

## Lesson 22: La pizzería (Optional)

### Standards Alignments

Addressing K.CC.A.3, K.CC.B.5, K.CC.C.6, K.CC.C.7

### Teacher-facing Learning Goals

- Compare groups of images and numbers 1–10.
- Connect quantities with spoken number words and written numbers.
- Write numbers 1–10 to represent a quantity.

### Student-facing Learning Goals

- Contemos ingredientes para pizza.

### Lesson Purpose

The purpose of this lesson is for students to apply skills and their understanding of numbers 1–10 in the context of pizza toppings.

This lesson is optional because it does not address any new mathematical content standards. This lesson does provide students with an opportunity to apply precursor skills of mathematical modeling. In previous lessons students learned to connect quantities with spoken number words and written numbers. They compared and wrote numbers up to 10. In this lesson, they apply the various skills from the previous units in the context of pizza toppings. Throughout the lesson, students make sense of problems and persevere in solving them (MP1).

In the first activity, students take a class order for a pizza and make the order. In doing so, they connect the spoken number with the written number and a representation of the number. When students translate a mathematical answer back into the context of a real world situation, they model with mathematics (MP4).

In the second activity, students continue to take orders with up to 10 of any toppings for up to 3 types of toppings and create a visual representation of the order. They analyze their orders by comparing the different quantities. When students make choices and adhere to mathematical constraints, they model with mathematics (MP4).

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

- Colored pencils or crayons: Activity 1, Activity 2

### Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	25 min
Lesson Synthesis	10 min

### Materials to Copy

- Pizza Orders, Spanish (groups of 1): Activity 2

### Teacher Reflection Question

Check-in with your norms and routines. Are they promoting engagement from all of your students? Are there any adjustments you might make so that all students do math tomorrow?