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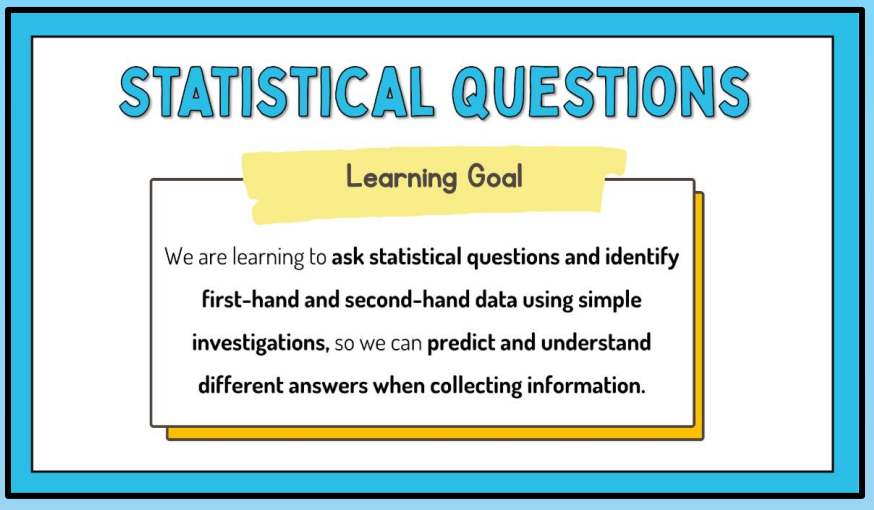
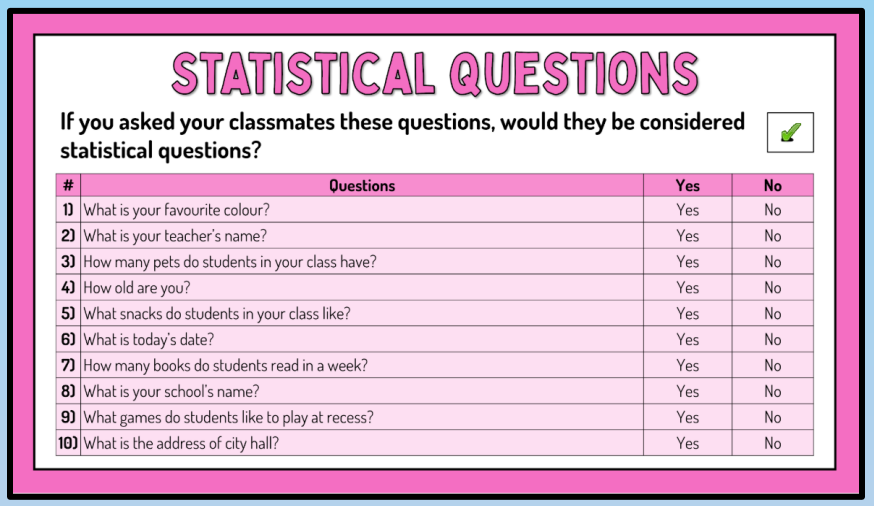
Google Slides Lessons Preview

Alberta Math Curriculum
Statistics– Grade 3

3-Part Lesson Format

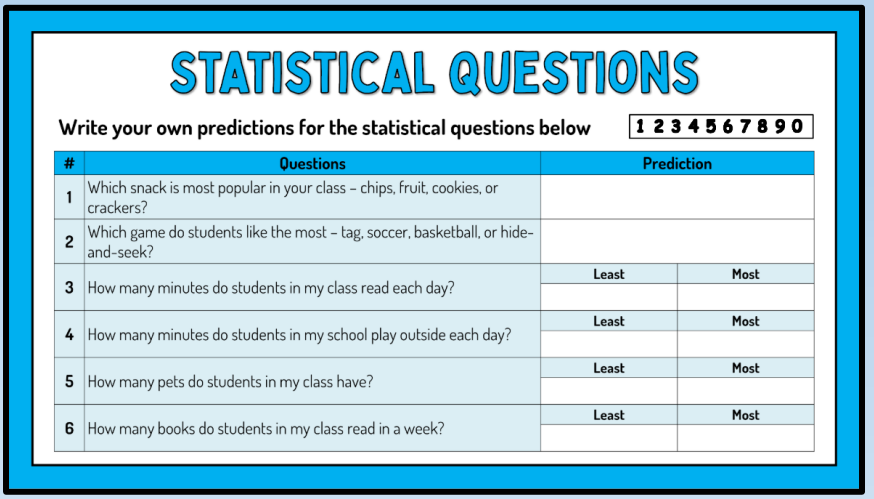
Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!



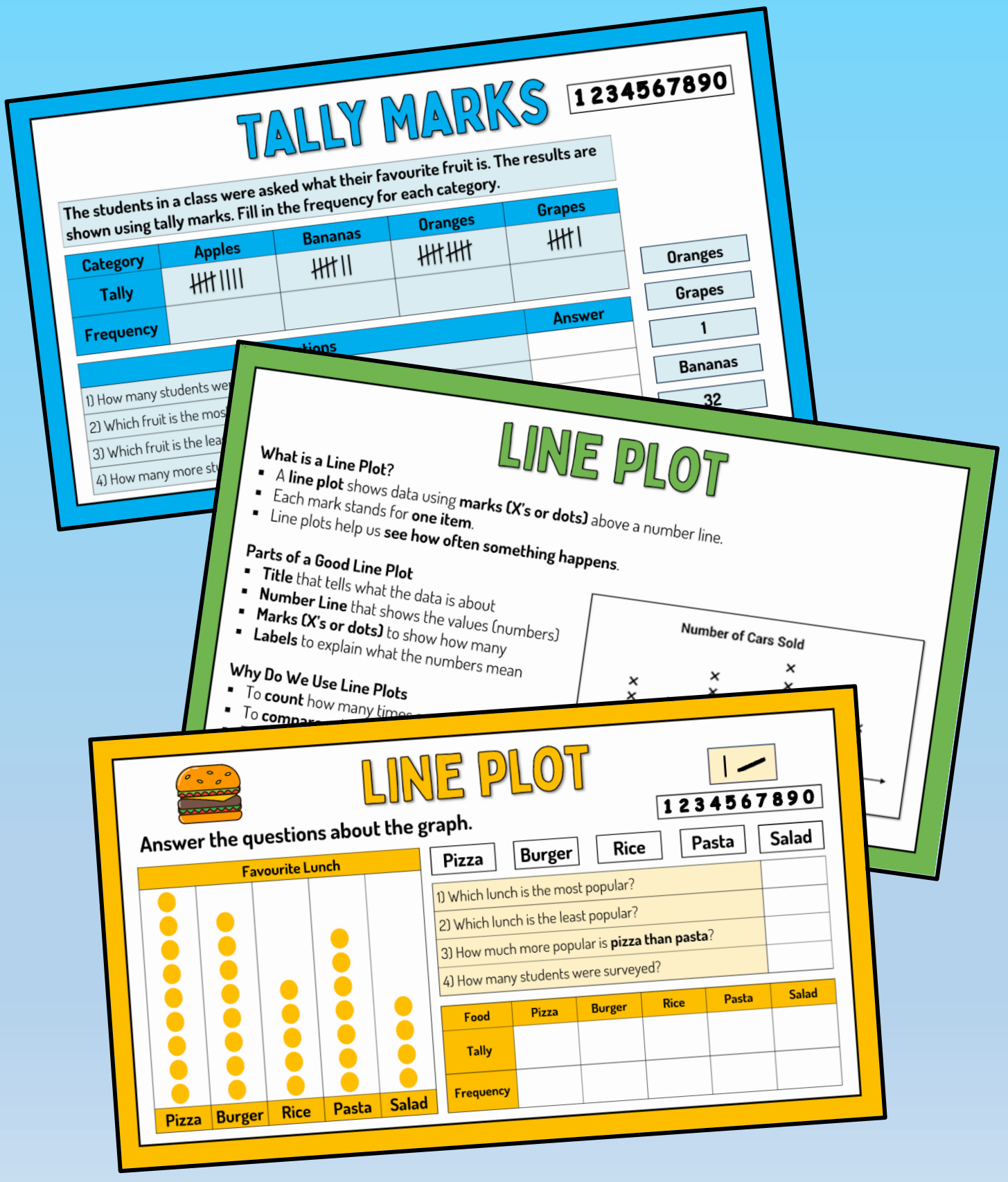


Part 2 – Action!
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

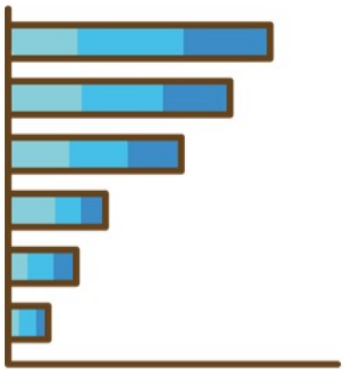
Part 3 – Consolidation!
- Exit Cards
- Quizzes
- Reflection
- And More!



Alberta Math Curriculum Statistics– Grade 3

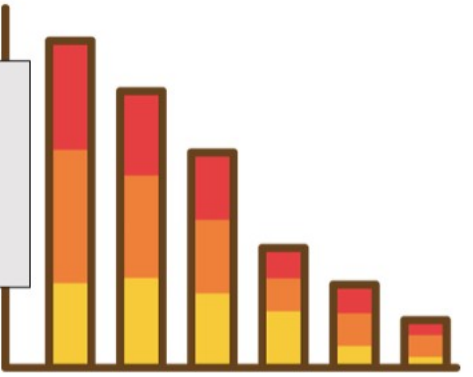


Alberta Math Curriculum
Statistics– Grade 3

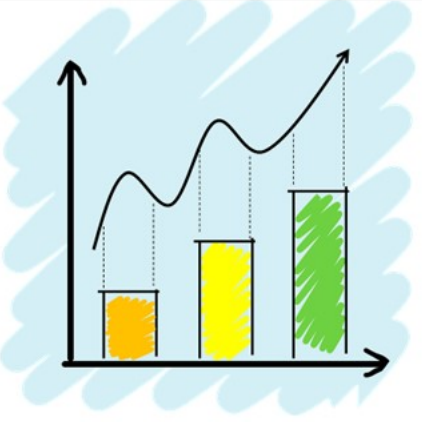


Grade 3

Statistics



	Curriculum Expectations	Pages
S.1	Students interpret and explain representations of data. • Formulate statistical questions for investigation. • Predict the answer to a statistical question. collection of data in relation to a statistical question. • Examine First Nations, Métis, or Inuit representations of data. • Consider possible answers to a statistical question based on the data collected.	48



Name: _____ 5

Curriculum Connection
S.1

What is a Statistical Question?

