

## Preliminary Planning Sheet Kindergarten - Sneakers

### Domain(s)

Counting and  
Cardinality

### Standard(s)

K.CC.B.5

### Mathematical Practices

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

### Major Underlying Mathematical Concepts

- Number sense to 8
- 2 to 1 (2 sneakers to 1 friend)
- Counting on/Addition

### Problem Solving Strategies

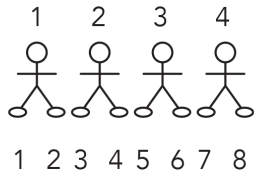
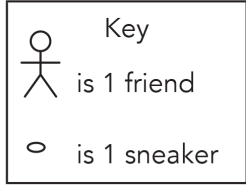
- Model (manipulatives)
- Diagram/Key
- Ten frames
- Tally chart
- Number line
- Table
- Number chart
- Place value strips

### Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Ten frames
- Tally chart
- Number line
- Table
- Number chart
- Place value strips
- Pair
- Per
- Odd/Even
- Total/Sum
- Amount
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- Pattern
- Tally
- Place value
- Sets/Groups
- 1st, 2nd , 3rd ...

### Possible Solution(s)

There are 8 sneakers.



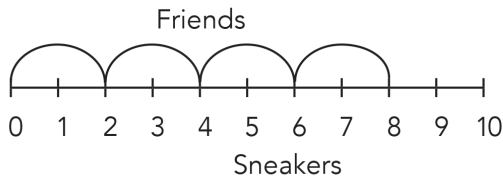
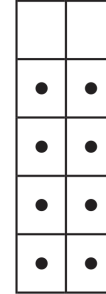
Friend	Sneakers
1	2
2	2
3	2
4	2

Friend	Sneakers
1	
2	
3	
4	

$$2 + 2 + 2 + 2 = 8$$

Friend	1	2	3	4
Total Sneakers	2	4	6	8

Sneakers



### Possible Connections

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

- 2 sneakers is a pair.
- Patterns: +1 Friend, +2 Sneakers.
- There are 4 more sneakers than friends.
- Friends are half the number of sneakers.
- Sneakers are an even number.
- 1 more friend would be 10 sneakers.
- 2 sneakers, 2 feet, 2 eyes, 2 hands are all pairs.
- Friends are an even number.
- There are double the amount of sneakers than friends.
- There is an equal number of sneakers on each friend.
- Solve more than one way to verify the answer.
- Relate to a similar task and state a math link.