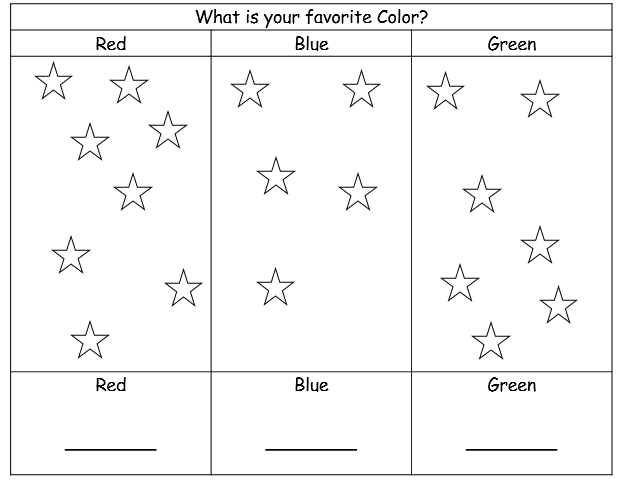
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| **NC.1.MD.4**  **Favorite Colors** | |
| **Domain** | Measurement and Data |
| **Cluster** | Represent and interpret data. |
| **Standard** | **NC.1.MD.4** Organize, represent and interpret data with up to three categories.   * Ask and answer questions about the total number of data points. * Ask and answer questions about how many in each category. * Ask and answer questions about how many more or less are in one category than another. |
| **Materials** | SF Favorite Colors, counters or cubes available, pencil |
| **Task** | Provide materials to the student. Say: *Look at the data about First Graders’ Favorite Colors. The class voted for their favorite color and the chart represents how they voted. Use the chart to answer the questions.*    *How many students voted for each color?* Point to and read the categories *Red, Blue, and Green. You can record your numbers on the lines*. Prompt if needed: *How many students voted for red? How many voted for blue? How many voted for green?*   * *Compare your categories.* *How many more students like red than green? Show your thinking with pictures, numbers, or words.* * *Compare your categories.* *How many fewer students like blue than green? Show your thinking with pictures, numbers, or words.*   Say: *Can you tell anything else about the data in the chart?* |

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| **Continuum of Understanding** | | |
| **Not Yet Proficient** | Response includes 0-1 of the descriptors in “Meets Expectations” | * Correctly identifies the number of votes for each category * Correctly solves “how many more” question * Gives clear explanation of “how many more” * Correctly solves “how many fewer” question * Gives clear explanation of “how many fewer” question * Provides extra information about the data in the graph |
| **Progressing** | Response includes 2 of the descriptors in “Meets Expectations” |
| **Meets Expectations** | Response includes allof the descriptors in “Meets Expectations”   * Correctly responds to the number of votes for each category * Correctly responds to the “how many more” question **and** explains thinking using pictures, numbers, or words * Correctly responds to the “how many fewer” question **and** explains thinking using pictures, numbers, or words |

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| **Standards for Mathematical Practice** |
| **1. Makes sense and persevere in solving problems.** |
| **2. Reasons abstractly and quantitatively.** |
| 3. Constructs viable arguments and critiques the reasoning of others. |
| 4. Models with mathematics. |
| 5. Uses appropriate tools strategically. |
| **6. Attends to precision.** |
| 7. Looks for and makes use of structure. |
| 8. Looks for and expresses regularity in repeated reasoning. |

**The class voted on their favorite color and the following chart represents how they voted. Use the chart to answer the questions.**

**First Graders’ Favorite Colors**



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| **How many more students like red than green? Show your thinking with pictures, numbers, or words.**  **\_\_\_\_\_\_\_\_\_\_\_ students** |
| **How many fewer students like blue than green? Show your thinking with pictures, numbers, or words.**  **\_\_\_\_\_\_\_\_\_\_\_ students** |