

Lesson Plan for KNP Activity

T 5513.1: Cups O' Gold

Teacher Planning Notes:

Task Group Number: 5513

Task Group Name: Cups O' Gold

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=5513.1&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.2](#), [KY.2.OA.1](#)

Student-Friendly Learning Target: I am learning to add or subtract one and/or tens using materials.

Suggested Student Grouping(s): independent, partners, small or whole group

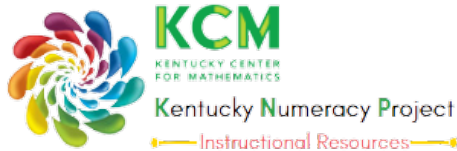
Materials: arrow cards (tens and ones), 20 cups each of which contain ten yellow unit cubes ("gold pieces") or other small counters, writing space.

Activity Description: 1. Player one will select a 2-digit arrow card and take enough full cups to make that number and keep as his/her "stash." 2. Player two will select a 1-digit arrow card and ask player one to give him/her that amount of gold pieces from the other player's "stash" and start a "stash" of his/her own. 3. Switch positions and repeat so that player 2 selects a 2-digit arrow card and that number of full cups and player one selects a 1-digit arrow card and gets that many gold pieces from player two. 4. Each player will write the number sentence showing the number of gold pieces in their stash from each round. The winner is the player who ends up with the greatest number of gold pieces in his/her stash. 5. Return the gold pieces to the cups after each round.

Teacher Notes: Encourage students to record their moves, relating the written forms with the quantities involved. Make the task less complex by using only tens arrow cards, so a multiple of ten will be subtracted, not requiring unbundling. Ask students to predict how many will be left. Allow students to think about the quantities and develop mental strategies and use the writing only as a way to record their thinking, not as a means of finding the answer.

Evidence of Learning (Diagnostic Assessment of Progress): Write the number 40 and ask students to make the number using base-ten portion cups. Then write -8 to show the subtrahend (the number to subtract). Ask the student to explain how many pieces will remain after 8 is taken away.

KNP ID #T 5513.1



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