

Preliminary Planning Sheet

Kindergarten – Bicycle Tires

Unit

Counting and Cardinality Unit

Major Underlying Mathematical Concepts

- Number sense to 8
- Counting on/Addition
- 2 to 1 (2 tires to 1 bicycle)

Problem Solving Strategies

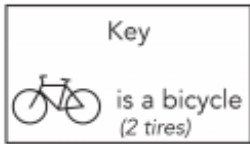
- Model (manipulatives)
- Diagram/Key
- Tally chart
- Table

Formal Mathematical Language and Symbolic Notation

- Model
- Diagram/Key
- Tally chart
- Table
- Pair
- Per
- Odd/Even
- More than ($>$)/Greater than ($>$)/Less than ($<$)
- Equivalent/Equal to
- Total/Sum
- Sets
- Pattern
- 1st, 2nd, 3rd, 4th
- Amount
- Double

Possible Solution(s)

There are 8 tires.



Bicycle	1	2	3	4
Total Tires	2	4	6	8

Bicycle	Tires	Bicycle	Tires
1	2	1	
2	2	2	
3	2	3	
4	2	4	

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

Possible Connections

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

- Patterns: Bike +1, Tires +2.
- 2 tires is a pair.
- 2 tires is an even number.
- There are more tires than bikes.
- The student adds more bikes to extend the task.
- Relate to a similar task and state a math link.
- Solve more than one way to verify the answer.
- Double the amount of bikes equals the number of tires.
- There are 4 more tires than bikes.
- There are 4 less bikes than tires.