

Lesson Plan for KNP Activity

T 5524.3: Steal the Crown (Covered Bead Rack)

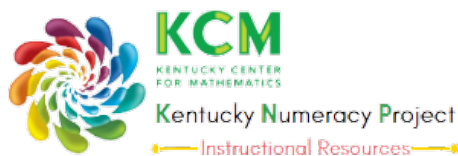
Teacher Planning Notes:	
Task Group Number: 5524	Task Group Name: Steal the Crown
Strand: Base Ten Arithmetical Strategies	Activity Level and Color: 3 Green
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=5524.3&prefix=T	
Numeracy Target: Beginning to solve 2-digit +/- without materials using strategies based on place value Numeracy Targets Chart	
Fluency Benchmark: KY.2.NBT.5 Fluently add and subtract within 100.	
Kentucky Academic Standard(s): KY.1.NBT.5 , KY.2.NBT.5	
Student-Friendly Learning Target: I am learning to add or subtract a single digit number or 10 within 100.	
Suggested Student Grouping(s): small group	
Materials: Steal the Crown card game (see link of T524.2), 100 bead string or 100 bead rack, writing material	
Activity Description: Students play Steal the Crown in partners or small groups. Game cards and directions are included in the print link of entry T524.2. Students may initially use a 100 bead rack or 100 bead string as a check but should move away from using materials. Student may be asked to record their thinking using an Empty Number Line or other format.	

Teacher Notes:

If a bead rack or bead string is being used, cover it between turns and use it only as a check after a student has determined the new total. Encourage students to explain their thinking. Students may record their thinking on an Empty Number Line or in another appropriate format. The teacher may initially need to model what this might look like. Look for and bring out in discussion non-count-by-one strategies. For example, when solving $78 + 9$, a student might say "78+10 is 88, back 1 is 87" or "8+9 is 17, add the 10 (from 17) to 70, that's 80, so it's 87".

Evidence of Learning (Diagnostic Assessment of Progress):

Ask "What is $78 + 9$?". Ask "What is $81-6$?" Continue with similar tasks. Prompt student to explain reasoning.

KNP ID #T 5524.3

www.kymath.org
kcm@nku.edu