

# Lesson Plan for KNP Activity

## T 5525.0: Three in a Line-building numbers w/ materials

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 5525	<b>Task Group Name:</b> Three in a Line
<b>Strand:</b> Base Ten Arithmetical Strategies	<b>Activity Level and Color:</b> 0 Yellow
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=5525.0&amp;prefix=T">/knp/activity.php?id=5525.0&amp;prefix=T</a>	
<b>Numeracy Target:</b> Emerging understanding that 2-digit numbers are composed of tens and ones <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.2.NBT.5 Fluently add and subtract within 100.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.1.NBT.2</a>	
<b>Student-Friendly Learning Target:</b> I am learning to name quantities up to 100 built with bundles and loose sticks.	
<b>Suggested Student Grouping(s):</b> pairs/small group	
<b>Materials:</b> Game Boards A and B (1 per player) and corresponding spinners, counters/covers, bundles and sticks	
<p><b>Activity Description:</b> Students play "3 in a line" in pairs or a small group. Each student begins with Game Board A (see print link). Students take turns. On a student's turn, the student will spin the spinners (see print link), pick up the indicated number of bundles and loose sticks, determine the total and cover that number on his or her board. The first player with 3 in a line (any direction) wins. Allow students to skip the "building" step if they are confident and can explain what would happen with the materials. The student should cover only one instance of a number each turn. If a number is not available, the student loses a turn. After students are confident with Game A, they repeat the process with Game B.</p> <p>Variation: Students may play in pairs on a single game board using different color counters. The first student with 3 covers of his/her color in a line wins the game.</p>	

**Teacher Notes:** The Game Boards should be played in order, starting with Game Board A. For Game B, look for evidence that students are using the "ten" inside the teen numbers. Although the game calls for bundles of ten sticks, many students will not have the understanding of a "ten" at this level and may consider the bundle as "one" or need to count each individual stick within the bundle, regardless of being told that there are ten sticks in the bundle. At this level, allow students to count the sticks within the bundles, breaking the bundles apart if necessary, to foster the understanding that a "ten" is composed of ten ones. Many students may need to count the individual sticks within the bundles several times over a long period of time to develop this understanding. It is recommended that all game boards be laminated then written on with a dry-erase or vis-à-vis marker.

**Evidence of Learning (Diagnostic Assessment of Progress):** Place out a tub of bundles and sticks. Say "Get 4 bundles of sticks". After student does so, Say "Get 13 sticks." After that step is completed, ask "How many sticks do you have in all?" If necessary, add "including all of the sticks in your bundles." Look for evidence that student uses the "ten" in "13". Look for student to quickly recognize that the total is 5 groups of ten and 3 more, i.e. 53. If student does not appear to use the ten in 13, consider asking at the end "how many bundles of 10 can you have in all?"

**KNP ID #T 5525.0**



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