

# Lesson Plan for KNP Activity

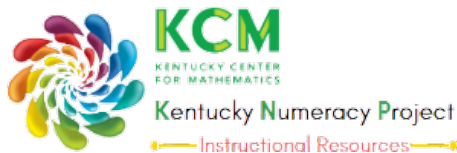
## T 5518.5: Chunk It

<b>Teacher Planning Notes:</b>	
<b>Task Group Number:</b> 5518	<b>Task Group Name:</b> Chunk It
<b>Strand:</b> Base Ten Arithmetical Strategies	<b>Activity Level and Color:</b> 5 Pink
<b>KNP Activity Link with access to Printables and Student Instructions:</b> <a href="/knp/activity.php?id=5518.5&amp;prefix=T">/knp/activity.php?id=5518.5&amp;prefix=T</a>	
<b>Numeracy Target:</b> Solve 3-digit +/- without materials using a variety of strategies <a href="#">Numeracy Targets Chart</a>	
<b>Fluency Benchmark:</b> KY.3.NBT.2 Fluently add and subtract within 1000.	
<b>Kentucky Academic Standard(s):</b> <a href="#">KY.2.NBT.1</a> , <a href="#">KY.2.NBT.7</a>	
<b>Student-Friendly Learning Target:</b> I am learning to decompose a number into hundreds, tens and ones in two different ways and write the matching addition sentences.	
<b>Suggested Student Grouping(s):</b> Small Group 4-5/ partner/ independent	
<b>Materials:</b> Two sets Arrow cards for group- hundreds, tens and ones, Base ten blocks for group - 10 flats, 20 longs and 50 units, Recording Sheet, Building Space	
<b>Activity Description:</b> Student will shuffle and then stack arrow cards, separated according to place value, face down in the center of the table. Student will draw one hundreds arrow card, one tens arrow card and one ones arrow card. Put cards together for first number. Student will repeat the process for the second number. Students work to find total in $\hat{A}$ area. Students will then write the total of the two draws. Repeat four times. If working in small group or partners, students will explain and defend their work to one another.	

**Teacher Notes:** This activity challenges students to treat hundreds, tens and ones flexibly as conceptual structures. Students are also challenged to combine two three digit numbers and then explain their mental strategy with pictures, numbers or words. Students are ready for this activity when they can treat tens and ones as conceptual structures in order to solve two digit addition tasks. Materials Notes: Numeral cards can be substituted for arrow cards if not available. Having a mat that indicates place value for the cards would be a good way to reinforce the idea of place value for each of the digits. Created by Jordan Rhude & Emily Westerling, 2015

**Evidence of Learning (Diagnostic Assessment of Progress):** Have students choose one hundreds, one tens and one ones arrow cards. Student will tell how many hundreds, tens then ones. Student will repeat the process. Then student will tell the total number and write a matching equation.

**KNP ID #T 5518.5**



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