

Lesson Plan for KNP Activity

A 3340.2: Panel Dot Cards (dots screened)

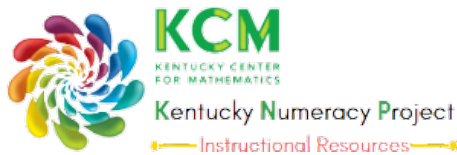
Teacher Planning Notes:	
Task Group Number: 3340	Task Group Name: Panel Dot Cards
Strand: Addition and Subtraction	Activity Level and Color: 2 Blue
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=3340.2&prefix=A	
Numeracy Target: Add by counting from 1 (no visible items) Numeracy Targets Chart	
Fluency Benchmark: KY.2.OA.2 Fluently add and subtract within 20.	
Kentucky Academic Standard(s): KY.1.OA.5 , KY.1.OA.6	
Student-Friendly Learning Target: I am learning to tell the total of two screened collections within 20.	
Suggested Student Grouping(s): individual or small group	
Materials: Two panel dot cards - level 2	
Activity Description: Choose a 2 panel dot card. Open the door on the left, determine the number of black dots and then close the door. Open briefly (approximately 1 second) the door on the right and determine how many grey dots are under the door. Determine the number of dots altogether.	

Teacher Notes:

Use the print link to print the two panel dot cards. The same cards are used for A340.1 and A340.2. Fold the card in half lengthwise at the dotted line. Cut a slit in the top panel to create doors. The total may be written on the back for students to use as a check. If a student is struggling, leave one of doors open. Start with dot cards where the second addend is no more than 2 or 3. Gradually build up to cards where the second addend is 5 or 6 and student can find the total with no more than a quick glance under each door. If a teacher is presenting the task, the teacher may say "There are ___ black dots under here, there are ___ grey dots under here... how many dots altogether?" while briefly flashing the dots behind the doors. Students at this construct are starting to use a mental understanding of the quantity to add rather than depending on physical objects. Some may use fingers to keep track, others may use a verbal double count (i.e. "one more is 10, two more is 11, three more is 12...") and others may appear to be counting a mental image of the dots. Initially students will likely start the count from one and/or build quantities on their fingers. Students will let go of this redundant behavior naturally as they develop a deeper understanding of quantity and addition. Encourage students to explain their strategies. Observe if students are relying on a visible aid such as a number line, 100 chart or calendar. If so, remove or cover the aid.

Evidence of Learning (Diagnostic Assessment of Progress):

Put out a card with 8 dots on the left and 5 dots (arranged irregularly) on the right. Flash the dots under the left door saying "Here are 8 black dots". Flash the dots under the right door saying "Here are 5 grey dots. How many dots are there altogether?" Ask student to explain strategy. Repeat with other two panel dot cards.

KNP ID #A 3340.2

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