Workbook Preview

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Grade 1
D1. – Data Literacy

	Curriculum Expectations	Pages
D1.1	sort sets of data about people or things according to one attribute, and describe rules used for sorting	5 – 18
D1.2		41
D1.3	correspondence, in concrete graphs and pictographs with proper sources, titles, and labels	44 – 45, 55
D1.4	order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs	24 – 27, 29 – 31, 36 – 40, 42 – 43, 46, 48 – 54
D1.5	analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	19 – 27, 29 – 31, 36 – 40, 42 – 55

Preview of 60 pages from this product that contains 132 pages total.

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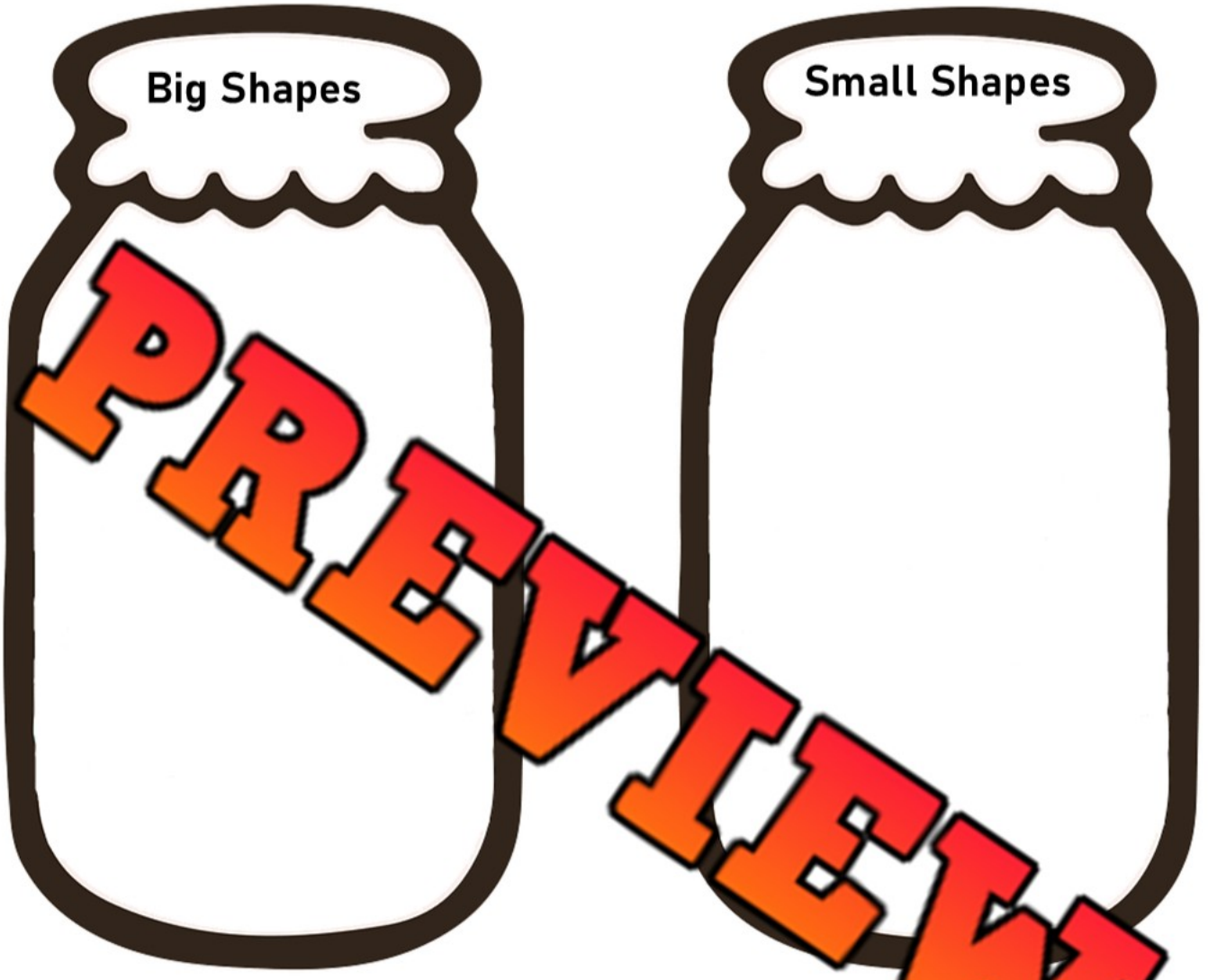
Name: _____ 5

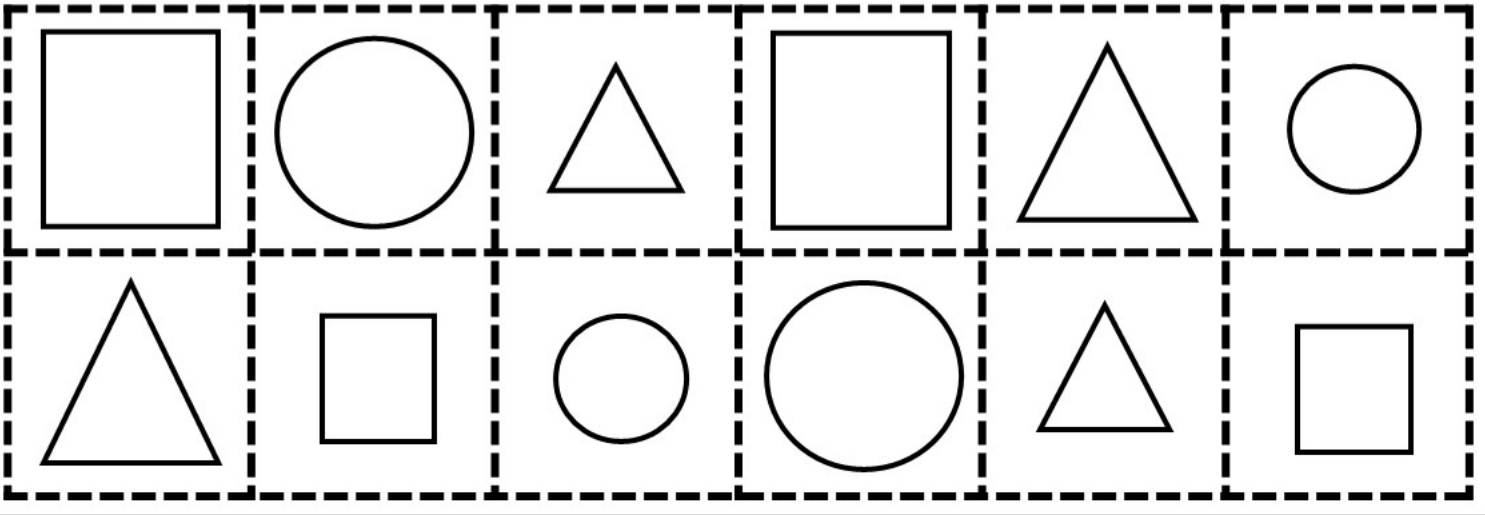
Curriculum Connection
D1.1

Sorting Data – Different Size



PREVIEW

Questions Cut the shapes out and paste them in the correct si[illegible]r.



