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Google Slides Lessons Preview

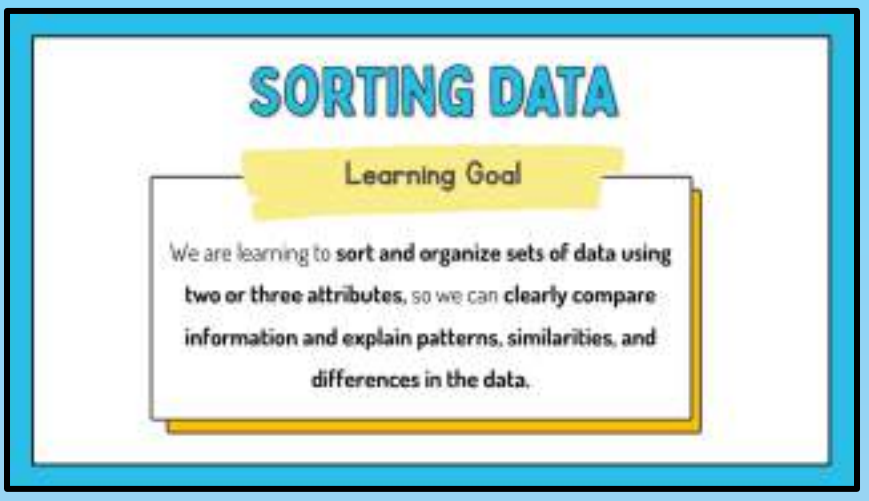
Ontario Math Curriculum

Data Literacy & Probability – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

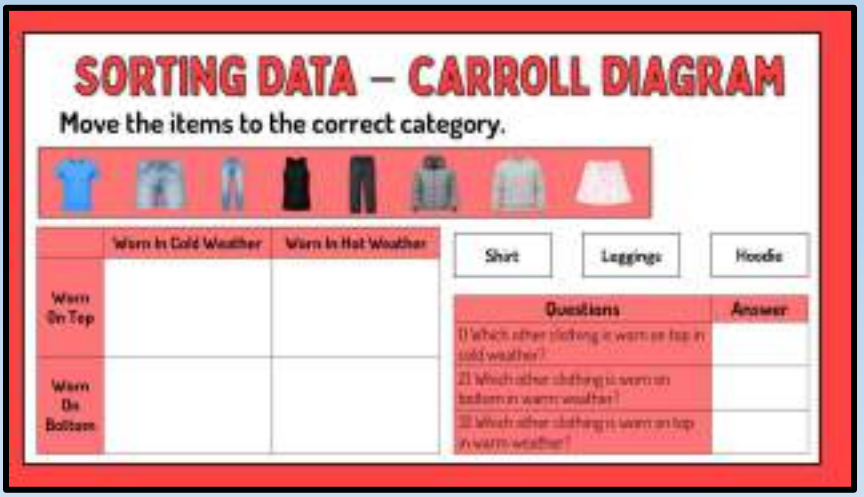


Part 2 – Action!

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

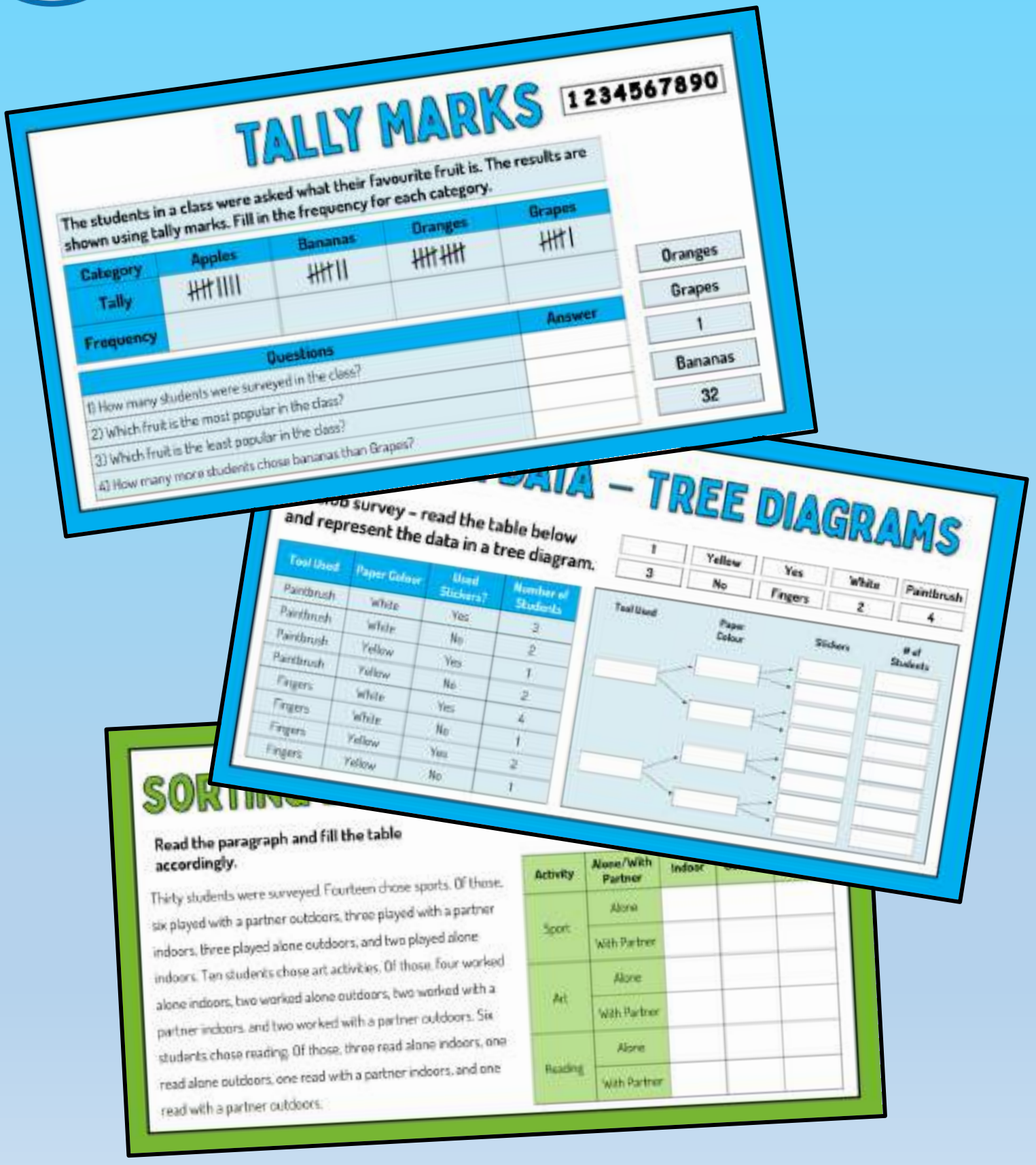
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Ontario Math Curriculum

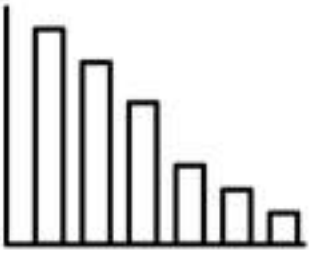
Data Literacy & Probability – Grade 3



Ontario Math Curriculum

Data Literacy & Probability – Grade 3

Workbook Preview



Grade 3
D1. – Data Literacy

	Curriculum Expectations	Pages That Cover the Expectations
D1.1	sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate	5 – 15, 18 - 33
D1.2		50, 96
D1.3	display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales	57 – 60, 72 – 83, 89, 91, 93, 95, 97
D1.4	determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	34 - 41
D1.5	analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	51 – 56, 61 – 71, 98 - 101

