# Lesson 13: Preguntas sobre datos

### Standards Alignments

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| --- | --- |
| Addressing | 1.MD.C.4, 1.OA.C.5, 1.OA.C.6 |

### Teacher-facing Learning Goals

* Ask and answer questions about data.

### Student-facing Learning Goals

* Hagamos y respondamos preguntas sobre datos.

### Lesson Purpose

The purpose of this lesson is for students to ask questions about data that can be answered by a given data representation.

In previous lessons students answered questions about data using different representations. In this lesson, students begin by determining whether or not questions can be answered by a given representation. Then, students think of questions that can be asked about the data. Finally, students answer each other’s questions.

This lesson has a Student Section Summary.

### Access for:

###  Students with Disabilities

* Action and Expression (Activity 3)

###  English Learners

* MLR8 (Activity 1)

### Instructional Routines

Number Talk (Warm-up)

### Materials to Gather

* Connecting cubes: Activity 3
* Materials from a previous activity: Activity 3

### Materials to Copy

* Favorite Special Class Data, Spanish (groups of 4): Activity 2

### Lesson Timeline

|  |  |
| --- | --- |
| Warm-up | 10 min |
| Activity 1 | 10 min |
| Activity 2 | 20 min |
| Activity 3 | 10 min |
| Lesson Synthesis | 10 min |

### Teacher Reflection Question

What makes someone good at math? In what ways are you making assumptions about which of your students are good at math?

## Cool-down

(to be completed at the end of the lesson) 0min

Unidad 1, punto de chequeo de la sección C

### Standards Alignments

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| --- | --- |
| Addressing | 1.MD.C.4 |

### Student-facing Task Statement

Lesson observations

### Student Responses

* Ask and answer “how many” questions about each category of data.
* Ask and answer “how many” questions about two categories of data combined.
* Ask and answer “how many” questions about the total number in the data set.