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Name: _____ 6

Curriculum Connection
D1.1

Sorting Data – Different Size

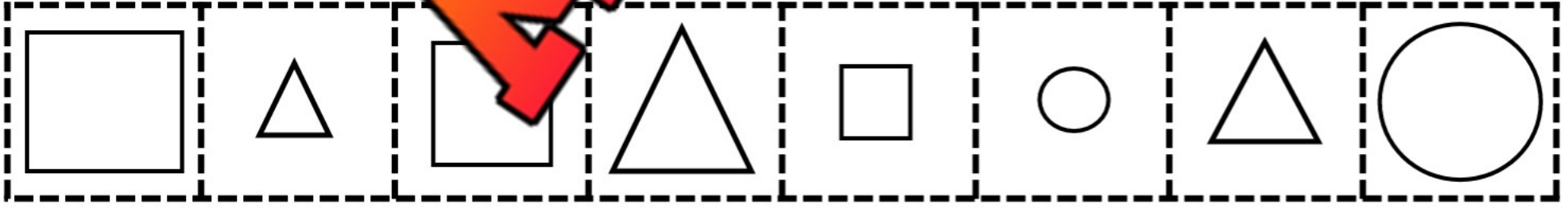
Big

Medium

Small

PREVIEW

Questions Cut the shapes out and sort them in the correct sized jar.



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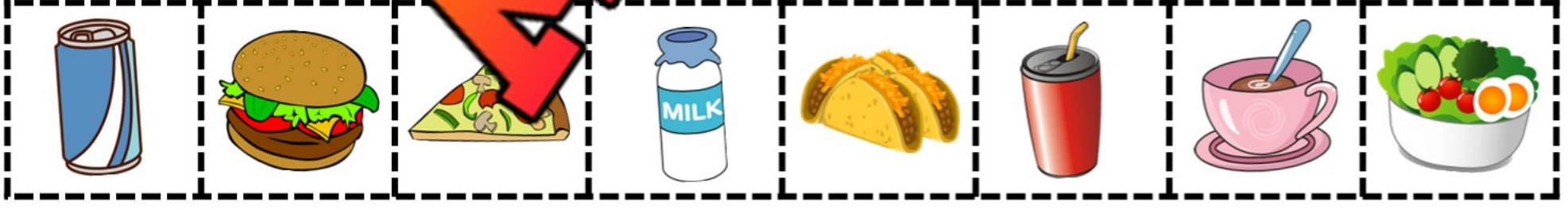
Curriculum Connection
D1.1

Sorting Data – Food and Drink



PREVIEW

Questions Cut the food and drink and paste them in the correct grocery cart.



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Name: _____ 9

Curriculum Connection
D1.1

Sorting Data – Mon

PREVIEW



Questions Cut the mone te it in the correct piggy banks.

















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Curriculum Connection
D1.1

Sorting Data

Questions	Sort the sports by putting their letter into the correct box below.

Ball Sport	Not Ball Sport

PREVIEW



A



B



C





F



G



H



I



J K



L



M



N



O



P

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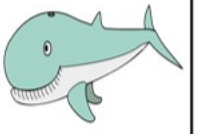
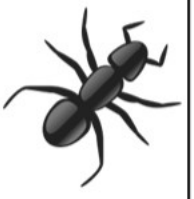
Name: _____ 12

Curriculum Connection
D1.1

Sorting Data - Pets

Questions	Sort the animals into the correct categories by writing their names below.

						
Cow	[illegible]	Dog	Cat	Goldfish	Gorilla	Human
						
Snake	Bunny	[illegible]	[illegible]	Whale	Ant	Lizard

Can be a pet	
Not a pet	

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Name: _____ 14

Curriculum Connection
D1.1

Sorting Data - Numbers

Questions Sort the numbers into the correct categories.



PREVIEW

Number greater than 25	Number less than 25

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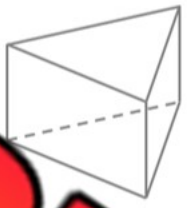
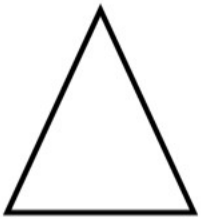
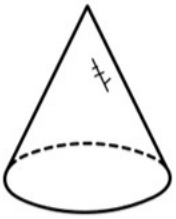
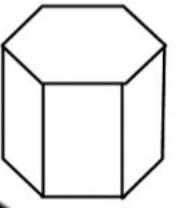
Name: _____ 15

Curriculum Connection
D1.1

Sorting Data - Shapes

Instructions Sort the shapes into the correct categories by writing their letters below.

		C	D	E	F
					

G	H	I	J		L
					

2-Dimensional	3-Dimensional

PREVIEW

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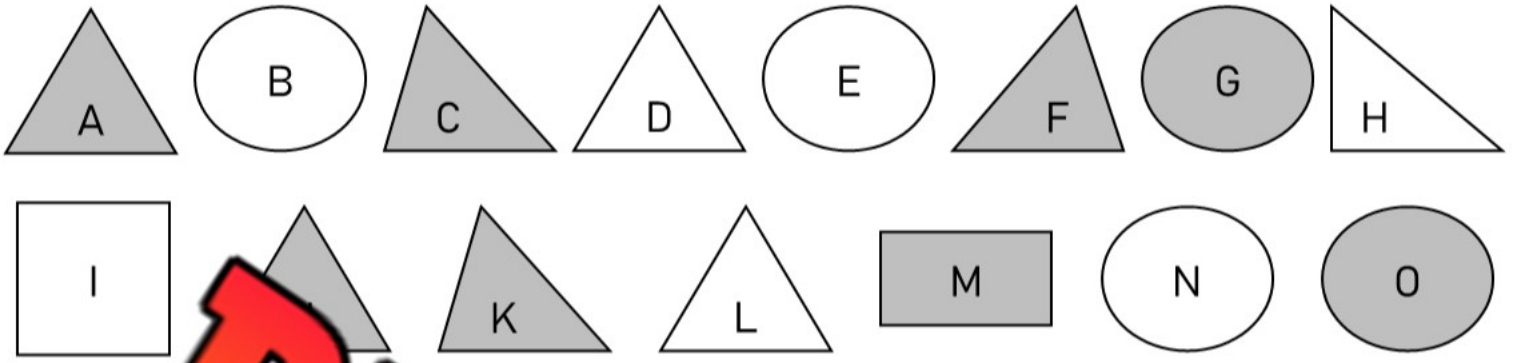
Name: _____ 16

Curriculum Connection
D1.1

Using Tables - Shapes



PREVIEW

Part 1 Sort [illegible] into dark and light shapes.

