

Lesson Plan for KNP Activity

T 5520.3: School Day

Teacher Planning Notes:

Task Group Number: 5520

Task Group Name: School Day

Strand: Base Ten Arithmetical Strategies

Activity Level and Color: 3 Green

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=5520.3&prefix=T>

Numeracy Target: Beginning to solve 2-digit +/- without materials 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.2.MD.8](#), [KY.2.NBT.5](#)

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

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

Materials:

School Day game board Dimes and pennies 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 four dimes. 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 pennies or dimes 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 four dimes as they pass payday. The player with the most dimes and pennies at the end of the game wins.

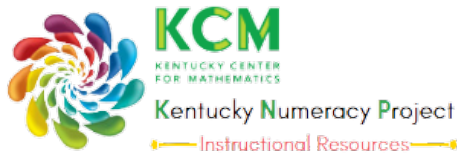
Teacher Notes:

This activity challenges students to use place value strategies to solve addition and subtraction problems. The ten is a conceptual structure in this level as the students are challenged to use the dime as ten ones, even though the single units are not evident in the structure of the dime. The student is also challenged to use a split strategy to mentally solve problems involving tens and ones. Students are ready for this task when they can solve two digit addition and subtraction tasks with tens and ones by using split strategies with materials. Be mindful of the terminology being used and the terminology students may be familiar with. The language in this game refers to twenty cents as two dimes. Make sure that the student understands that twenty cent and two dimes means the same thing. 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 money is collected by a player. Using cardstock and/or lamination for the game board is recommended for durability.

http://www.kentuckymathematics.org/docs/coins_for_unitary_thinkers.doc Coin models for students who are unitary thinkers and initially need extra support for understanding that a single coin can represent several pennies. 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):

Tell the student they have fifty-two cents (five dimes and two pennies). Now tell the student they give their friend eighteen cents (one dime and eight pennies). Ask them how much they have now. Then tell them their friend gives them thirty- three cents (three dimes and three pennies) back. Ask them how much they have now.

KNP ID #T 5520.3

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