

# Lesson Plan for KNP Activity

## A 3355.2: Bull's Eye

### Teacher Planning Notes:

**Task Group Number:** 3355

**Task Group Name:** Bull's Eye

**Strand:** Addition and Subtraction

**Activity Level and Color:** 2 Blue

### KNP Activity Link with access to Printables and Student Instructions:

</knp/activity.php?id=3355.2&prefix=A>

**Numeracy Target:** Add by counting from 1 (no visible items)

[Numeracy Targets Chart](#)

**Fluency Benchmark:** KY.2.OA.2 Fluently add and subtract within 20.

**Kentucky Academic Standard(s):** [KY.1.OA.5](#), [KY.1.OA.6](#), [KY.1.OA.8](#)

**Student-Friendly Learning Target:** I am learning to find the total of two numbers within twenty with support, when one quantity is screened.

**Suggested Student Grouping(s):** Partners

### Materials:

-Dot Cards [1 to 10], -Partner Target Worksheet, -Writing instruments, -Optional twenty bead rack (ten wise) for support

### Activity Description:

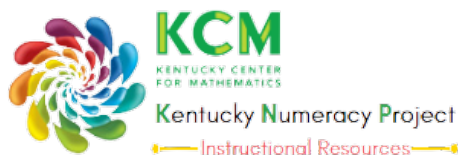
Shuffle dot cards and place face down between players. Students will take turns. Students will draw one dot card and place that card in the first dot card space on the worksheet. They will then tell how many dots are on the card. Student will then draw another dot card and place it upside down on the second dot card space. Student will then tell how many total. They will record the numbers for each step on their chart to the right of problem mat. Students should then use bead rack to find how close they are to 10 and record that number. Repeat five times.

**Teacher Notes:**

This activity challenges students to find the total of items in two groups when one is shielded. Students will also be challenged to find the difference between their number and ten. Though not formalized, they are practicing their part/part/whole thinking with concrete support. Students are ready for this task when they are able to count items in one group to become familiar with combining groups for addition and subtraction tasks. Materials Notes: Recommend printing dot cards on cardstock for durability. To be more cost effective, print worksheets in greyscale for pencil work or in color with a sheet cover for working with dry erase markers. Created by Jordan Rhude & Emily Westerling, 2015

**Evidence of Learning (Diagnostic Assessment of Progress):**

Student will draw one dot card and tell how many. Student will draw a second dot card, tell how many and then flip over. Student will then tell how many total.

**KNP ID #A 3355.2**

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