Dark Shapes	
Light Shapes	

Part 2 Sort the data into the number of sides.

1 Side	
3 Sides	
4 Sides	

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Name: _____ 19

Curriculum Connection
D1.5

Tally Marks

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

Part 1

Count the tally marks.

_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

PREVIEW

Part 2

Draw tally marks that [illegible] the n[illegible]s

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

Part 3

Which is greater? Use the < > or =

8 _____	13 _____	14 ____

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Curriculum Connection
D1.5

Exit Cards

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

Name: _____

Which is greater? Use the < > or =

1) _____ 8

2) 13 _____

3) _____ 18

4) 21 _____

Name: _____

Which is greater? Use the < > or =

1) _____ 8

2) 13 _____

3) _____ 18

4) 21 _____

Name: _____

Which is greater? Use the < > or =

1) _____ 8

2) 13 _____

3) _____ 18

4) 21 _____

Name: _____

Which is greater? Use the < > or =

1) _____ 8

2) 13 _____

3) _____ 18

4) 21 _____

PREVIEW

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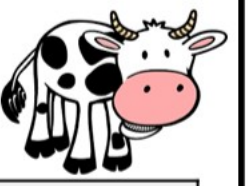
Name: _____ 23

Curriculum Connection
D1.5

Tally Tables – Chocolate Milk





Part 1 Fill in the tally table below.

Chocolate Milk Orders by Day		
Days of the Week	Tallies	Frequency
Mo	𝍸 𝍸 𝍸 |||	
sday	𝍸 ||||	
Wednesday		12
Thrusday	𝍸 ||	
Friday		20

PREVIEW

Part 2 Answer the questions below.

1) Which day was the most popular for chocolate milk orders?	
2) Which day was the least popular for chocolate milk orders?	
3) How many more students ordered chocolate milk on Friday than on Wednesday?	
4) How many chocolate milk orders were made on Friday and Wednesday together?	

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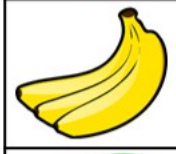
Name: _____ 24

Curriculum Connection
D1.4, D1.5

Tally Tables – Favourite Fruit



Part 1 Fill in the tally table below.

Favourite Fruit		
Fruit	Tallies	Frequency
 rry	𝍸 𝍸 |	
 Blueb		8
 Raspberry		
 Banana		19
 Apple	𝍸 𝍸 |||	

PREVIEW

Part 2 Answer the questions below.

1) Which fruit is the most popular?	
2) Which fruit is the least popular?	
3) How many more people like banana than apple?	
4) Put the fruit in order from least popular to most popular.	

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Name: _____ 25

Curriculum Connection
D1.4, D1.5

Tally Tables – Soccer Goals



Part 1 Fill in the tally table below.

The tally chart shows how many goals were scored by each team during the soccer season.

Team	Tallies	Frequency
R		10
Fighting Be	𝍸 𝍸	
Giants		22
Panthers	𝍸 𝍸 𝍸	
Bears		26

PREVIEW

Part 2 Answer the questions below.

1) Which team scored the most number of goals?	
2) Which team scored the least number of goals?	
3) How many more goals did the Bears score than the Ravens?	
4) Put the teams in order from least number of goals to the most.	

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Curriculum Connection
D1.4, D1.5

Exit Cards

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

Name: _____

Available items in your class.



Answer the questions below.

1) Which item is most available?

_____

2) Which Item is the least available?

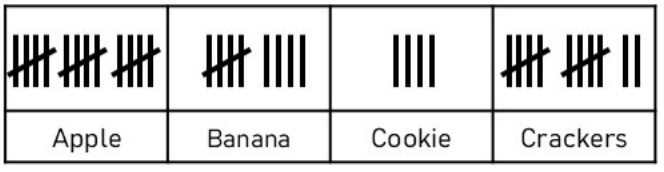
_____

3) Write the items in order of least available to most available.

_____

Name: _____

Available items in your class.



Answer the questions below.

1) Which item is most available?

_____

2) Which Item is the least available?

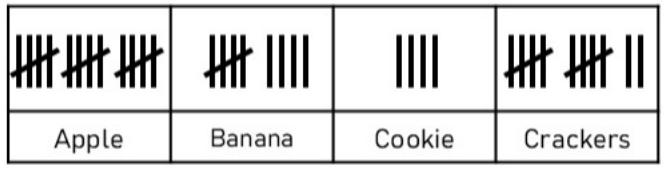
_____

3) Write the items in order of least available to most available.

_____

Name: _____

Available items in your class.



Answer the questions below.

1) Which item is most available?

_____

2) Which Item is the least available?

_____

3) Write the items in order of least available to most available.

_____

Name: _____

Available items in your class.



Answer the questions below.

1) Which item is most available?

_____

2) Which Item is the least available?

_____

3) Write the items in order of least available to most available.

_____

PREVIEW

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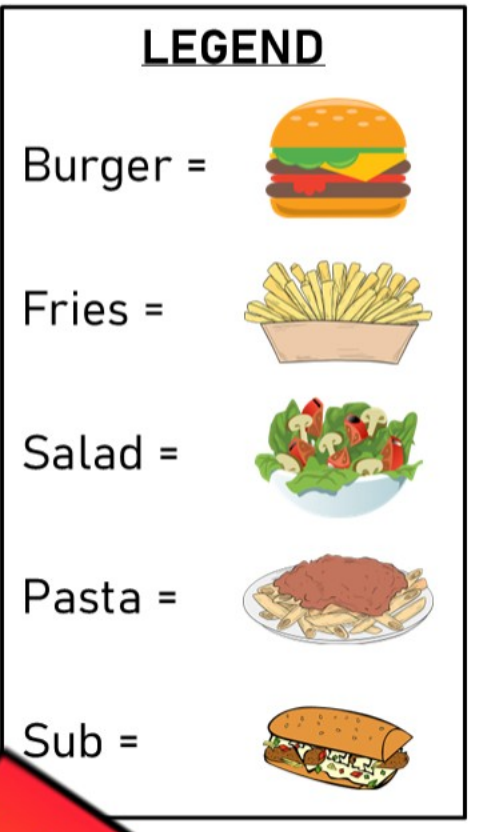
Name: _____ 29

Curriculum Connection
D1.4, D1.5

Reading a Concrete Graph - Food





PREVIEW

Questions	Read the concrete graph and ans[illegible]e questi[illegible]

a) Which food was the most popular?	
b) Which food was the least popular?	
c) How many total people were asked the survey question?	
d) How many more people like fries than salad?	
e) Put the food in order of most popular to least popular.	

