cubes to grab a random amount of the cubes and they will count the parts and they will work together to write the equation.

**WARM UP WITH FACT FAMILIES**  
Warm Up With Fact Families: Students will use marshmallows to create a fact family.

**CHECK FOR UNDERSTANDING**  
Students will demonstrate their understanding of number sentences for each fact family.

**DIFFERENTIATION**  
**INTERVENTION:** Use the Fact Family mat to help students find the parts. Have students find the parts. Continue practicing as needed, in a dry-erase pocket or laminate before use.  
**EXTENSION:** Refer to Luck and Luck for more fact families.

**FACT FAMILY MAT**

Directions: Use in a dry-erase pocket or laminate before use.

+

— =

— =

— =

— =

— =

— =

## 3.16 MINI-LESSON

### LET'S LEARN!

A fact family's 3 numbers make a group of equations.

I can use the numbers in the fact family to make 2 different subtraction sentences.

When I subtract one of the numbers from the largest number, it equals the other number.

$$12 - 7 = 5$$

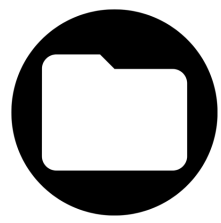
$$12 - 5 = 7$$

What do you notice about these two equations? **NEXT** →

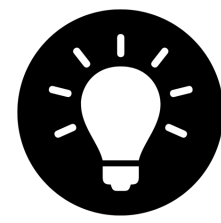
# ICON KEY



OBJECTIVE



MATERIALS



MINI LESSON



MATH CHAT



HANDS-ON COLLABORATION



INDEPENDENT PRACTICE



CHECK FOR UNDERSTANDING



DIFFERENTIATION

# LESSON PLANS








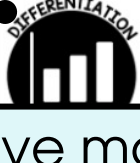


Clear lesson objective

Teaching slides included for each part of the lesson

List of materials

Math chat (number talk) in each lesson

UNIT 3: SUBTRACTION		LESSON 3.17 Fact Families	
 <p><b>LESSON OBJECTIVE</b></p>	Solve and create fact families using addition and subtraction.	 <p><b>MATERIALS</b></p>	<input type="checkbox"/> Lesson 3.17 Teaching Slides <input type="checkbox"/> Lesson 3.17 Copies <input type="checkbox"/> Dominos (optional)
 <p><b>MATH CHAT</b></p>	<p><u>True or False:</u> Show students the True or False slide and read the statement aloud to the class. "6, 11, and 4 make a fact family. True or false?". Give students silent thinking time to solve on their own. Have students vote for true or false and discuss as a class. <b>Answer:</b> False. <math>6+4=10</math>.</p>		
 <p><b>MINI-LESSON</b></p>	<p>Review fact families and model writing fact families (if your students are struggling with modeling, you can choose students to show the class how to write the number sentences). Put students into groups of 6 and pass out a set of cards as well as a recording sheet to each group. They will write number sentences using the cards and they will fill in the recording sheet. When they have completed their recording sheets, call one group up at a time and have the group model the number sentences by having each student hold a number or math operation sign up to create the different number sentences within the fact family. The students holding the addition and subtraction signs will take turns writing the number sentences on the teaching slide (while the addition sign is being modeled, the subtraction sign holder will write, and then they will swap). Continue until each group has had a chance to model their fact family!</p>		
 <p><b>COLLABORATIVE HANDS-ON TASKS</b></p>	<p><u>Snowball Fact Families:</u> Print enough snowball cards so that each student can have 1 at a time while having plenty of extras in the pile. Cut the snowballs out (cut along the dotted lines - no need to cut each circle out) and crumple the paper to make a "snowball". Make a pile of snowballs in an open area of the classroom. Students will work with a partner to each grab a snowball to represent the two parts of a fact family. They will add them to find the whole and fill in the rest of the number sentences on their recording sheet. They will put the snowball back when they finish and continue playing until they have filled all 5 fact families! A blank snowball page is provided if you would like to write your own.</p>		
 <p><b>INDEPENDENT PRACTICE</b></p>	<p><u>Fact Family Snowflakes:</u> Students will cut out the snowflake page and glue them onto the gray boxes under the number sentences. They will write the four number sentences that can be made with the numbers.</p>		
 <p><b>CHECK FOR UNDERSTANDING</b></p>	<p>Students will demonstrate their understanding of fact families by writing the four number sentences for each fact family given.</p>		
 <p><b>DIFFERENTIATION</b></p>	<p><b>INTERVENTION:</b> Have students use dominos for the two parts and add for the whole. Students can practice creating the four number sentences using a whiteboard. It may help them to use a number bond as a visual before creating the number sentences.</p>		
	<p><b>EXTENSION:</b> Refer to Lucky to Learn Math Grade 2, Lesson 2.18 for extension activities with fact families.</p>		

