

Lesson Plan for KNP Activity

T 5523.1: Delivery Game (sticks or bundles)

Teacher Planning Notes:

Task Group Number: 5523

Task Group Name: Delivery Game

Strand: Base Ten Arithmetical Strategies

Activity Level and Color: 1 Red

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=5523.1&prefix=T>

Numeracy Target: Solve 2-digit +/- with materials by counting by 10s OR by 1s

[Numeracy Targets Chart](#)

Fluency Benchmark: KY.2.NBT.5 Fluently add and subtract within 100.

Kentucky Academic Standard(s): [KY.1.NBT.4](#)

Student-Friendly Learning Target: I am learning to add or subtract ones and/or tens using materials and write the matching addition and subtraction sentences.

Suggested Student Grouping(s): partners

Materials:

Delivery Game: 2 truck picture mats and tens or ones customer order cards, one set per pair of students; 20 bundles of ten popsicle sticks, 50 loose sticks and 4 hair-holders per pair; writing space

Activity Description:

Delivery Game: Each player starts by placing 5 bundles and 5 loose sticks on his/her truck. The customer order cards are placed face down between the players. Players take turns taking a card and following the instructions. Write a "shipping report" of each stop--the addition or subtraction sentence for the truck contents. Play continues until all cards have been used. The player with the greatest number of sticks wins the game.

Teacher Notes:

Some students may not yet be able to conceive of a group of ten as 1 thing to be counted. Those students may need more experience with building numbers using sticks and bundles with arrow cards and with counting items in groups. The standard here refers to operating with an addend/subtrahend that is either a 1-digit number or a multiple of 10. Activity T 523.2 is more difficult, because the cards include 2-digit numbers that are not multiples of 10. Use toy trucks instead of the printed truck pictures, if desired. Instead of sticks and bundles, you may wish to use bundles of coffee stirrers and other base ten materials. Note that actual bundles and loose items of the thing to be counted (i.e. sticks and bundles) may be more supportive of student conceptual understanding than a piece of plastic marked with 9 dividing lines (i.e. base ten long blocks). Encourage students to talk about the how many-ness of the collections (including the number of bundles, the number of loose sticks and the total number of sticks) in order to build students' understanding that 10 ones and 1 ten are the same thing--a very abstract concept.

Evidence of Learning (Diagnostic Assessment of Progress):

Show and hide a collection of 14 (1 bundle and 4 loose) sticks. Show and add 4 bundles to the hidden collection. Tell the student that you are adding 4 bundles. Ask the student how many sticks there are in all. Show and add 9 sticks to the hidden collection and ask how many. Ask the student to write the addition sentence for each action.

KNP ID #T 5523.1

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