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Name: _____ 30

Curriculum Connection
D1.4, D1.5

Reading a Concrete Graph - Drinks

Grade 1's Favourite Drink				
Tea	Water	Pop	Ju	M

LEGEND

Tea =

Water =

Pop =

Juice =

Milk =

PREVIEW

Drink	Tea	Water		Milk
Frequency				

Questions Read the concrete graph and answer the questions.

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) Put the drinks in order of most popular to least popular.	
_____	
_____	

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Name: _____ 32

Curriculum Connection
D1.2, D1.3

Creating a Concrete Graph - Colour

Instructions	Survey your class and use the data in a concrete graph.

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 (for fun, try to use the same colour they told you).

PREVIEW

Blue	**Red**	**Pink**	**Green**	**Purple**

LEGEND

Blue =

Red =

Pink =

=

ple

Questions

1. What is the most popular colour?

_____

2. What is the least popular colour?

_____

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Name: _____ 34

Curriculum Connection
D1.2, D1.3

Creating a Concrete Graph – Hobby

Instructions	Survey your class and use the data in a concrete graph

Survey Question: What is your favourite hobby?

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

Cate	Reading	Computer	Gaming	Playing Outside
Frequency				

PREVIEW

Reading	Computer	Gaming	Playing Outside



1. What is the most popular hobby?

_____

2. What is the least popular hobby?

_____



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Name: _____ 36

Curriculum Connection
D1.4, D1.5

Reading a Concrete Graph - Sports

LEGEND

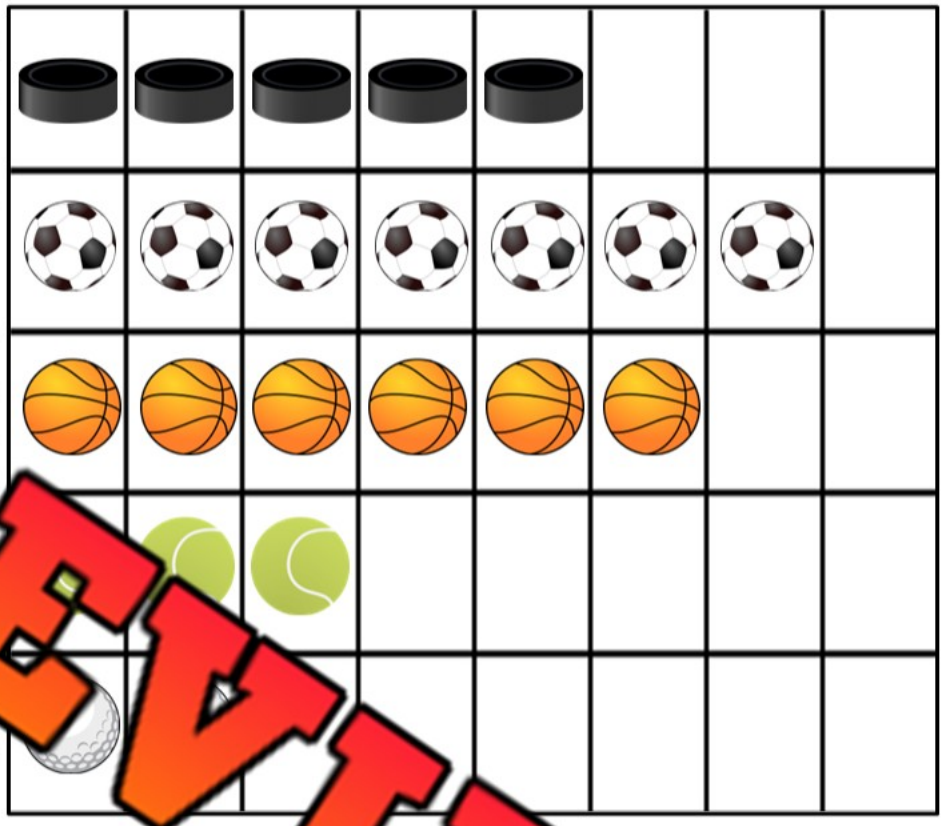
Hockey =

Soccer =

Basketball =

Tennis =

Golf =



PREVIEW

Questions	Read the concrete graph [illegible] ns.

a) Which sport was the most popular?	
b) Which sport was the least popular?	
c) How many total people were asked the survey question?	
d) How many more people like soccer than golf?	
e) Put the sports in order of least popular to most popular.	

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Name: _____ 37

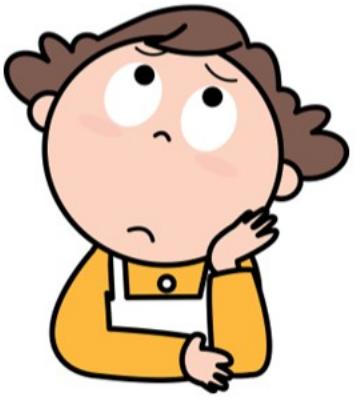
Curriculum Connection
D1.4, D1.5

Four Corners Activity: Reading Graphs

Objective What are we learning about?

Students will practise reading and interpreting concrete graphs by participating in a Four Co rs activity.

Materi ill you need for the activity?



- A list of q
- Large concrete
- Labels for each corne oom D)

Instructions How will you comp he acti

1. Display the concrete graph prominently in l students can see it.
2. Prepare the classroom by labelling each corner with letter
3. Explain to the students that you will be asking them questions a the information shown in the graph.
4. When you read a question, students will move to the corner that corresponds to the answer they think is correct. Some of these will be opinion questions. For these questions, have students discuss their opinions in that corner with others who also chose that option. Then discuss as a class.
5. Once all students have chosen their corners, reveal the correct answer and discuss why it is correct.
6. Repeat with different questions to reinforce their understanding of concepts.

PREVIEW

Name: _____ 38

Curriculum Connection
D1.4, D1.5

Graph What did you learn from the concrete graph?

Grade 1's Favourite Season



Winter	Spring	Summer	Fall

PREVIEW

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Name: _____ 39

Curriculum Connection
D1.4, D1.5

Question	A	B	C	D
Which season has the most votes?	Summer	Spring	Fall	Winter
Which season has the fewest votes?	Winter	Fall	Spring	Summer
How many more votes does summer have compared to winter?	5	3	2	4
Which two seasons have the same number of votes?	Spring and Fall	Summer and Winter	Spring and Summer	Winter and Fall
How many votes are there for all seasons?	26	35	41	22
Which season has the second most votes?	Spring	Winter	Fall	Summer
If 5 more students voted for spring, how many votes would spring have?	15	18	20	13
Which season is the favourite for most students?	Summer	Spring	Fall	Winter
If 3 students changed their vote from fall to winter, how many votes would winter have?	8	11	9	10
Which season has fewer votes, spring or fall?	Spring	Fall	Winter	Summer
What is the total number of votes for winter and summer combined?	5	7	8	10
If 2 votes were moved from summer to spring, how many votes would summer have?	3	4	5	6
How many votes does fall have?	5	7	9	12
If each student could only vote once, how many students are in the class?	20	26	30	34
How many more votes does spring have compared to fall?	0	1	2	3
Which season has more votes, summer or spring?	Summer	Fall	Winter	Spring
If 4 students changed their vote from winter to spring, how many votes would spring have?	19	16	14	12
Which season is your favourite	Winter	Summer	Spring	Fall
How many votes do spring and fall have together?	16	15	18	25

