

Lesson Plan for KNP Activity

T 5525.3: Three in a Line - add&sub within 100

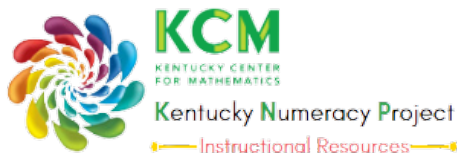
Teacher Planning Notes:	
Task Group Number: 5525	Task Group Name: Three in a Line
Strand: Base Ten Arithmetical Strategies	Activity Level and Color: 3 Green
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=5525.3&prefix=T	
Numeracy Target: Beginning to solve 2-digit +/- without materials using strategies based on place value Numeracy Targets Chart	
Fluency Benchmark: KY.2.NBT.5 Fluently add and subtract within 100.	
Kentucky Academic Standard(s): KY.2.NBT.5	
Student-Friendly Learning Target: I am learning to add and subtract within 100 and explain my strategy.	
Suggested Student Grouping(s): pairs/small group	
Materials: Game Boards A through E (1 per player) and corresponding spinners, number cubes labeled as indicated on game boards, base -ten materials such as bundles and sticks, 10 frame cards, 100 bead rack and/or a 100 bead string, counters/covers, 1 recording sheet per player (optional)	

Activity Description: Students play "3 in a line" in pairs or a small group. Each student begins with Game Board A (see print link). NOTE: NUMBER CUBE LABELS are shown in the lower right hand corner of each game board. Students take turns. On a student's turn, the student will roll the cubes and determine the sum or difference (as indicated by the roll). The student must explain his/her answer and reasoning to the other players. If the other players agree, the student will cover that number on his or her board. Students may settle disputes using a base-ten manipulative such as bundles and sticks, 10 frames or a 10 row bead rack but this should happen only occasionally. The first player with 3 in a line (any direction) wins. 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 and so on. Variations: (1) The students may be asked to use the recording sheets (see print link) to record their thinking on their first 6 rolls. (2) A student that identifies a mistake in another student's solution earns an extra roll. (3) 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.

Teacher Notes: The Game Boards should be played in order, starting with Game Board A. 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): Ask student to solve the following tasks. Tasks can be presented verbally or may be written horizontally: $50-12$, $39+15$, $67-29$. After each task, ask student to explain thinking. Look for explanations that indicate student is using chunks.

KNP ID #T 5525.3



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