Skill-focused mini lesson

Collaborative hands-on tasks

Quick assessments

Independent practice

Materials have matching icons for routine & easy organization

Differentiation ideas



## 3.13 MINI-LESSON

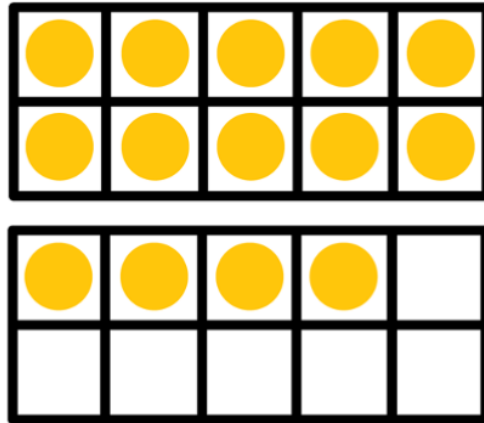
### LET'S LEARN!

I am going to use the make-ten strategy to help me solve this subtraction problem. First, I am going to show the minuend (or whole) on the ten frames.

minuend

$$14 - 6 = \underline{\quad}$$

$\underline{\quad} - \underline{\quad} = \underline{\quad}$



NEXT



### I WILL BE ABLE TO...

Solve subtraction facts within 20 using the doubles strategy.



NEXT

Guides students through each lesson with an easy-to-follow, attractive, kid-friendly format & theme

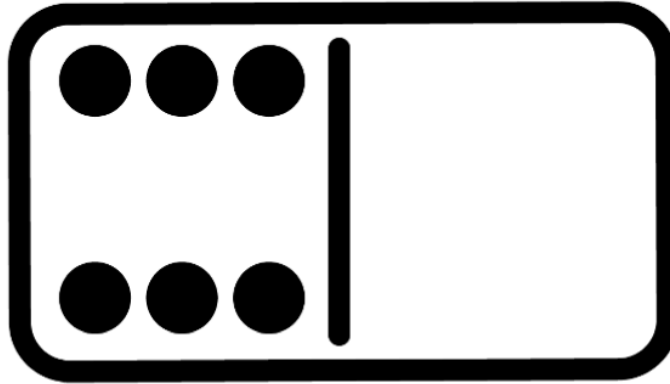
# MINI LESSONS



## 3.12 MINI-LESSON

LET'S LEARN!

$$11 - 6 = \underline{\hspace{2cm}}$$



In the fall,  
leaves  
colors a  
fall o

Near Doubles Fact:

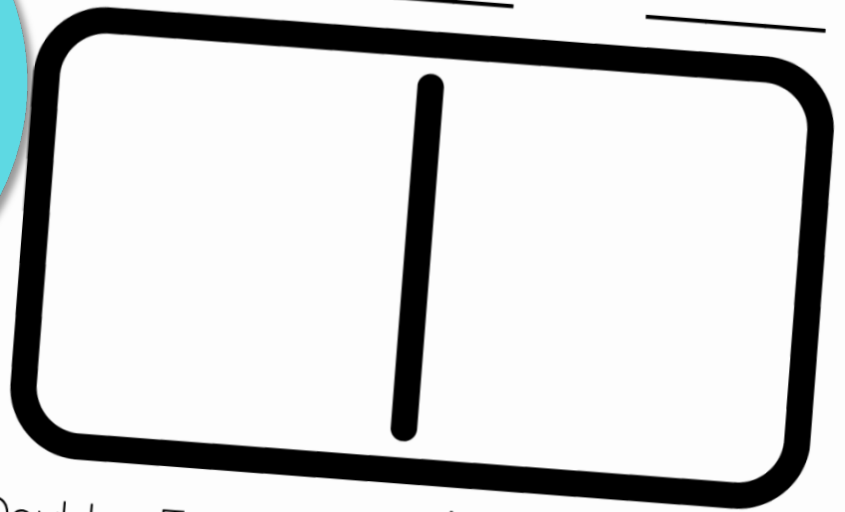
### SUBTRACTING NEAR DOUBLES MAT

Directions: Use in a dry-erase pocket or laminate before use.

