

Lesson Plan for KNP Activity

A 3305.2: How Many?

Teacher Planning Notes:

Task Group Number: 3305

Task Group Name: How Many?

Strand: Addition and Subtraction

Activity Level and Color: 2 Blue

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3305.2&prefix=A>

Numeracy Target: Add by counting from 1 (no visible items)

[Numeracy Targets Chart](#)

Fluency Benchmark: KY.2.OA.2 Fluently add and subtract within 20.

Kentucky Academic Standard(s): [KY.1.OA.1](#), [KY.1.OA.2](#), [KY.1.OA.3](#)

Student-Friendly Learning Target: I am learning to solve word problems when one group of items is hidden.

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

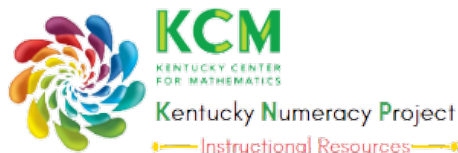
Materials: Question cards, Numeral cards, Working mat, Counters

Activity Description: Students will draw a card and place the card on the top section of the working mat. Students will then use counters to represent the known quantities in the question. Before solving, students will cover the first group of counters with the corresponding numeral card and then will solve for the unknown quantity. Students will then move counters to the WHOLE section of the working mat to check their answer.

Teacher Notes: This activity uses partially covered items to encourage mental strategies for addition. Allow students to develop their own strategies for solving the tasks in this activity, but take note of how students compensate for the covered quantity. Using fingers to represent the covered quantity or verbally counting out the covered quantity from 1 are common strategies that students may use to find the total number of counters. Also note what strategies students use to combine quantities when one is covered and two are uncovered; do they count or add each collection separately, or do they combine two collections before adding the third (utilizing the associative property of addition)? As students develop their own strategies for the addition of hidden and/or more than two quantities, encourage them to think about different ways to combine the quantities. Can they take advantage of using addition facts they know to help them solve what they don't know? Can two of the quantities be combined to make an easy total to add to? Please note that the amount of items vary in the questions. Some questions will require students to combine three collections, and some will only require two. In the case of only two collections, students will leave one PART section of their working mat empty. Rather than telling students how to get an answer or having them use key words, which can be unreliable and limit thinking, students should be thinking about the underlying structure of the quantities in the problem/situation.

Evidence of Learning (Diagnostic Assessment of Progress): Put some counters in one hand and briefly show student. Place more counters in the other hand and allow student to see. Say to student...there are 8 counters in this hand (closed hand) and five counters in this hand (open hand). How many counters is that in all? Repeat with other combinations.

KNP ID #A 3305.2



www.kymath.org
kcm@nku.edu