

Lesson Plan for KNP Activity

T 5518.2: Chunk It

Teacher Planning Notes:	
Task Group Number: 5518	Task Group Name: Chunk It
Strand: Base Ten Arithmetical Strategies	Activity Level and Color: 2 Blue
KNP Activity Link with access to Printables and Student Instructions: /knp/activity.php?id=5518.2&prefix=T	
Numeracy Target: Solve 2-digit +/- with materials by 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.1.NBT.2 , KY.1.NBT.4	
Student-Friendly Learning Target: I am learning to use tens and ones to compose numbers in at least two different ways in order to fill an area.	
Suggested Student Grouping(s): Small Group 4-5/ partner/ independent	
Materials: Chunk It base-ten building cards, Base-ten blocks- 10 longs and 50 units per student	
Activity Description: Give student blank building card(s) with 10 longs blocks and 50 unit blocks. Student will fill shape with longs and units. Student will tell how many longs and how many units they used, and then the total number of units. Student will fill shape with a different arrangement of longs and units. Student will again tell the two different parts and then the total number of units. If totals do not match students should try a third way to find the correct total. There will be twelve available building cards in the range of forty to one hundred for students to fill.	

Teacher Notes: This activity challenges students to deal with ten as a single unit while still recognizing that it contains ten ones. It also challenges them to construct and reconstruct tens to ones and then back again. This lays the foundation for adding and subtracting two digit numbers based on place value strategies. Students should not need more than two turns to match the correct total that makes up the shape. If a student makes an error in building and the totals do not match, a third try is probably necessary to reinforce the concept this activity is addressing.
Materials Notes: Recommend lamination or printing building cards on cardstock for durability.
Created by Jordan Rhude & Emily Westerling, 2015

Evidence of Learning (Diagnostic Assessment of Progress): Give student blank building card and longs blocks and unit blocks. Have student fill the shape with longs and units and tell how many longs, how many units and how many total. Have student fill the shape another way and tell how many longs, how many units and how many total.

KNP ID #T 5518.2



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