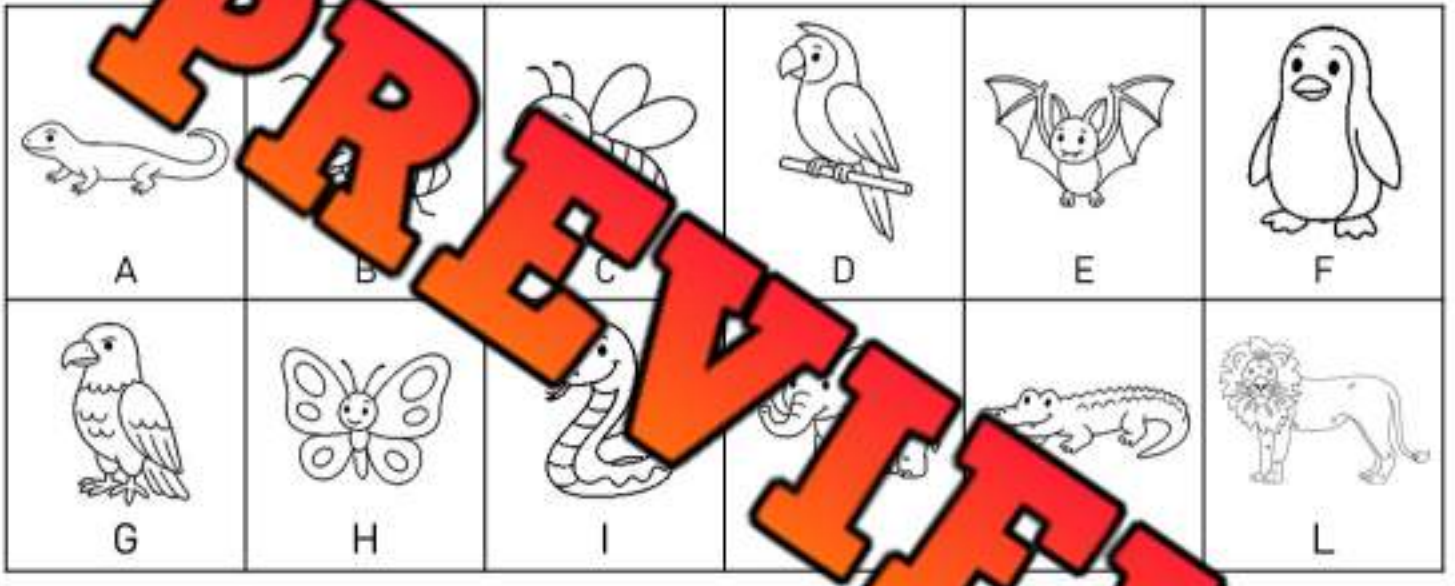
Name: _____ 5

Curriculum Connection
D1.1

Sorting Data

Part 1 Sort the animals by writing the letter in the correct category

Mammal	Bird	Reptile	Insect



Part 2 Read the list of data and match them with the correct category

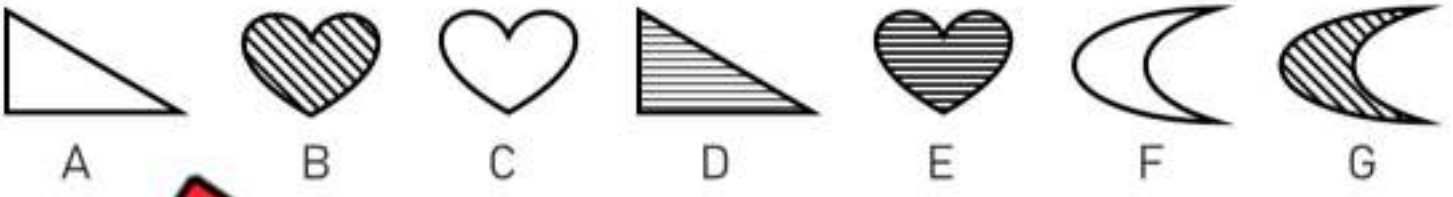
a) hammerhead shark, dolphin, seahorse, jellyfish	_____ vers
b) rose, tulip, daisy, lily	_____ birds
c) tiger, lion, bear, wolf	_____ wild mammals
d) robin, eagle, parrot, penguin	_____ sea animals
a) triangle, square, circle, rectangle	_____ sizes
b) one, two, three, four	_____ emotions
c) happy, sad, angry, excited	_____ numbers
d) big, small, tall, short	_____ shapes

Name: _____ 6

Curriculum Connection
D1.1

Sorting Data

Part 1 — Sort the shapes based on two attributes



Triangles (Letters)	Hearts (Letters)	Moons (Letters)	White Shapes (Letters)	Striped Shapes (Letters)
Number of Triangles	**Number of Hearts**	**Number of Moons**	**Number of White Shapes**	**Number of Striped Shapes**

Part 2 — Sort the shapes based on two attributes

White Clouds (Letters)	Dark Clouds (Letters)	Striped Clouds (Letters)

Number of White Clouds	Number of Dark Clouds	Number of Patterned Clouds	Total Number of Clouds

1) How many clouds are both white AND have a pattern?	
2) Which group is the largest?	
3) When sorting data, can something/someone belong to two groups?	

Curriculum Connection
D1.1

Exit Cards

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

Name: _____

Sort the shapes based on two attributes

Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)

White Shapes (Letters)	Striped Shapes (Letters)

Name: _____

Sort the shapes based on two attributes

Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)

White Shapes (Letters)	Striped Shapes (Letters)

Name: _____

Sort the shapes based on two attributes

Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)

White Shapes (Letters)	Striped Shapes (Letters)

Name: _____

Sort the shapes based on two attributes

Pentagon (Letters)	Hexagon (Letters)	Smiley Face (Letters)

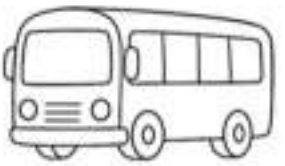
White Shapes (Letters)	Striped Shapes (Letters)

Name: _____ 8

Curriculum Connection
D1.1

Sorting Data – Carroll Diagram

Part 1 Sort the vehicles into the correct categories

			
Ro	Boat	Bus	Airplane
			
Car	Bi	Helicopter	Skateboard

	Used On	Used In Air Or Water
Used By Many People		
Used By 1 Person		

Part 2 Give examples of animals that fit the following categories

Can you think of another vehicle that...	
1) Is used on land and carries many people?	
2) Is used on land and carries only one person?	
3) Is used in air or water and carries many people?	
4) Is used in air or water and carries only one person?	

Name: _____ 14

Curriculum Connection
D1.1

Sorting Data – Carroll Diagram

Part 1 There are 14 clocks below that show 24-hour time. Sort them in the Carroll diagram.

	Before 12:00 (AM)	After 12:00 (PM)
Before Half Past		
After Half Past		

Part 2 Give examples of times that fit the following categories.

Can you think of another time that...	
1. Is before 12:00 and before half past the hour?	
2. Is before 12:00 and after half past the hour?	
3. Is after 12:00 and before half past the hour?	
4. Is after 12:00 and after half past the hour?	
5. Is before 07:00 in the morning?	
6. Is between 13:00 and 15:00?	

Curriculum Connection
D1.1

Exit Cards

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

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car

	Moves on Land	Does Not Move on Land
Needs Fuel		
No Fuel		

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car

	Moves on Land	Does Not Move on Land
Needs Fuel		
No Fuel		

Name: _____

Carrol Diagram: Sort the vehicles into the correct categories.

