

## Preliminary Planning Sheet

### Grade 1 – A Birdbath

#### Domain(s)

Operations and Algebraic Thinking

#### Standard(s)

1.OA.C.6

#### Mathematical Practices

MP.1 MP.2 MP.3 MP.4 MP.5 MP.6 MP.7

#### Major Underlying Mathematical Concepts

- Number sense to 20
- Addition — result unknown

#### Problem Solving Strategies

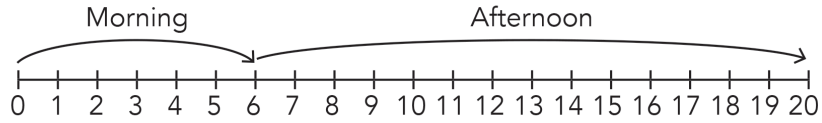
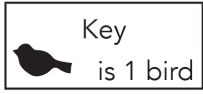
- Model (manipulatives)
- Diagram/Key
- Number line
- Tally chart
- Table

#### Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Number line
- Tally chart
- Table
- Addend
- Total/Sum
- Odd/Even
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- Morning, a.m.
- Afternoon, p.m.
- Noon, 12:00 p.m.
- Halves, half of
- Dozen

### Possible Solution(s)

No, Leah is not correct.



$$14 + 6 = 20$$

Time	Birds	Time	Birds	Time	Total Birds
Morning		Morning	6	Morning	6
Afternoon		Afternoon	14	Afternoon	20

$$6 + 14 = 20$$

### Possible Connections

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

- Leah forgot to count a bird.
- Even + Even = Even, so she can't count 19 birds.
- 6, 14 and 20 are even numbers of birds.
- 19 is an odd number of birds.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.
- Morning is a.m., afternoon is p.m.
- Subtraction is used to prove 1 bird was not counted.
- Subtraction is used to confirm the addition in the task.
- 8 more birds came in the afternoon than the morning.
- 8 less birds came in the morning than the afternoon.
- 6 birds is a half dozen.
- 14 birds is 2 more than a dozen.
- Noon is 12:00 p.m.