Lesson Plan for KNP Activity
S 2206.2: Flower Fluency

Teacher Planning Notes:

Task Group Number: 2206	**Task Group Name:** Flower Fluency
Strand: Structuring	**Activity Level and Color:** 2 Blue

KNP Activity Link with access to Printables and Student Instructions:
/knp/activity.php?id=2206.2&prefix=S

Numeracy Target: Intermediate structures to 10
Numeracy Targets Chart

Fluency Benchmark: KY.1.OA.6 Fluently add and subtract within 10.

Kentucky Academic Standard(s): KY.K.OA.2, KY.K.OA.3

Student-Friendly Learning Target: I am learning to combine quantities, without counting, to equal a target number within 10.

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

Materials:
• Flower multiple digit cards to 10
• Flower numeral target cards to 10 Record Sheet- without bonus rounds
• Multiple sets of five frame cards in the range 0-5 for each student
• Additional Materials for Bonus Round:
• Flower bonus cards Recording sheet - with bonus rounds
• Set of ten frame cards 1-10

Activity Description:
Shuffle and place target cards face down in center of the table. Do the same for the multiple digit cards. Each round turn over the top card of the target card deck and the top card of the multiple digit card deck. Students will use the numbers from the multiple digit cards to make as many combinations as possible using two or more five frame cards that equal the target number. Give the students 20 seconds (adjust according to the group's ability). Let the students know when time is up and have them finish their last combination. Initiate discourse on the student's responses. Students should tell how they are combining their cards to total the target number. For every correct combination with supporting explanation a student makes, give them one point on the recording sheet. *Sometimes there will be no possible solutions. Let the students know they should say **none** if they cannot come up with any solutions.

Additional Game Play for Bonus Rounds: Bonus cards should be shuffled and placed face down in a pile by the teacher. During bonus rounds the teacher will select a bonus cards for one student to answer. If the student answers correctly they get a point. Follow this process for each student. Continue with normal game play until next bonus rounds.
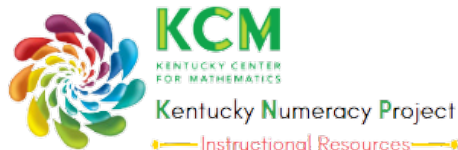
Teacher Notes:
This activity challenges students to use structures of up to five to combine numbers in the range of 6-10 without counting. Students will work towards recognizing the subbase of five in quantities in the range of 6-10, to become more proficient in structuring numbers in that range. Students are also challenged to explain and justify their answers, and question the thinking of others. Students are ready for this activity when they can combine numbers in the range of one to five without counting.

Bonus Card: Also included in this activity is the option to play with the included bonus cards. While these cards do not necessarily fall into the structuring strand, they are a good way for students to use multiple thinking strategies during the game play. They address the skills of evaluating expressions, number forward and back, and addition and subtraction reasoning. There is an additional record sheet with the bonus rounds included for scorekeeping. The bonus cards are controlled by the teacher and the student may or may not need to see the information on the card. On multiple cards there is a sequence of numbers in parentheses. This indicates the teacher should choose one of those numbers to use in the context of the problem. It is highly recommended if playing the bonus card version of the game; all cards are reviewed before playing so gameplay is not interrupted. The cards are also labeled with the specific skill it addresses in the bottom right corner. That way the teacher can customize the bonus game play. Created by Lynn Hambrick and Valeria Bodell Adapted by Jordan Rhude & Emily Westerling, 2015

Evidence of Learning (Diagnostic Assessment of Progress):
Show student a ten and have them find at least four different combinations that total ten with five frame cards. Students should justify their answer.

KNP ID #S 2206.2