

Lesson Plan for KNP Activity

T 5520.4: School Day

Teacher Planning Notes:

Task Group Number: 5520

Task Group Name: School Day

Strand: Base Ten Arithmetical Strategies

Activity Level and Color: 4 Purple

KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=5520.4&prefix=T>

Numeracy Target: Solve 2-digit +/- without materials using a range of strategies

[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 mentally solve addition and subtraction tasks involving ones and tens.

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

Materials:

School Day game board Check Book Pawns/game pieces Dot Die

Activity Description:

All players place their pawns on the payday space. Each player starts with 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 record the value they will add to or take away on their recording sheet. Students will then find their total amount of money and record how many hundreds, tens, and ones they have on to their recording sheet. 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 money at the end of the game wins.

Teacher Notes:

This activity challenges students to treat the conceptual structure of tens and ones flexibility without the use of materials or manipulatives. The activity also challenges students to use a variety of mental strategies to solve two-digit addition and subtraction problems within 100. Students are ready for this activity when they can use place value strategies to solve addition and subtraction problems while understanding that a ten can be treated as a single unit while recognizing there are ten units included within it. Students should be able to recognize that a dime is ten ones, even though the single units are not evident in the structure of the dime. Students should be able to use split strategy effectively to mentally solve problems involving tens and ones. 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. When a player rolls a 6 on a chance roll, the player will choose a person to trade banks with. Both players should write **traded banks** on the activity space on their checkbook. Next, the players will write their new totals in the space on their check book. 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. Alternative materials: If printing the check book is not possible, students may create their own check book on a piece of paper. Be sure to have them follow the same format as the one provided. 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 seventy-six cents. Now tell the student they give their friend twelve cents. Ask them how much they have now. Then tell them their friend gives them forty-three cents back. Ask them how much they have now.

KNP ID #T 5520.4

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