PREVIEW

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Curriculum Connection
D1.4, D1.5

Exit Cards

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

Name: _____



Tim Sally John Emma

1) Who is the tallest? _____

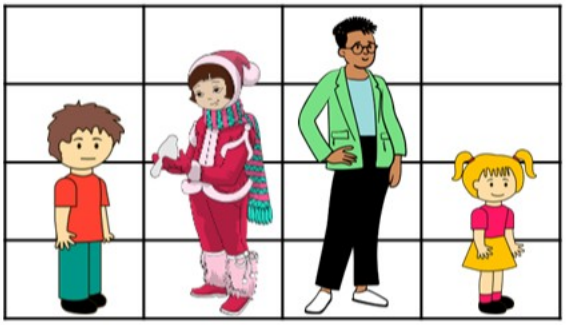
2) Who is the shortest? _____

3) Put the names in order of shortest to tallest.

_____

_____

Name: _____



Tim Sally John Emma

1) Who is the tallest? _____

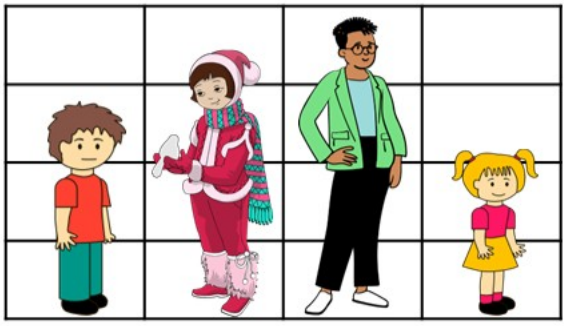
2) Who is the shortest? _____

3) Put the names in order of shortest to tallest.

_____

_____

Name: _____



Tim Sally John Emma

1) Who is the tallest? _____

2) Who is the shortest? _____

3) Put the names in order of shortest to tallest.

_____

_____

Name: _____



Tim Sally John Emma

1) Who is the tallest? _____

2) Who is the shortest? _____

3) Put the names in order of shortest to tallest.

_____

_____

PREVIEW

Name: _____ 41

Curriculum Connection
D1.2, D1.3

Horizontal Line Plot – Food

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

Survey Question: What is your favourite food?
Instructions – When a classmate tells you their favourite food, put an X beside the food.



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

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Name: _____ 42

Curriculum Connection
D1.4, D1.5

Horizontal Pictograph - Candy

A **pictograph** is a graph that displays data using symbols or pictures. Read the pictograph below and answer the questions.

Sam and his friends collected candy on Halloween. The amount of candy each friend collected is displayed below in the pictograph.

Friend	Number of Candies Collected	Frequency
Sam		
Steve		
Tony		
Jill		
Stacy		

 = 1 Candy

a) How much is one candy worth?	
b) How much more candy did Jill collect than Tony?	
c) How much more candy did Jill collect than Tony?	
d) How much total candy was collected?	
e) Put the friends in order of who got the most to who got the least candy.	

PREVIEW

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Name: _____ 43

Curriculum Connection
D1.4, D1.5

Horizontal Pictograph - Books

Mr. Wilson's class had a competition to see who could read the most pages in a week. The results have been displayed in the pictograph below for the top 5 readers in the class.

Friend	Number of Pages Read	Frequency
John		
Wi		
Emma		
Nick		
Maddy		

 = 1 page

PREVIEW

a) How many pages is one book worth?	
b) How many total pages were read by these 5 students?	
c) How many more pages did Emma read than William?	
d) Put the students in order of who read the most to who read the least.	

_____

_____

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Name: _____ 44

Curriculum Connection
D1.3, D1.5

Creating a Horizontal Pictogram

Kevin and his friends went to an arcade on Saturday. They had a contest to see who could win the most tickets from the arcade games. The results are displayed in the table below.



Kevin	2
Neil	4
Steve	5
Dane	7
Chris	3



PREVIEW

Questions Draw a pictograph that displays the data above

Kevin	
Neill	
Steve	
Dane	
Chris	

= 1 ticket

1) Who won the most tickets?	
2) How many more tickets did Dane win than Neil?	
3) How many total tickets did the 5 kids win?	

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Curriculum Connection
D1.3, D1.5

Exit Cards

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

Name: _____

Favourite ice cream flavour survey.

Chocolate = 5	Strawberry = 7
Vanilla = 6	Cookie Dough = 4

Draw a pictograph that displays the data above.

= 1 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 5	Strawberry = 7
Vanilla = 6	Cookie Dough = 4

Draw a pictograph that displays the data above.

= 1 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 5	Strawberry = 7
Vanilla = 6	Cookie Dough = 4

Draw a pictograph that displays the data above.

= 1 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

Name: _____

Favourite ice cream flavour survey.

Chocolate = 5	Strawberry = 7
Vanilla = 6	Cookie Dough = 4

Draw a pictograph that displays the data above.

= 1 Ice cream

Chocolate	
Vanilla	
Strawberry	
Cookie Dough	

PREVIEW

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Name: _____ 47

Curriculum Connection
D1.5

Vertical Pictograph – Canned Food

Maplewood Public School had a canned food drive last month. The students in each class brought in cans of food. The totals for each grade are displayed below in the pictograph.

Cans Collected by Grade



= 1 can

PREVIEW

a) How many cans is one picture worth?	
b) Which class brought the most number of cans?	
c) How many total cans were brought in at Maplewood Public school?	
d) How many more cans did the grade 3's bring in than the grade 6's?	
e) How many more cans did the grade 4's need to win?	

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Name: _____ 48

Curriculum Connection
D1.4, D1.5

Activity Title: Flip the Data

Objective

What are we learning about?

Students will engage in a fun and active game where they read data from a pictograph and answer questions to earn the opportunity to flip a bottle or cup.

Materials

What will you need for the activity?

- B[illegible]ps [illegible]ing
- A s[illegible]board [illegible]r to display bar graphs
- Timer (sto[illegible]rtp[illegible]app)
- Question ca[illegible]on th[illegible]h data
- Scoreboard to [illegible]rack [illegible]





Instructions

How will yo[illegible]mple[illegible]ity?

