

# Lesson Plan for KNP Activity

## M 4403.1: Grouping Sea Creatures

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 4403	<b>Task Group Name:</b> Swimmin' Out - [1,3,5,7,9]
<b>Strand:</b> Multiplication and Division	<b>Activity Level and Color:</b> 1 Red
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=4403.1&amp;prefix=M">/knp/activity.php?id=4403.1&amp;prefix=M</a>	
<b>Numeracy Target:</b> Build and share items into equal groups <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.3.OA.7 Fluently multiply and divide within 100.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.K.CC.4</a> , <a href="#">KY.K.CC.5</a> , <a href="#">KY.3.OA.4</a>	
<b>Student-Friendly Learning Target:</b> I am learning to organize items into equal groups to find the product.	
<b>Suggested Student Grouping(s):</b> Small Group 4-5 / independent	
<b>Materials:</b> - 2 dice: 1 Regular Dot Die: Number of Groups; 1 Numeral Die labeled [1,3,3,5,7,9] ; Jellyfish Work Mat: one per person; Counters or Manipulatives	
<b>Activity Description:</b> Each student should receive their own work mat. On their turn, a student rolls the regular dot die and places it in the indicated area on the work mat. The student will then roll the numeral die and place it in indicated area on the work mat. Students then build equal groups out of counters in the indicated area on the work mat. Ex. 5X7 would be represented as five groups of seven counters. Then student will end their turn by writing the product in the $\frac{\text{total}}{\text{total}}$ box on their work mat. Play will continue until all students have had five turns.	

**Teacher Notes:** This activity challenges students use perceptual counting in order to solve multiplication problems with a missing product. Students are ready for this activity when they see items individually but not yet share them in equal groups. It is normal for students to begin this level counting by ones but by the end, should develop stress counting strategies [e.g. 1 2 3 4 5 6 7 8 9]. Additionally, students should begin to recognize that each group represents a specific size (or value) and not rely on the individual counters. Students may use a variety of counters to form groups and find the total. Be sure to watch for which counting strategies the student uses. Use lamination or protective sleeves for the 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. Alternative materials: If printing the work mat is not possible, students may create their own work mat on a piece of paper. Be sure to have them follow the same format as the one provided. Dice may be replaced with numeral cards or a spinner labeled appropriately. If counters are unavailable students may draw equal groups on their laminated work mat with a dry erase marker. Created by Jordan Rhude & Emily Westerling, 2015

**Evidence of Learning (Diagnostic Assessment of Progress):** Lay out seven clam shell cards and ask student to count the spots. If stress and/or skip counting is used the student advances in multiplicative counting.

**KNP ID #M 4403.1**



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