Bicycle	Scooter	Surfboard	Train
Boat	Motorcycle	Airplane	Car

	Moves on Land	Does Not Move on Land
Needs Fuel		
No Fuel		

Name: _____ 16

Curriculum Connection
D1.2

Tally Marks

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

Part 1

nt the tally marks

Part 2

Draw tally marks that match the er

5 =	9 =	
14 =	19 =	23 =
34 =	42 =	

Part 3

Which is greater? Use the < > or =

12 _____	11 _____	22 ____

Name: _____ 18

Curriculum Connection
D1.1

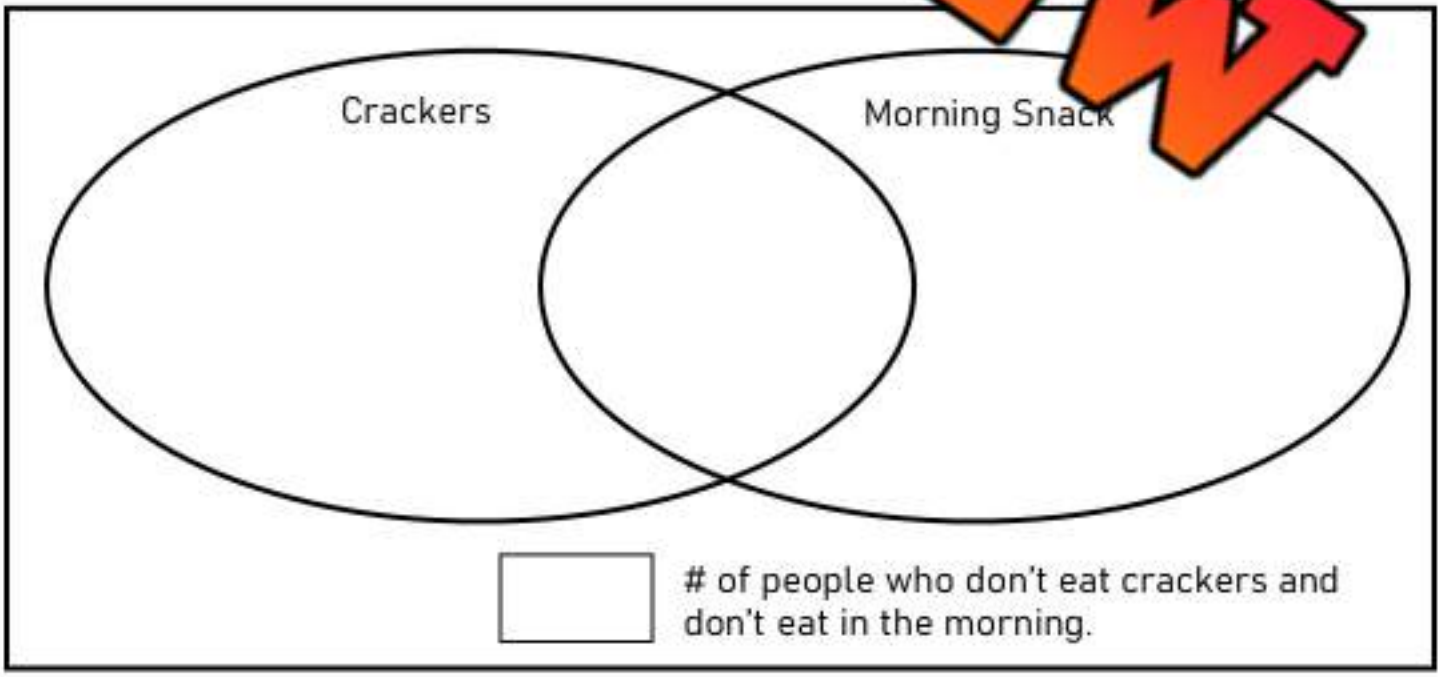
Two-Way Tables and Venn Diagrams

Snack Type	Morning Snack	Afternoon Snack
Fruit	𝍸 IIII	IIII
Crackers	𝍸	𝍸 II
Cookies	II	𝍸 I

Part 1 Fi table below that is setup to display just two attributes from the data

	Students' Favourite Snacks by Time of Day	
Snack Type	**ning ck**	**Not Morning Snack (Afternoon Snack)**
Crackers		
Not Crackers (Fruit and Cookies)		

Part 2 Fill in the Venn Diagram that is setup to displa attri om the data



☐ # of people who don't eat crackers and don't eat in the morning.

Name: _____ 19

Curriculum Connection
D1.1

Snack Type	Morning Snack	Afternoon Snack
Fruit	𝍸 ||||	||||
Crackers	𝍸	𝍸 ||
Cookies	||	𝍸 |

Part 3 Choose 2 attributes from the data and create your own Carroll Diagram.

Part 4 Choose 2 attributes from the dat… Creat… Venn Diagram.

Name: _____ 20

Curriculum Connection
D1.1

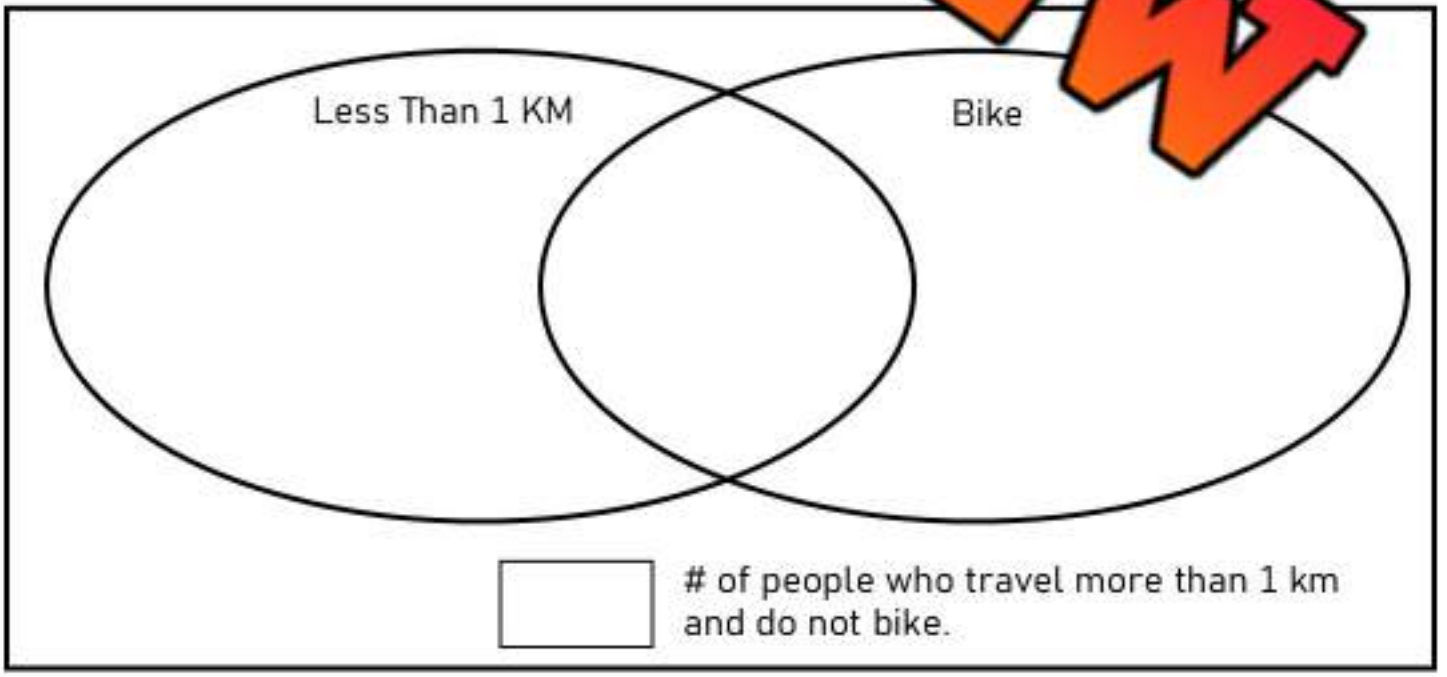
Two-Way Tables and Venn Diagrams

Transportation Method	Less than 1 km	1–5 km	Over 5 km
Walk	𝍸 𝍸 II	III	
Bike	𝍸 II	𝍸 I	I
Bus		𝍸	𝍸 𝍸
Car	III	𝍸 III	𝍸 𝍸 II

Part 1 ...low that is setup to display just two attributes from the data

	Distance	
Vehicle	... KM	**More Than 1 KM**
Bike		
Not A Bike		

Part 2 Fill in the Venn Diagram that is setup to displa... attri...om the data



_____ # of people who travel more than 1 km and do not bike.

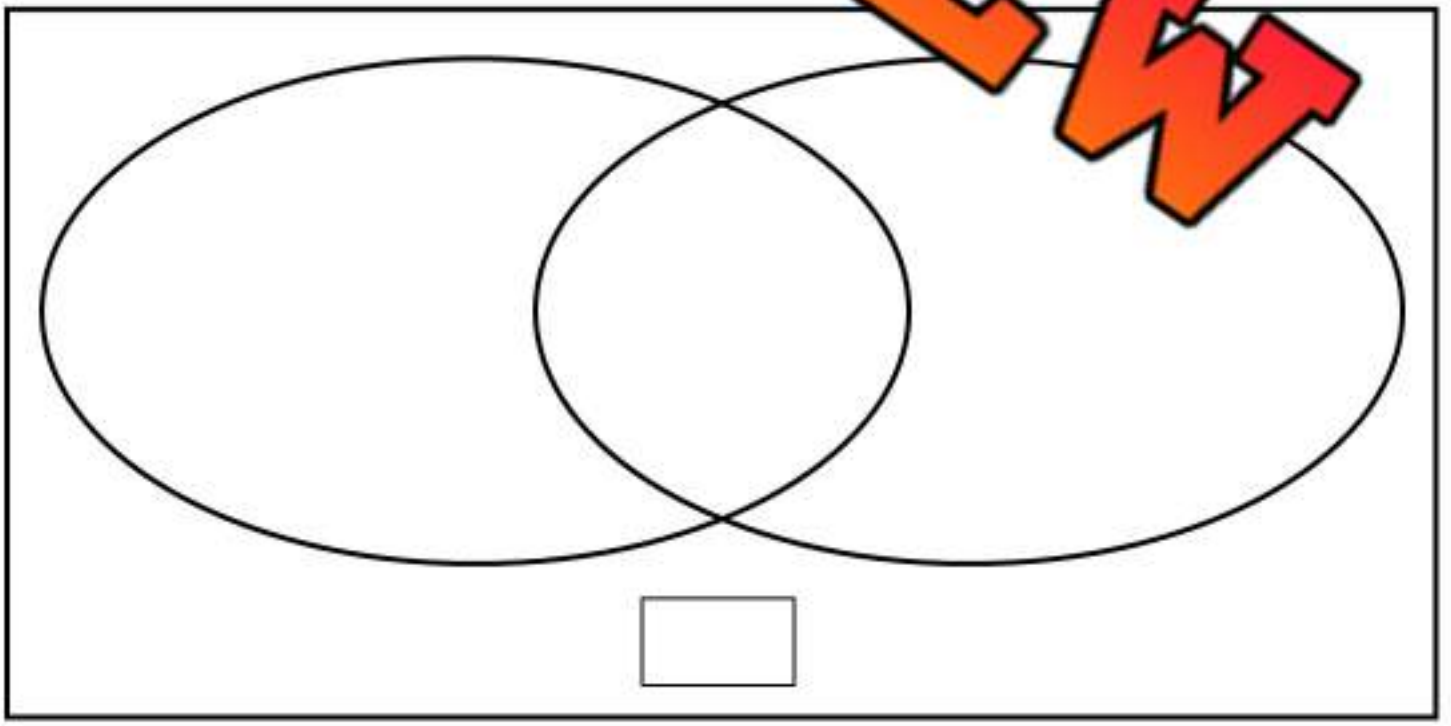
Name: _____ 21

Curriculum Connection
D1.1

Transportation Method	Less than 1 km	1–5 km	Over 5 km
Walk	𝍸 𝍸 II	III	
Bike	𝍸 II	𝍸 I	I
Bus		𝍸	𝍸 𝍸
Car	III	𝍸 III	𝍸 𝍸 II

Part 3 Choose 2 attributes from the data and create your own Carroll Diagram.