LESSON  
SUBTRACT NEAR D



$$\underline{\hspace{2cm}} - \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$$

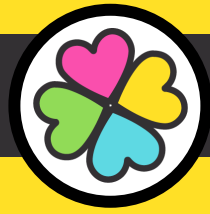


Near Doubles Fact:  $\underline{\hspace{2cm}} + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$

©Lucky Little Learners 2023

Provides  
instruction &  
scaffolded  
practice with  
the skill.

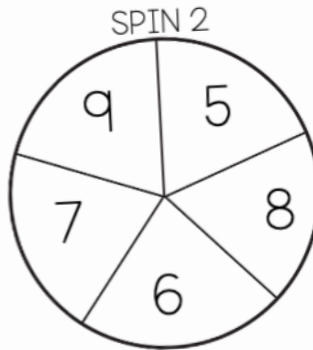
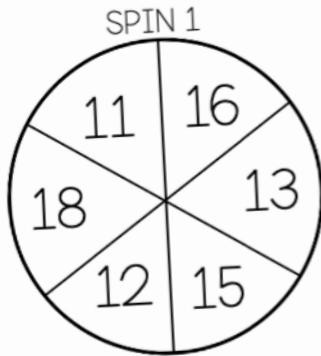
# COLLABORATION



## WINDY CITY SPIN

LESSON 3.13  
MAKE 10 STRATEGY

Directions: On your turn, spin each spinner and write the problem. Use the make ten strategy to solve. Circle the partner's answer that is the biggest.



PARTNER 1: \_\_\_\_\_

PARTNER 2: \_\_\_\_\_

### ROUND 1

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

### ROUND 1

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

### ROUND 2

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

### ROUND 2

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

### ROUND 3

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

### ROUND 3

$\frac{\text{SPIN 1}}{\quad} - \frac{\text{SPIN 2}}{\quad} = \underline{\quad}$

©Lucky Little Learners 2023

Hands-on activities for students to practice the skill in fun ways with partners and groups

# INDEPENDENT WORK

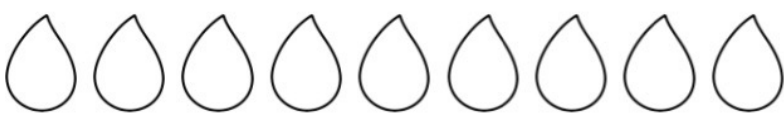


Name \_\_\_\_\_

**LESSON 3.1**  
**SUBTRACT FROM 10**

## RAINY DAY SUBTRACTION

Directions: Cross off the pictures to match the subtraction problem shown. Count what is left over and write the answer.

  $9 - 5 = \square$

  $4 - 3 = \square$

  $7 - 4 = \square$


  $6 - 0 = \square$

Directions: Write the subtraction problem that each set of pictures shows.

  $\square - \square = \square$

  $\square - \square = \square$

  $\square - \square = \square$

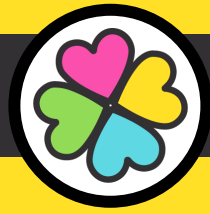
  $\square - \square = \square$

©Lucky Little Learners 2023



**Worksheets that align with the lesson theme provide opportunities for student independence and mastery.**

# CHECK UNDERSTANDING



LESSON 3.5  
SUBTRACT FROM 10

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Solve each subtraction problem and show your thinking by drawing a model of the subtraction problem in the box.

\_\_\_\_ / 4

$7 - 5 = \underline{\quad}$	$8 - 4 = \underline{\quad}$
$10 - 3 = \underline{\quad}$	$6 - 5 = \underline{\quad}$



LESSON 3.7  
NUMBER LINE TO 20

Name \_\_\_\_\_

## CHECK FOR UNDERSTANDING

Directions: Solve each subtraction problem. Show your thinking by drawing hops on each number line while you count back.