When we ask a statistical question, we can collect data that answers that question.
A **statistical question** is a question that could have more than one answer.
A statistical question **is not** a question that has only one answer.
Statistical questions can have numbered answers or worded answers.

Not a Statistical Question	Statistical Questions
1) How m dogs do you have? (o answer)	1) How many dogs do the students in grade 3 have? (could have many different answers)
2) Wha colour?	2) What is the favourite colour of 3rd graders? (could have many different answers)

Practice

Is the question a statistical question – yes or no?

Question	Yes	No
1) How much did Steven pay for his m	Yes	No
2) Which colours are most popular for grade 3 ents?	Yes	No
3) How many times have the students in grade t nada?	Yes	No
4) How many times have you left Canada?		No
5) How many steps do the grade 3's take each day?	es	No
6) How many steps did your teacher take today?	Yes	No
7) How many organized sports do the teachers at your school play?	Yes	No
8) How many seconds does it take Emma to run the 100 m race?	Yes	No
9) How many seconds does it take for the grade 3s to run 100 m?	Yes	No
10) How many treats do the students in your school eat a day?	Yes	No

Name: _____ 6

Curriculum Connection
S.1

Writing Statistical Questions

When we write a statistical question, we need to think about what we want to learn and who we want to learn about. Who we ask our statistical question is our population.

Subject	Population	Question
Hockey	The Calgary Wolves Atom Team	How many goals have each player on the Calgary Wolves Atom hockey team scored?
Video Gam	udents in my ss	Which video game system do the grade 3's like the best – PlayStation, Nintendo, or Xbox?

Practice ur statistical questions about the subjects below

Subject	Who w ask?	Question
1) School		
2) Sports		
3) Food		
4) Movies		
5) Computers		

Name: _____ 7

Curriculum Connection
S.1

Statistical Questions - Predictions

When we create our own statistical questions, we should have a prediction or guess as to what the results will be. This prediction will either verify our understanding or teach us something new about our population.

Question	Prediction
How long does it take the students in grade 3 to get to school?	Least – 5 minutes Most – 30 minutes

Practice – Write your own predictions for the statistical questions below

	Prediction	
1) Which drink is the most popular in my class – milk, juice, water, pop, chocolate milk?		
2) Which subject does your class like best – math, science, language, art or gym?		
3) How many minutes do students in my class watch shows/movies each day?	Least	Most
4) How many minutes do the teachers at my school watch shows/movies each day?	Least	Most
5) How many fruits or vegetables do students in my class eat each day?	Least	Most
6) How many fruits or vegetables do teachers in my school eat each day?	Least	Most

Name: _____ 10

Curriculum Connection
S.1

First-Hand vs Second-Hand Data

First-Hand Data
Data that you have collected yourself

Example
- asking your classmates their favourite food

Second-Hand Data
Data that has been collected by someone else

Example
- How much rainfall landed in Saskatoon in May

Part 1 — d the description and circle if it is first-hand or second-hand data

1) Yo goals per game in the playoffs last year and g he data	First-Hand Second-Hand
2) You measure t ts of your class	First-Hand Second-Hand
3) You measure the snow in y ea week	First-Hand Second-Hand
4) You look up how much snow fell each day in De er	First-Hand Second-Hand
5) You record how many minutes you play video games	irst-Hand Hand
6) You look up the distances from your house to different countries around the world	nd ond-Hand

Part 2 — Write your own first-hand and second-hand data description below

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

Curriculum Connection
S.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

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

1) You interview your classmates to find out their favourite movies.	First-Hand / Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____

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

1) You interview your classmates to find out their favourite movies.	First-Hand / Second-Hand
2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____

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

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2) You research the average temperature in your city over the past decade using online resources.	First-Hand / Second-Hand
3) You analyze the scores from your school's basketball team for the past season.	First-Hand / Second-Hand
4) You take photos of different types of leaves you find in your neighbourhood and classify them.	First-Hand / Second-Hand

Name: _____ 12

Curriculum Connection
S.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: _____ 13

Curriculum Connection
S.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.

Example

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

Practice Wr estio u could look up to gather second-hand data

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

Name: _____ 14

Curriculum Connection
S.1

Tally Marks

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

Part 1 Count the tally marks

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Part 2 Draw tally marks that match the number

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

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

8 _____	13 _____	14 _____

Name: _____ 15

Curriculum Connection
S.1

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.

Catego	Football	Hockey	Basketball	Soccer
Ta	𝍸 |	𝍸 𝍸 |	𝍸	𝍸 ||
Frequ cy				

a) How many peo ere class? _____

b) Which sport is the mo r in _____

c) Which sport was the least popula lass? _____

d) How many more people liked hockey than b ball? _____

Part 2 Fill in the table by drawing the tally m ed on equency

2. Henry asked his friends what food they liked the best. He rgo s, but he wrote down the frequency. Help him fill in the table by dra arks.

Category	Pizza	Sandwich	Hot Dogs	French 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: _____ 16

Curriculum Connection
S.1

Activity Title: Tally Mark Nature Walk

Objective

What are we learning about?

Students will learn to use tally marks to count and record data by observing and tallying specific natural objects they find outdoors.

Materials

What you will need for the activity.

- C[illegible]rus or s[illegible]faces for writing
- Pape[illegible]with th[illegible]table printed on it
- Pencils
- Optional: ma[illegible]glasse[illegible]gs for collecting items

Instructions

How you will comp[illegible]acti[illegible]

1. Start by explaining what tally marks are an[illegible]hey c[illegible]d to count objects efficiently.
2. Take the class outside for a nature walk around the [illegible]rd o[illegible]arby park.
3. Give each student a clipboard with the recording table printed [illegible] Optionally, provide magnifying glasses and small bags for colle[illegible]g
4. Instruct students to look for specific items such as red flowers, round rocks, pine cones, feathers, acorns, and four-leaf clovers. They should use tally marks to record how many of each item they find in the table.
5. Allow students to explore and tally their findings for a set amount of time, like 15-20 minutes.
6. After the exploration, gather the class and have students share their findings. Record the results on a large sheet of paper or a whiteboard using tally marks.
7. Discuss the different quantities of items found and compare results among the students.

Name: _____ 17

Curriculum Connection
S.1

Observations Fill in the table below while walking around your natural environment

Item	Tally Marks	Total Count
Red Flowers		
Round		
Pine Cone		
Feathers		
Acorns		
Four-leaf Clovers		
Spider Webs		
Ant Hills		
Animal Tracks		

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ______________________

Fill in the tally table below

[illegible]ite Subject		
Su[illegible]	Ta[illegible]	Frequency
Ma[illegible]	~~IIII~~[illegible]	
Science		[illegible]
English		9
Gym	~~IIII~~ ~~IIII~~ ~~IIII~~ II	[illegible]
Music		24

Name: ______________________

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	~~IIII~~ ~~IIII~~ III	
Science		16
English		9
Gym	~~IIII~~ ~~IIII~~ ~~IIII~~ II	
Music		24

Name: ______________________

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math	~~IIII~~ ~~IIII~~ III	
Science		16
English		9
Gym	~~IIII~~ ~~IIII~~ ~~IIII~~ II	
Music		24

Nam[illegible]

Fill in the [illegible]abl[illegible]

Favourit[illegible] Su[illegible]		
Subject	Tallies	Frequency
Math	~~IIII~~ ~~IIII~~ III	
Science		16
English		9
Gym	~~IIII~~ ~~IIII~~ ~~IIII~~ II	
Music		24

Survey Using Tally Marks

Directions Survey your classmates using the statistical question below using tally marks

Statistical Question: What is the most popular pet in our class?					
Category	**Math**	**Science**	**Gym**	**Art**	**Social Studies**
Tally					
Frequency					

Interpret What story does the data tell you?

a) How many classmates participated in the survey? ____________________

b) Which pet is the most popular? ____________ Least popular: ____________

c) What did you learn about the data?

____

____

____

d) What other pet could you include?

____

e) If you asked the rest of your school, which category do you think would be most popular? Explain.

____

____

____

Name: _____ 20

Curriculum Connection
S.1

Survey Using Tally Marks

Directions	Create your own statistical question and tally the results

Statistical Question:

Category					
T					
Frequency					

a) How many friends parti[illegible] in [illegible] _____

b) What did you learn about the dat[illegible]

_____

_____

_____

c) Would an "other" category have helped you get better data? Exp[illegible]

_____

_____

d) If you asked the rest of your school, which category do you think would be most popular? Explain.