Part 4 Choose 2 attributes from the data and create your own Venn Diagram.



Name: _____ 22

Curriculum Connection
D1.1

Two-Way Tables and Venn Diagrams

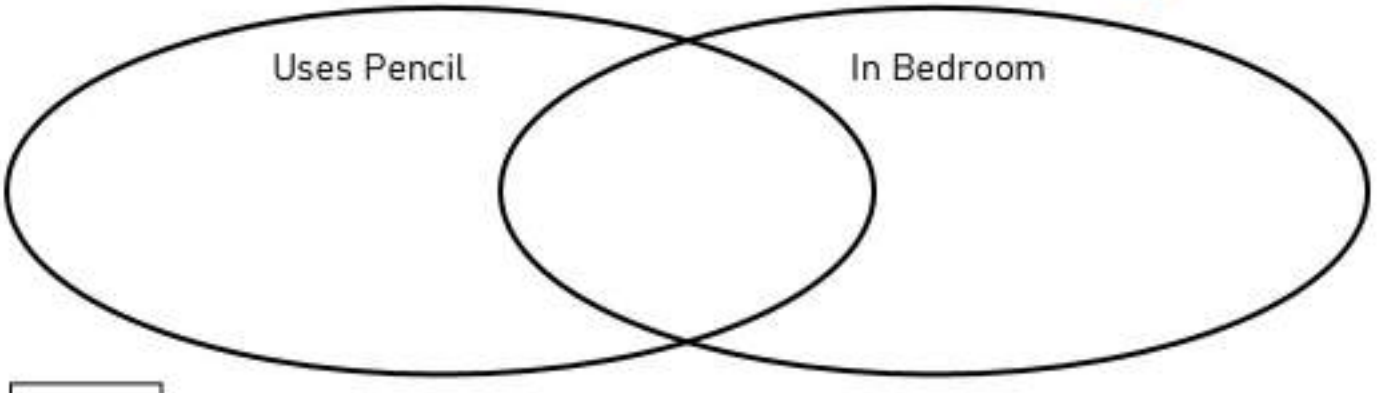
Instructions Read the paragraph below. Represent the data in the tally table, Carroll diagram, and Venn diagram.

Twenty-seven students in a class were surveyed about where they usually do their homework and what tool they prefer to use. Ten students said they work at the kitchen table. Of those ten, four students use a pencil, three use a pen, and three prefer using a laptop. Nine students said they usually do their homework in the living room. Two of them use a pen[illegible] use a laptop, and two use a pen. The final eight students said they do their hom[illegible] their bedroom. Three bedroom workers use a pencil, two use a pen, and thr[illegible]

Tally Table			
Tool Used	**Kitch**	**Living Room**	**Bedroom**
Pencil			
Pen			
Laptop			

Carroll Diagr[illegible]		
Tool Use	**In Bedroom**	**[illegible] Bedroom**
Uses Pencil		
Does Not Use Pencil		

Part 2 Fill in the Venn Diagram that is setup to display just two att[illegible] the data



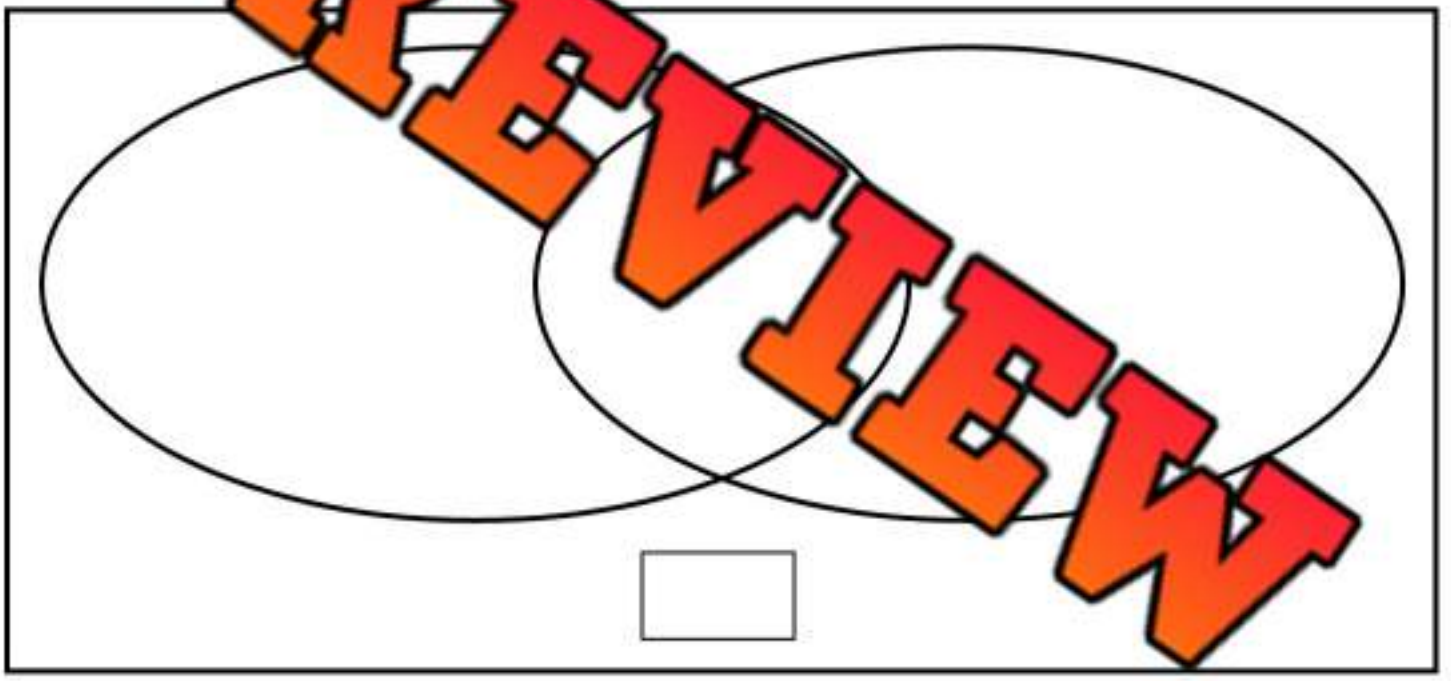
[ ] # of students who don't use a pencil and don't work in their bedroom

Name: _____ 23

Curriculum Connection
D1.1

Part 3 Choose 2 attributes from the data and create your own Carroll Diagram.

Part 4 Choose 2 attributes from the data and create your own Venn Diagram.



Part 5 Questions

1) How many more students use a laptop than a pen to do their homework?	
2) How many students use either a pencil or a pen, but not both?	
3) How many students do not use a laptop at all?	
4) Do more students who use a pencil work in their bedroom or outside of it?	
5) What is the total number of students who do not work in the living room?	