1. Divide the class into small teams, ideally of 5 [illegible]tude[illegible]ch.
2. Prepare a series of pictographs to display [illegible]smar[illegible]n with corresponding question cards that ask about t[illegible]dat[illegible]gr[illegible]
3. One team at a time comes to the front where the gr[illegible]play
4. Display the first pictograph on the smartboard.
5. The first student from the active team reads the graph and sel[illegible]card. Start the timer when the question is first shown.
6. The student answers the question based on the data presented in the graph. The teacher checks the answer.
7. If the student answers correctly, they have 5 tries to flip their bottle or cup until they land it upright. When they do, the next teammate can take their turn.
8. If the student's answer is incorrect, they must try another question card before they can attempt to flip.
9. The team's turn ends either when all members have successfully flipped their bottle/cup or when the timer reaches a set limit (e.g., 3 minutes).
10. Record the team's time or number of successful flips on the scoreboard.
11. Repeat steps 4-10 for each team. The team with the fastest time/most flips wins.

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Curriculum Connection
D1.4, D1.5

Graph 1 | What did you learn from the pictograph?



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Curriculum Connection
D1.4, D1.5

Graph 2 | What did you learn from the pictograph?



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Curriculum Connection
D1.4, D1.5

Graph 3 What did you learn from the pictograph?

What Students Did Over the Weekend



Playing Sports	Reading	Watching TV	Visiting Family	Playing Video Game

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Curriculum Connection
D1.4, D1.5

Graph 5 What did you learn from the pictograph?

Types of Fruit Eaten by Students for Lunch



Apples	Bananas	Grapes	Oranges	Mangos

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Curriculum Connection
D1.4, D1.5

Questions Choose a question to ask the student who is about to flip their bottle.

Which category has the most votes?
Which category has the least votes?
How many votes are there in total?
How many categories are displayed on the graph?
How ma[illegible]gories have more than 5 votes?
How [illegible] have less than 4 votes?
How m[illegible]y vot[illegible]re in the second most popular category?
How many ca[illegible]s hav[illegible]y 4 votes?
How many categor[illegible] [illegible]ber of votes that is an even number?
How many categories have [illegible]tes that is an odd number?
Are there any categories that have the [illegible] num[illegible]votes? Which ones?
How many categories have between 3 and 6 [illegible]
How many categories have more than 6 votes?
Which category has exactly 3 votes?
How many items are there in the three most popular categories combined?
How many categories have a total of less than 6 votes?
If you could add another category to this graph, what would it be?
How many categories have exactly 5 votes?
Name a category that has an odd number of votes?
How might the information on the graph impact decisions or opinions?

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Curriculum Connection
D1.3, D1.5

Creating a Vertical Pictograph

James participated in a reading challenge last week. He read each day and wrote down how many minutes he read for each day of the week.



Sunday	3
Monday	2
Tuesday	5
Wednesday	4
Thursday	2
F day	7
S	6



PREVIEW

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

 = 1 minute

1) What day did he read the most?	
2) How many more minutes did he read on Friday than Wednesday?	

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Unit Quiz – Data Literacy



A B C D E F G H I J K L

Part 1 Sort the shapes by their pattern.

	No Pattern

Part 2 Sort the shapes by their number of sid

1 Side	3 Sides	4

PREVIEW

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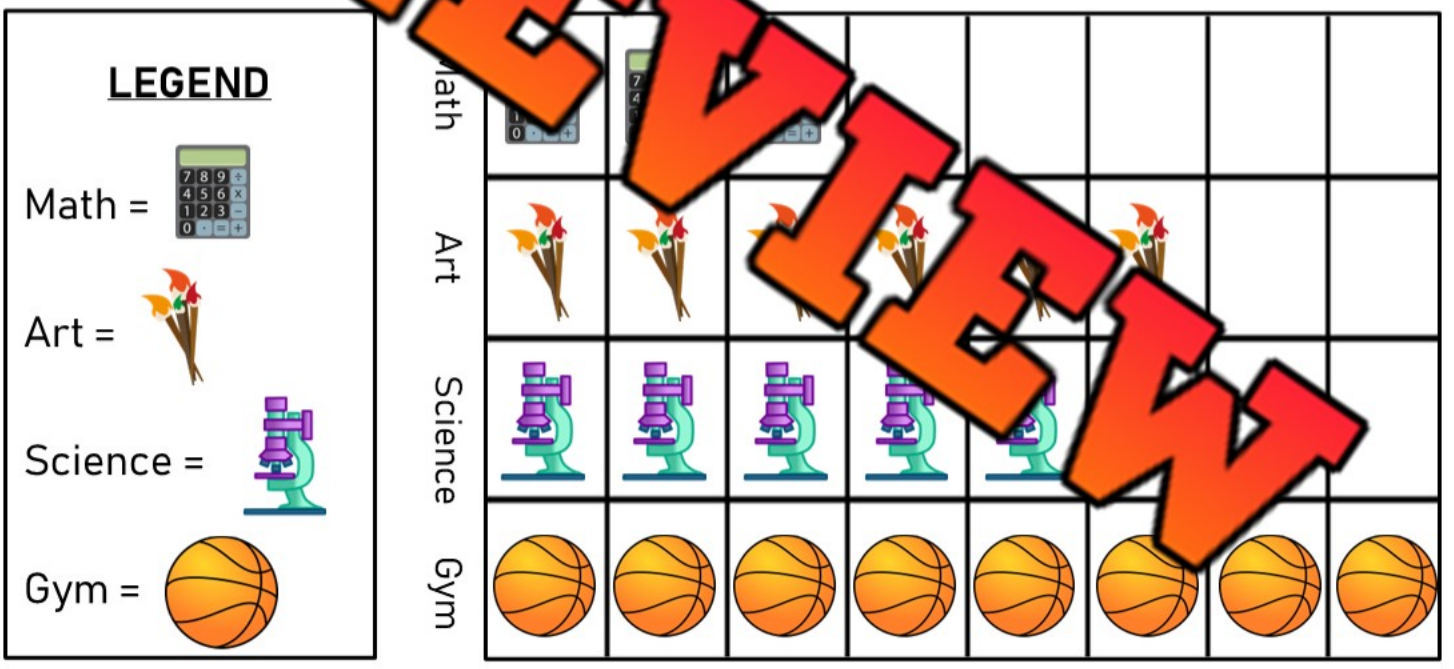
Part 3 Count the tally marks.

||	卌 |	卌	卌 卌	卌 卌 卌 |
_____	_____	_____	_____	_____

Part 4 Draw a tally marks that match the number.

