# Preliminary Planning Sheet
## Kindergarten – Crayons 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

**Major Underlying Mathematical Concepts**

- Number sense to 9
- Subtraction: start unknown
- Counting back
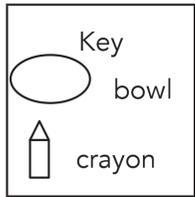- Addition/Counting on

**Problem Solving Strategies**

- Model (manipulatives)
- Diagram/Key
- Tally chart
- Ten frame (can be provided)
- Number line

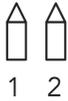**Formal Mathematical Language and Symbolic Notation**

- Model
- Diagram/Key
- Tally chart
- Equation
- Difference
- Amount
- Total/Sum
- Odd/Even
- More than (>)/Greater than (>)/Less than (<)
- Equivalent/Equal to
- More
- Pair
- Set

**Possible Solution(s)**
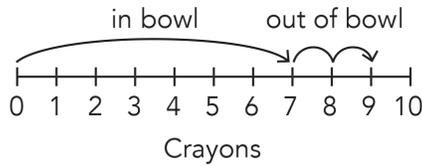
There were 9 crayons in the bowl.

Key
bowl
crayon

1 2 3 4 5 6 7

1 2

9 - 7 = 2
7 + 2 = 9

Crayons in bowl    |||||||    7
Crayons out of bowl    ||    + 2
                              9

in bowl        out of bowl

0  1  2  3  4  5  6  7  8  9  10

Crayons

**Possible Connections**

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

- James took a pair of crayons out of bowl.
- James left more crayons in the bowl than he took out.
- James took an even number of crayons out of the bowl.
- Student adds more crayons to extend the task.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.
- James left an odd number of crayons in the bowl.
- James took less crayons out of bowl than he left in.