Name: _____ 24

Curriculum Connection
D1.1

Sorting Numbers – Venn, Two-Way, Carroll

742	1428	51	982	1024
3058	4925	485	221	9842

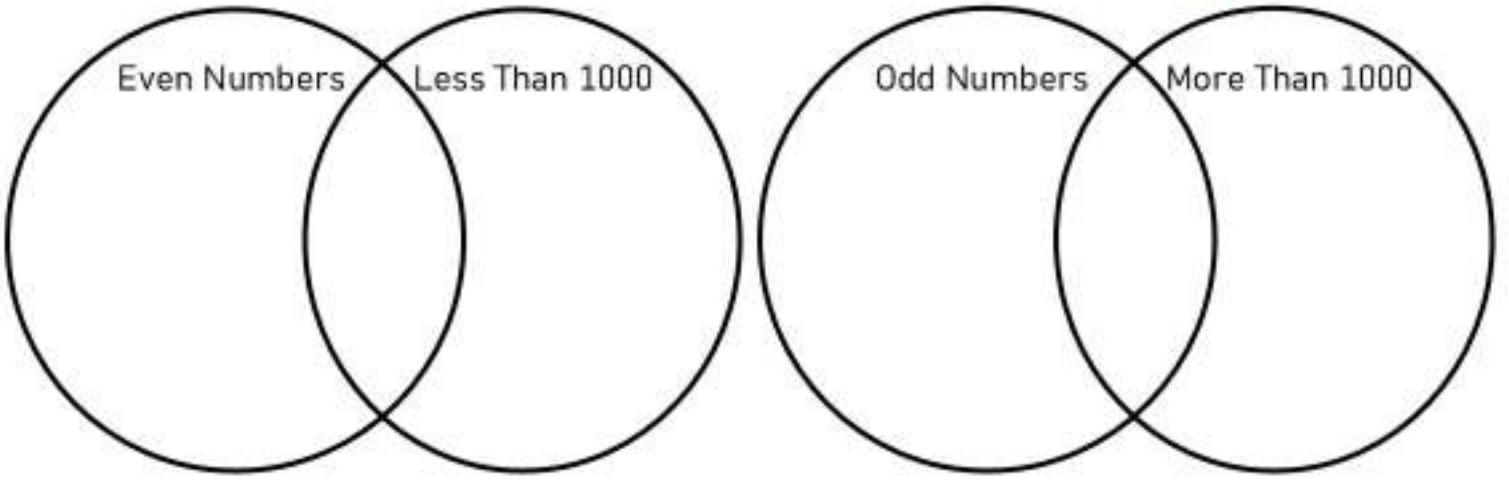
Part 1 Sort the numbers into the correct categories in the Carroll diagram

	Less Than 1000	More Than 1000
Odd Numbers		
Even Numbers		

Part 2 Fill in the two-way table

	Less Than 1000	More Than 1000	Total
Odd Numbers			
Even Numbers			
Total			

Part 3 Sort the numbers using the Venn Diagram



Name: _____ 26

Curriculum Connection
D1.1

Collecting Data – Carrol Diagram

Directions Survey your classmates using the survey question and fill in the Carrol Diagram

Survey Question: Do you prefer chocolate or vanilla ice cream? Do you prefer your ice cream in a cone or in a bowl?

	Chocolate	Vanilla
Bow		

Questions Fill in the two-way frequency ta elow

	Chocolate	Total
Cone		
Bowl		
Total		

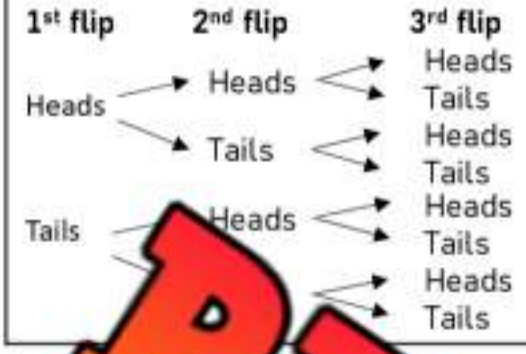
1) How many friends participated in the survey?	
2) Which type of ice cream is the most popular?	
3) Which type of ice cream is the least popular?	
4) What did you learn about the data?	

Name: _____ 27

Curriculum Connection
D1.1

Sorting Data – Tree Diagrams

A tree diagram is a way of showing combinations of two or more events

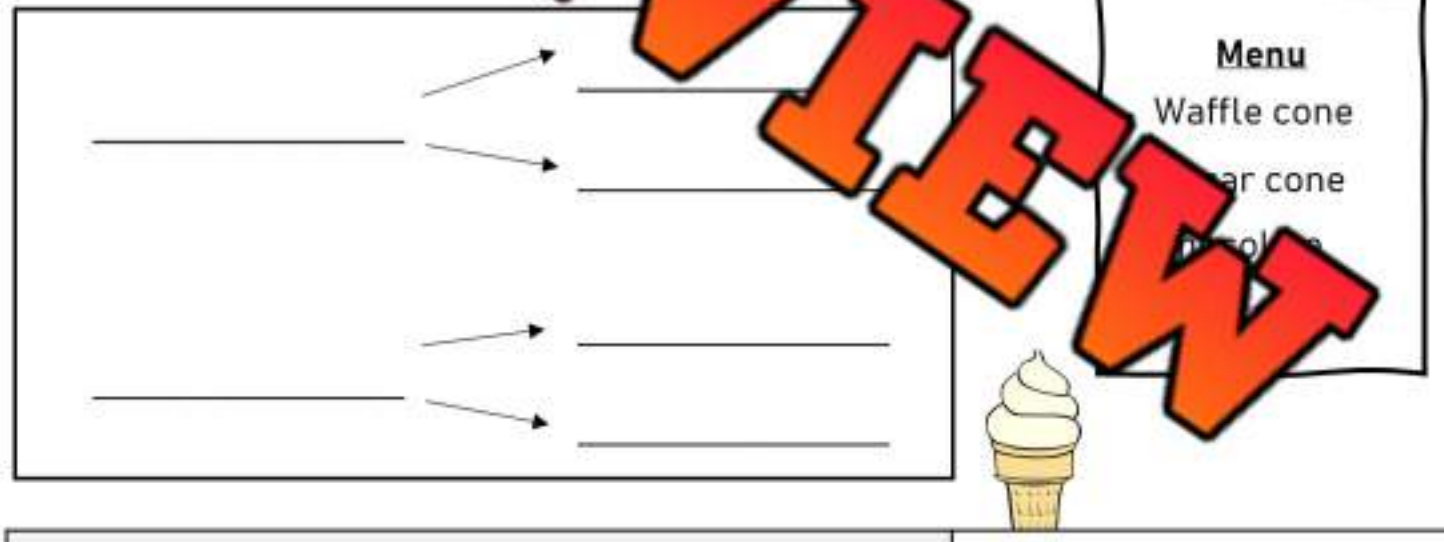


If you flip a coin three times, you could have 8 different combinations of outcomes.

HHH, HHT, HTH, HTT, THH, THT, TTH, TTT
(H=Heads, T=Tails)

Questions Draw a tree diagram to show how many different combinations you could have

An ice cream shop has two flavours of ice cream and two different cones. Show the combinations of ice cream you could have in a tree diagram below.



1) How many combinations of ice cream could you have?	
2) Which combination would you choose?	
3) What combinations of things could you order at a restaurant? Come up with your own example.	

Name: _____ 28

Curriculum Connection
D1.1

Sorting Data – Tree Diagrams

Tree diagrams help us organize and show all the possible combinations when there are two or more choices. **Carroll diagrams** are used when you're sorting items using exactly two attributes.

A pizza shop sells thin and thick crust pizza. They have 2 types of cheese and 2 types of toppings. Check out their menu and draw a tree diagram to show all the combinations of pizza.

te 1 Attribute 2 Attribute 3

Menu

- Thin crust
- Thick crust
- Mozza cheese
- Cheddar Cheese
- Pepperoni
- Mushrooms

1) How many combinations of pizza could

2) Which combination would you choose?

3) Why are tree diagrams used?

4) If you were making hamburgers, list some options you could include for the bun and toppings.

Bun	Toppings

Name: _____ 29

Curriculum Connection
D1.1

Sorting Data – Tree Diagrams

Questions Draw a tree diagram to show how many different combinations you could have

A restaurant sells hot dogs and sausages. They also have toppings. How many different combinations could you have if you were ordering from this menu?

Food	Toppings	Sauce
Hot Dog (HD)	Onion (O)	Ketchup (K)
Sausage (S)	Pickles (P)	Mustard (M)

1) How many combinations of food could you have?	
2) Which combination would you choose?	
3) What toppings/sauces would you want to add?	

