

Lesson Plan

Teacher:	Class/Group:	Date:
KNPIG ID #: A 3321.3 (Bingo Addition (12-20))		Task Group Name: Bingo Addition
AVMR Strand: Addition & Subtraction		AVMR Construct Level/Color: 2 to 3 Green
Fluency Benchmark for RTI: 2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.		
KAS(s): 1) 1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). 2) 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones - called a "ten." b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). 3) 1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).		KAS Domain and Cluster: Operations and Algebraic Thinking , Number & Operations in Base Ten 1) Add and subtract within 20. 2) Understand place value.
Learning Target: I can count on to find the total within 20.		
Setting/Materials: Bingo Boards filled with numerals 12-20, Bingo covers, double 10 frame cards 11 to 14 (several of each), numeral cube 1 to 6		
Activity: Bingo Addition: Each student should have a Bingo board (12-20) and covers. Players take turns finding the number that all players cover on their own board. The player should draw a card, roll the cube and find the total. The first student to have a "Bingo" wins.		
Evidence of Learning (Diagnostic Assessment of Progress): Show the 12 card and ask student "How much is 12 plus 4?" Repeat for similar quantities. Note if student is counting on to solve.		
Teacher Notes: Teacher may choose to show the double 10 frame card for 2-3 seconds and then turn face down. Alternatively, teacher may replace the cards with a number cube labeled 10, 11, 12, 12, 13, 14.		
Printables Link: http://knp.kentuckymathematics.org/knp/uploads/printables_3321.3A.pdf		

Student Instructions Link:

A3321.3