

## Lesson Plan

<b>Teacher:</b>	<b>Class/Group:</b>	<b>Date:</b>
<b>KNPIG ID #:</b> Ni 1144.2 (Number Town Mail (to 20))	<b>Task Group Name:</b> Mailbox Numbers	
<b>AVMR Strand:</b> Numeral Identification	<b>AVMR Construct Level/Color:</b> 1 to 2 Red	
<b>Fluency Benchmark for RTI:</b> 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.		
<b>KCAS(s):</b> 1) 0-K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger. 2) 0-K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 120, count out that many objects.		<b>KCAS Domain and Cluster:</b> Counting and Cardinality 1) Count to tell the number of objects.
<b>Learning Target: I can match quantities to numerals one through twenty.</b>		
<b>Setting/Materials:</b> Mailboxes labeled with three numerals (printed and attached to a physical mailbox- see teacher's notes) Numbers 1-5 are preprinted on the mailbox labels. The other numbers, 6-20, will be printed as a card and then attached to the empty space on the mailboxes. ? Dominos ? Tally Marks ? Twenty frames ? Number words One set of Numeral Cards 1-5		
<b>Activity:</b> Mailboxes will be set up around table or around group area. Paste numeral cards 6-20 to the blank spaces on mailboxes. Version 1: Representation envelopes will be in a stack (for cards), or in container (for envelopes), and students, now mail carriers, will take turns selecting the envelopes and delivering them to the matching mailbox. After all mail has been delivered, each student will draw a numeral card and retrieve that mailbox. They will then open their mail to see if it has been delivered to the correct ?address?. Students must sort the two sets of quantity cards to the correct numeral label. Teacher will be postmaster general and check for mail delivery accuracy. Discuss any mail that has been delivered to the wrong address and have the mail carriers get it to the correct address. Version 2: Teacher (the post master general) will pre-pack mail bags with ten or more varied representation cards. The students will receive their mail bags and instructions to deliver mail to the mailbox that has the matching numeral. Gameplay will continue as above.		

**Evidence of Learning (Diagnostic Assessment of Progress):**

Show the student a random assortment of five representation cards with quantities between one and twenty. Have the student match them to the numerals one through twenty.

**Teacher Notes:**

This activity challenges students to perceive numerals one through twenty not just as symbols but as a quantity by matching them to representation of that quantity. This activity prepares students to move on to identifying numerals based on place value. The student is ready for this activity when they can perceive quantities and identify the matching numeral up to ten. For groups smaller than five, teacher will retrieve extra mailbox(es) and have students who are finished early help with extra box. You may also choose to model with the extra mailbox, or group can do it together. For groups larger than five, have some students work in pairs. You may also want to create an extra mailbox and label with difficult to identify numbers. This would require printing or making additional representation envelopes for students to deliver. Material Notes: It is recommended that teachers use real envelopes with printable representation cards in them or representations drawn/attached to the front of the envelopes. Printable, envelope themed representation cards are also available for printing, or as a reference to create your own cards. Also, some sort of physical mailbox should be created to play this game. You can use the mailbox templates and paste them on the outside of a cereal box or paper bag. A plastic bin with a numeral cards attached is just as effective. You may also want to print the set of Numeral Cards, one through five, on cardstock or heavier paper for durability. This should be an active game and will get students out of their seats. Place boxes around the room or just around the centers station. For version two, a mailbag is suggested. It can be fabric for durability or just a paper lunch or Ziploc bag. This can also be an opportunity for your students to be helpers and creators. Have them create their own bags as a class, or just have students help pack your premade mailbags. Mailbags can be sent home when you are done using them, or saved for other activities. Their level of involvement is up to you. Created by Jordan Rhude & Emily Westerling, 2015

**Printables Link:**

[http://knp.kentuckymathematics.org/knp/uploads/printables\\_1144.2Ni.pdf](http://knp.kentuckymathematics.org/knp/uploads/printables_1144.2Ni.pdf)

**Student Instructions Link:**

Ni1144.2