

Lesson Plan for KNP Activity

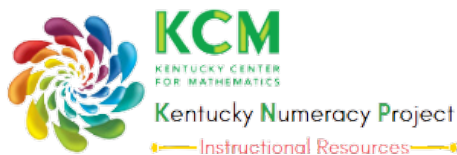
Ni 1144.3: Number Town Mail (to 100)

Teacher Planning Notes:	
Task Group Number: 1144	Task Group Name: Mailbox Numbers
Strand: Numeral Identification	Activity Level and Color: 3 Blue
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=1144.3&prefix=Ni	
Numeracy Target: Identify numerals 0 to 100 Numeracy Targets Chart	
Fluency Benchmark: KY.2.NBT.5 Fluently add and subtract within 100.	
Kentucky Academic Standard(s): KY.1.NBT.1	
Student-Friendly Learning Target: I am learning to match quantities to a range and place them in increasing numerical order in the range of 1-100.	
Suggested Student Grouping(s): Small Group 4-5	
Materials: 5 Mailboxes- labeled with Street Name Cards with ranges within 100 20-25 Envelopes- Arrow Cards with tens and ones (a few envelopes should have just ones arrow cards for the range 0-9) Street Address Cards	
Activity Description: Mailboxes will be set up around table or around group area Version 1: Arrow card should be placed in envelopes with one tens card and one ones card per envelope. Students will take turns. After all mail has been delivered, each student will draw an street address card and then retrieve the matching mailboxes. They will then open their mail to see if it has been delivered to the correct address. Students should arrange the arrow cards/envelopes in the order they will be delivered within the range, starting with the lowest and ending with the highest. Teacher will be postmaster general and check for mail delivery accuracy. Discuss any mail that has been delivered to the wrong address and have the mail carriers get it to the correct address. Version 2: Teacher (the post master general) will pre-pack mail bags with seven or more envelopes with arrow cards. [This is a job you can have students do!] The students will receive their mail bags and instructions to deliver mail to the mailbox that has the matching range. Game play continues as above.	

Teacher Notes: This activity challenges students identify numerals within a given range of quantities. This also challenges students to compare values using place value to place them in increasing order. The student is ready for this activity when they can perceive composite quantities and identify the matching numeral up to twenty using place value strategies. They understand a unit, such as a ten, can be composed of other units. For groups smaller than five, teacher will retrieve extra mailbox(es) and have students who are finished early help with extra box. You may also choose to model with the extra mailbox, or group can do it together. For groups larger than five, have some students work in pairs. Material Notes: It is recommended that teachers use real envelopes to place the arrow cards in. Plastic baggies can be used if envelopes are not available. Also, some sort of physical mailbox should be created to play this game. You can use the mailbox templates and paste them on the outside of a cereal box or paper bag. A plastic bin with the street name cards, or written numeral ranges attached is just as effective. You may also want to print the set of Street Address Cards on cardstock or heavier paper for durability. This should be an active game and will get students out of their seats. Place boxes around the room or just around the centers station. For version two, a mailbag is suggested. It can be fabric for durability or just a paper shopping or lunch bag. This can also be an opportunity for your students to be helpers and creators. Have them create their own bags as a class, or just have students help pack your premade mailbags. Mailbags can be sent home when you are done using them, or saved for other activities. Their level of involvement is up to you. Created by Jordan Rhude & Emily Westerling, 2015

Evidence of Learning (Diagnostic Assessment of Progress): Give students four envelopes with varying tens, and ones arrow cards. Have students say the number in each envelope and arrange them in order from least to greatest.

KNP ID #Ni 1144.3



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