3 =	10 =	17 =
15 =	12 =	20 =

Part 5 [illegible]e co[illegible]ph and answer the questions.



a) Which subject is the most popular?	
b) Which subject is the least popular?	
c) Put the subjects in order of most popular to least popular.	
_____	
_____	

PREVIEW

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Grade 1
D2. Probability

	Curriculum Expectations	Pages That Cover the Expectations
D2.1	use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	59 - 73
D2.2	make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size	74 - 82

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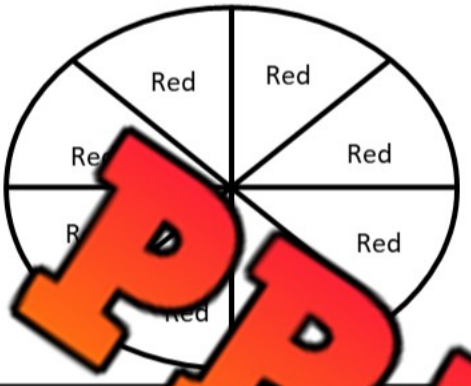
Name: _____ 59

Curriculum Connection
D2.1

Describing Probability – Certain or Impossible?

Instruction Read the spinner and describe if the event is certain or impossible.

1)

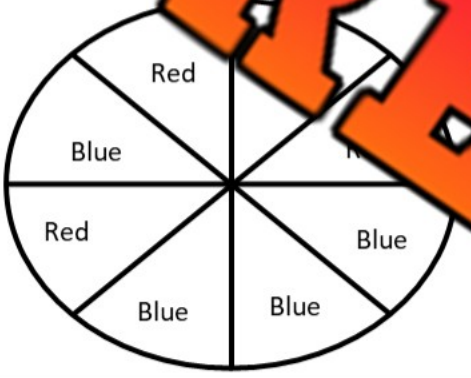


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

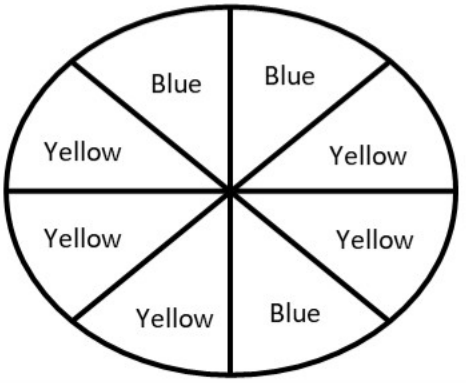


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

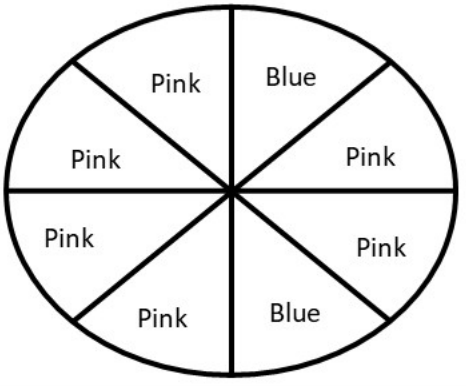


a) Spinning a yellow or blue is _____

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 _____

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Curriculum Connection
D2.1

Describing Probability – Certain or Impossible?

Questions Circle the probability of you pulling out a shape.



1) What is the probability of you choosing a □

Certain Impossible

2) What is the probability of you choosing a ♡

Certain Impossible



3) What is the probability of you choosing a □ or a △

Certain Impossible



4) What is the probability of you choosing ☆

Certain Impossible



5) What is the probability of you choosing a ♡

Certain Impossible

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Curriculum Connection
D2.1

Describing Probability – Certain or Impossible?

Questions Cut and paste the events under the correct probability.

Certain	Impossible

PREVIEW

Winter will be warmer than summer.

There will be 12 [illegible]ear.

You will drink water today.

You can breathe underwater.

You will see a dinosaur this week.

You will sleep tonight.

There are 4 letters in the word math.

The sun won't rise tomorrow morning.

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Curriculum Connection
D2.1

Describing Probability – Possible or Impossible?

Questions | Circle the probability of you pulling out a shape



1) What is the probability of you choosing a 

Possible Impossible

2) What is the probability of you choosing a 

Possible Impossible

3) What is the probability of you choosing a 

Possible Impossible

4) What is the probability of you choosing 

Possible Impossible

5) What is the probability of you choosing a 

Possible Impossible

PREVIEW

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Curriculum Connection
D2.1

Possible or Impossible

Questions Circle if the likelihood is possible or impossible.

a) It will rain or snow today.



Possible
Impossible

b) You will drive home from school.



Possible
Impossible

c) You[illegible]t will [illegible]n today.



Possible
Impossible

d) You will eat pizza today.



Possible
Impossible

e) You will play a sport today.



Possible
Impossible

f) Yo[illegible] today.



Possible
Impossible

g) You will see a bird today.



Possible
Impossible

h) It will rain cats [illegible]



Possible
Impossible

i) School will end for forever today.



Possible
Impossible

j) You will pet a dog today.



Possible
Impossible

PREVIEW

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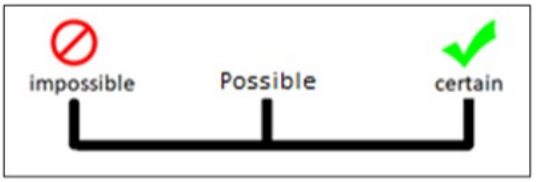
Curriculum Connection
D2.1

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)



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

PREVIEW

1) You will grow today.

2) You will have recess today.



3) You will sleep tonight.

4) You will find money on the ground today.



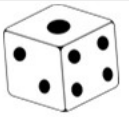
5) You will buy a lottery ticket and win.

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.



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Curriculum Connection
D2.1

Describing the Likelihood of Events

Instruction 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) Yo ll see ur today.



ssible

d) You will play in the NHL this year.



Certain
Possible
Impossible

e) You will drink pop today.



Certain
Possible
Impossible

f) Y drink something today.



Certain
Possible
Impossible

g) It will be dark tonight.



Certain
Possible
Impossible

h) You will fly a spac nome.



Certain
Possible
Impossible

i) You will remember your dream tonight.



Certain
Possible
Impossible

j) You will speak to a friend today.



Certain
Possible
Impossible

PREVIEW

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Curriculum Connection
D2.1

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.





PREVIEW

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?	

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Curriculum Connection
D2.1

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 w[illegible]ouble chocolate (dc).





PREVIEW

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

1) What is the likelihood of you picking o[illegible]oubl[illegible] chocolate cookie?	
2) What is the likelihood of you picking out a cookie?	
3) What is the likelihood of you picking out an oatmeal raisin cookie?	
4) What is the likelihood of you picking out a chocolate chip, oatmeal raison, or a double chocolate cookie?	
5) What is the likelihood of you picking out a brownie?	
6) What is the likelihood of you picking out a peanut butter cookie?	

