Preview - Information

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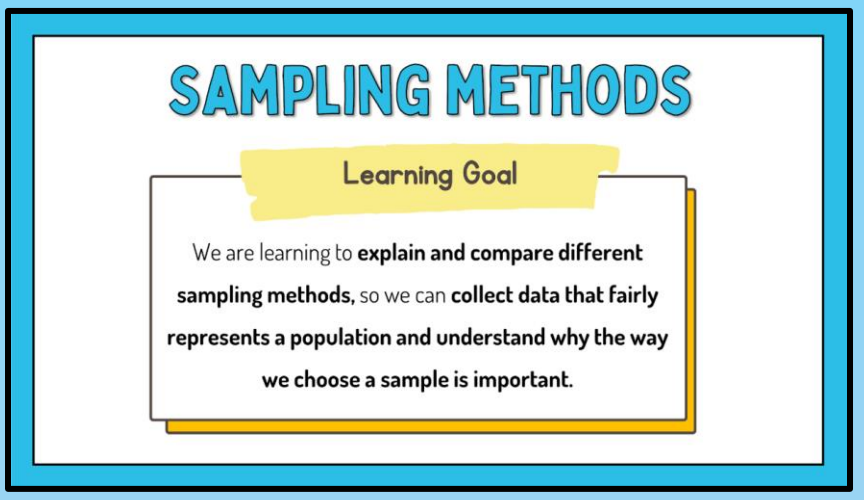
Google Slides Lessons Preview

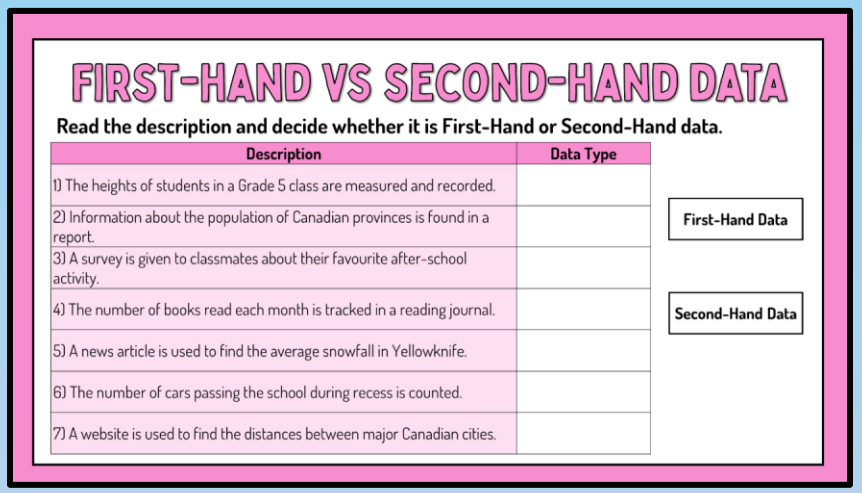
Manitoba Math Curriculum
Statistics– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!



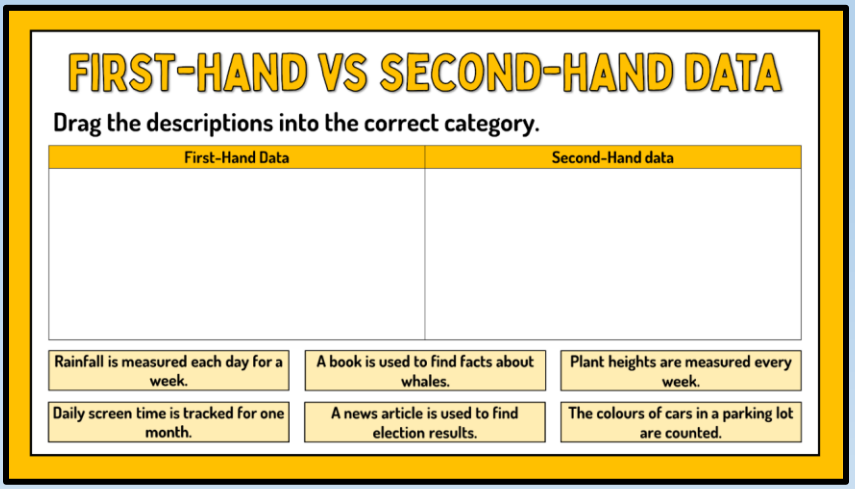


Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

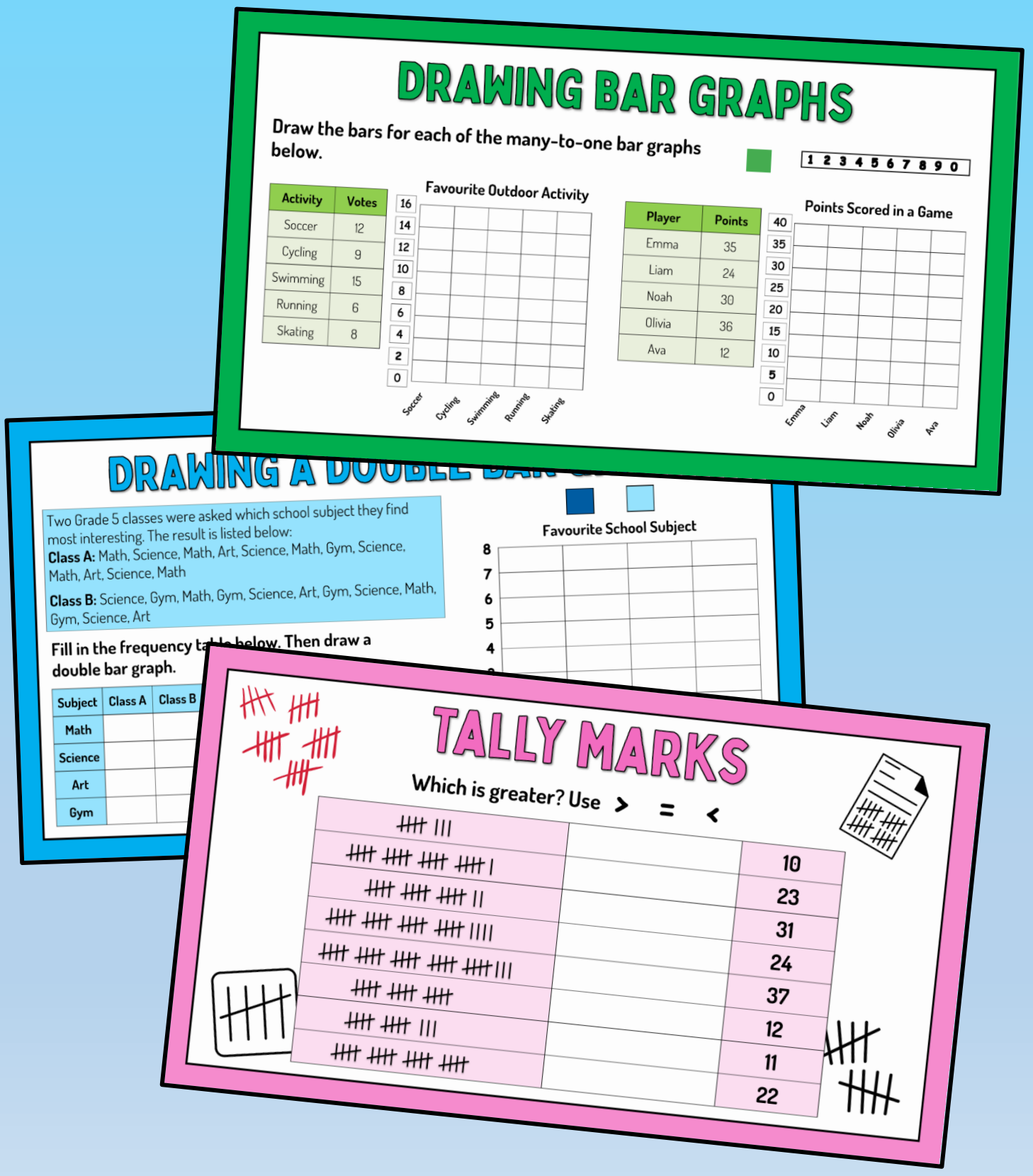
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Manitoba Math Curriculum Statistics– Grade 5

Manitoba Math Curriculum Statistics– Grade 5



Name: _____ 5

Curriculum Connection
D1.1

First-Hand vs Second-Hand Data

First-Hand Data	**Second-Hand Data**
Data that you have collected yourself	Data that has been collected by someone else
Example	**Example**
- asking your classmates their favourite food	- How much rainfall landed in Calgary in May

Questions

Read the description and circle if it is first-hand or second-hand data

1) You find Sydney Crosby's goals per game in the playoffs last year and graph the data	First-Hand Second-Hand
2) You measure the heights of the kids in your class	First-Hand Second-Hand
3) Y	d nd
4) Y	d nd
5) Y	d Second-Hand
6) You look up the distances from your house to different countries around the world	First-Hand Second-Hand

Part 2

Write your own first-hand and second-hand data descriptions below

1) First-Hand	
2) Second-Hand	
3) First-Hand	
4) Second-Hand	

Name: _____ 6

Curriculum Connection
D1.1

First-Hand Data Survey Questions

When we collect first-hand data, we often use survey questions to ask people to gather the data. We can also create research questions for experiments we plan to perform so that we can collect first-hand data.

Example of First-Hand Survey Questions
- What is your favourite hobby?
- What is your favourite food?

Example of First-Hand Research Questions
- How much snow will fall this month in my backyard?
- How many pushups can I do every day for 10 days?

Part 1 Write 5 survey questions you could ask to gather first-hand data

1)

2)

3)

4)

5)

Part 2 Write 5 research questions for experiments you could do to gather first-hand data

1)

2)

3)

4)

5)

Name: _____ 7

Curriculum Connection
D1.1

Second-Hand Data - Generating Questions

When we collect second-hand data, we are finding data from another source. This means someone else has collected the data for others to use as second-hand data.

Using second-hand data allows us to answer questions we may have. With so much data available to us, we can write research questions about almost anything and find the data online.

Examples:

1) Whi Tubers had the most views last year?
2) Whi layers scored the most points last year?
3) W rage temperatures in Canada, the USA, Jamaica, and

Practice W estio ou could look up to gather second-hand data

1)
2)
3)
4)
5)
6)
7)
8)
9)
10)

Name: _____ 8

Curriculum Connection
D1.1

Finding Second-Hand Data

Choose a research question that you are most interested in. Find data that answers your research question. Organize your data by using the table below.

Organizer Fill in the table below

1) What is your research question?

2) How ... your data? You will need 4 or 5 categories so you can use your ... to make ... sons.
For example: Sy... by's ...al totals for his first 5 seasons.

Categories					
Data					

3) What did you learn about your second-hand ...?