_____

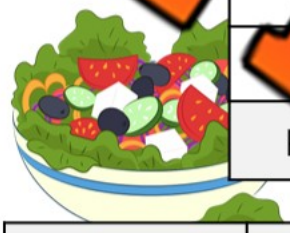
_____

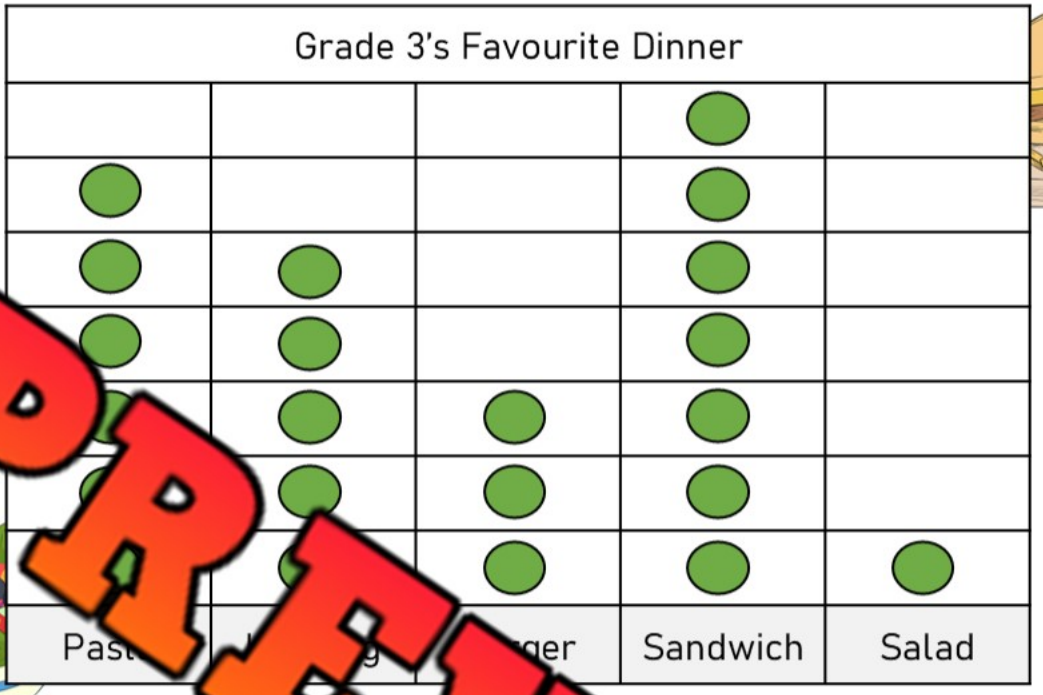
_____

Name: _____ 21

Curriculum Connection
S.1

Reading a Line Plot – Favourite Dinner





Dinner	Pasta			Sandwich	Salad
Frequency					

Questions Read the line plot and answer the questions.

a) Write the statistical question for the graph?

b) Which dinner was the most popular?

c) Which dinner was the least popular?

d) How many total people were asked the survey question?

e) How many more people like hot dogs than salad?

f) Put the dinner options in order of least popular to most popular.

_____

_____

Curriculum Connection
S.1

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

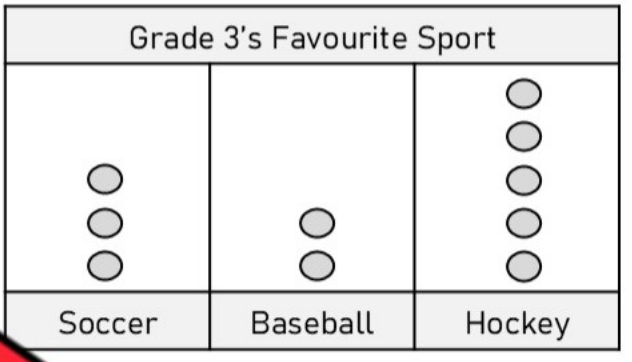
Name: _____

Read the line plot and answer the questions

Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

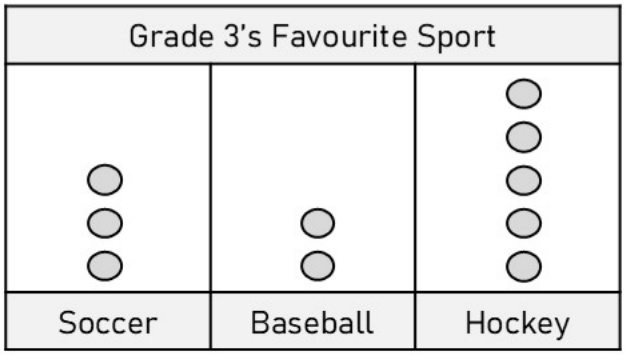
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

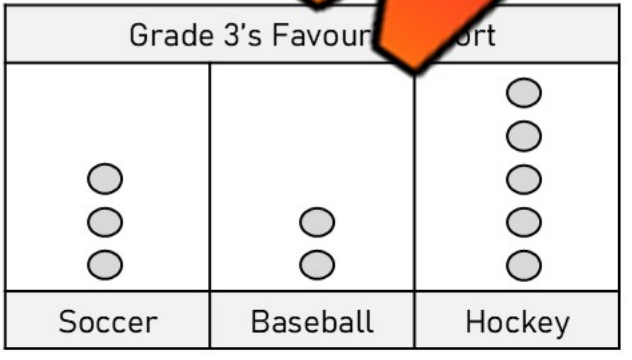
Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

Name: _____

Read the line plot and answer the questions



Dinner	Soccer	Baseball	Hockey
Frequency			

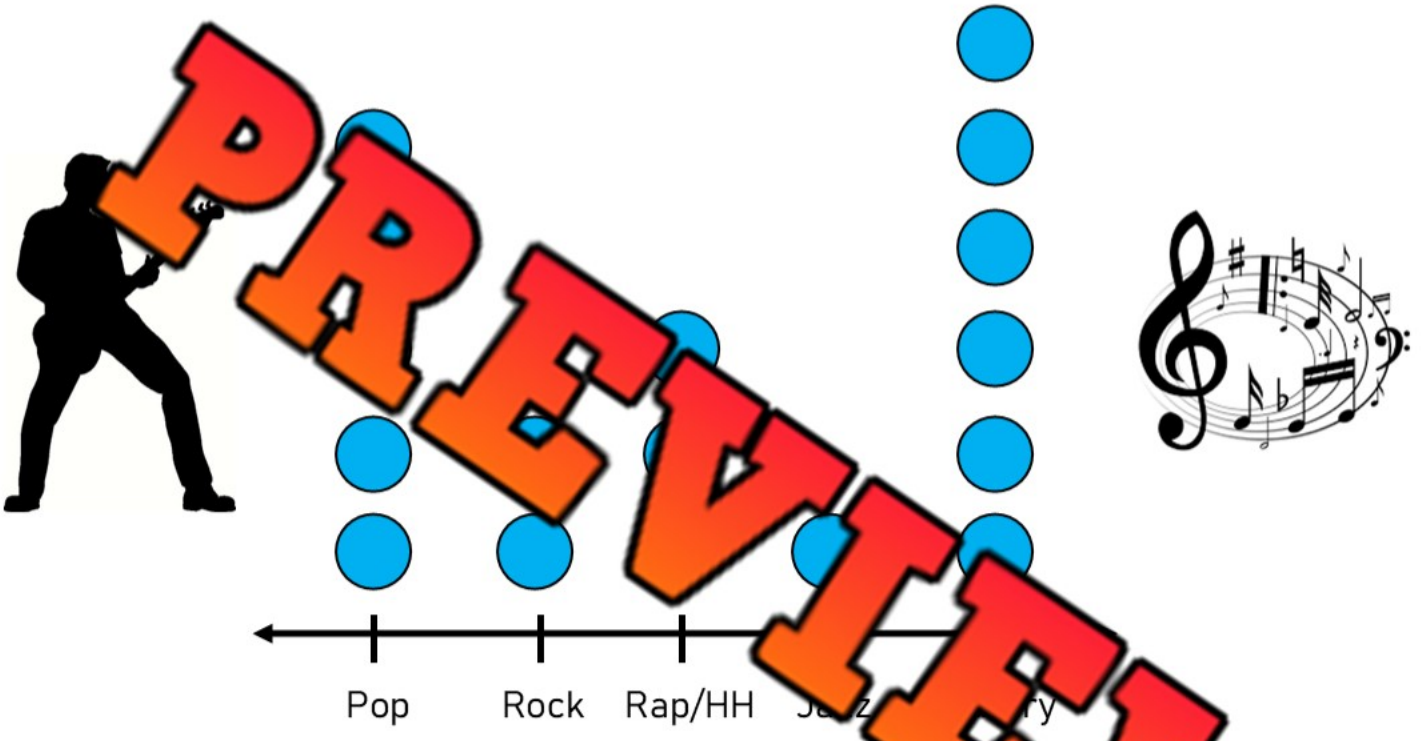
Name: _____ 23

Curriculum Connection
S.1

Reading a Line Plot – Music Genres

Part 1 Read the line plot below and answer the questions

An online survey asked people what their favour music genre is. The results have been displayed below in a line plot.



Part 2 Fill in the frequency table below

Category	Pop	Rock	Rap/Hip Hop	Jazz	Country
Tally					
Frequency					

1) Which genre of music is the most popular? _____ Least popular: _____

2) How much more popular is country than rock? _____

3) How many people were surveyed? _____

Name: _____ 24

Curriculum Connection
S.1

Creating a Line Plot – Favourite Colour

Questions	Survey your class and use the data in a line plot

Survey Question: What is your favourite colour?
Instructions – When a classmate tells you their favourite colour, put a dot in the box above the colour

Grade 3's Favourite Colour					
Red	**Blue**	**Green**	**Pink**	**Purple**	**Orange**

1) Which colour is the most popular?	
2) Which colour is the least popular?	

Name: _____ 25

Curriculum Connection
S.1

Creating a Line Plot - Hobby

Questions	Survey your class and use the data in a line plot

Survey Question: What is your favourite hobby?

Instructions – Use tally marks to record the answer to the survey question.

