# Lesson 13: Comparemos datos sobre nuestros materiales de arte favoritos

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.MD.C.4, 1.OA.A.1 |

### Teacher-facing Learning Goals

* Solve Compare, Difference Unknown story problems through a data context.
* Write an equation to represent the story problem.

### Student-facing Learning Goals

* Comparemos datos.

### Lesson Purpose

The purpose of this lesson is for students to solve Compare, Difference Unknown story problems in a data context.

The work of this lesson connects to previous lessons in which students solved Compare, Difference Unknown story problems in a way that makes sense to them. The context is data to revisit previous work in Grade 1 and encourage students to consider more abstract contexts. Students write an equation to match the problem and put a box around the answer to the question, building on their work in previous sections. Students consider addition and subtraction equations that relate to a given problem. When students connect the quantities in the story problem to an equation, they reason abstractly and quantitatively (MP2).

### Access for:

###  Students with Disabilities

* Engagement (Activity 2)

###  English Learners

* MLR8 (Activity 2)

### Instructional Routines

Notice and Wonder (Warm-up)

### Materials to Gather

* Connecting cubes or two-color counters: Activity 1, Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 20 min |
| Activity 2 | 15 min |
| Lesson Synthesis | 10 min |
| Cool-down | 5 min |

### Teacher Reflection Question

Which math ideas from today's lesson did students grapple with most? Did this surprise you or was this what you expected?

## Cool-down

(to be completed at the end of the lesson) 5min

El escritorio de Clare

### Standards Alignments

|  |  |
| --- | --- |
| Addressing | 1.MD.C.4, 1.OA.A.1 |

### Student-facing Task Statement

|  |  |  |
| --- | --- | --- |
| lápices | borradores | crayones |
| 9 | 4 | 7 |

¿Cuántos borradores menos que lápices hay?

Muestra cómo pensaste. Usa dibujos, números o palabras.

### Student Responses

5. $4+=9,$ $9−4=$
Sample response:

