

Lesson Plan for KNP Activity

A 3305.3: How Many?

Teacher Planning Notes:

Task Group Number: 3305

Task Group Name: How Many?

Strand: Addition and Subtraction

Activity Level and Color: 3 Green

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3305.3&prefix=A>

Numeracy Target: Add by counting on; subtract by counting back

[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 with up to 3 numbers and write a matching equation.

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

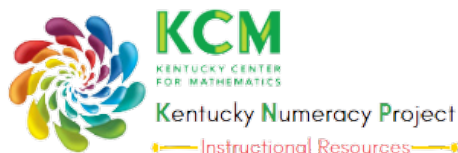
Materials: Question cards, Numeral cards, Working mat, Counters, Recording Sheet

Activity Description: Students will draw a question card and use counters to represent the quantities in the problem by placing counters on working mats, according to the question card, and will then cover each group of counters with the corresponding numeral card. Students will mentally find the answer, and then write a matching equation on their recording sheet. Students can then uncover the counters and move them all to the WHOLE section of the working mat to check their answer.

Teacher Notes: This activity uses fully covered items to encourage and strengthen 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 quantities. Also note what strategies students use to combine quantities when all are covered; 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. *To make the activity self-checking, include an answer sheet in the folder where students can check each answer according to the number on the question card. 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): Quickly show students some counters in each hand and tell them how many you have, then close your hand and ask them to tell how many. "I have six counters in this hand and five counters in the other. How many counters do I have?" Repeat with other combinations through 20.

KNP ID #A 3305.3



www.kymath.org
kcm@nku.edu