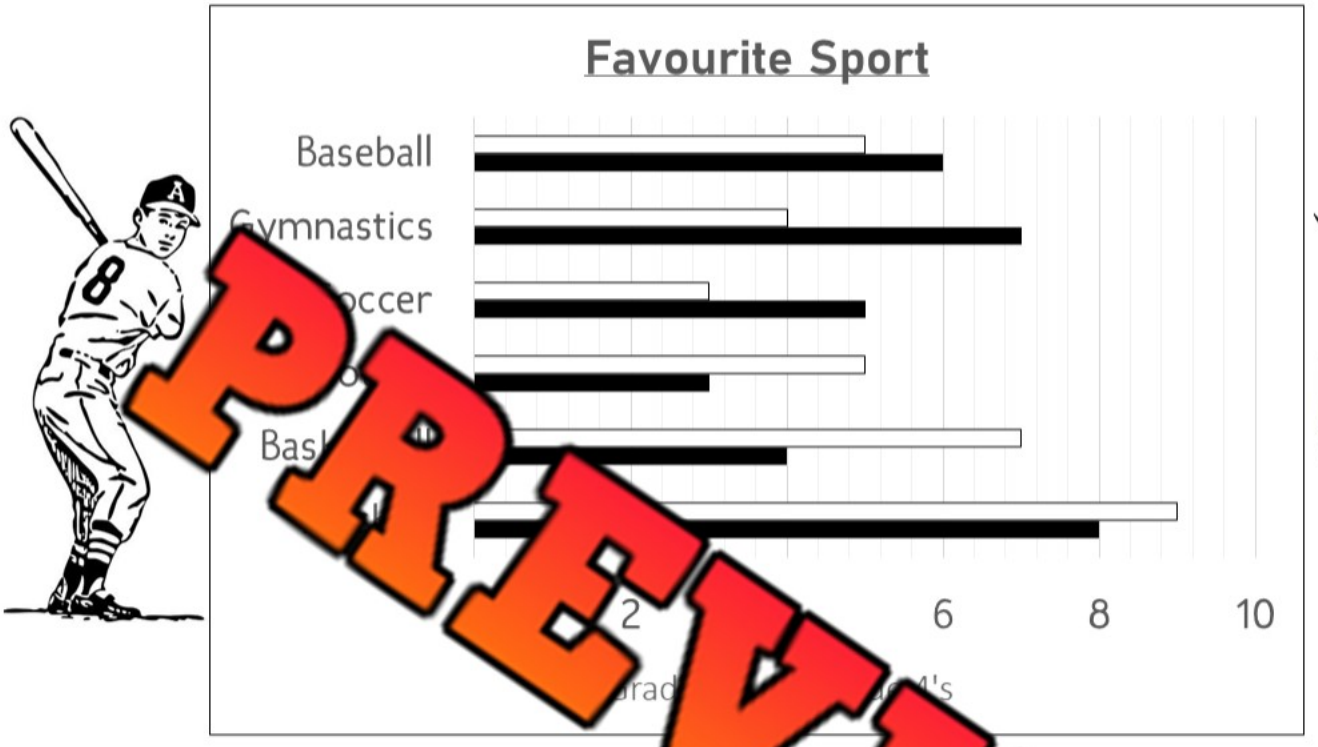
4) Why is this data considered second-hand data?

Name: _____ /10

Curriculum Connection
D1.2

Horizontal Double-Bar Graph

The grade 4s and 5s were asked which sport they liked the best. The results have been displayed below in a horizontal double bar graph.



Sport	Baseball	Gymnastics	Soccer	Football	Basketball	Hockey
Grade 4						
Grade 5						

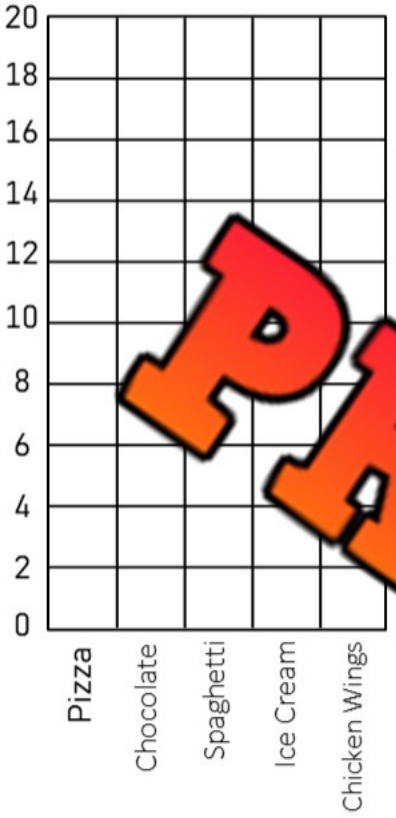
a) Which sport was most popular?	
b) Which sport was the least popular?	
c) How many grade 4's and 5's chose gymnastics as their favourite?	
d) How many kids liked basketball and soccer the best?	
e) How many kids liked hockey more than football?	
f) How many grade 5's were surveyed?	
g) How many total kids were surveyed?	

Name: _____

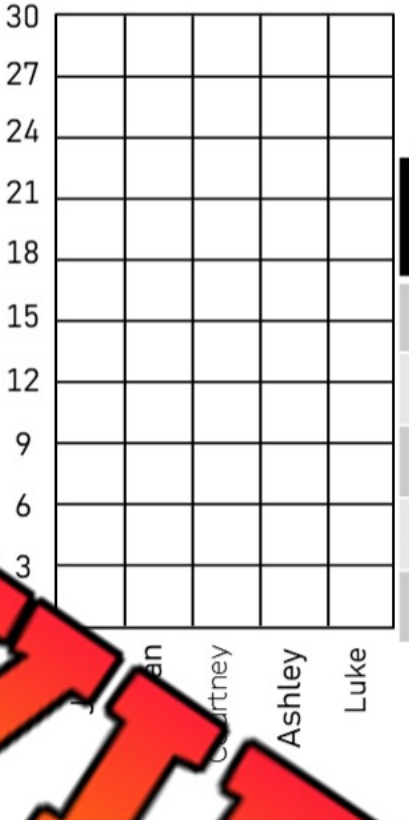
Curriculum Connection
D1.2

Drawing Bar Graphs

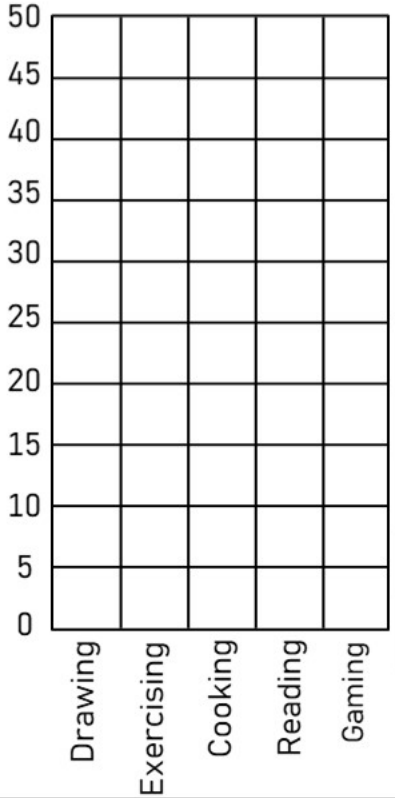
Questions Draw the bars for each of the bar graphs below



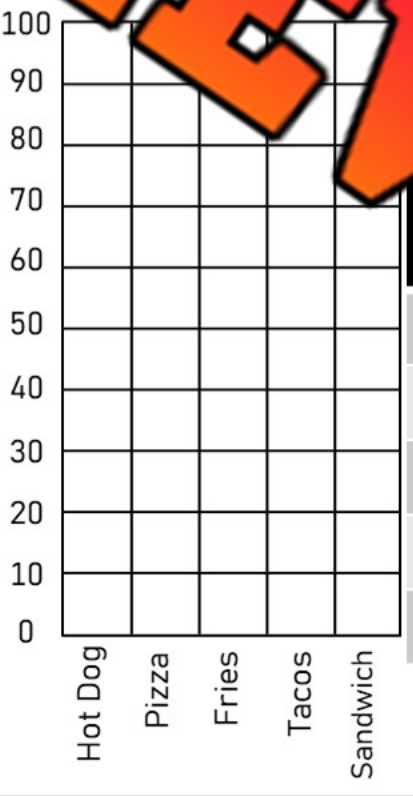
Favourite Food	# of votes
Pizza	14
[illegible]colate	10
[illegible]hetti	4
[illegible] Crea	16
[illegible]	[illegible]



Player	# of points
Jake	30
Nathan	12
Courtney	18
Ashley	24
Luke	6



Favourite Hobby	# of votes
Drawing	10
Exercising	20
Cooking	35
Reading	25
Gaming	40



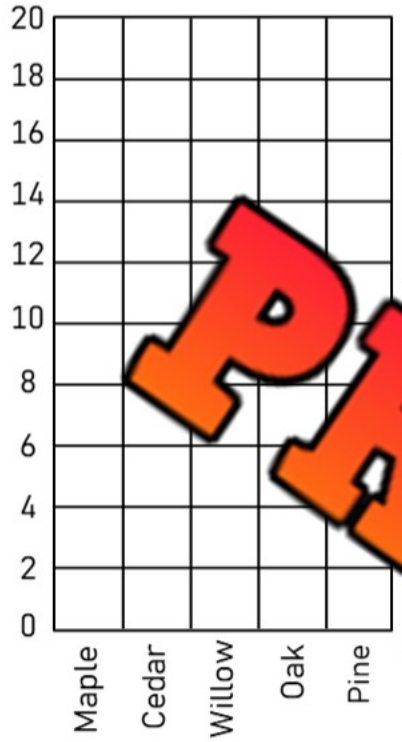
[illegible]ite [illegible]ood	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

