

# Lesson Plan for KNP Activity

## A 3333.0: Full Speed Ahead

### Teacher Planning Notes:

**Task Group Number:** 3333

**Task Group Name:** Full Speed Ahead

**Strand:** Addition and Subtraction

**Activity Level and Color:** 0 Yellow

### KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3333.0&prefix=A>

**Numeracy Target:** Count visible items to 20

[Numeracy Targets Chart](#)

**Fluency Benchmark:** KY.1.OA.6 Fluently add and subtract within 10.

**Kentucky Academic Standard(s):** [KY.K.CC.2](#), [KY.K.CC.5](#), [KY.K.OA.2](#)

**Student-Friendly Learning Target:** I am learning to use a quantity line to solve word problems within 10.

**Suggested Student Grouping(s):** Small Group 4-5 / independent

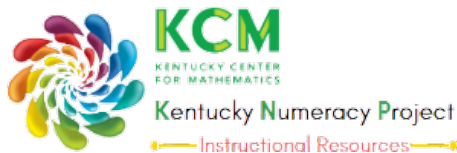
**Materials:** 6 Full Speed Ahead Work Mats with quantity lines (1 board per person); Word Problem Cards- three sheets of 24 cards (including eight blank cards); Unit Cubes; Dry Erase Markers or Markers

**Activity Description:** Each student selects a work mat. Provide dry erase markers for the students to work through problems. (or optional unit blocks to build on quantity line) Shuffle the word problem cards and place them face down in the center of the group. The students will take turns selecting cards and solving addition and subtraction problems. Students will fill in the quantity line to solve the problems. For groups of four or less, each student will work through five problems. For groups of five, students will work through four problems.

**Teacher Notes:** This is the introductory level for this task group. This activity challenges students to count perceived items and record a total for addition and subtraction word problems when results are unknown. This activity contains two set of word problem cards based off the common core addition and subtraction situations. These problem types can be found in the table on page 88 in the Common Core State Standards for Mathematics. Add to- Result Unknown  
Take from- result unknown  
Blank  
Create your own Work Mats are same for 3333.0, 3333.1, and 3333.2. In this activity the students will have use of a quantity line for support without formalizing the equation. Even though the majority of students will choose to draw on the quantity line with dry erase markers, unit cubes should still be provided. It is up to the teacher's discretion to provide the students with other types of manipulatives. Recommended lamination or protective sleeves for work mat so use of dry erase markers is possible. Protective sleeves are easier to erase than lamination but do not hold up as long. If lamination is not wanted, use of two different colored unit cubes is recommended to use with quantity line on the mats. Created by Jordan Rhude & Emily Westerling, 2015

**Evidence of Learning (Diagnostic Assessment of Progress):** Students will draw a problem card and use the quantity line to help them solve the problem.

**KNP ID #A 3333.0**



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