

# Lesson Plan for KNP Activity

## T 5518.3: Chunk It

### Teacher Planning Notes:

**Task Group Number:** 5518

**Task Group Name:** Chunk It

**Strand:** Base Ten Arithmetical Strategies

**Activity Level and Color:** 3 Green

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

</knp/activity.php?id=5518.3&prefix=T>

**Numeracy Target:** Beginning to solve 2-digit +/- without materials 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 and write the matching addition sentence.

**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 students, Recording sheet

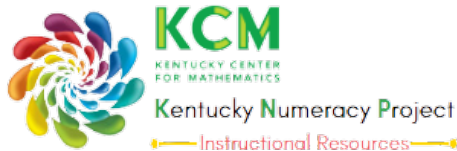
**Activity Description:** Give student blank building card(s) with 10 longs blocks and 50 unit blocks. Have student record their card letter on the recording sheet first. Student will then fill shape with longs and units. Next, student will tell how many longs and how many units they used, and then the total number of units. They will record the number of tens, the number of ones and the total units. They will also write the matching equation. 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, and record their totals. 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 back again. Students are also challenged to record numerically the number of tens and ones in order to translate it into an addition sentence. The number of ones may be greater than 9, allowing for students to understand there are many equivalent forms of a decomposed number. This lays the foundation for adding and subtracting two digit numbers based on place value strategies. Students are ready for this activity when they can verbally match different numbers of tens and ones to total units. 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. Student will write the matching equation. Have student do it another way.

**KNP ID #T 5518.3**



[www.kymath.org](http://www.kymath.org)  
[kcm@nku.edu](mailto:kcm@nku.edu)