Name: _____ 12

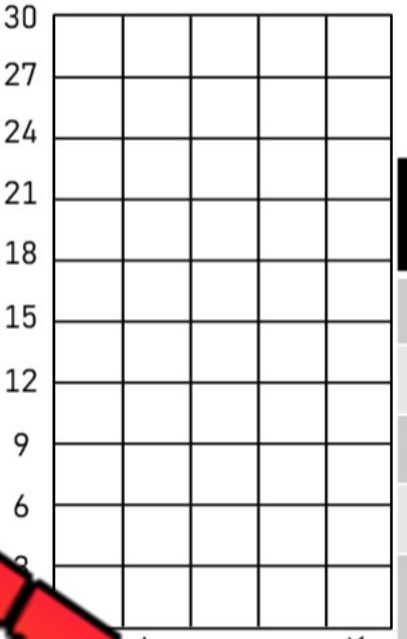
Curriculum Connection
D1.2

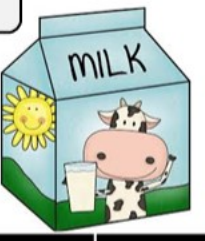
Drawing Bar Graphs

Questions Draw the bars for each of the bar graphs below

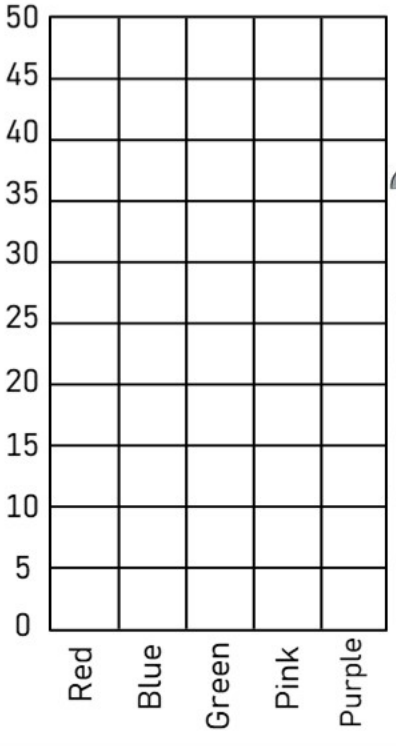


Favourite Tree	# of votes
Maple	8
[illegible]	11
[illegible]low	14
[illegible]ak	[illegible]
Pin[illegible]	17

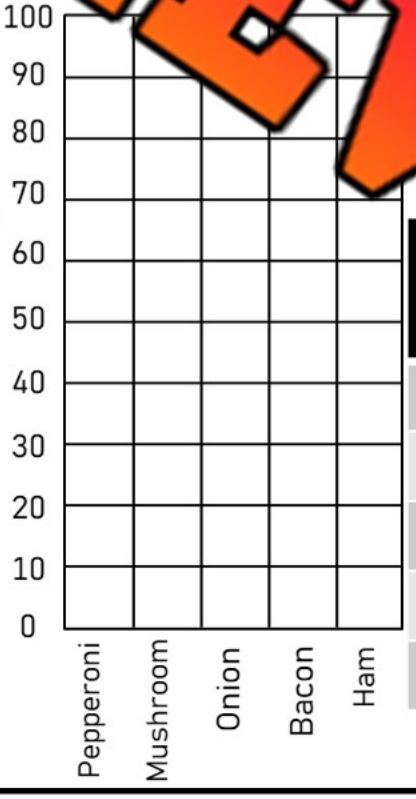




Favourite Drink	# of points
Milk	9
Water	3
Juice	16
Soda	21
Choc. Milk	25



Favourite Colour	# of votes
Red	40
Blue	30
Green	15
Pink	8
Purple	20



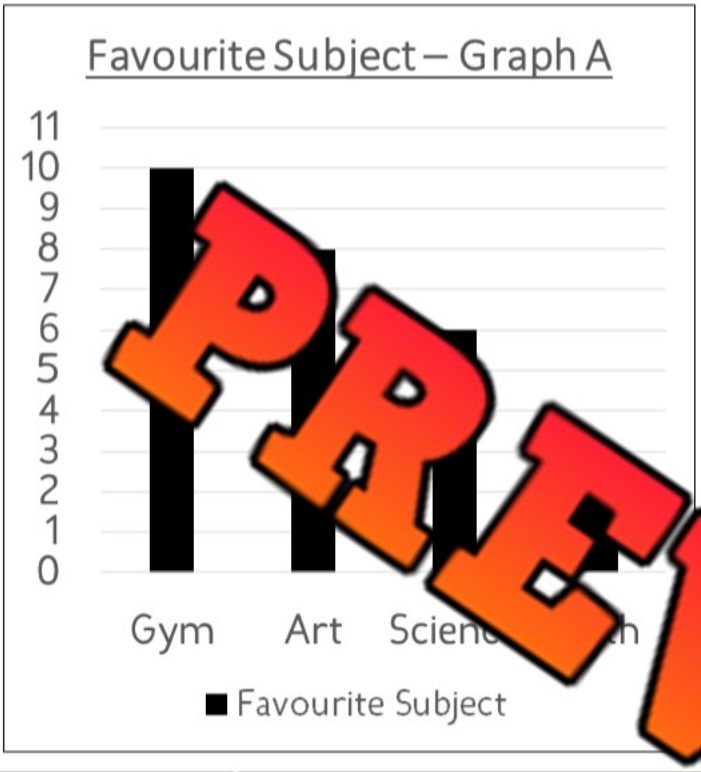
[illegible]ourite Pizza Topping	# of votes
Pepperoni	80
Mushroom	40
Onion	30
Bacon	60
Ham	25

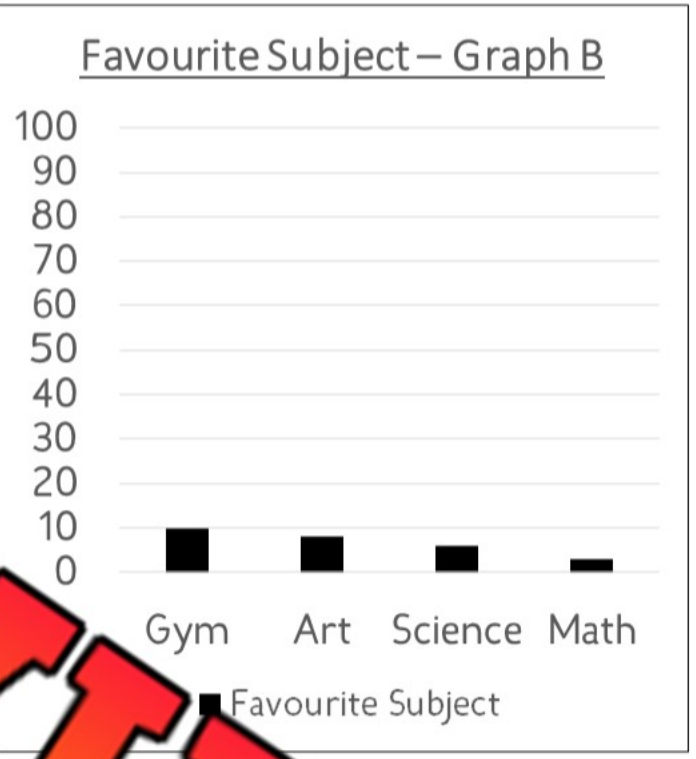
Name: _____ 13

Curriculum Connection
D1.2

Favourite Subject - Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





Questions What do you notice about t gra

a) What is the scale in Graph A?

b) What is the scale in Graph B?

c) Which graph uses more of the space?

d) Which graph is easier to read and interpret? Why is that graph better?

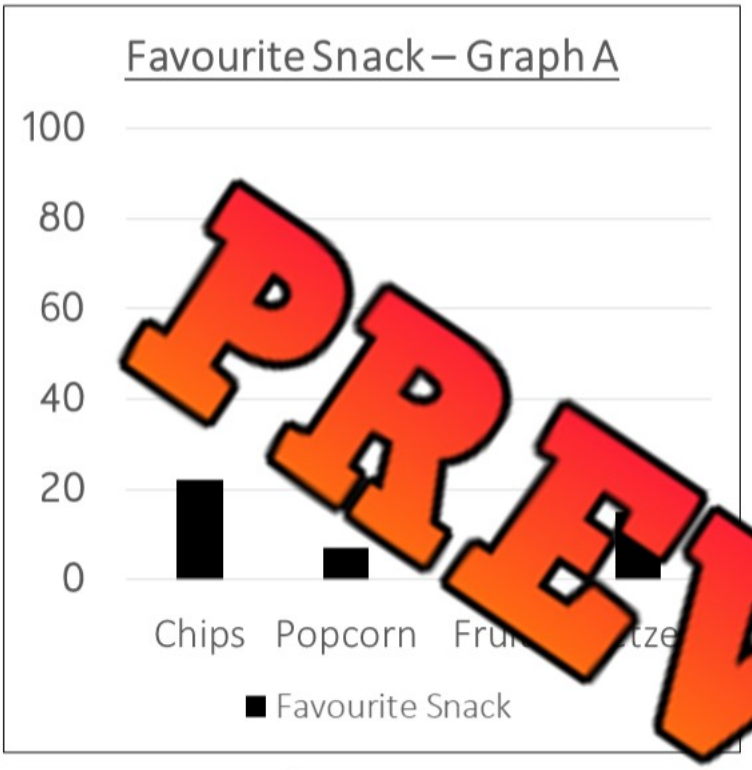
e) Why is it important to choose an appropriate scale?

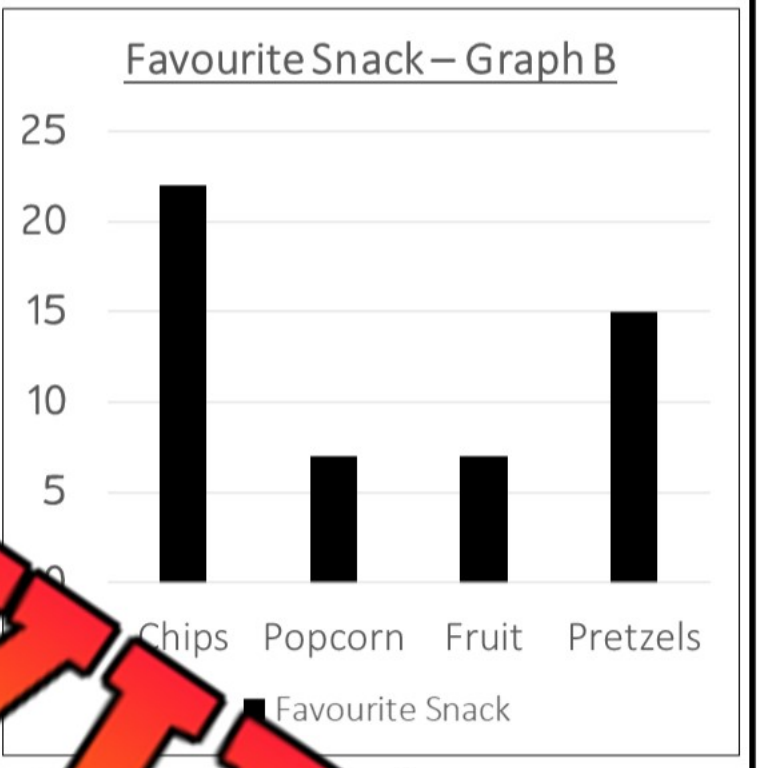
Name: _____ 14

Curriculum Connection
D1.2

Favourite Snack - Examining Scale

The two graphs below display the same data. Examine both graphs and answer the questions below.





Questions

What do you notice about the two graphs?

a) What is the scale in Graph A?

b) What is the scale in Graph B?

c) Which graph uses more of the space?

d) Which graph is better? Why?

e) What other scales could you use for the data?