Catego	Reading	Computer	Gaming	Playing Outside
T				
Frequency				

Title:

Reading	Computer	Gaming	Playing Outside

Name: _____ 26

Curriculum Connection
S.1

Creating a Line Plot

Questions	Survey your class and use the data in a line plot

Statistical Question: _____

Category					
Tally					
Fre					

Title:

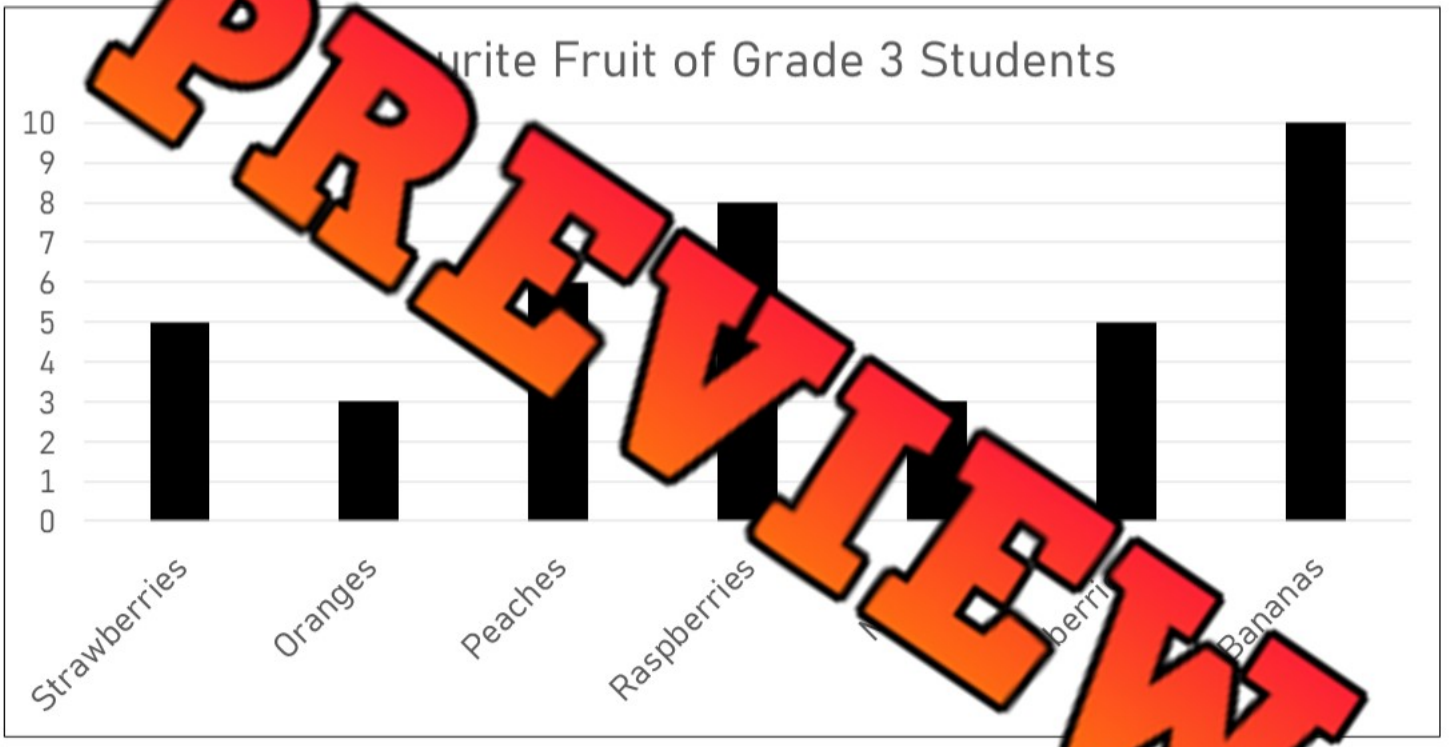
Name: _____ 27

Curriculum Connection
S.1

Why We Use Graphs

Luca wanted to know which fruit was most popular in his class. He collected data and displayed it in the bar graph below.

Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas
𝍸	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸



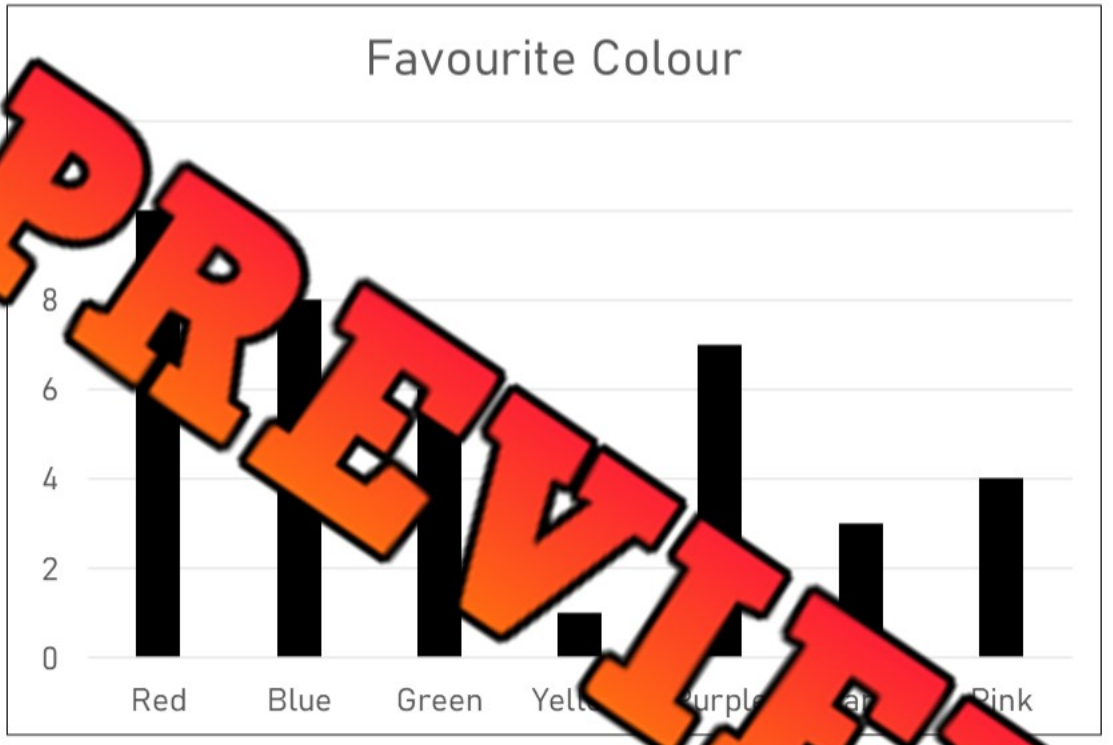
a) Which fruit was the most popular?		
b) How many students liked bananas more than oranges?		
c) Does the graph and table show the same data?	Yes	No
d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?	Graph	Table
e) What are the benefits of using a graph?		
_____ _____		

Name: _____ 28

Curriculum Connection
S.1

Vertical Bar Graph – Favourite Colour

The students in grade 3 were asked which colour was their favourite. The results of the survey have been displayed in the bar graph below.



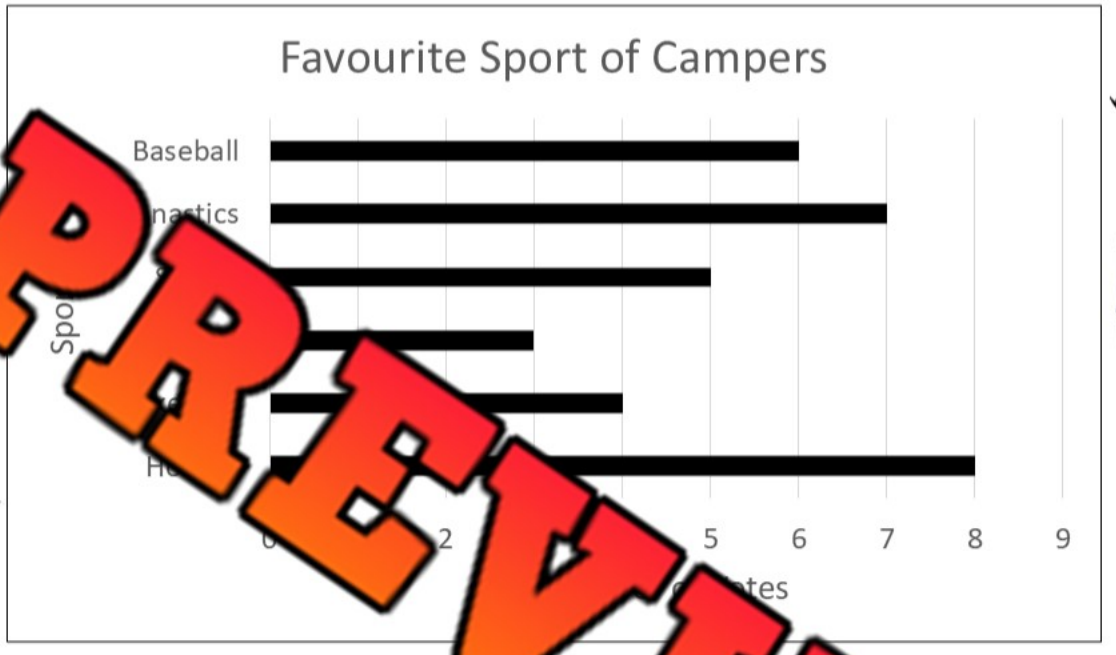
a) Which colour was most popular?	
b) Which colour was the least popular?	
c) How many people chose yellow as their favourite?	
d) How many people like red and blue the best?	
e) How many more people like red than orange?	
f) What two colours add up to the amount of red?	
g) How many people were surveyed?	

Name: _____ 29

Curriculum Connection
S.1

Horizontal Bar Graph – Favourite Sport

The kids at camp were asked which sport they liked the best. They surveyed each kid and displayed the results in a horizontal bar graph.

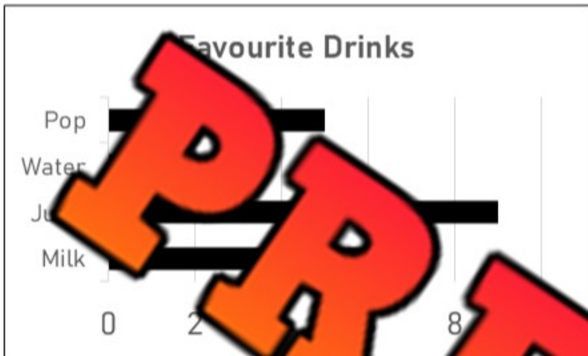


a) Which sport was most popular?	
b) Which sport was the least popular?	
c) Who is the population that was surveyed?	
d) How many kids liked basketball and soccer the best?	
e) What is the title of the y-axis ↑ ?	
f) What is the title of the x-axis → ?	
g) What is the title of the graph?	
h) How many kids were surveyed?	
i) What is the statistical question for this graph?	

Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: ______________________



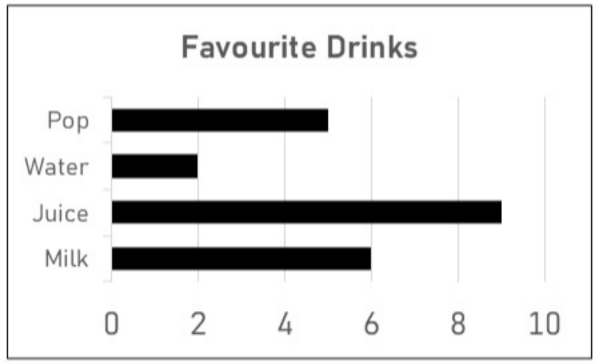
1) Which category of drink is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



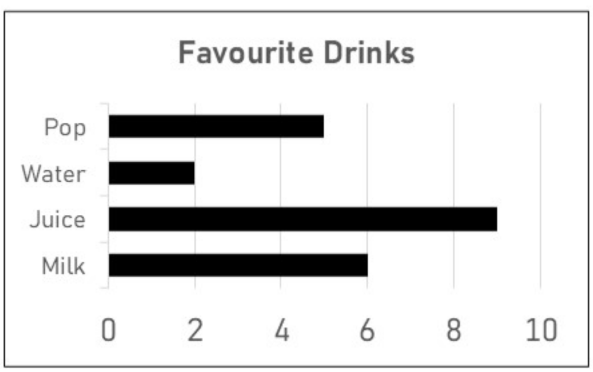
1) Which category of drink is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



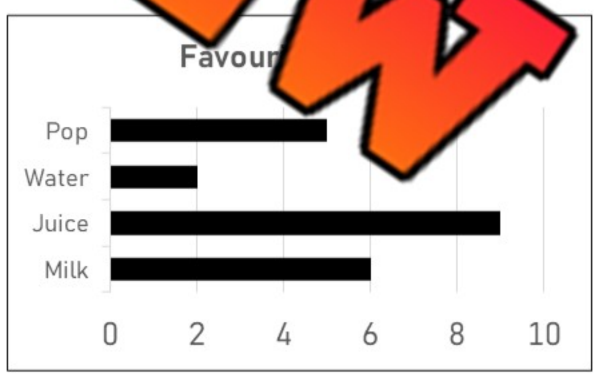
1) Which category of drink is most popular?

____

2) How many people were surveyed?

____

Name: ______________________



1) Which category of drink is most popular?

____

2) How many people were surveyed?

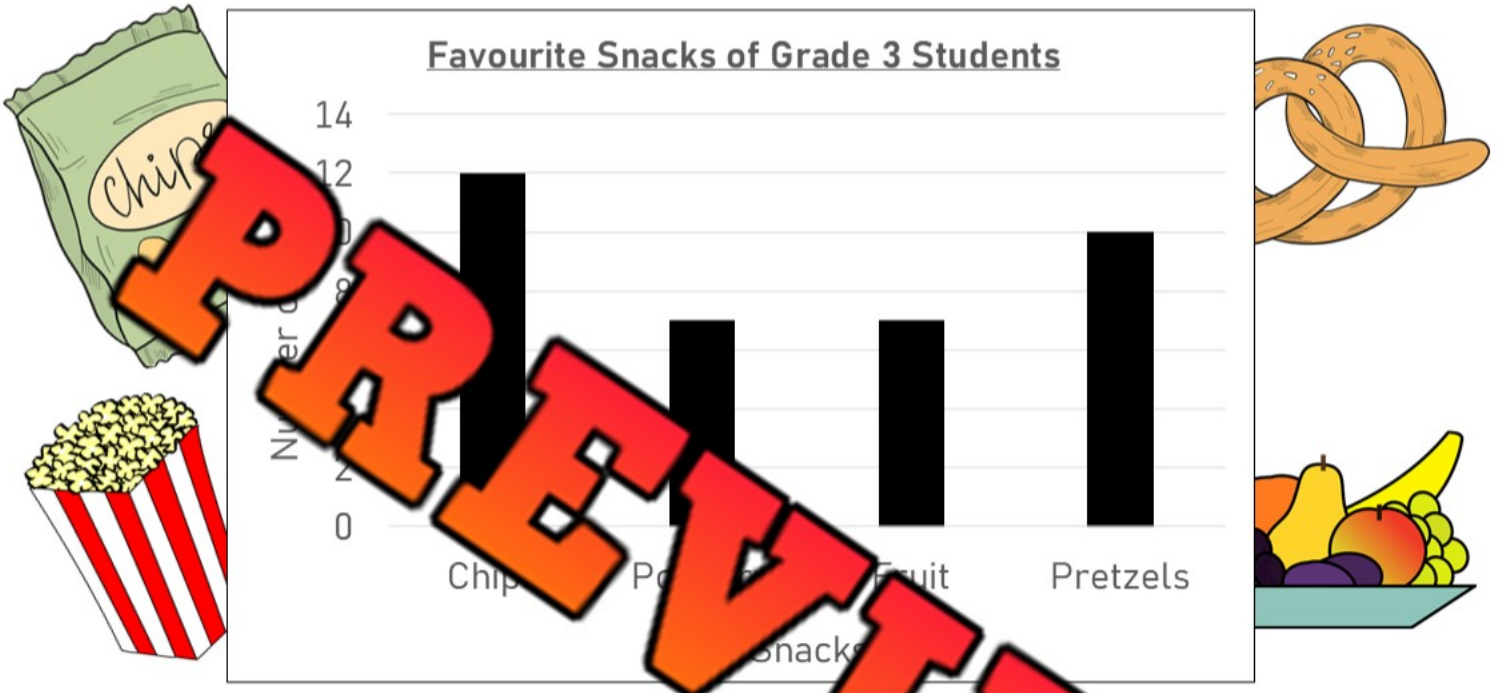
____

Name: _____ 31

Curriculum Connection
S.1

Reading a Bar Graph – Favourite Snack

Roger asked his grade 3 classmates what their favourite snack was. He gave them four options. His results are below.



a) Which snack was most popular?	
b) Which snack was the least popular?	
c) How many more kids chose chips than fruit?	
d) How many kids liked popcorn and fruit together?	
e) Roger thinks chips were more popular than popcorn and fruit put together. Is he correct?	
f) What other snack options could he have included?	
g) How many kids were surveyed?	
h) What is the statistical question for this graph?	

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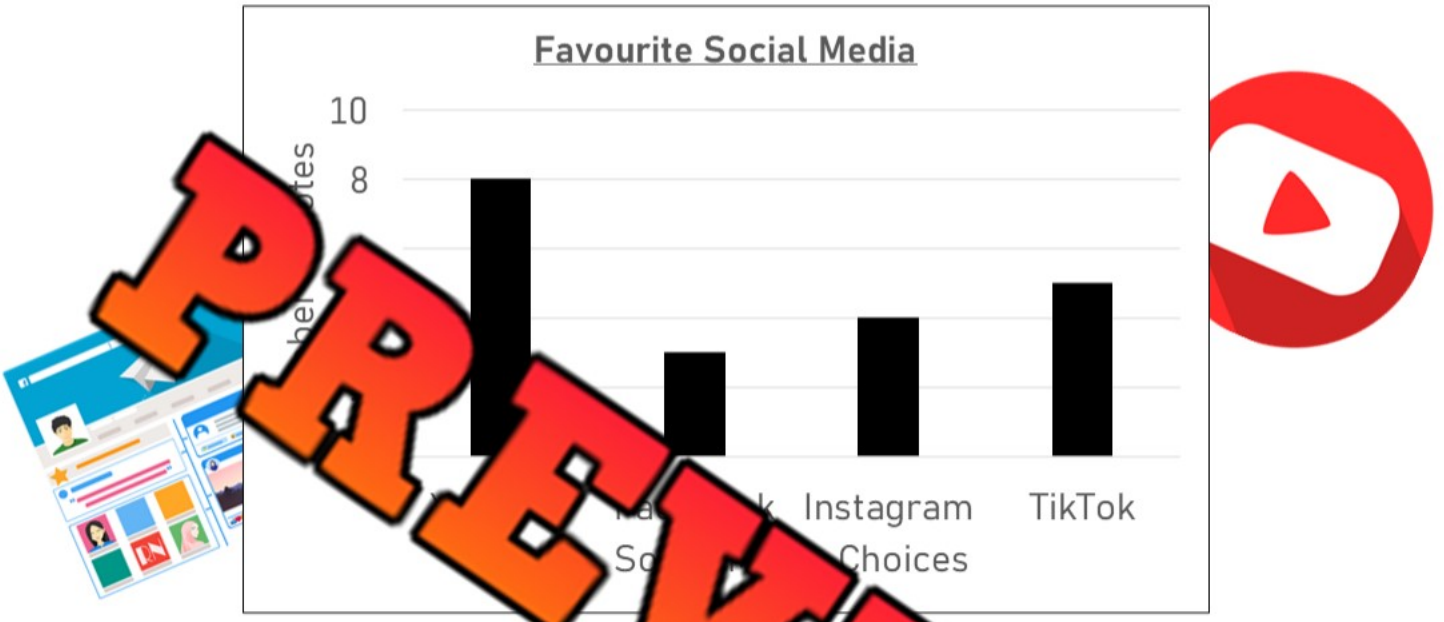
Surveying a Suitable Representation

Bella wants to know what the most popular social media app is at her school. She decides to ask 20 students from her grade 3 class.



a) Which social media was the most popular?

b) Did Bella find out which social media was the most popular in the school? Explain.

c) Who should she have asked if she wanted to know what the most popular social media app was in her <u>entire school</u>?

d) If she only wanted to survey around 20 kids in total, how could she do it so that she still found out what the most popular app was in the whole school?

