

# Lesson Plan for KNP Activity

## A 3341.2: Beaded Chenille Stems (screened addends)

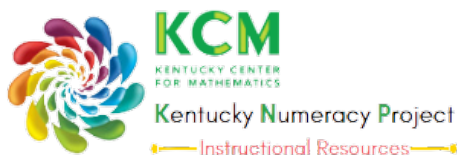
<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 3341	<b>Task Group Name:</b> Beaded Chenille Stems
<b>Strand:</b> Addition and Subtraction	<b>Activity Level and Color:</b> 2 Blue
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=3341.2&amp;prefix=A">/knp/activity.php?id=3341.2&amp;prefix=A</a>	
<b>Numeracy Target:</b> Add by counting from 1 (no visible items) <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.2.OA.2 Fluently add and subtract within 20.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.1.OA.5</a> , <a href="#">KY.1.OA.6</a>	
<b>Student-Friendly Learning Target:</b> I am learning to tell the total of two screened collections within 20.	
<b>Suggested Student Grouping(s):</b>	
<b>Materials:</b> beaded chenille stems (see teacher note), bead cards set B (1 to 6)	
<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. Next the student will draw a bead card, glance at it briefly and place card face down. The student will determine the sum. To decrease the challenge, use cards with up to 3 beads. To increase the challenge, a cover can be placed over the beaded chenille stem before the card is drawn. To further increase the challenge, the teacher or another player can tell the student the amount on the card without the student seeing the card.	

**Teacher Notes:**

Prepare beaded chenille stems by placing 5 to 15 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 15 stems with various amounts in a set. This task forces students to count the first collection before thinking about the second collection. By counting the first collection and then adding on a screened small amount, the student is using an internalized understanding of quantity to add. This will help students move away from needing items to add and support the understanding that addition is anchored to quantity. If image can be seen through the back of the card, place card under a screen in lieu of turning face down.

**Evidence of Learning (Diagnostic Assessment of Progress):**

Place a beaded stem with 13 beads and a beaded stem. Ask student to count beads. After beads have been counted, cover the beads. Briefly show a card with 5 beads then place face down. Say "Here are 5 more beads. How many beads all together?"

**KNP ID #A 3341.2**

[www.kymath.org](http://www.kymath.org)  
[kcm@nku.edu](mailto:kcm@nku.edu)