- Go up by _____
- Go up by _____

Name: _____ 15

Curriculum Connection
D1.2

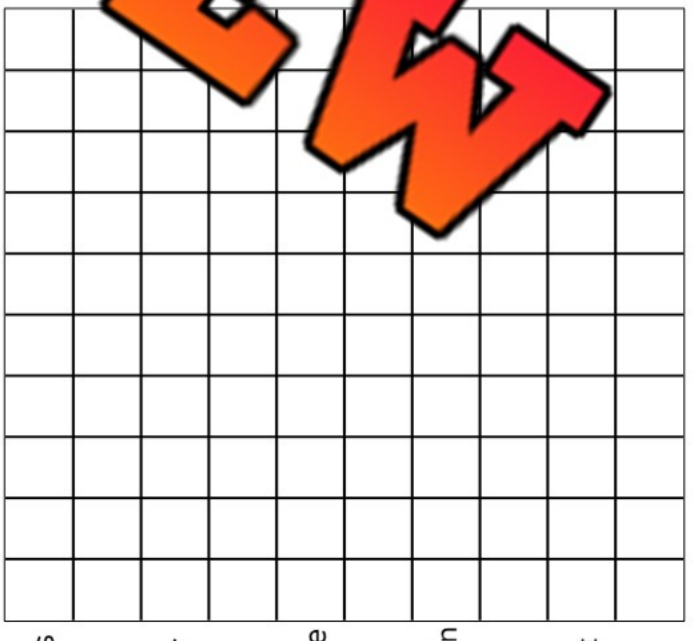
Creating Scale

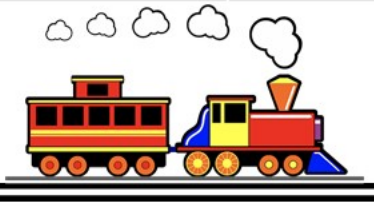
When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

Step 1: Look at the data. Find the lowest and highest numbers.
Step 2: Count how many lines you have to plot your data.
Step 3: Decide what to go up by to ensure you have enough space to plot ALL the data.

Favourite Dessert	# of votes
Brownie	14
Ice Cream	12
Cookie	2
Donut	16
Pudding	6

Favourite Transportation Method	# of votes
Bus	5
Car	15
Airplane	30
Train	25
Boat	40



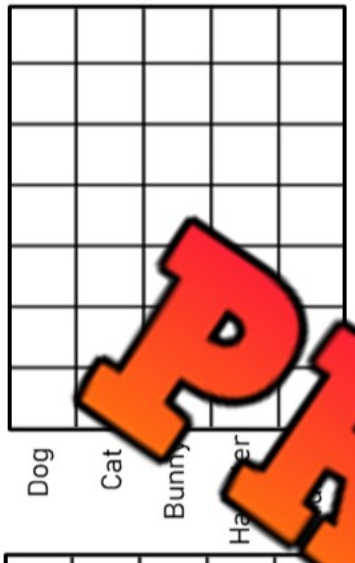


Name: _____ 16

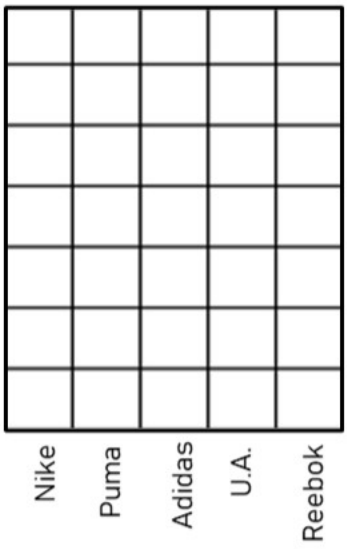
Curriculum Connection
D1.2

Creating Scale

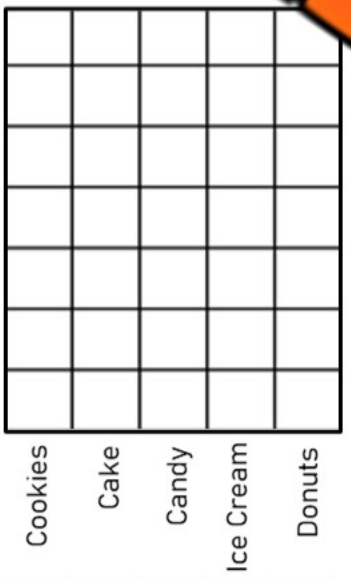
Questions Read the numbers and decide which scale to use. Next, draw your bar graphs



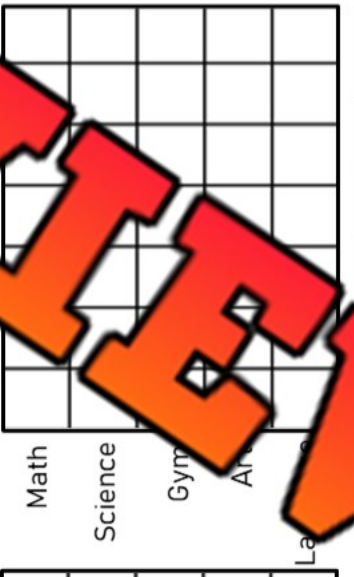
Pets	Votes
Dog	8
Cat	14
Bunny	2
Hamster	6
[illegible]tle	10



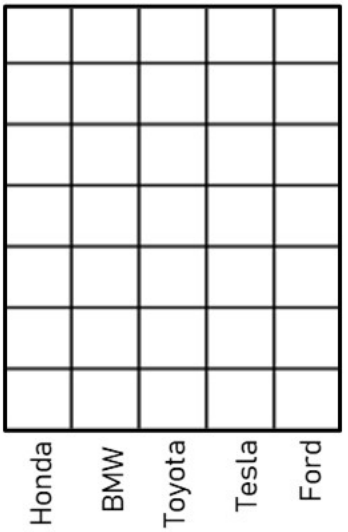
Brand	Votes
Nike	7
Puma	2
Adidas	4
Under Armour	5
Reebok	3



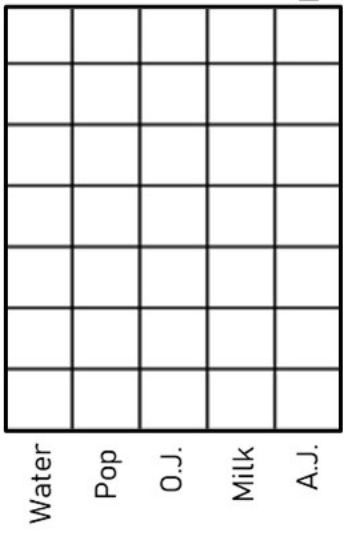
[illegible]	Votes
Cookies	[illegible]
Cake	[illegible]
Candy	21
Ice Cream	15
Donuts	18



Subject	Votes
Math	20
Science	30
Gym	70
Art	50
[illegible]	40



Cars	Votes
Honda	40
BMW	100
Toyota	60
Tesla	120
Ford	30



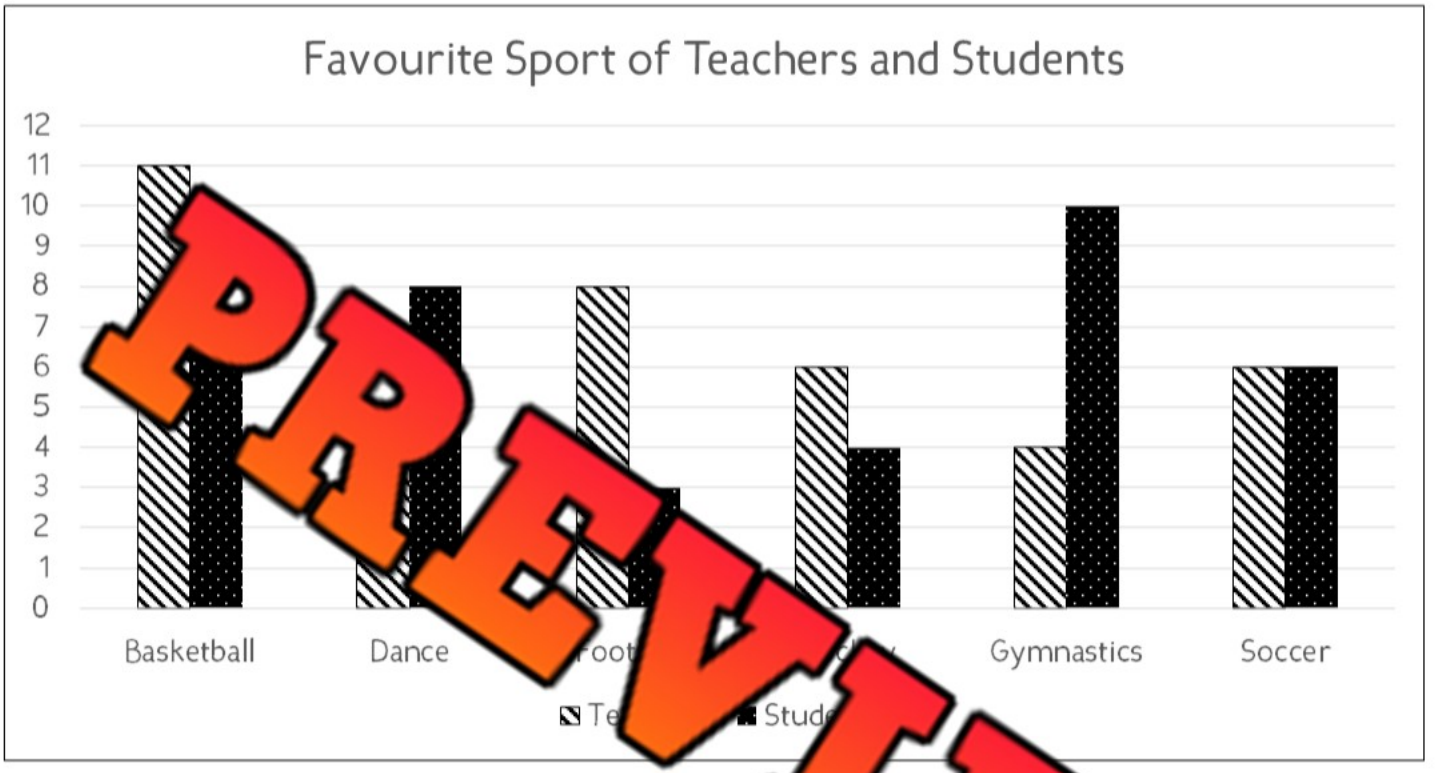
Drinks	Votes
Water	200
Pop	500
Orange Juice	400
Milk	300
Apple Juice	600

Name: _____ 17

Curriculum Connection
D1.2

Interpreting a Double Bar Graph

The teachers at Pineview Public School and students in grade 5 were asked which sport is their favourite. The results are displayed in the double bar graph below.