\_\_\_\_ / 4

$17 - 5 = \underline{\quad}$	$\leftarrow \begin{array}{c}   \\ 11 \end{array} \begin{array}{c}   \\ 12 \end{array} \begin{array}{c}   \\ 13 \end{array} \begin{array}{c}   \\ 14 \end{array} \begin{array}{c}   \\ 15 \end{array} \begin{array}{c}   \\ 16 \end{array} \begin{array}{c}   \\ 17 \end{array} \begin{array}{c}   \\ 18 \end{array} \begin{array}{c}   \\ 19 \end{array} \begin{array}{c}   \\ 20 \end{array} \rightarrow$
$15 - 6 = \underline{\quad}$	$\leftarrow \begin{array}{c}   \\ 7 \end{array} \begin{array}{c}   \\ 8 \end{array} \begin{array}{c}   \\ 9 \end{array} \begin{array}{c}   \\ 10 \end{array} \begin{array}{c}   \\ 11 \end{array} \begin{array}{c}   \\ 12 \end{array} \begin{array}{c}   \\ 13 \end{array} \begin{array}{c}   \\ 14 \end{array} \begin{array}{c}   \\ 15 \end{array} \begin{array}{c}   \\ 16 \end{array} \rightarrow$
$12 - 8 = \underline{\quad}$	$\leftarrow \begin{array}{c}   \\ 3 \end{array} \begin{array}{c}   \\ 4 \end{array} \begin{array}{c}   \\ 5 \end{array} \begin{array}{c}   \\ 6 \end{array} \begin{array}{c}   \\ 7 \end{array} \begin{array}{c}   \\ 8 \end{array} \begin{array}{c}   \\ 9 \end{array} \begin{array}{c}   \\ 10 \end{array} \begin{array}{c}   \\ 11 \end{array} \begin{array}{c}   \\ 12 \end{array} \rightarrow$
$20 - 3 = \underline{\quad}$	$\leftarrow \begin{array}{c}   \\ 11 \end{array} \begin{array}{c}   \\ 12 \end{array} \begin{array}{c}   \\ 13 \end{array} \begin{array}{c}   \\ 14 \end{array} \begin{array}{c}   \\ 15 \end{array} \begin{array}{c}   \\ 16 \end{array} \begin{array}{c}   \\ 17 \end{array} \begin{array}{c}   \\ 18 \end{array} \begin{array}{c}   \\ 19 \end{array} \begin{array}{c}   \\ 20 \end{array} \rightarrow$

©Lucky Little Learners 2023

Half-page exit tickets are an easy check for understanding. This shows you an immediate picture of how students are doing. No more huge stacks of grading to sort through!

# EXAMPLE MATERIALS



**UNIT 3: SUBTRACTION**

**LESSON 3.7**  
Number Line to 20

**Materials:**

- Lesson 3.7 Teaching Slides
- Lesson 3.7 Copies
- Die
- Crayons & scissors
- Number line to 20 (optional)
- Dry-erase supplies (optional)

**True or False:** Show students the True or False slide. Read the word problem aloud and give students plenty of silent thinking time. Discuss as a class as students vote for true or false. "Matt used the count-back strategy to solve. 18-3=15." Answer: False. 18-3=15. Matt should hold 18 in his head, then count back 17, 16, 15.

**Review the Count-Back Strategy:** Introduce counting back on a number line to students. Use the slides to model solving subtraction problems with a number line. Give each student a Sunny Subtraction paper so they can solve the subtraction problems with you. Walk through the slides with the students, having them write the number on the number line to solve and draw hops to count back. Work with students to solve each problem and find the difference.

**Colors of the Sun:** Divide students into partners. Give each group a Colors of the Sun paper, a die, and crayons (or coloring supplies). Partners will take turns rolling a die. They will start at the bottom of the column, solve the subtraction problem, and color the square to match the crayon. Students can work together to solve and use the number line to count back.

**Subtract with Sunshining:** Students will solve each subtraction sentence. They will show their thinking on the number line by drawing hops to count back. Then, cut and paste the matching difference. They can use the crab as a reminder to count back as they hop.

Students will solve 4 subtraction problems. They will show their thinking on the number line by drawing hops to count back.

**INTERVENTION:** Use a number line to 20 in a dry-erase pocket (or laminated) to solve subtraction problems within 20. Give students a subtraction problem, and have them model solving on the number line by drawing hops.

**EXTENSION:** Refer to Lucky to Learn Math Grade 2, Lesson 2.13, for extension activities with subtraction on a number line or chart.

©Lucky Life Learners 2023

Name \_\_\_\_\_

**LESSON 3.7**  
**NUMBER LINE TO 20**

**SUNNY SUBTRACTION**

Directions: Solve with your teacher by writing numbers on the number line. Count back by drawing hops. Circle the number you land on.

$13 - 6 = \underline{\quad}$

$14 - 8 = \underline{\quad}$

$20 - 9 = \underline{\quad}$

$18 - 12 = \underline{\quad}$

©Lucky Life Learners 2023

**COLORS OF THE SUN**

**LESSON 3.7**  
**NUMBER LINE TO 20**

Directions: Take turns with a partner to roll a die. Starting at the bottom of the column, solve a problem & color the square to match the crayon. Continue rolling until you have colored in each column. Use the number line to help you count back to subtract.

purple | blue | green | yellow | orange | red

18-9=	14-6=	15-8=	15-5=	9-2=	16-5=
9-6=	12-7=	13-1=	18-6=	14-7=	10-4=
11-2=	19-8=	18-5=	17-5=	15-3=	14-0=
14-5=	18-1=	9-7=	13-3=	11-2=	17-7=
11-7=	13-5=	16-0=	15-9=	14-1=	11-5=

©Lucky Life Learners 2023

Name \_\_\_\_\_

**LESSON 3.7**  
**NUMBER LINE TO 20**

**SUBTRACT WITH SUNSHINE**

Directions: Solve each subtraction problem. Show your thinking on the number line by drawing hops. Then, cut and paste the matching difference.

