

Preliminary Planning Sheet

Kindergarten – Beads in a Bowl

Domain(s)

Operations and Algebraic Thinking

Standard(s)

K.OA.A.2

Mathematical Practices

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

Major Underlying Mathematical Concepts

- Number sense to 6
- Counting on/Addition
- Position in time: first, next, last

Problem Solving Strategies

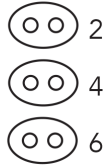
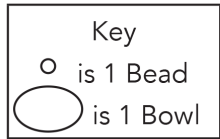
- Model (manipulatives)
- Diagram/Key
- Table
- Tally chart
- Equation

Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Table
- Chart
- Tally chart
- Pair
- Pattern
- Odd/Even
- Total/Sum
- Equal shares
- Set
- Dozen
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- First, second, third
- 1st, 2nd, 3rd

Possible Solution(s)

There were 6 beads in the bowl.



Friend	Beads
1	2
2	2
3	2

$$2 + 2 + 2 = 6$$

Friend	Total Beads
1	2
2	4
3	6

Friend	Beads
1	
2	
3	

Possible Connections

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

- Each friend took a pair of beads.
- Each friend took an equal share.
- Patterns: Beads +2, Friends +1.
- Another friend is 8 beads.
- Student adds more beads to extend the task.
- Solve more than one way to verify the answer.
- Relate to similar task and state a math link.
- There are more beads than friends.
- Groups of 2 beads is a set.
- 2 is a pair.
- 6 is a half dozen.