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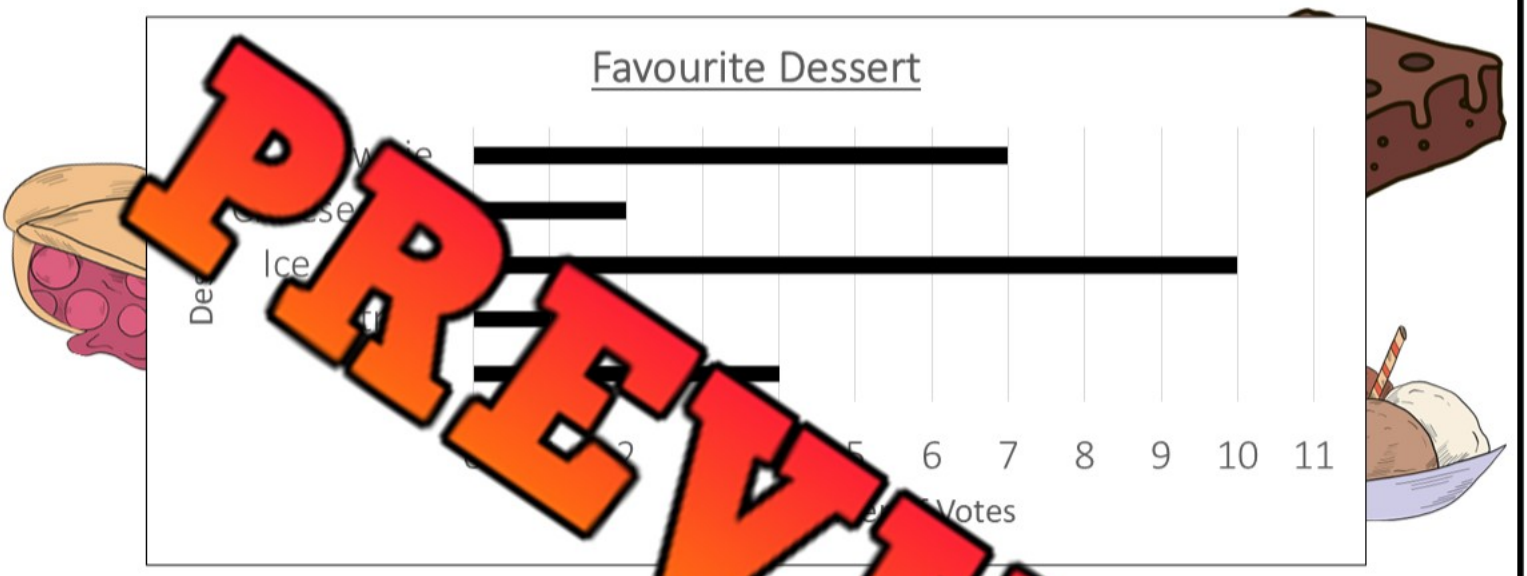
Surveying a Suitable Representation

Liam is a restaurant owner who wants to find out which dessert is the most popular so he can know what to serve at his restaurant. His restaurant serves mostly seniors who are 65 years old or older.
To collect his data, Liam goes to a skatepark and asks 25 people there. His data has been displayed in a bar graph below.



a) Which dessert should Liam serve at this r ant a o his data?

b) Did Liam find out which dessert seniors preferred? wh

c) Where could Liam have gone to complete his survey? Why would your choice of location be better?

d) Why is it important to pay attention to who you are surveying when you are collecting data?

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Curriculum Connection
S.1

Sampling a Population

What is a Population?

A **population** is all the people that fit a particular description. For example, students in Alberta is a population that would include all the st Alberta. Another example could be grade 3 students at your scho just your class, or other grade 3 classes in your school as well.

we more about a population, we can survey them. This m we ask t estions. The answers we receive will be data we can us lea the population.

Sampling a Population

When we want to know something about a popu is easi ask a sample of the population instead of asking everyone within tha opu ple, if we wanted to know which drink the kids in your school liked the best, we could ask 5 students from each class, instead of asking every single student.

Sampling a population saves us a lot of time and money. It works well if we sample the population correctly. When we choose just a sample of the population, we should do it randomly. A bad sample would be only asking 5 friends in each class or only asking 5 girls in each class.

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Sampling a Population

Questions Write a sample of the population that would not be a good representation of the population

Population	Survey Question	Bad Sample
Pet Owners in Alberta	What is the best pet?	Cat owners in Alberta
Parents	Which sport is best for kids?	Parents at a hockey arena
Students	ch city is the best?	
University Students Alberta	Whi the est?	
Kids who own video games	Whi eo system is the	
Kids in Alberta	Which sports store is the best?	
Teachers in Alberta	Which school is the best in Alberta?	

Questions Write a good sample of the population

Population	Survey Question	Good Sample
Students at your school	Best subject in the school	
Teachers in your city	Favourite grade to teach	
Kids between 8-12 years old	Favourite sport	

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Curriculum Connection
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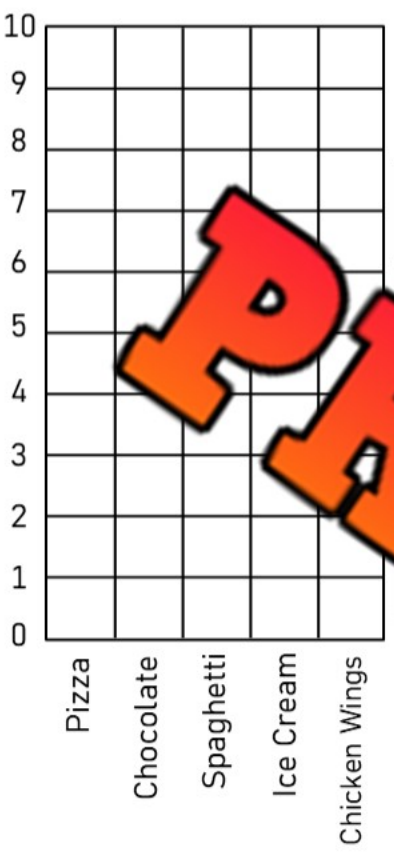
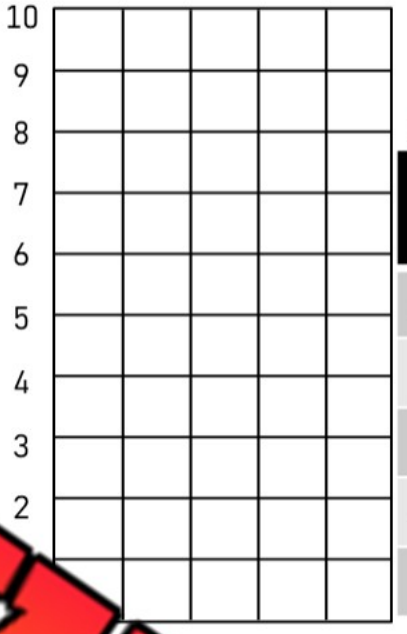
Drawing Bar Graphs

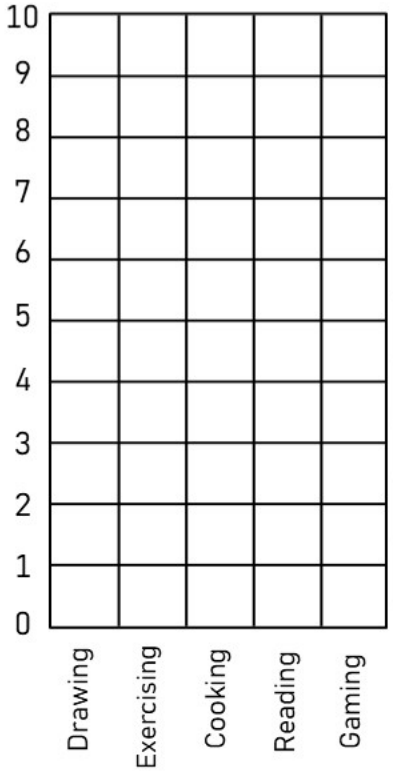
Questions | Draw the bars for each of the bar graphs below



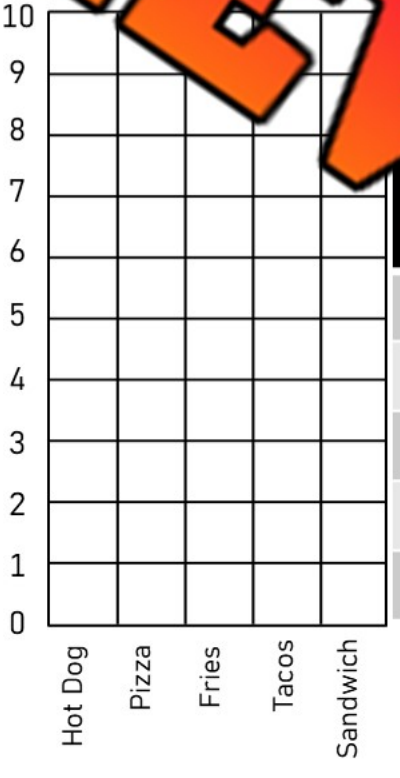
Favourite Food	# of votes
Pizza	9
olate	4
net	6
e Crea	
W	



Player	# of points
Jake	3
Nathan	1
Courtney	7
Ashley	6
Luke	10



Favourite Hobby	# of votes
Drawing	9
Exercising	5
Cooking	5
Reading	8
Gaming	2



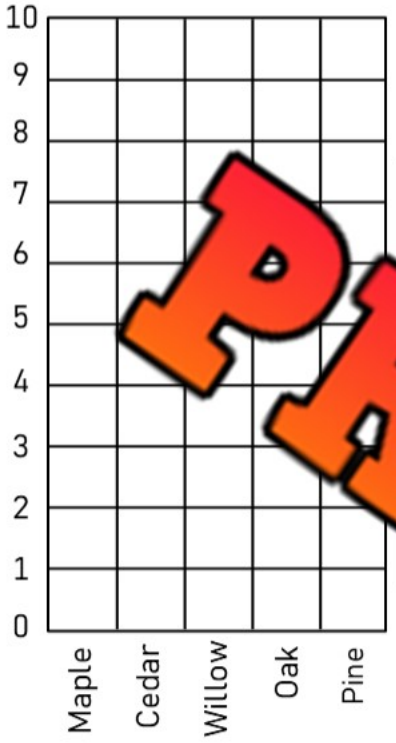
ite od	# of votes
Hot Dog	1
Pizza	3
Fries	5
Tacos	7
Sandwich	9

