Lesson 13: Compare Favorite Art Supply Data

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

- Let's compare data.

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) 🕐 5 min

Clare's Desk

Standards Alignments

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Student-facing Task Statement

pencils	erasers	crayons
9	4	7

How many fewer erasers than pencils are there?

Show your thinking using drawings, numbers, or words.

Student Responses

5. $4 + \boxed{5} = 9, 9 - 4 = \boxed{5}$

Sample response:

E E E E ⬭ 5 ⬭

P P P P P P P P P