Lesson Plan for KNP Activity
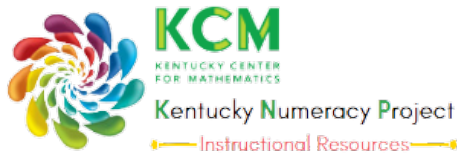# T 5518.6: Chunk It

Teacher Planning Notes:

Task Group Number: 5518	**Task Group Name:** Chunk It
Strand: Base Ten Arithmetical Strategies	**Activity Level and Color:** 6 Orange

KNP Activity Link with access to Printables and Student Instructions:
/knp/activity.php?id=5518.6&prefix=T

Numeracy Target: Extending and refining efficient strategies for multi-digit +/-
Numeracy Targets Chart

Fluency Benchmark: KY.4.NBT.4 Fluently add and subtract multi-digit whole numbers using an algorithm.

Kentucky Academic Standard(s): KY.3.NBT.2, KY.4.NBT.1

Student-Friendly Learning Target: I am learning to add two three digit numbers using place value strategies, write the matching number sentence and then explain my thinking.

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

Materials: Arrow cards- hundreds, tens and ones, Recording Sheet, Resources for student explanations: Ã¯Â¿Â½ Building Space - Base ten blocks- flats, longs and units Ã¯Â¿Â½ Writing space- pencil and paper or whiteboards

Activity Description: 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. Record expression and total on the recording sheet. Students will explain their thinking with either words, drawings or with base ten blocks. Repeat the process as many times as needed/wanted.

Teacher Notes: This activity challenges students to solve three digit addition tasks using mental strategies based on place value. The students are also challenged to write a matching number sentence and explain their thinking using words, pictures or with base-ten blocks. Students are ready for this activity when they can flexibly treat hundreds, tens and ones as conceptual structures. They should also be able to construct and reconstruct hundreds to tens and tens to ones, and then back again. Lastly, they should be able to write appropriate expressions to represent the task. 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 the digits. Students can choose how they explain their thinking. Base-ten blocks and writing space should be available for students to explain, connecting abstract to concrete.

Evidence of Learning (Diagnostic Assessment of Progress): Have students choose one thousands, 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 expression.

KNP ID #T 5518.6