$17 - 6 = \square$

$11 - 5 = \square$

$19 - 7 = \square$

$20 - 1 = \square$

$15 - 5 = \square$

$16 - 9 = \square$

**Remember to count back as you subtract!**

©Lucky Life Learners 2023

Name \_\_\_\_\_

**LESSON 3.7**  
**NUMBER LINE TO 20**

**CHECK FOR UNDERSTANDING**

Directions: Solve each subtraction problem. Show your thinking by drawing hops on each number line while you count back.

$17 - 5 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

$20 - 3 = \underline{\quad}$

Name \_\_\_\_\_

**LESSON 3.8**  
**NUMBER LINE TO 20**

**CHECK FOR UNDERSTANDING**

Directions: Solve each subtraction problem. Show your thinking by drawing hops on each number line while you count back.

$17 - 5 = \underline{\quad}$

$15 - 6 = \underline{\quad}$

$12 - 8 = \underline{\quad}$

$20 - 3 = \underline{\quad}$

©Lucky Life Learners 2023

**COUNTING UP MAT**

Directions: Use in a dry-erase pocket or laminate before use.

**LESSON 3.8**  
**NUMBER LINE TO 20**

©Lucky Life Learners 2023

**MATH CHAT EXPECTATIONS**

- BE RESPECTFUL**  
Treat everyone in our classroom with respect- including yourself. All answers are valid and we all learn from mistakes.
- THINKING TIME**  
When a problem is shown, we won't shout out or talk about it yet. We will use silent thinking time to try and solve the problem on our own.
- TRY YOUR BEST**  
Use quiet thinking time to try your best and solve the problem. Do not give up! Our goal is to learn and grow!
- STRATEGIES**  
When you think of a way to solve the problem, give a thumbs-up at your chest. Keep thinking of new strategies and raise more fingers for more strategies.
- LET'S CHAT!**  
Once we have had plenty of silent thinking time, we will share our strategies with the class and justify our thinking. All answers are shared and talked about because we all learn from mistakes (even teachers!).

©Lucky Life Learners 2023

**MATH CHAT HAND SIGNALS**

	I am thinking.
	I have an answer.
	I have more than one strategy.
	I agree!
	I have a different answer or strategy.

©Lucky Life Learners 2023

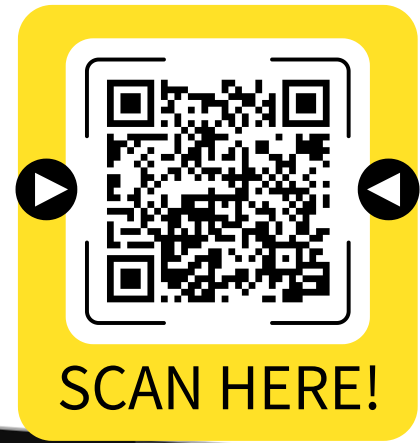
**MATH CHAT CATEGORIES**

<b>MYSTERY NUMBER</b>	Clues will be given and students have to figure out the number that is missing.
<b>TRUE OR FALSE</b>	Students will decide if the equation given is true or false.
<b>WORD PROBLEM</b>	Students will work out word problems.
<b>THINK ABOUT IT</b>	Students will solve thought-provoking math problems.
<b>MATH IS FUN</b>	Students will solve challenging math problems in a fun way!

©Lucky Life Learners 2023

# Weekly Email FREEBIES!

Grab a cup of coffee and take a few minutes with **our weekly newsletter** created just for teachers like you.



## About Lucky Little Learners



Angie Olson has many years of classroom experience teaching grades kindergarten, first, and second grade. She earned her master's degree in mathematics and has presented for a variety of conferences at the national, state, and local levels. Over the years, Angie has employed teachers to help with Lucky Little Learners. She is proud of her talented team who strives to support the teaching community with her. Lucky Little Learners has created over 25,000 resources that are available in the All Access membership. Lucky Little Learners is also a top seller on Teachers Pay Teachers.