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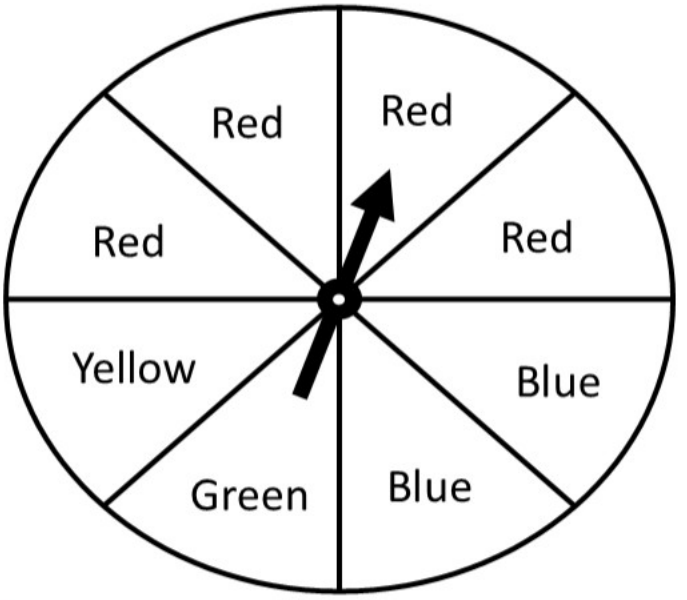
Curriculum Connection
D2.1

Describing the Likelihood of Events

Spinner

The spinner has different coloured parts on it. When you spin the arrow, it will land on one of the colours. The likelihood of landing on a green part is impossible.





PREVIEW

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

1) What is the likelihood of landing on a red part?	
2) What is the likelihood of landing on a blue part?	
3) What is the likelihood of landing on a purple part?	
4) What is the likelihood of landing on an orange or black part?	
5) What is the likelihood of landing on a red, blue, green, or yellow part?	
6) What is the likelihood of landing on a yellow part?	

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Curriculum Connection
D2.2

Predicting Survey Results – Food - Class



When we do a survey, we can predict what the results will be based on who we ask. The people we survey are called the population. If you ask adults the same question that you ask kids, you will probably be able to predict different survey results. Try it below!

Predict What do you predict will be the results of the survey.

1) Write down what you think the results will be if you asked 10 students in your class the question: "What is your favourite food?"

Survey Question : What is your favourite food?

Categories			Steak	Fish	Sandwiches
Frequency					

2) Complete the survey by asking your classmates.

Survey Question : What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Tally					
Frequency					

Results How were your predictions?

Were your predictions accurate or not? What surprised you?

PREVIEW

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Curriculum Connection
D2.2

Predicting Survey Results – Food - Adults

Predict What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 different adults the survey question, "What is your favourite food?"



Survey Question : What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Frequency					

2) Complete the survey by asking 10 different adults.



Survey Question : What is your favourite food?

Categories	Pizza	Hot Dog	Steak	Fish	Sandwiches
Tally					
Frequency					

PREVIEW

Results How was your prediction?

1) Were your predictions accurate or not? What surprised you?

_____

_____

2) Why do you think you got different results when you asked adults?

_____

_____

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Curriculum Connection
D2.2

Predicting Survey Results – Drink - Class

Predict What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 students in your class the survey question: "What is your favourite drink?"



Survey Question : What is your favourite drink?

Categories	Water	Juice	Tea	Pop	Coffee
Frequency					

2) Complete the survey by asking your classmates.



Survey Question : What is your favourite drink?

Categories	Water	Juice	Tea	Pop	Coffee
Tally					
Frequency					

PREVIEW

Results How was your prediction?

1) Were your predictions accurate or not? What surprised you?

_____

_____

2) If you asked adults the same question, which two drinks do you think will be the most popular?

_____

_____

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Curriculum Connection
D2.2

Predicting Survey Results – Drink - Adults

Predict What do you predict will be the results of the survey?

1) Write down what you think the results will be if you asked 10 different adults the survey question, "What is your favourite drink?"



Survey Question : What is your favourite drink?

Categories	Water	Juice	Tea	Pop	Coffee
Frequency					

2) Complete the survey by asking 10 different adults.



Survey Question : What is your favourite drink?

Categories	Water	Juice	Tea	Pop	Coffee
Tally					
Frequency					

PREVIEW

Results How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) How were the results different than when you asked kids?

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Curriculum Connection
D2.2

Predicting Survey Results – Babies, Lions, and Cows

Predict What do you predict will be the results of the survey?

Babies

Write down what you think the results will be if you asked 10 different babies what their favourite food is.

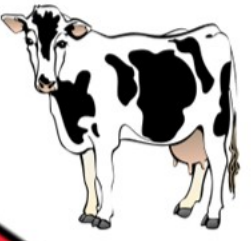


Survey Question : What is your favourite food?

Categories	Leaves	Applesauce	Chicken	Grass	Steak
Frequency					

Cows

Write down what you think the results will be if you asked 10 different cows what their favourite food is.

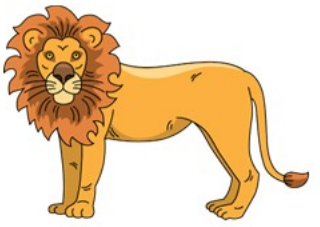


Survey Question : What is your favourite food?

Categories	Leaves	Applesauce	Chicken	Grass	Steak
Frequency					

Lions

Write down what you think the results will be if you asked 10 different lions what their favourite food is.



Survey Question : What is your favourite food?

Categories	Leaves	Applesauce	Chicken	Grass	Steak
Frequency					

PREVIEW

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Curriculum Connection
D2.2

Predicting Survey Results - Kids

Predict What do you predict will be the results of the survey?

1) Think of a survey question to ask 10 students in your class. Predict the survey results by filling in the table below.

Survey Qu n					
Categor					
Frequ					

2) Complete the s by as y lassmates.

Survey Question					
Categories					
Tally					
Frequency					

PREVIEW

Results How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) If you asked adults the same question, what do you think will be different?

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Curriculum Connection
D2.2

Predicting Survey Results - Adults

Predict What do you predict will be the results of the survey?

1) Predict the survey results if you asked the same question to 10 adults (use the same survey question you asked the 10 students in you class).

Survey Qu n					
Categor					
Frequ					

2) Complete the s by as ferent adults.

Survey Question					
Categories					
Tally					
Frequency					

PREVIEW

Results How was your prediction?

1) Were your predictions accurate or not? What surprised you?

2) Why do you think you got different results when you asked adults?

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Unit Quiz - Probability

Part 1 Choose certain, or impossible to describe the likelihood of the event happening.

a) You sleep tonight.



Certain
Impossible

b) You eat something today.



Certain
Impossible

c) Saturday [illegible] this week.



Certain
Impossible

d) The sun rises tomorrow morning.



Certain
Impossible

e) It snows on a really hot day.



Certain
Impossible

f) [illegible] today.



Certain
Impossible

PREVIEW

Part 2 Use these terms to describe the likelihood: Certain, Possible, Impossible.

1. What is the likelihood of you rolling a 6?

2. What is the likelihood of you rolling a 0?

3. What is the likelihood of you rolling a 1, 2, 3, 4, 5, or 6?



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