

Preliminary Planning Sheet Grade 1 – Making Lemonade

Domain(s)

Operations and Algebraic Thinking

Standard(s)

1.OA.A.1

Mathematical Practices

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

Major Underlying Mathematical Concepts

- Counting on/Addition
- Number sense to 14
- Comparison

Problem Solving Strategies

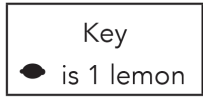
- Model (manipulatives)
- Diagram/Key
- Table
- Tally table
- Number line

Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Table
- Tally table
- Number line
- Total/Sum
- Addend
- Amount
- Dozen
- Per
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- Most/Least
- Halves, half of
- Odd/Even
- Pair

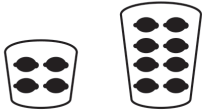
Possible Solution(s)

Yes, Mary has enough lemons to make the 2 glasses of lemonade.



$$12 < 14$$

$$14 > 12$$



Small Glass

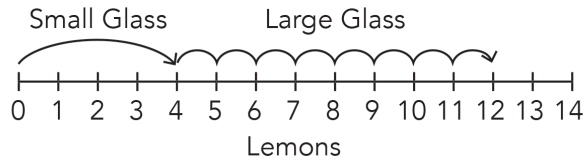
Large Glass

Glass	Lemons
Small	●●●●
Large	●●●●●●●●

$4 + 8 = 12$

Glass	Lemons
Small	
Large	

$4 + 8 = 12$



Glass	Lemons	Total Lemons
Small	4	4
Large	8	12

Possible Connections

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

- Mary only uses 12 lemons, which is an even number.
- 12 is a dozen.
- The small glass uses half of the lemons that the large glass uses.
- Mary has 2 lemons remaining.
- 2 lemons is a pair.
- Mary needs 2 more lemons to make another small glass of lemonade.
- The task is recreated to make enough small or large glasses of lemonade for a family, class, etc.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.
- You need 6 more lemons to equal a large glass.
- 2 small glasses equal 1 large glass.