Preliminary Planning Sheet

Grade 1 – Ladybugs and Crickets

Domain(s)

Operations and Algebraic Thinking

Standard(s)

1.OA.D.7

Mathematical Practices

MP.1 MP.3 MP.4 MP.6

Major Underlying Mathematical Concepts

- Number sense to 15
- Counting on/Addition
- Comparison

Problem Solving Strategies

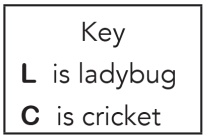
- Model (manipulatives)
- Diagram/Key
- Tally chart
- Chart
- Number line

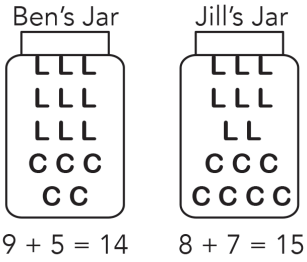
Formal Mathematical Language and Symbolic Notation

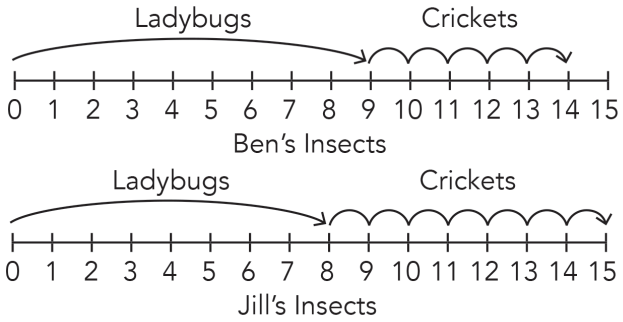
- Model
- Diagram/Key
- Tally chart
- Chart
- Number line
- Total/Sum
- Amount
- Addend
- Per
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- Odd/Even
- Rule
- Equal share
- Odd + Odd = Even
- Even + Even = Even
- Odd + Even = Odd
- Dozen
- Combinations
- Sets

Possible Solution(s)

No, Dad is not correct.







Kid	Ladybugs	Crickets	Total Insects
Ben	9	5	14
Jill	8	7	15

$14 < 15$

Kid	Ladybugs	Crickets	Total Insects
Ben	𝍸 IIII	𝍸	14
Jill	𝍸 III	𝍸 II	15

$14 \neq 15$

Possible Connections

Below are some examples of mathematical connections. Your students may discover some that are not on this list.

- Ben and Jill have a total of 17 ladybugs.
- Ben and Jill have a total of 12 crickets.
- 12 crickets is a dozen.
- Both Ben and Jill found an odd number of crickets.
- Ben found the most ladybugs.
- Jill found the most crickets.
- Jill found 1 more insect than Ben.
- Ben found an even total of insects: Odd + Odd = Even.
- Jill found an odd total of insects: Even + Odd = Odd.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.
- Other combinations are shown for 14 and 15.
- There are no equal sets of ladybugs or crickets per jar.