

Lesson Plan for KNP Activity

A 3305.4: How Many?

Teacher Planning Notes:

Task Group Number: 3305

Task Group Name: How Many?

Strand: Addition and Subtraction

Activity Level and Color: 4 Purple

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3305.4&prefix=A>

Numeracy Target: Relate addition and subtraction

[Numeracy Targets Chart](#)

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

Kentucky Academic Standard(s): [KY.1.OA.2](#), [KY.1.OA.4](#), [KY.1.OA.8](#)

Student-Friendly Learning Target: I am learning to solve word problems and explain my thinking.

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

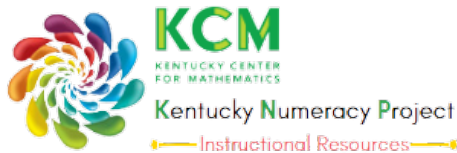
Materials: Question cards, Numeral and Symbol Cards, Recording sheet, bead rack (optional)

Activity Description: Students will draw a question card and build an equation, using numeral cards to represent known quantities and symbol cards to represent unknown quantities in the problem. Students will then write the equation on their recording sheet, solve it, and explain how they got their answer. Students can use bead racks for support or to check their answers.

Teacher Notes: In this activity, students will be writing equations for and solving word problems. Several subtraction, missing addend, change unknown and start unknown questions are included in this activity. 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. Allow students to develop their own strategies for solving these types of tasks, but take note of the types of strategies students use. Do students use subtraction when finding missing addends? If so, do they count down to the answer, or do they count down from the higher subtrahend? Are students able to use multiple strategies, based on what makes sense to them? As you encourage students to use their own strategies, also urge them to think about which strategies are the most efficient, based on the numbers involved. *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.

Evidence of Learning (Diagnostic Assessment of Progress): Use card from activity or pose a similar question verbally, on white board, or on card. Observe if student is using an efficient strategy.

KNP ID #A 3305.4



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