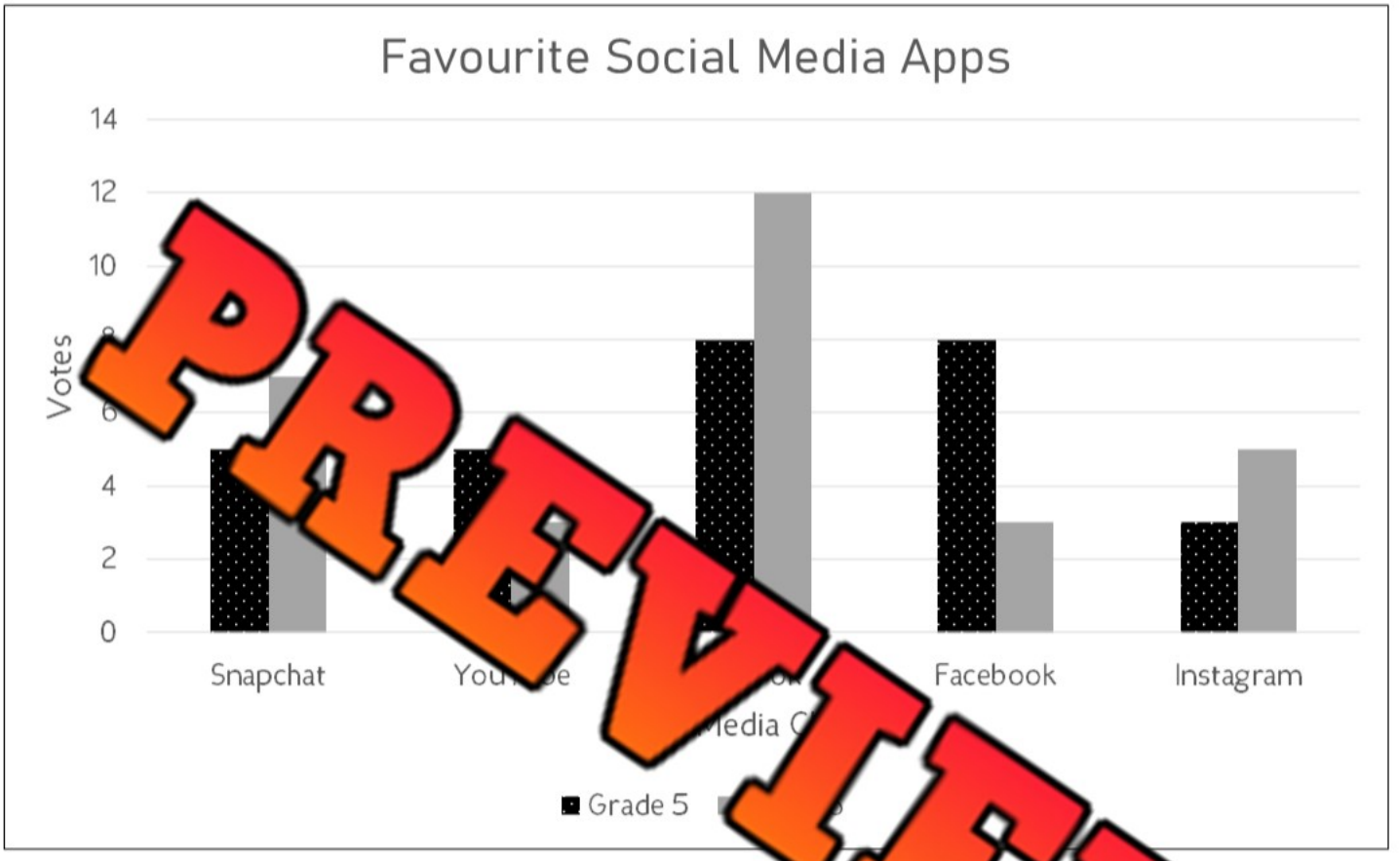
a) Which sport did the teachers like the most?	
b) Which sport did the students like the most?	
c) Which sport got the most votes combined?	
d) Which sport did the teachers and students like the same?	
e) Did more teachers or students participate in the survey?	
f) How many people participated in the survey?	
g) What could the title be for the x-axis → ?	
h) What could the title be for the y-axis ↑ ?	

Name: _____ 18

Curriculum Connection
D1.1, D1.2

Double Bar Graph - Favourite Social Media

You surveyed the students in grade 5 and 6 asking which social media app was their favourite. The results have been sorted by grade in the double-bar graph below.



Part 1 Fill in the frequency table by reading the bar above

Grades	Snapchat	YouTube	Tik Tok	Fac	gram
5					
6					

Part 2 Answer the questions below

a) How many students in each grade were surveyed?	(5) (6)
b) Which social media was the most popular? How many votes did it get?	
c) How many more grade 6's liked Tik Tok than grade 5's?	
d) Which type of data is this – first-hand or second-hand?	

Name: _____ 19

Curriculum Connection
D1.1, D1.2

Interpreting a Double Bar Graph - Favourite Beverage

A restaurant wants to know which drinks to keep in stock. They decide to sample two different age groups – adults (18+) and people under 18. They randomly select 30 individuals from each group.

Part 1 Fill in the frequency table by re the d e graph above

Age Group	Coffee	Juice	Po	Te	Chocolate Milk
Under 18					
Adults (18+)					

Part 2 Answer the questions below

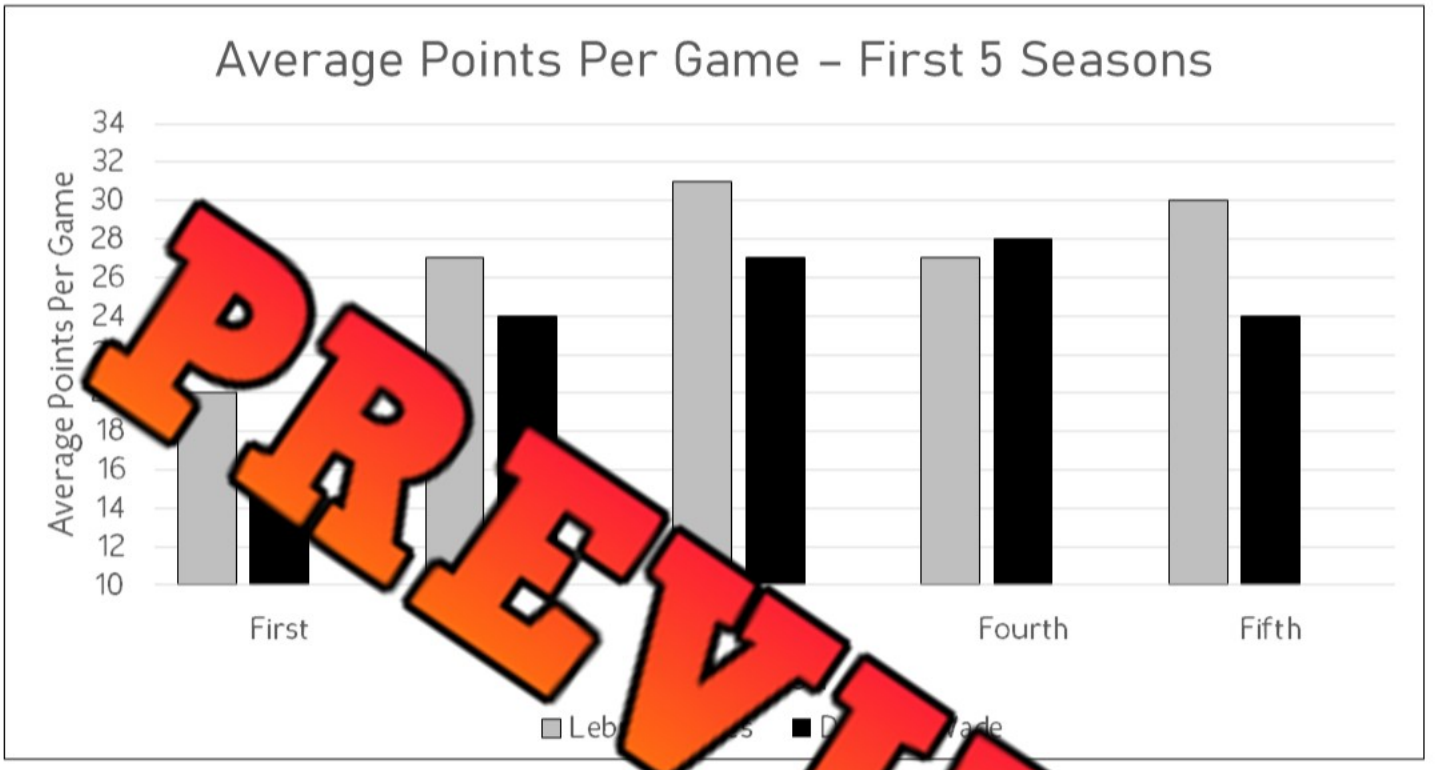
a) How many people in each age group were surveyed?	
b) Which drinks would you keep in stock?	
c) Which type of data is this: first-hand or second-hand?	
d) How many more adults preferred coffee than people under 18?	
e) How many more people under 18 preferred pop than adults?	

Name: _____ 20

Curriculum Connection
D1.1, D1.2

Interpreting a Double Bar Graph - James vs Wade

Lebron James and Dwyane Wade started their NBA careers in the same year. Their points per game have been displayed in the double bar graph below.



Part 1 Fill in the frequency table by re[illegible]he d[illegible]graph above

Season	First	Second	Th[illegible]	Fou[illegible]	Fifth
Lebron James					
Dwyane Wade					

Part 2 Answer the questions below

a) What number does the graph start with on the y-axis ↑ ?	
b) What is the title of the y-axis → ?	
c) Which type of data is this: first-hand or second-hand?	
d) Which season did Wade score more points than James?	
e) How many more points per game did James score in the first 5 seasons together?	

Name: _____ 21

Curriculum Connection
D1.2

Tally Marks

	= 1	= 2	= 3	= 4	= 5
= 6	= 7	= 8	= 9	= 10

Part 1 Count the tally marks

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Part 2 Draw a tally marks that m[illegible]the nu[illegible]

3 =	7 =	=
12 =	15 =	18 =
26 =	31 =	

Part 3 Which is greater? Use the < > or =

8 _____	13 _____	14 _____

Name: _____ 22

Curriculum Connection
D1.2

Tally Marks and Frequency Tables

Part 1 Fill in the table by writing in the frequency of the tally marks

1. The students in a class were asked what their favourite sport is. The results are listed below. Fill in the frequency of the tally marks in each category below.

Category	Football	Hockey	Basketball	Soccer
Tally	𝍸 |	𝍸 |||	𝍸	𝍸 ||
Frequency				

a) How many [illegible] in the class? _____

b) Which sport is [illegible] class? _____

c) Which sport was the [illegible]? _____

d) How many more people liked ho[illegible]than ba[illegible]? _____

Part 2 Fill in the table by drawing the tal[illegible]ks b[illegible]e frequency

2. Henry asked his friends what food they liked th[illegible] forgo[illegible]se tally marks, but he wrote down the frequency. Help him f[illegible]tabl[illegible]drawing the tally marks.

