

Preliminary Planning Sheet Kindergarten – Drawing Animal Pictures

Domain(s)

Operations and Algebraic Thinking

Standard(s)

K.O.A.A.4

Mathematical Practices

MP.1 MP.3 MP.4 MP.5 MP.6

Major Underlying Mathematical Concepts

- Number sense to 10
- Counting on/Addition
- Counting back/Subtraction

Problem Solving Strategies

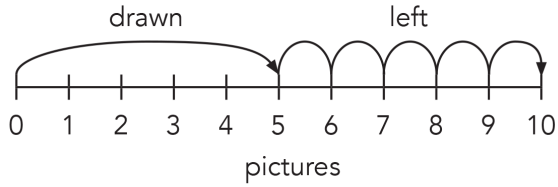
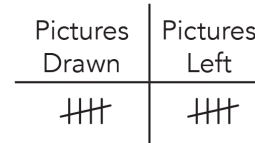
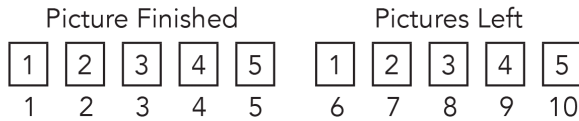
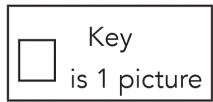
- Model (manipulatives)
- Diagram/Key
- Ten frame
- Tally chart
- Number line
- Place value strip
- Number chart

Formal Mathematical Language and Symbolic Notation

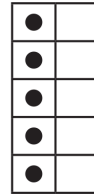
- Model
- Diagram/Key
- Ten frame
- Tally chart
- Number line
- Place value strip
- Number chart
- Total/Sum
- Difference
- Odd/Even
- Amount
- More than (>)/Greater than (>)/Less than (<)
- Most/Least
- Equivalent/Equal to
- Equation/Number sentence
- Equal shares
- Double
- Per
- Half

Possible Solution(s)

Ryan has 5 more animal pictures to draw.



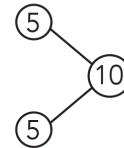
Pictures done



pictures done

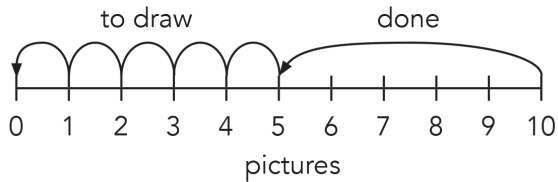
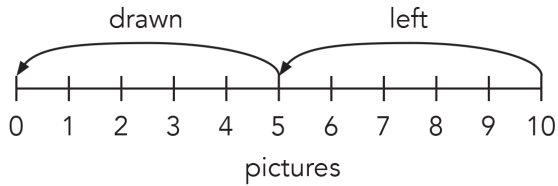
$$5 + \square = 10$$

$$10 - 5 = \boxed{5}$$



pictures

5	5
10	



Possible Connections

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

- Ryan was half way done with his pictures.
- Half of 10 is 5.
- 10 pictures is an even number.
- 5 pictures is an odd number.
- 5 made, 5 to make is a fair share of pictures.
- There are an equal number of pictures made and pictures left to make.
- Equations: $5 + \square = 10$ and $10 - 5 = \square$.
- Double 5 is 10.
- If Ryan does another door he could draw 20 pictures.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.