

Lesson Plan for KNP Activity

M 4436.2: Cups Game

Teacher Planning Notes:

Task Group Number: 4436

Task Group Name: Cups Game

Strand: Multiplication and Division

Activity Level and Color: 2 Blue

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=4436.2&prefix=M>

Numeracy Target: Count equal groups using stress or skip counting

[Numeracy Targets Chart](#)

Fluency Benchmark: KY.3.OA.7 Fluently multiply and divide within 100.

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

Student-Friendly Learning Target: I am learning to make equal groups of visible objects, find the product, and write the multiplication equation.

Suggested Student Grouping(s): Partners

Materials: For each pair of students: 2 sets of Cups Game Cards with 1 to 5 cups; dot die with 1 to 6 pips; beans; writing space

Activity Description: Print on card stock, cut out, and laminate two sets of Cups Game Cards for each pair of students (use only the cards with 1 to 5 cups for this version). Turn all cards face down in random order. Player A will take a Cups Game Card and roll the die. The player will put that many beans (actual or drawn) repeatedly on each cup and write the related multiplication equation. Player B will repeat the process. The game ends when both players have had 5 turns. Players should find the total of the products from all five turns. The player with the highest total wins.

Teacher Notes: Students may wish to draw the beans on the cups instead of placing actual beans on the pictures of the cups. Instead of using the printed cup pictures indicating the number of groups, you may wish to use actual portion cups (indicated by a random numeral card chosen in the range 1 to 5 or by a spinner or different color number cube). Note students' counting strategies. Whereas some students will continue to count by ones, others will indicate awareness of the group structure by skip counting or emphasizing the final number word in each group. Awareness of the group structure reveals that students may be ready to count group markers while visualizing the hidden items in each group.

Evidence of Learning (Diagnostic Assessment of Progress): Ask a student to show four groups of three, to find the product and to write the multiplication sentence. Repeat for three groups of four and ask the student to think about and explain why the products are the same.

KNP ID #M 4436.2



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