Name: _____ 30

Curriculum Connection
D1.1

Sorting Data – Tree Diagrams

Instructions Soap making survey - read the table below and represent it in a tree diagram

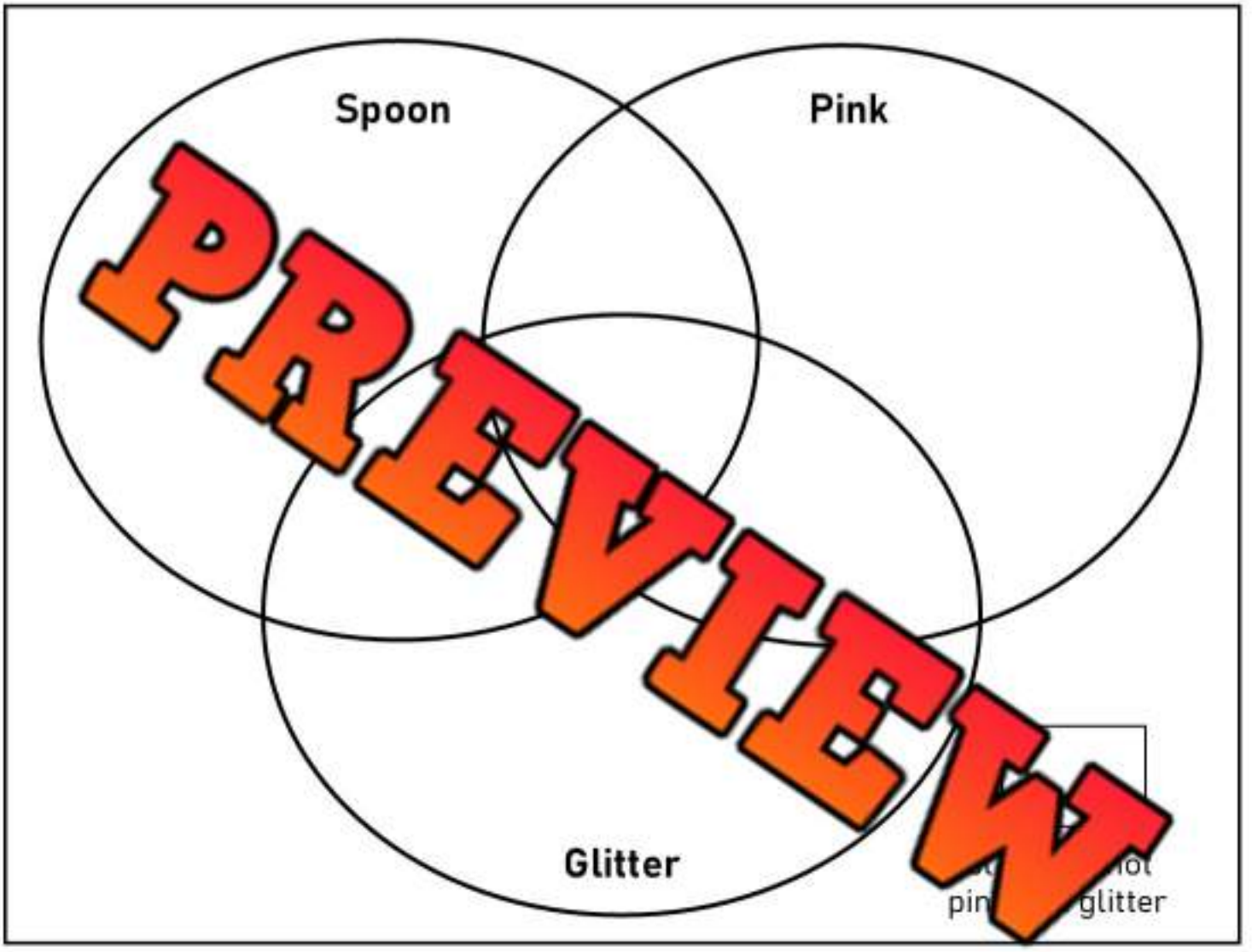
Tool	Colour	Used Glitter?	Number of Students
Spoon	Pink	Yes	4
Spoon	Pink	No	2
Spo	Blue	Yes	1
Sp	Blue	No	3
	Pink	Yes	2
Stick	Pink	No	1
Stick	Blue	Yes	2
Stick		No	1

Name: _____ 31

Curriculum Connection
D1.1

Sorting Data – Venn Diagram – 3 Attributes

Instructions	Use the data from the previous page to create a Venn diagram.



1) How many students used a spoon in total?	
2) How many students used a stick and blue soap?	
3) How many students used a spoon and did not use glitter?	
4) How many more students used a spoon than a stick?	
5) How many students were surveyed in total?	

Name: _____ 32

Curriculum Connection
D1.1

Sorting Data – Tree Diagrams

Instructions Read the paragraph and fill in the tally table and Venn diagram

Twenty-four students were surveyed. Twelve chose a fruit snack. Of those, six chose water and ate it inside, two chose water and ate it outside, three chose juice and ate inside, and one chose juice and ate outside. Eight students chose a granola bar. Of those, three had water and ate it inside, one had water and ate outside, two had juice and ate inside, and [illegible] had juice and ate outside. Four students picked crackers — two had water and ate in[illegible] had juice and ate inside, and one had juice and ate outside.

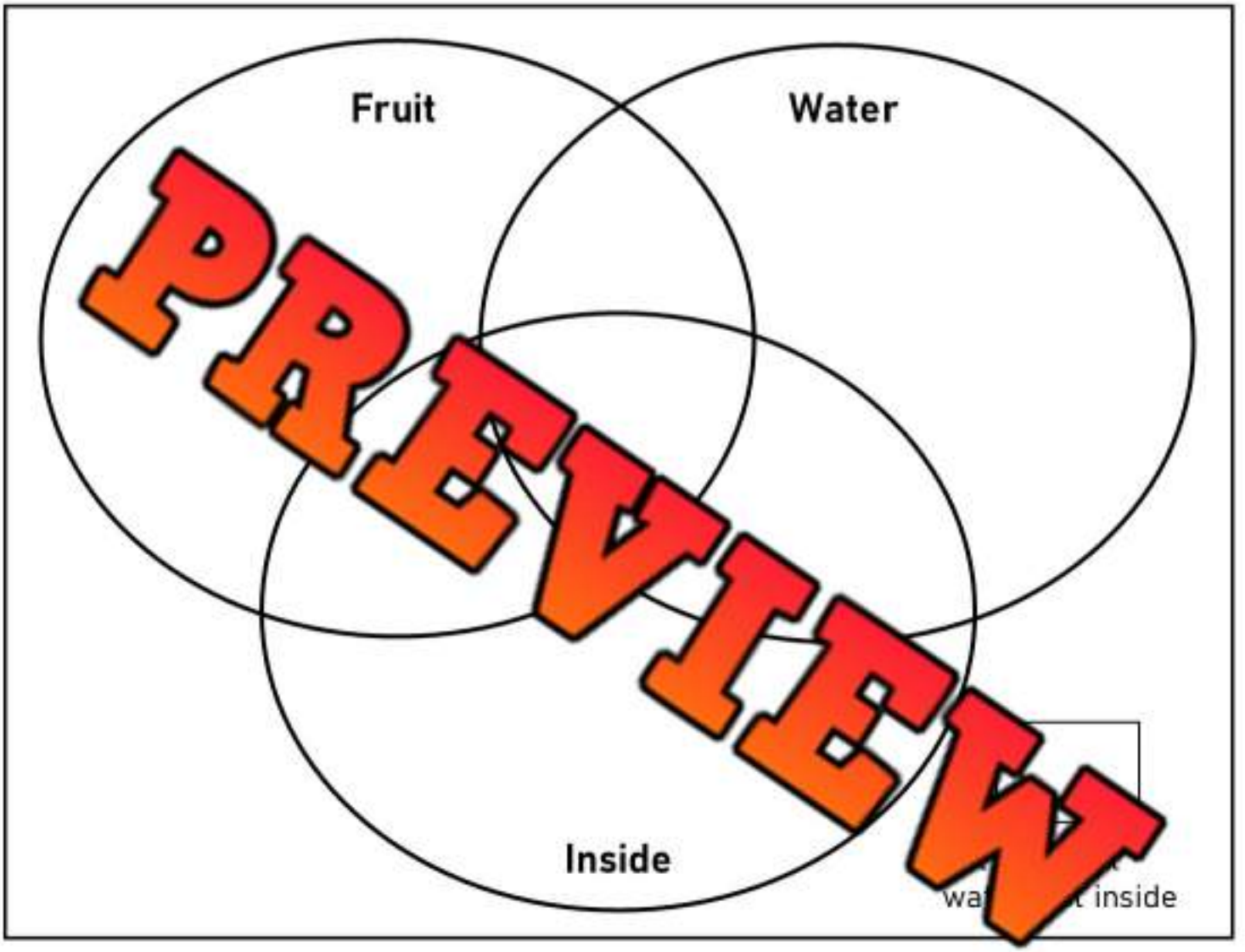
		Inside	Outside	Number of Votes
Fruit	[illegible]			
	[illegible]uice			
Granola Bar	[illegible]ate			
	Ju[illegible]			
Crackers	Water			
	Juice			

Name: _____ 33

Curriculum Connection
D1.1

Sorting Data – Venn Diagram – 3 Attributes

Instructions	Use the data from the previous page to create a Venn diagram.



1) How many students chose fruit as their snack?	
2) How many more students ate inside than outside?	
3) How many students drank juice and did not eat fruit?	
4) How many students ate inside and drank water, but did not choose fruit?	
5) How many students were surveyed?	

Name: _____ 34

Curriculum Connection
D1.4

MEAN

When we calculate the mean, we are finding the average of set of numbers.

