

# Lesson 10: Compare Drawings

## Standards Alignments

Addressing K.CC.B.5, K.OA.A.1, K.OA.A.2

### Teacher-facing Learning Goals

- Compare drawings that represent story problems.
- Solve Add To, Result Unknown and Take From, Result Unknown story problems.

### Student-facing Learning Goals

- Let's figure out how drawings can show what is happening in a story problem.

## Lesson Purpose

The purpose of this lesson is for students to compare drawings that represent story problems.

In a previous lesson, students solved Add To and Take From, Result Unknown story problems and explained how both objects and drawings represented the story. In this lesson, students solve story problems and compare how different drawings represent the story. Students interpret both drawings that correctly and incorrectly represent the story problem, as well as unorganized and organized drawings. While students are not expected to produce a drawing to represent and solve a story problem in this lesson, students make sense of various drawings, which will help them be prepared to create drawings in a future lesson. The purpose of the lesson synthesis is for students to discuss how it can be easier to see what happens in the story problem in an organized drawing.

### Access for:

#### Students with Disabilities

- Representation (Activity 2)

#### English Learners

- MLR8 (Warm-up)

## Instructional Routines

Questions About Us (Warm-up)

### Materials to Gather

- Connecting cubes or two-color counters: Activity 1
- Connecting cubes: Activity 3

### Materials to Copy

- Questions About Us Chart 5-Frame Template (groups of 1): Warm-up
- Bingo Stages 1-3 Gameboard (groups of 4): Activity 3

- Materials from previous centers: Activity 3
- Two-color counters: Activity 3
- Dot Mat 1-5 (dots and 5-frames) (groups of 2): Activity 3

## Lesson Timeline

Warm-up	10 min
Activity 1	10 min
Activity 2	10 min
Activity 3	25 min
Lesson Synthesis	5 min

## Teacher Reflection Question

In the next lesson, all students will be asked to produce a drawing to represent and solve a story problem. How does the work in this lesson and previous lessons lay the foundation for students to create their own drawings?

## Cool-down (to be completed at the end of the lesson)

🕒 0 min

Unit 4, Section B Checkpoint

### Standards Alignments

Addressing K.OA.A.1, K.OA.A.2

### Student-facing Task Statement

Lesson observations

### Student Responses

- Accurately retell a story problem in their own words.
- Use objects or drawings to represent a story problem.
- Explain how objects or drawings represent a story problem.