Category	Pizza	Sandwich	Hot Dog[illegible]	[illegible]ch Fries
Tally				
Frequency	13	5	12	9

a) How many friends participated in the survey? _____

b) Which food is the most popular? _____

c) How many more friends liked French fries than sandwiches? _____

Name: _____ 23

Curriculum Connection
D1.2

Survey - Double Bar Graph - Eye Colour

Directions
1) Create two groups that you will ask the survey question, "what is your eye colour?"
2) Record the results in the table below. Make sure to keep the data from the two groups separate.

Survey Question	What is your eye colour?						
O							
Group 1	Group 2						
Tally	Tally						

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

2) Was there a big difference between the two groups? Explain why or why not.

3) Is this first-hand data or second-hand data? Explain why.

Name: _____ 24

Curriculum Connection
D1.2

Creating a Double-Bar Graph - Eye Colour

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 27

Curriculum Connection
D1.1, D1.2

Double Bar Graph - First-Hand Data

Directions

1) Create your own survey question that you will ask two different groups
2) Decide on two groups to ask the survey question to
3) Fill in the organizer below

Survey Question: _____								
Options								
Group 1	Group 2							
Tally	Tally							

Interpreting Your Survey Results

1) Did any of the survey results surprise you?

_____

_____

2) Was there a big difference between the two groups? Explain why you think this was the case.

_____

_____

3) Which other groups could you ask this survey question to? List 3 more groups.

_____

_____

Name: _____ 28

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - First Hand Data

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 29

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - Second Hand Data

Directions

1) Think of 2 different populations that you can compare (countries, athletes, YouTubers)
2) Think of a research question that allows you to compare two different populations
   Examples: How many views did Two YouTubers have in each of the last 5 years?
3) Make sure you have 4 or 5 data points so you can compare the two groups
   Examples: year (2015, 2016, etc.), season, athlete's season (first year, second year)

Survey Question								
Data								
Group 1	Group 2							

Interpreting Your Survey Results

1) What did you learn about the two groups? Write at least ... you learned.

2) Why do we use second-hand data? What does it allow us to do?

3) Why is it helpful to graph the data we collect?

Name: _____ 30

Curriculum Connection
D1.1, D1.2

My Double Bar Graph - Second Hand Data

Use the data you collected to plot your graph. Remember the following labels:

X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Options ☐ Legend ☐

Name: _____ 33

Curriculum Connection
D1.2

My Infographic

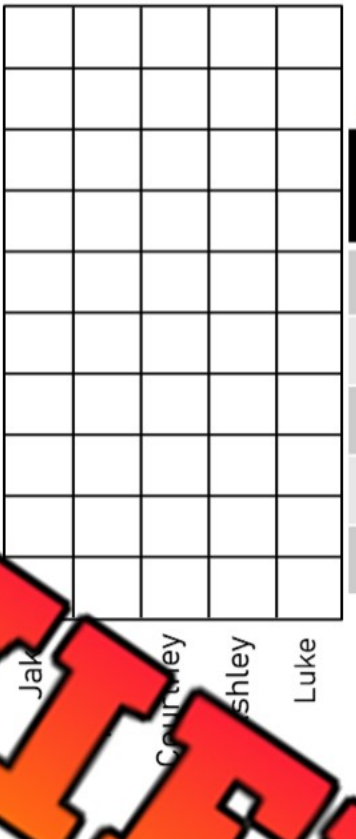
Title: _____

Name: _____ 37

Unit Quiz - Data Literacy

Part 1 — Draw the bars for each of the bar graphs below

Favourite Food	# of votes
Pizza	12
[illegible]colate	6
[illegible]hetti	8
[illegible] Crea	16
[illegible]hick[illegible] W[illegible]	[illegible]



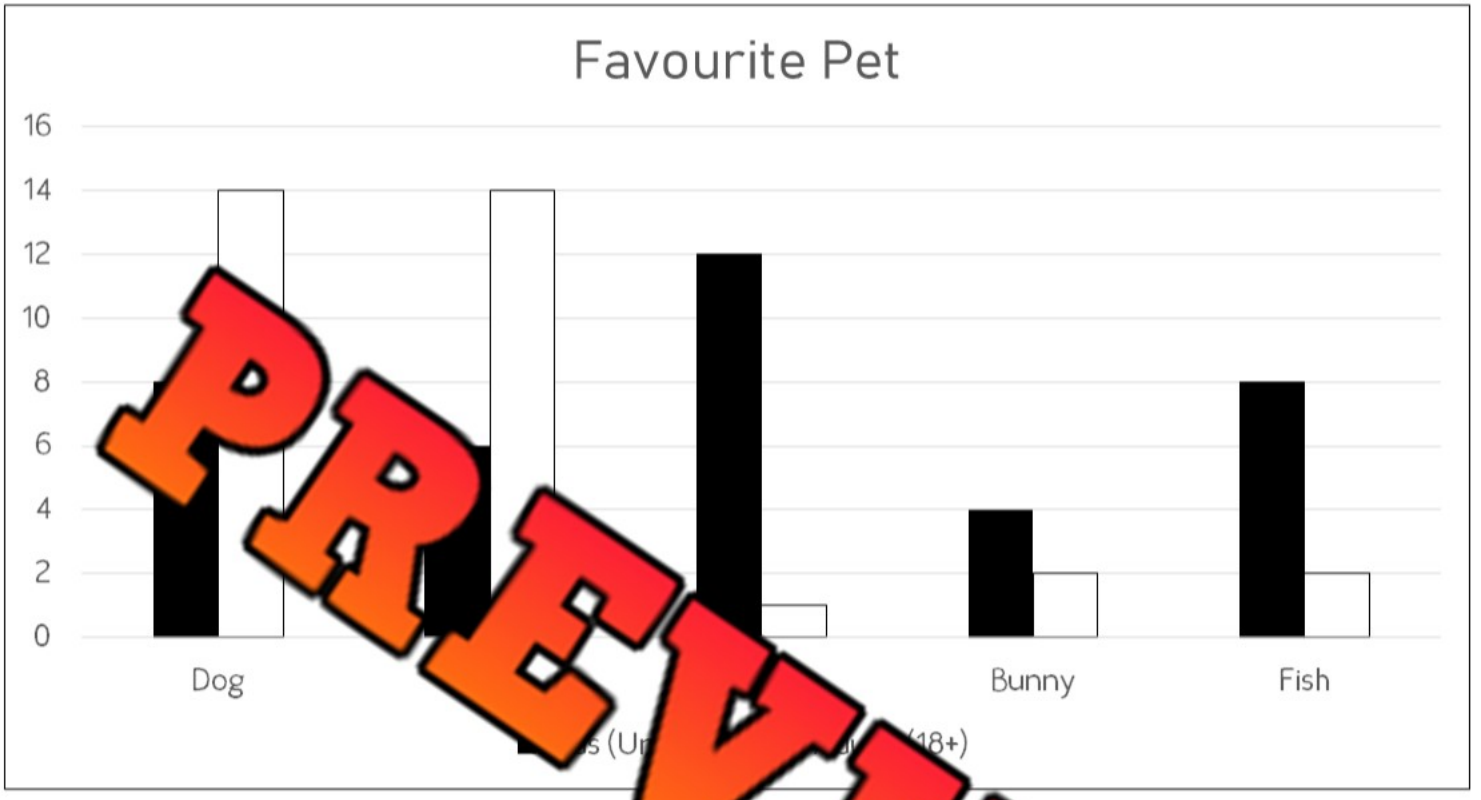
Player	# of points
Jake	15
Nathan	30
Courtney	15
Ashley	21
Luke	9

Part 2 — Read the description of the data and circle [illegible]st-h[illegible]d-hand

1) You count how many cars drive by each hour in front of you[illegible] house	[illegible]Hand [illegible]cond-Hand
2) You measure the shoe sizes of the students in your class	First-Hand Second-Hand
3) You look up which YouTubers had the most views last year	First-Hand Second-Hand
4) You research how much snowfall each province had last year	First-Hand Second-Hand
5) You ask your classmates how many siblings they have	First-Hand Second-Hand

Part 3 Read the graph and answer the questions below

Customers at a pet store were surveyed to see which pet was their favourite.



Answer the following questions about the graph above

1. Fill in the frequency table

	Dog	Cat	Hamst	Bun	Fish
Under 18					
Adults					
Totals					

2. How many customers were surveyed? _____

3. What is the scale of the graph? _____

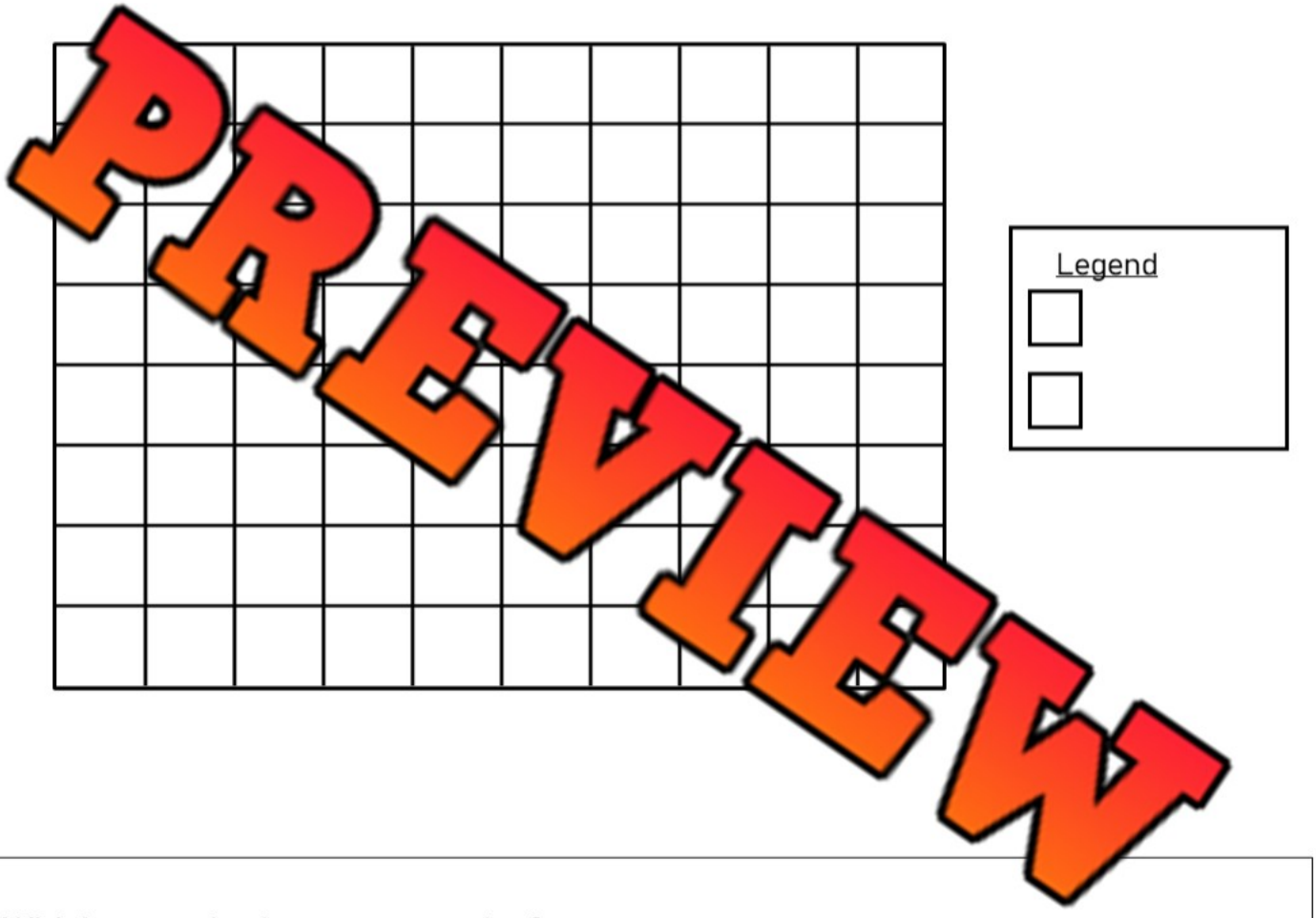
4. Which pet do kids like the most? _____ Adults? _____