Example:

Three brothers named Josh, Cameron, and Morgan went on an easter egg hunt. Josh found 6 eggs, Cameron found 4, and Morgan found 5. At the end of the hunt, their mother told them [illegible] the eggs equally. So, they decided to put all the eggs in the middle and then divi[illegible]ly to themselves. They had 6 + 4 + 5 = 15 eggs and 15 ÷ 3 kids = 5 eggs

Josh			Total		Josh	Cameron	Morgan
6 Candy Bag	4 Candy Ba[illegible]	5 Can[illegible]	15 [illegible]y Bag	=	5 Candy Bag	5 Candy Bag	5 Candy Bag

N[illegible]

Questions Its Halloween – [illegible]p the [illegible]a[illegible] then fair share it

Claire	Katie	Ashley		Total		[illegible]tie	Ashley
2 Candy Bag	3 Candy Bag	1 Candy Bag	=	_____ Candy Bag			_____ [illegible]andy Bag

Mean = _____

Emma	Olivia	Ava		Total		Emma	Olivia	Ava
6 Candy Bag	2 Candy Bag	1 Candy Bag	=	_____ Candy Bag	=	_____ Candy Bag	_____ Candy Bag	_____ Candy Bag

Mean = _____

Name: _____ 35

Curriculum Connection
D1.4

MEAN

Questions | Its Halloween – total up the candy and then fair share it

Mia	Harper	Charlotte	=	Total	=	Mia	Harper	Charlotte
5 Candy Bag	5 Candy Bag	2 Candy Bag		_____ Candy Bag		_____ Candy Bag	_____ Candy Bag	_____ Candy Bag

Mean = _____

Liam	Noah	Wi	=		Liam	Noah	William
4 Candy Bag	5 Candy Bag	9 Candy Bag		Bag	_____ Bag	_____ Candy Bag	_____ Candy Bag

Mean = _____

Avery	Skylar	Zane	=	Total	=	Liam	Noah	William
10 Candy Bag	6 Candy Bag	8 Candy Bag		_____ Candy Bag		_____ Candy Bag	_____ Candy Bag	_____ Candy Bag

Mean = _____

Name: _____ 36

Curriculum Connection
D1.4

MEAN

Mean = the average in a set of data

Step 1: Add up the numbers in the data set

Step 2: Divide the sum by the amount of numbers in the set.

Example:

Data set: 5, 3, 8, 5

Step 1: 5 + 10 + 8 + 5 = 28

2: 28 ÷ 4 = (7)

Ques' he mean for each data set below

, 4	2) 8, 4, 12, 4
3) 12, 6, 10, 8	) 20, 10, 30, 20
5) 23, 35, 24, 30	46
7) 12, 19, 12, 26, 31	8) 15, 8, 20, 16, 11
9) 13, 18, 17, 22, 30	10) 42, 36, 55, 23, 14

Name: _____ 37

Curriculum Connection
D1.4

MODE

Mode: The mode is the number that happens the most in a group of data. It shows what is most popular.

For example:
Thirteen Grade 3 students were asked how old they are. Their answers were:
8, 7, 8, 8, 7, 8, 8, 7, 7, 8, 8, 8, 8

- **7 years old**: 4 students
- **8 years old**: 9 students

Age	7	8
Frequency	4	9

So, the **m** because more students are 8 than 7.
👉 If tw icked the same amount, both are the mode.
👉 T t always the mode — the one that shows up the most is!

Questions G people ked their age. They are listed in the data sets belo n th table and write the mode(s).

Data Set	Ordered List	Mode
1) 13, 15, 11, 16, 11, 13, 11	15 16 / Frequen	
2) 22, 25, 23, 22, 25, 28	# 22 25 / Frequency	
3) 37, 49, 35, 37, 49, 35, 49, 35	# 35 37 49 / Frequency	
4) 65, 54, 58, 58, 54, 65, 54, 58	# 54 58 65 / Frequency	

Name: _____ 38

Curriculum Connection
D1.4

MODE

Questions	Answer the questions below

1) Justin tracks what time he goes to bed at for 15 days. His bedtimes are written below:

7, 11, 8, 8, 7, 9, 10, 10, 7, 8, 9, 9, 8, 11, 9

a) Fill in the frequency table

	8	9	10	11
Frequency				

b) What is the mode?

c) What does the mode tell us?

2) Warren's friends were asked which dinner they want at his wedding reception. The results are below.

Fish, fish, chicken, steak, vegetables, vegetables, chicken, steak, chicken, chicken, fish, vegetables, chicken, steak, steak, steak, vegetables, fish, chicken, steak

a) Fill in the frequency table

Food	Fish	Chicken	Steak	Vegetables
Frequency				

b) What is the mode?

c) How does a frequency table help us find the mode?

Name: _____ 39

Curriculum Connection
D1.4

Mode and Frequency Tables

Questions | Answer the questions below

1) Tracy ran 5 races. Her times in seconds are listed in the data set below:

25, 24, 22, 26, 23

a) Fill in the frequency table

b) What is the

c) When is it pos hat th ode in a data set?

2) Bella recorded her grades on ma this grades are listed below:

B, C, A, A, A, B, B, C, D, A, A, A, A, B, D A, B B, A, A, A, C

a) Fill in the frequency table

Grades				
Frequency				

b) What is the mode?

3) Courtney did 20 sets up pull-ups. She recorded how many reps she did in each set.

6, 5, 8, 5, 5, 4, 3, 3, 3, 4, 4, 2, 2 ,5, 4, 3, 4, 5, 4, 3

a) Fill in the frequency table

Pull-Ups	2	3	4	5	6	8
Frequency						

b) What is the mode?

Name: _____ 40

Curriculum Connection
D1.4

MODE

Mode: The number that occurs the most in a data set.

Step 1: Order the numbers from smallest to biggest
Step 2: Find the number or numbers that show up the most

Example: 5, 3, 6, 3, 9, 11
3, 3, 5, 6, 9, 11
Answer: 3

	Ordered List	Mode
3, 2, 7, 7	2, 3, 6, 7, 7, 12	7
15, 23, 37, 14, 24,		
131, 147, 75, 147, 44		
134, 135, 165, 173, 165		
12, 10, 0, 0, 12, 18, 0		
190, 165, 214, 316, 214		
16, 25, 25, 16, 25, 16		

1) The number of points scored in a series of football games is listed below. Which score happened most often?

7, 13, 18, 24, 9, 3, 18

2) The amount of rainfall that occurred in April is listed below. Find the mode.

28, 12, 32, 7, 14, 12, 7, 24, 7

Name: _____ 41

Curriculum Connection
D1.4

Mean and Mode

Hockey Goals

6 3 2 2 7

Mean: _____

Mode: _____

Basketball Points

13 22 20 15 15

Mean: _____

Mode: _____

Minutes Read Per Day

12 18 42 36 12

Mean: _____

Mode: _____

Test Scores

95 [illegible] [illegible]

Mean: _____

Mode: _____

Name: _____ 44

Curriculum Connection
D1.2

Quantitative vs Qualitative Observations

Qualitative Observations
use your senses to observe the results

Quantitative Observations
use measurement tools to make observations

Part 1 Ob[illegible]ture below with your senses. Write as many qualitative [illegible] can (imagine the smell/noise/taste/feel)

Smell: _____

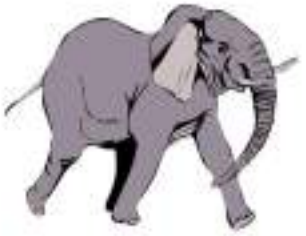
Feel: _____

_____

Se[illegible] _____

Ta[illegible] _____

Part 2 Pretend you can measure the weight, speed, and [illegible]t o[illegible] below. Provide a quantitative observation (estimation of these [illegible]



Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

Height: _____cm
Weight: _____kg
Speed: _____km/h

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 quantitative or qualitative.

1. Age of your pet
   Quantitative / Qualitative
2. Type of music you like
   Quantitative / Qualitative
3. Your favourite food
   Quantitative / Qualitative
4. Number of pencils in your desk
   Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
   Quantitative / Qualitative
2. Type of music you like
   Quantitative / Qualitative
3. Your favourite food
   Quantitative / Qualitative
4. Number of pencils in your desk
   Quantitative / Qualitative

Name: _____

Read the description and circle if it is quantitative or qualitative.

1. Age of your pet
   Quantitative / Qualitative
2. Type of music you like
   Quantitative / Qualitative
3. Your favourite food
   Quantitative / Qualitative
4. Number of pencils in your desk
   Quantitative / Qualitative

Name: _____ 47

Curriculum Connection
D1.2

Creating Questions – Qualitative Data

Practice | Write a question and 4 options for answers

1) What is your favourite food?

