

Lesson Plan for KNP Activity

A 3333.1: Full Speed Ahead

Teacher Planning Notes:

Task Group Number: 3333

Task Group Name: Full Speed Ahead

Strand: Addition and Subtraction

Activity Level and Color: 1 Red

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3333.1&prefix=A>

Numeracy Target: Add or subtract using items (direct modeling)

[Numeracy Targets Chart](#)

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

Kentucky Academic Standard(s): [KY.K.CC.5](#), [KY.1.OA.1](#), [KY.1.OA.5](#)

Student-Friendly Learning Target: I am learning to use a quantity line to solve word problems within 20.

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- four sheets of 32 cards (including eight blank cards); Unit Cubes; Dry Erase Markers or Markers

Activity Description:

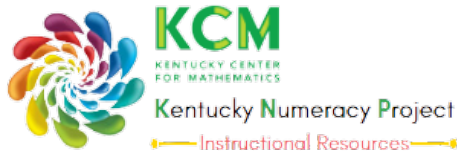
Each student selects a work mat. Provide dry erase markers for the students to work through problems. (or optional unit blocks to build on quantity line) Shuffle the word problem cards and place them face down in the center of the group. The students will take turns selecting cards and solving addition and subtraction problems. Students will fill in the quantity line to solve the problems. Students may still count by ones to find final total or difference. 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 activity challenges students to count perceived items and record a total for addition and subtraction word problems when results or one addend unknown. This activity contains two set of word problem cards using the KAS addition and subtraction situations, Add to- Result Unknown, Take from- result unknown, Put Together/Take Apart- Addend Unknown, Blank Create your own. Work Mats and Word Problem Cards are same for 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. Students should see there are other ways of building their addition and subtraction sentences without use of physical manipulatives. Recommended lamination or protective sleeves for work mats so the 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.

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 3333.1

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