Name: _____ 40

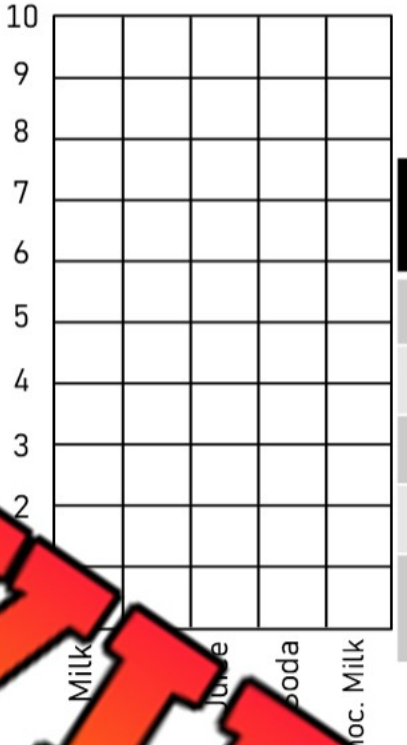
Curriculum Connection
S.1

Drawing Bar Graphs

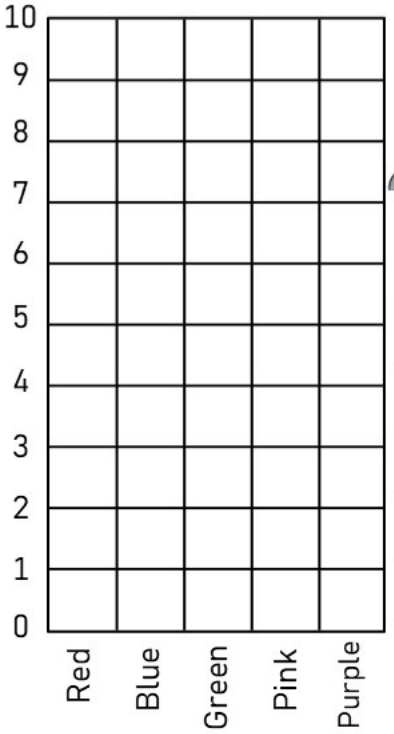
Questions | Draw the bars for each of the bar graphs below



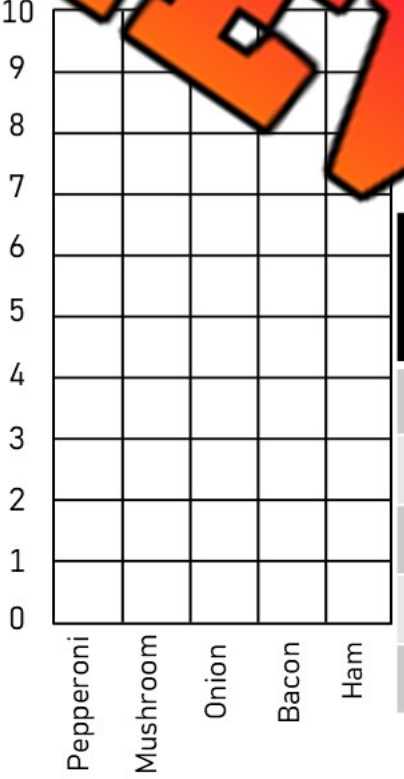
Favourite Tree	# of votes
ple	2
r	5
low	1
ak	
Pi	10



Favourite Drink	# of points
Milk	3
Water	6
Juice	2
Soda	8
Choc. Milk	7



Favourite Colour	# of votes
Red	6
Blue	7
Green	5
Pink	6
Purple	9



ourite Pizza Topping	# of votes
Pepperoni	6
Mushroom	8
Onion	5
Bacon	3
Ham	1

Curriculum Connection
S.1

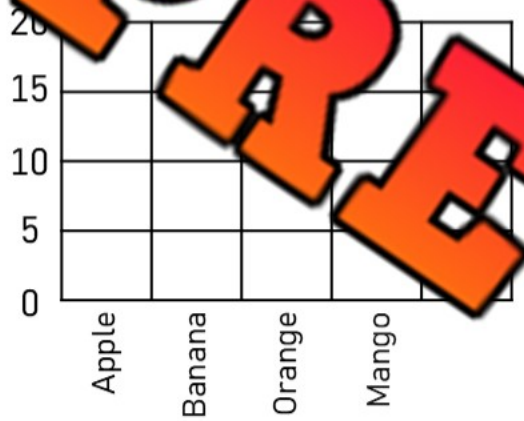
Exit Cards

Cut Out Cut out the exit cards below and have students complete them at the end of class

Name: _____

Draw the bars for the bar graphs below.

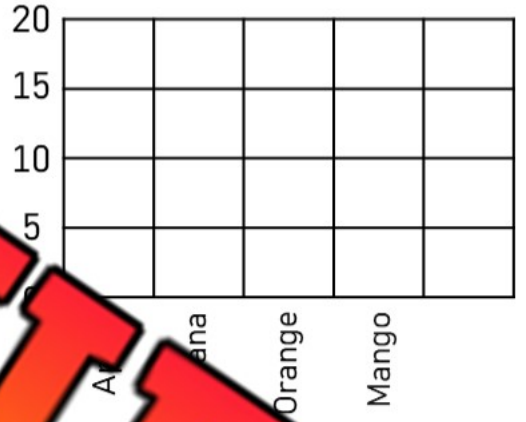
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

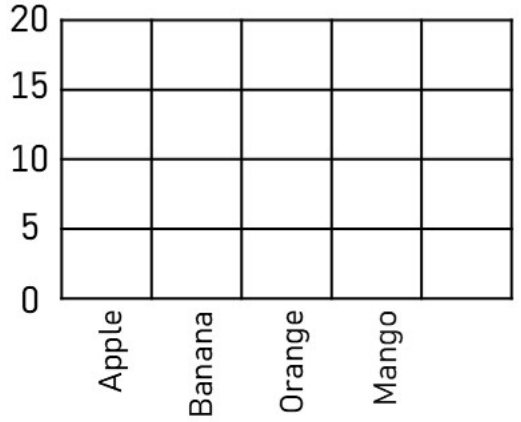
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

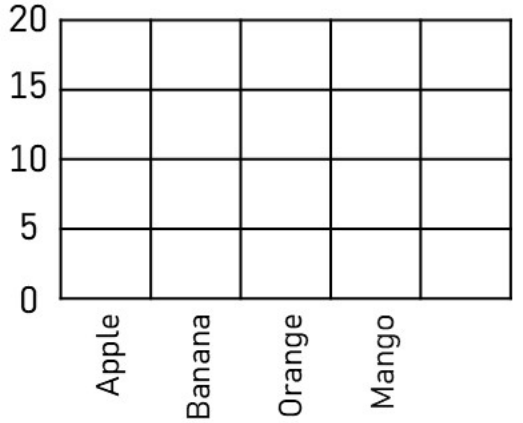
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____ 42

Curriculum Connection
S.1

Collecting Data

Directions Create your own statistical question and survey your classmates

Statistical Question ***Example*: Which flavour of ice cream is most popular [illegible] ade 3s?**	_____ _____ _____

Categ					
Tally					
Frequency					

Interpret What did you learn from your d[illegible]?

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which category was the most popular? _____
3. Which category was the least popular? _____
4. If you asked your entire school, which category do you think would win? Explain.

_____

5. Did any of the survey results surprise you?

I'm surprised that _____

_____

Name: _____ 43

Curriculum Connection
S.1

Creating a Bar Graph

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

☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

Name: _____ 44

Curriculum Connection
S.1

Representing Second-Hand Data in a Bar Graph

Directions Create a bar graph that represents the second-hand data

Statistical Question: How many wins did the Calgary Flames have in the playoffs from 2018 to 2022?

Years	2018	2019	2020	2021	2022
Frequen	0	1	5	0	5

Titl

What story does the graph tell us? What did you learn about Calgary's performances the last 5 years?

_____

_____

_____

Name: _____ 45

Curriculum Connection
S.1

First Nations Graph

Statistical Question

What percentage of First Nation members speak a First Nation language?

Statistics Canada

Interpret What did you learn from the graph

1) Which age group of First Nation members has more people that speak a First Nation language?	
2) Which age group of First Nation members has the least percentage of people that speak a First Nation language?	
3) Are younger or older First Nation members more likely to speak a First Nation language?	
4) Why do you think older First Nation members are more likely to speak a First Nation language?	

