

Lesson Plan for KNP Activity

T 5520.2: School Day

Teacher Planning Notes:

Task Group Number: 5520

Task Group Name: School Day

Strand: Base Ten Arithmetical Strategies

Activity Level and Color: 2 Blue

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=5520.2&prefix=T>

Numeracy Target: Solve 2-digit +/- with materials by 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.1.NBT.2](#), [KY.2.NBT.5](#)

Student-Friendly Learning Target: I am learning to solve addition and subtraction tasks involving ones and tens using materials.

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

Materials:

School Day game board Craft sticks and bundles of ten Pawns/game pieces Dot Die

Activity Description:

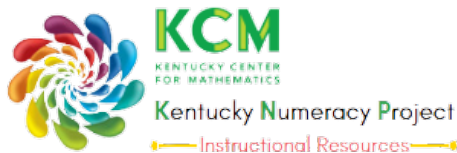
Choose one player to be banker. All players place their pawns on the payday space. Banker pays each player 3 bundles. The youngest player goes first by rolling the dot die and moving his/her pawn the corresponding amount of spaces. Each player will read their occupied space and receive, or pay sticks or bundles as directed. If a player lands on a chance space they will follow the directions in the middle of the board (roll the dot dice and follow the corresponding directions). Each player gets paid three bundles as they pass payday. The player with the most sticks and bundles at the end of the game wins.

Teacher Notes:

This activity challenges students to use place value strategies to solve addition and subtraction problems. Students at this level will learn to treat a ten as a single unit while recognizing there are ten units included within it. And, they will learn to deal with tens and ones simultaneously. For example, students should understand that 18 is a bundle (ten sticks) and eight sticks. The student is also challenged to use a split strategy to solve problems involving tens and ones. Students are ready for this task when they can successfully deal with tens (a bundle) OR ones. The student will typically reconstruct the unit of ten by counting units one by one. Length of game play is up to the teacher's discretion. Game play can continue for a certain amount of time or until a certain amount of sticks is collected by a player. Using cardstock and/or lamination for the game board is recommended for durability. Alternative Materials: Counters and cups, or unit blocks and cups instead of stick and bundles. Game adapted from Scotty Bratcher's (Grayson County Public Schools) Original Version. Created by Jordan Rhude & Emily Westerling, 2015

Evidence of Learning (Diagnostic Assessment of Progress):

Give student three bundles and four sticks. Ask the student to give you seventeen (one bundle and seven sticks) and tell you the total. Then give the student twenty five (two bundles and five sticks) sticks without removing any and ask them the total.

KNP ID #T 5520.2

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