5. How much more popular are dogs than bunnies? _____

Part 4 Graph the data below in a double bar graph

You surveyed the grade 4s and 5s by asking which sport they liked the best. The results are below.

Hockey		Basketball		Soccer		Baseball		Gymnastics	
Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5	Gr 4	Gr 5
8	12	6	10	6	3	7	5	8	5



1) Which sport is the most popular? _____

2) Which sport is the least popular? _____

3) How many grade 4s were surveyed? _____ Grade 5s: _____

4) Is this a first-hand or second-hand data? _____

5) How would you sample the grade 4 and 5 students in your school for this survey?

_____

_____

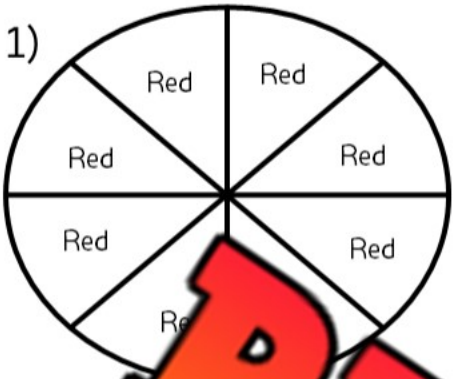
Name: _____ 41

Curriculum Connection
D1.3

Desrcribing Probaility - Certain or Impossible?

Questions Read the spinner and describe if the event is certain or impossible

1)

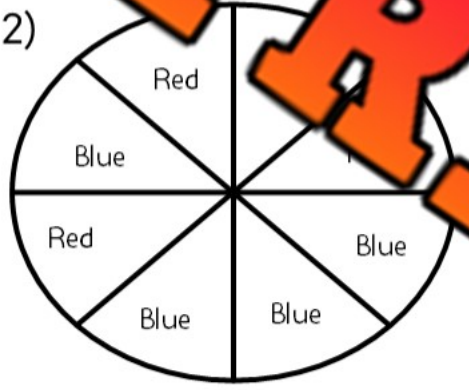


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

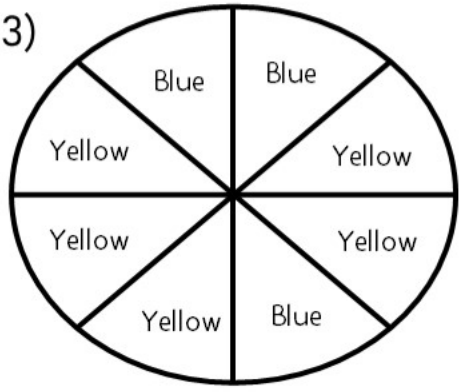


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

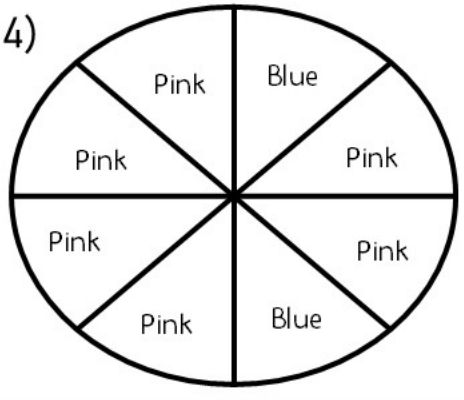


a) Spinning a yellow is _____

b) Spinning a green is _____

c) Spinning a red is _____

4)



a) Spinning a pink or blue is _____

b) Spinning a red is _____

c) Spinning a green is _____

Name: _____ 42

Curriculum Connection
D1.3

Certain or Impossible?

Questions Circle if the likelihood is possible or impossible

a) Tuesday will come after Monday

Certain
Impossible

b) You will drive home from school

Certain
Impossible

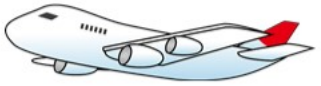
c) Yo[illegible] cm today

Certa[illegible]

d) You will breathe today.

Certain
Impossible

e) You will drive an airplane today



Certain
Impossible

f) Y[illegible] fly today.

Certain
[illegible]possible

g) You will see an animal today

Certain
Impossible

h) It will rain ca[illegible] a[illegible]gs

Certain
Impossible

i) School will end forever today

Certain
Impossible

j) You will teleport to France

Certain
Impossible

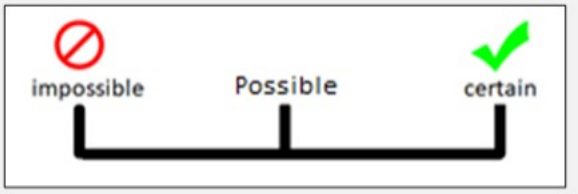
Name: _____ 43

Curriculum Connection
D1.3

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, possible, certain

Impossible = Cannot happen (seeing a dinosaur)
Possible = It could happen (eating a treat today)
Certain = Will definitely happen (breathing today)



Question Use the terms to describe the likelihood of the events below

1. You today.
2. You will ha ss to
3. You will sleep tonig
4. You will find money on the gr toda
5. You will buy a lottery ticket and win.
6. It will rain or snow today.
7. You will teleport to Africa today.
8. You will roll a 2 when you roll a dice.
9. You will watch TV today.
10. Your teacher will give you free time today.

Name: _____ 44

Curriculum Connection
D1.3

Describing the Likelihood of Events

Questions Circle the likelihood of the event happening

a) You have a guest speaker today

Certain
Possible
Impossible

b) You will read a book today

Certain
Possible
Impossible

c) Y… …ur today

…ert
Pos…
…le

d) You play in the NHL this year.

Certain
Possible
Impossible

e) You will drink pop today

Certain
Possible
Impossible

f) Y… …ll drink something today.

Certain
Possible
…mpossible

g) It will be dark tonight

Certain
Possible
Impossible

h) You will fly a… …home

Certain
Possible
Impossible

i) You will remember your dream tonight

Certain
Possible
Impossible

j) You will speak to a friend today

Certain
Possible
Impossible

Name: _____ 45

Curriculum Connection
D1.3

Likelihood of Events - Rolling a Dice

Rolling a Dice

A dice has 6 sides. Each side has a number of dots between 1 and 6. When you roll a dice, it is possible you could get any of the numbers from 1-6.

Questions Use these terms to describe the likelihood: Certain, Possible, Impossible

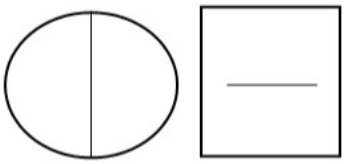
1. What is the likelihood of you rolling a 1?
2. What is the likelihood of you rolling a 5?
3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?
4. What is the likelihood of you rolling a 7?
5. What is the likelihood of you rolling an odd number?
6. What is the likelihood of you rolling a 0?

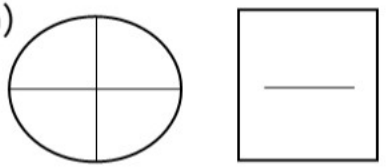
Name: _____ 48

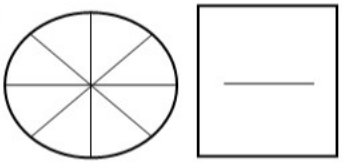
Curriculum Connection
D1.4

Describing the Likelihood - Equally Likely

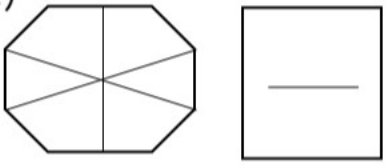
Part 1 Shade in half of the shapes. Write the fraction of shaded in shapes to total shapes

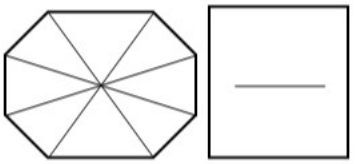
a)  Favourable outcomes / Possible outcomes

b) 

c) 

d) 

e) 

f) 

Part 2 [illegible] half [illegible] numbers below? Write the fraction

Number	[illegible]	Fraction
20		$\frac{10}{20}$
8		
12		
26		
40		
32		
70		

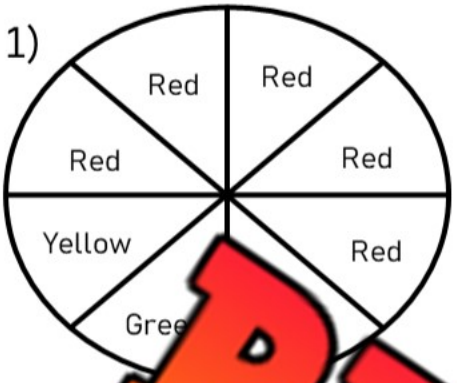
Name: _____ 49

Curriculum Connection
D1.4

Describing Likelihood - Less Likely, More Likely

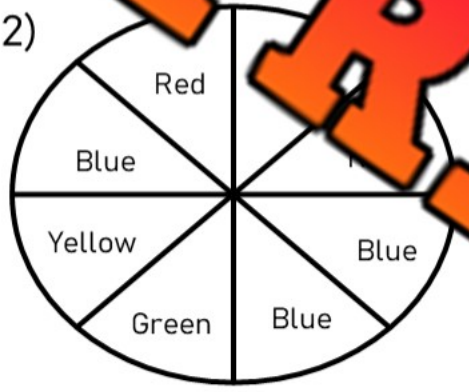
Questions Read the spinner and describe the probability as Less Likely or More Likely. Then write the fraction