_____

_____

_____

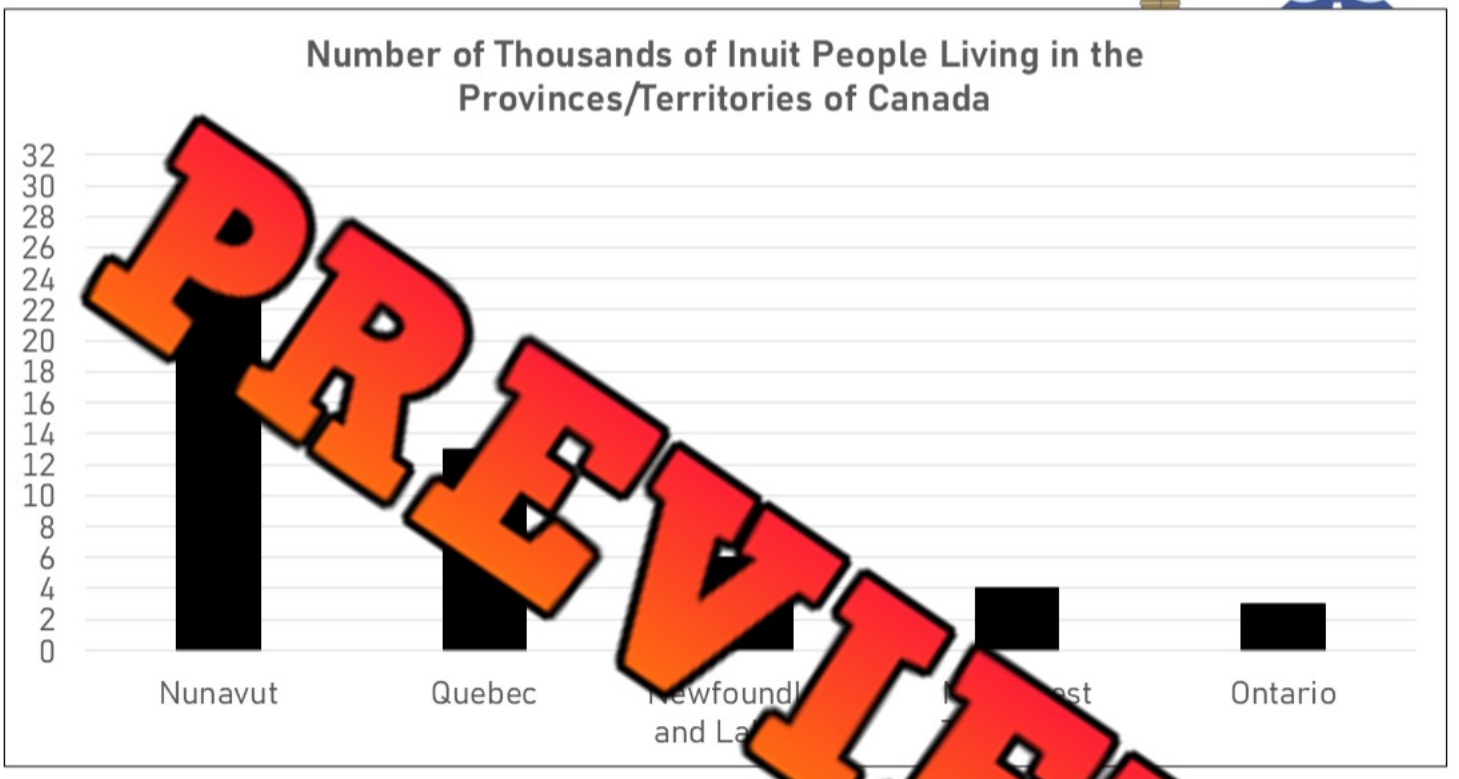
Name: _____ 46

Curriculum Connection
S.1

Inuit Living in Canada

Statistical Question

Which 5 provinces/territories do most Inuit people live in?



Source: Statistics Canada

Interpret What did you learn from the graph?

1) Where do most Inuit people live in Canada?

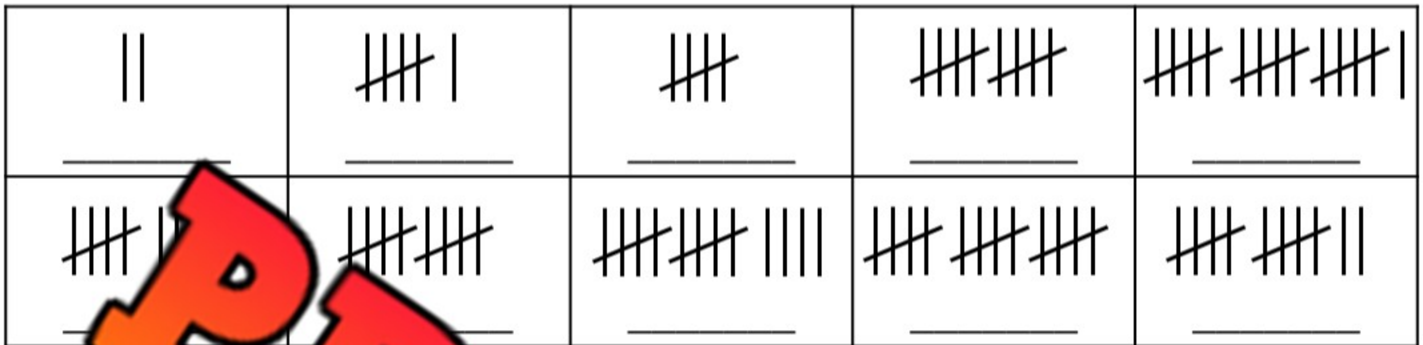
2) What surprised you about the data?

3) Where in Canada do most Inuit people live – in the north or south? Where do you think they live in provinces – the northern or southern regions?

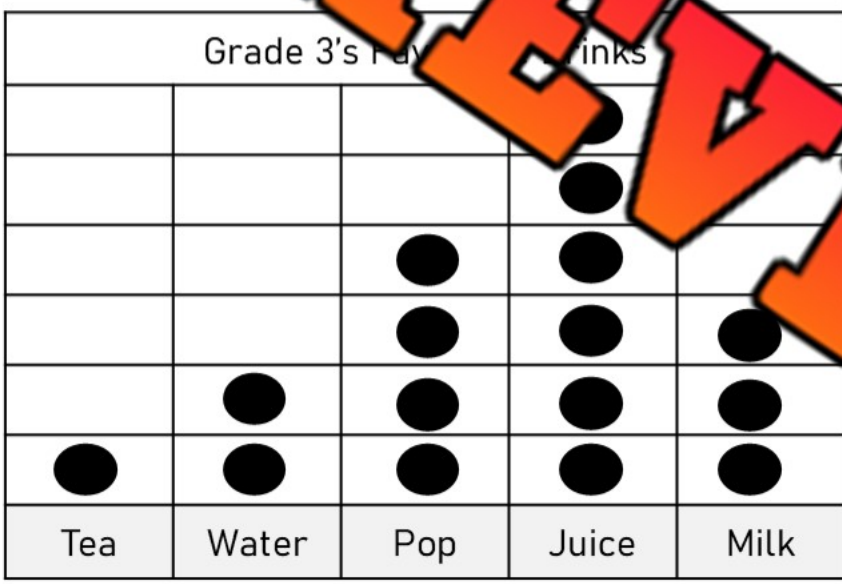
Name: ____________________

Unit Test – Data Literacy

Part 1 Count the tally marks



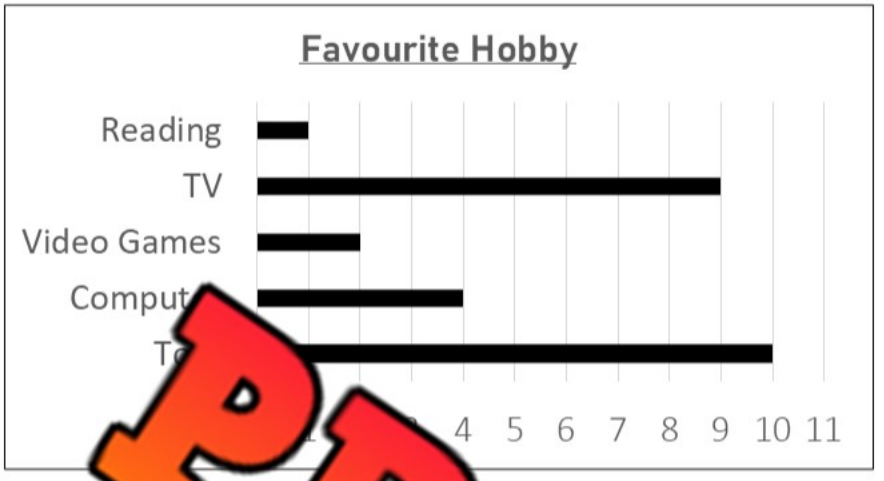
Part 2 …t plo… answer the questions



Drink	Frequency
Tea	
Water	
Pop	
Juice	
Milk	

a) Which drink was the most popular?	
b) Which drink was the least popular?	
c) How many total people were asked the survey question?	
d) What was the statistical question?	

The grade 3s were asked which hobby was their favourite. The results have been graphed below.



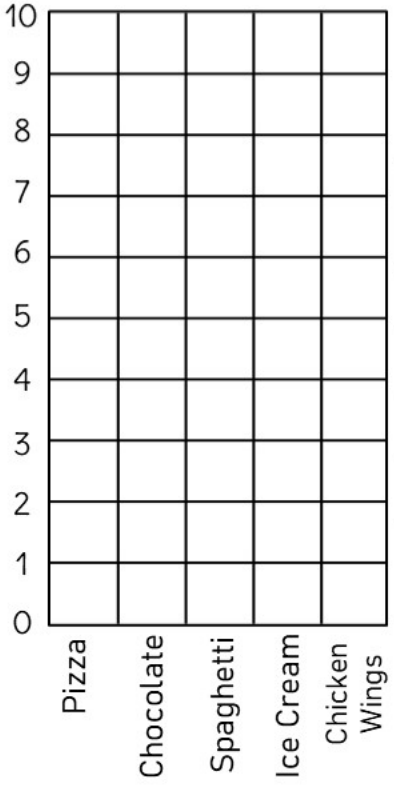
a) Which hobby was the most popular?

b) Which hobby was the least popular?

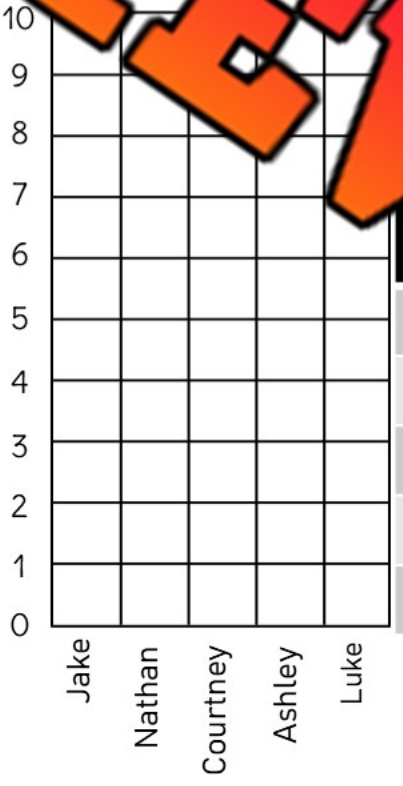
c) How many ts ys than reading?

d) How many students eyed

Part 3 Draw the bars for each of the bar ns be



Favourite Food	# of votes
Pizza	4
Chocolate	6
Spaghetti	2
Ice Cream	7
Chicken Wings	10



[illegible]	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9