

# Lesson Plan for KNP Activity

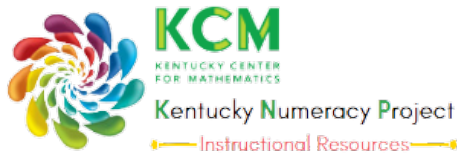
## M 4442.1: Counting Pop Sticks (2&4)

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 4442	<b>Task Group Name:</b> Pop Drop Move-It (2,4,8)
<b>Strand:</b> Multiplication and Division	<b>Activity Level and Color:</b> 1 Red
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=4442.1&amp;prefix=M">/knp/activity.php?id=4442.1&amp;prefix=M</a>	
<b>Numeracy Target:</b> Build and share items into equal groups <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.3.OA.7 Fluently multiply and divide within 100.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.3.OA.1</a>	
<b>Student-Friendly Learning Target:</b> I am learning to skip count by 2 and 4 with the support of materials.	
<b>Suggested Student Grouping(s):</b> partners, small group	
<b>Materials:</b> Set of 12 (or more) dotted Popsicle sticks with 2 or 4 dots	
<b>Activity Description:</b> Use dotted popsicle sticks with 2 dots. One person will place sticks out, face up, one at a time. As each stick is placed, the other student will say the new total of dots. If more than two students are playing, the remaining students should take turns saying the current total. After all sticks have been placed, remove one stick at a time, again with others taking turns to say the total. The person placing and removing the sticks should make sure that the total stated each time is correct and, if not, provide assistance or allow time for students to count the dots. Repeat using the other set of sticks and/or a different student placing and then picking up the sticks.	

**Teacher Notes:** See print link directions for making popsicle sticks. Dot strips (included in the print link) may be used in place of the popsicle sticks. If the activity is teacher led, the teacher may prefer to place and pick up sticks while calling on students to say the current total. Students may initially need to count by ones to determine the total. Some students may use the counting by 2s sequence to work out the 4s sequence. For example, when counting with the 4-dot sticks, the student may say a subvocal "6" count between saying "4" & "8". This is a helpful strategy that can be encouraged by color coding the 4 dot sticks with 2 dots in each of two colors. The teacher may choose to pause the counting and instead engage students in a discussion about the number of groups (i.e. number of sticks) and the size of the groups (i.e. number of dots on each stick). The activity should be repeated over time until students are able to skip count easily. The activity may be used as a warm-up to more advanced activities in this task group and for other multiplication activities.

**Evidence of Learning (Diagnostic Assessment of Progress):** Place out a stick with 2 dots. Ask "How many dots?" Explain that all sticks have the same number of dots. Placing out 12 sticks, one at a time, ask student to say the total number of dots. Next remove sticks one at a time.

**KNP ID #M 4442.1**



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