1)



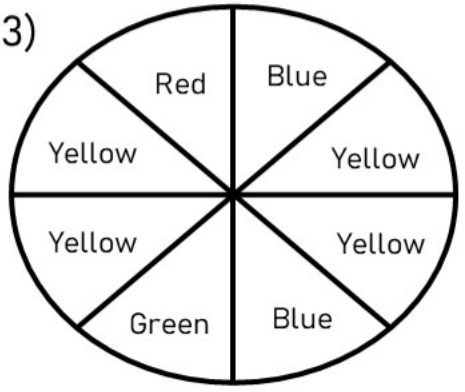
a) Spinning a red is _____	_____
b) Spinning a blue is _____	_____
c) Spinning a blue or red is _____	_____

2)



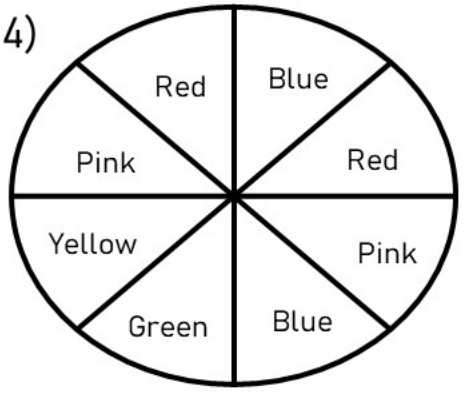
a) ing a red is _____	_____
b) Spinni _____	_____
c) Spinn yello d _____	_____

3)



a) Spinning a red or blu _____	_____
b) Spinning a green is _____	_____
c) Spinning a yellow or red is _____	_____

4)



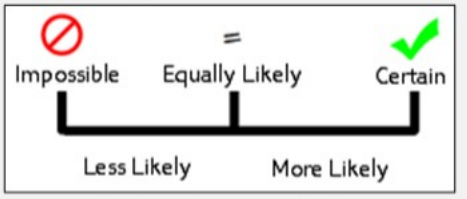
a) Spinning a red or green is _____	_____
b) Spinning a blue, pink, or red is _____	_____
c) Spinning a green or pink is _____	_____

Name: _____ 50

Curriculum Connection
D1.4

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:
impossible, unlikely, equally likely, likely, certain



Impossible = Cannot happen
Less Likely = Will probably not happen
Equally likely = There is an equal chance it could happen and that it won't happen
More Likely = Will probably happen
Certain = Will definitely happen

Question: Use terms to describe the likelihood of the events below

1) You will have ice cream tonight 	
2) You will drink water today	
3) You will play on an electronic 	
4) You will win the lottery today	
5) You will see an alien today 	
6) You will ride in a vehicle today	
7) You will sleep tonight 	
8) You will eat chips today	
9) You will go swimming today 	
10) You will play a sport today	

Name: _____ 51

Curriculum Connection
D1.4

Describing the Likelihood of Events

Cookie Jar

There were 12 cookies in a cookie jar. 7 of the cookies were chocolate chip (cc), 2 were oatmeal raisin (or), and 3 were double chocolate (dc).

Questions Write the fraction for each of the situations below. Then circle the probability

1. What is the likelihood of you picking out a double chocolate cookie?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

2. What is the likelihood of you picking out a chocolate chip cookie?

Impossible | Less Likely | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{12}{12}$

Fraction: _____

3. What is the likelihood of you picking out an oatmeal raisin cookie?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$

Fraction: _____

4. What is the likelihood of you picking out a chocolate chip cookie or an oatmeal raisin cookie?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

5. What is the likelihood of you picking out an oatmeal raisin cookie or a double chocolate cookie?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{12}$ $\frac{3}{12}$ $\frac{6}{12}$ $\frac{9}{12}$ $\frac{12}{12}$

Fraction: _____

Name: _____ 52

Curriculum Connection
D1.4

Describing the Likelihood of Events - Probability Line

Questions Write the fraction for each of the situations below. Then circle the probability

1) It has rained 6 out of the last 8 days. What is the probability it will rain tomorrow?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{100}$ $\frac{50}{100}$ $\frac{75}{100}$ $\frac{100}{100}$

Fraction _____

2) Ste… …out of 16. What is the probability he will make his next shot?

Impossible | Less … | …Chan… | More Likely | Certain

$\frac{0}{100}$ $\frac{25}{100}$ $\frac{100}{100}$

Fraction _____

3) Heather hits 5 out of 10 balls in baseb… …bability she will hit the next ball?

Impossible | Less Likely | Even Chance | More… | …

$\frac{0}{100}$ $\frac{25}{100}$ $\frac{50}{100}$ $\frac{75}{100}$ $\frac{100}{100}$

…ction _____

4) Ryan is flipping a coin. What is the probability she gets a tails on…

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{100}$ $\frac{25}{100}$ $\frac{50}{100}$ $\frac{75}{100}$ $\frac{100}{100}$

Fraction _____

5) In a box of 4 chocolates, 3 are caramel. What is the probability you will get a caramel?

Impossible | Less Likely | Even Chance | More Likely | Certain

$\frac{0}{100}$ $\frac{25}{100}$ $\frac{50}{100}$ $\frac{75}{100}$ $\frac{100}{100}$

Fraction _____

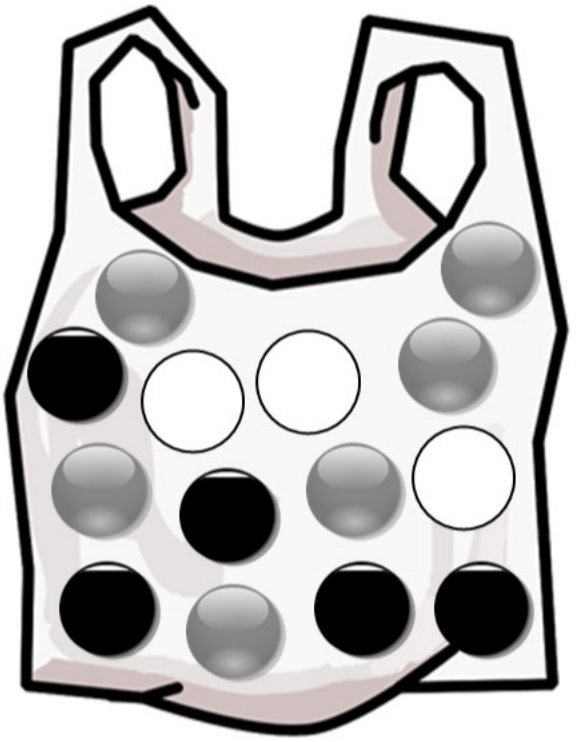
Name: _____ 54

Curriculum Connection
D1.4

Describing the Likelihood of Events

Marbles

There are 14 marbles in a bag.
What is the likelihood of you pulling out a white, grey, or black marble?



Frequency Table Fill in the frequency table below

Marble	Frequency
Black	
Grey	
White	

Questions Describe the likelihood and write the fraction
(impossible, less likely, equally likely, more likely, certain)

1. What is the likelihood of pulling out a black marble? ____
2. What is the likelihood of pulling out a grey marble? ____
3. What is the likelihood of pulling out a white marble? ____
4. What is the likelihood of pulling out a black, white, or grey marble? ____
5. What is the likelihood of pulling out a black or white marble? ____
6. What is the likelihood of pulling out a green marble? ____

Name: _____ 55

Unit Quiz - Probability

Questions Circle the likelihood of the event happening

a) You will eat today.

Certain
Possible
Impossible

b) The sun will rise tomorrow morning.

Certain
Possible
Impossible

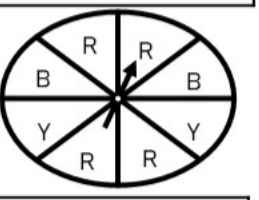
c) You [illegible]day.

Certain
Pos[illegible]
Im[illegible]

d) You will sleep today.

Certain
Possible
Impossible

Part 2 Read the spinner and circl[illegible] of each scenario. Then write the f[illegible]



1) What is the likelihood of landing on a red[illegible]

Impossible — Less Likely — Even Chance — M[illegible] — [illegible]rtain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$

2. What is the likelihood of landing on a blue part?

Impossible — Less Likely — Even Chance — More Likely — Certain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{8}{8}$

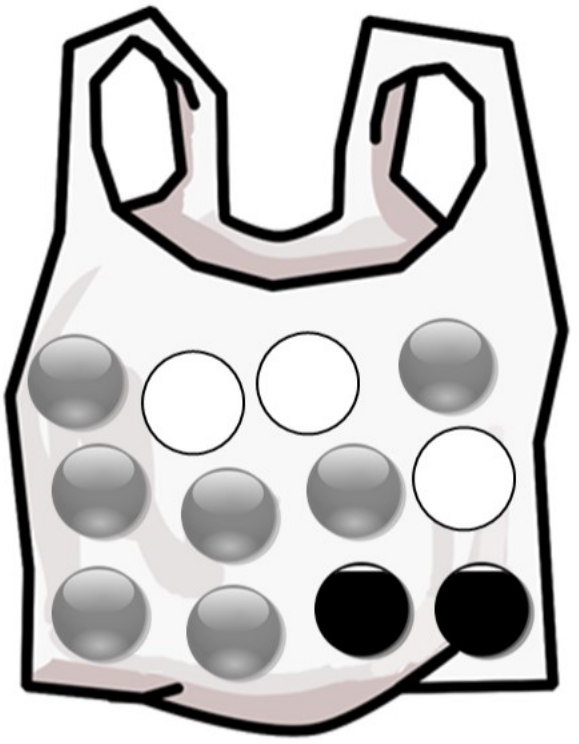
3. What is the likelihood of landing on a red or yellow part?

Impossible — Less Likely — Even Chance — More Likely — Certain — Fraction

$\frac{0}{8}$ $\frac{2}{8}$ $\frac{4}{8}$ $\frac{6}{8}$ $\frac{8}{8}$

Marbles

There are 12 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Frequency Table

Fill in the frequency table below

Marble Colour	Frequency
B[illegible]	
[illegible]	
[illegible]hite	

Questions

Des[illegible]e probability and write the fraction
[illegible]ly, equally likely, more likely, certain)

1. What is the likelihood o[illegible] out [illegible]rble? ____

2. What is the likelihood of pulling out a grey [illegible]le? ____

3. What is the likelihood of pulling out a white marble? ____

4. What is the likelihood of pulling out a black, white, or grey marble? ____

5. What is the likelihood of pulling out a black or white marble? ____

6. What is the likelihood of pulling out a green marble? ____