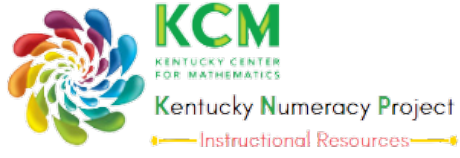


# Lesson Plan for KNP Activity

## A 3341.0: Beaded Chenille Stems (up to 10)

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 3341	<b>Task Group Name:</b> Beaded Chenille Stems
<b>Strand:</b> Addition and Subtraction	<b>Activity Level and Color:</b> 0 Yellow
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=3341.0&amp;prefix=A">/knp/activity.php?id=3341.0&amp;prefix=A</a>	
<b>Numeracy Target:</b> Count visible items to 20 <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.1.OA.6 Fluently add and subtract within 10.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.K.CC.4</a> , <a href="#">KY.K.CC.5</a>	
<b>Student-Friendly Learning Target:</b> I am learning to carefully count up to 10 items.	
<b>Suggested Student Grouping(s):</b> independent/small group	
<b>Materials:</b> beaded chenille stems (see print link for examples)	
<b>Activity Description:</b> Place the set of beaded chenille stems in a large cup so beads are not visible. On a student's turn, the student will choose one stem and determine the total number of beads. To make the task less challenging, use larger beads and limit the quantity to 5 or so.	
<b>Teacher Notes:</b> Prepare beaded chenille stems by placing 2 to 10 pony beads, of the same color, on a chenille stem (pipe cleaner). Bend ends to cover sharp ends and lock beads in place. Include 5 to 10 stems with various amounts to form a set. Look for students strategies in counting. Do they say the correct counting words? Do they say one count per bead? Do they start at one end of the stem and count beads in order? Do they move beads or space the beads out to make counting easier?	
<b>Evidence of Learning (Diagnostic Assessment of Progress):</b> Place a beaded stem with 9 beads in front of student and ask "How many beads all together?"	



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