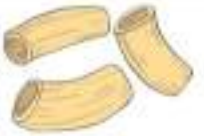
a) Macaroni and Cheese

b) Pizza

c) Hot

d)






2)

a)

b)

c)

d)

3)

a)

b)

c)

d)

4)

a)

b)

c)

d)

Name: _____ 48

Curriculum Connection
D1.2

Creating Questions – Quantitative Data

Practice | Write a question and 4 options for answers

1) How many points did each student in grade 3 get in the basketball game?

a) 0-5

b) 6-10

c) 11-1

d)

2)

a)

b)

c)

d)

3)

a)

b)

c)

d)

4)

a)

b)

c)

d)

Name: _____ 51

Curriculum Connection
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
S		
Steve		
Tony		
Jill		
Stacy		

 = 3 Candies

a) How much is one candy worth?	
b) Who collected the most candy?	
c) How much more candy did Jill collect than Tony?	
d) Did Sam and Steve collect more or less candy than Stacy and Jill?	
e) How much total candy was collected?	

Exit Cards

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

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____

Fill in the table and answer the question.

Friend	Kilometers Run	Frequency
Ted		
Anne		
Bella		
Craig		

= 3 kilometers

How many total kilometers did all 4 friends run?

_____

Name: _____ 54

Curriculum Connection
D1.5

Vertical Pictograph – Basketball Points

Grace's basketball team counted how many points each of the players scored in a tournament. The point totals for the starting 5 are displayed below in a pictograph.

a) How many points is one basketball worth?	
b) How many points is half a basketball worth?	
c) Who scored the most points in the tournament?	
d) How many total points did all 5 girls score?	
e) How many more points did Jill score than Ellie?	
f) Did Payton and Kaylee score more or less than Grace and Ellie?	
g) Did Jill and Ellie score more or less points than Grace and Kaylee?	

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: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		

 = 5 Books

Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
[illegible]		

= 5 Books

Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		

 = 5 Books

Name: _____

Write down the number of books each student has.

Friend	Number of Books Students Have	Total
Mia		
Noah		
Emma		
Lucas		

 = 5 Books

Name: _____ 58

Curriculum Connection
D1.3

Creating a Horizontal Pictograph

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	110
Neil	50
Steve	75
Dane	100
Chris	80

Questions a pict t displays the data above

Kevin	
Neill	
Steve	
Dane	
Chris	

▭ = 10 tickets

1) Who won the most tickets?	
2) How many more tickets did Dane win then Neil?	
3) How many more tickets did Kevin get than Steve?	
4) Neil and Chris think they have more tickets than Steve and Dane. Are they right?	
5) How many total tickets did the 5 kids win?	

Name: _____ 59

Curriculum Connection
D1.3

Creating a Vertical Pictograph

Colton played 5 games of basketball last week. The number of points he scored in each game is displayed below. Create a pictograph to show his points.

Game 1	Game 2	Game 3	Game 4	Game 5
20	16	18	14	24

Game 1	Game 2	Game 3	Game 4	Game 5

=

1) Which game did he score the most points? _____ Least points? _____

2) Did he score more or less points in games 1 and 2 than games 4 and 5? _____

3) How many total points did he score in all 5 games? _____

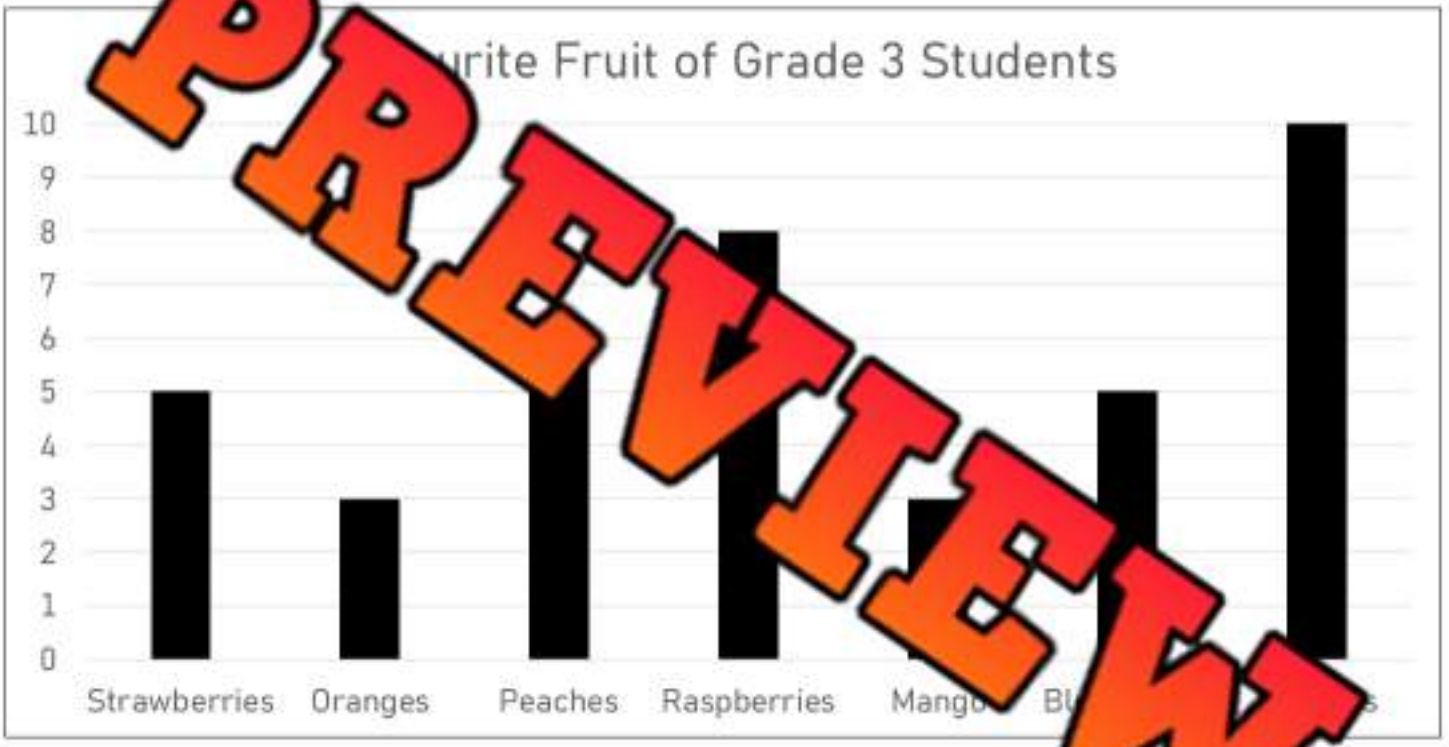
Name: _____ 61

Curriculum Connection
D1.5

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



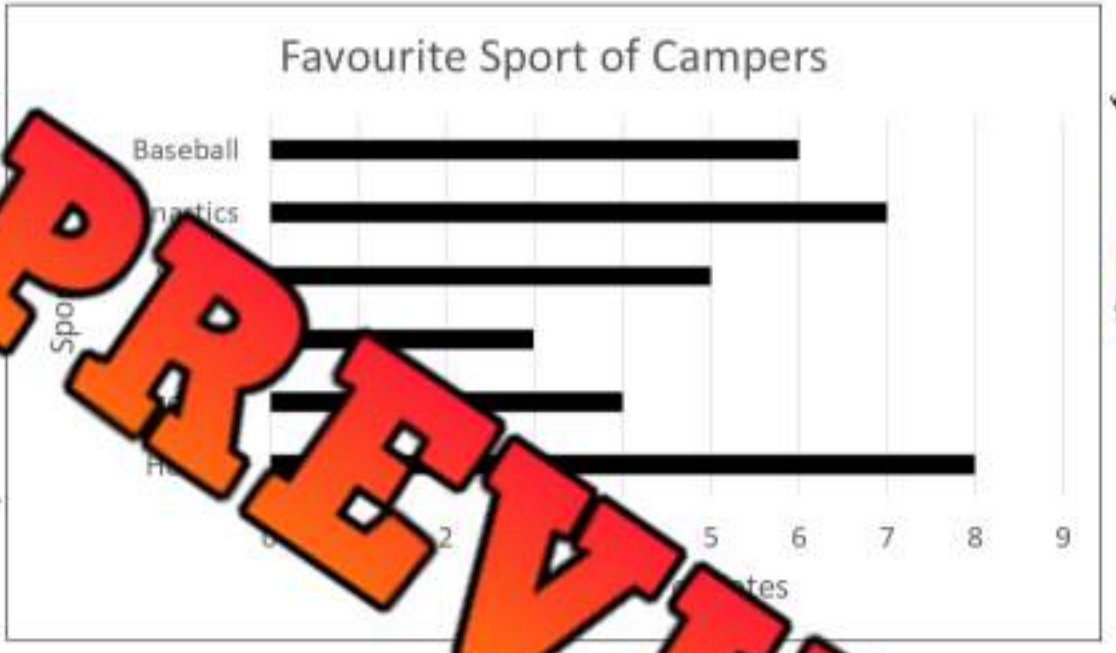
a) Which fruit was the most popular?		
b) How many students liked bananas more than oranges?		
c) Does the graph and table show the same data?	Yes	No
d) Which is easier to read, the table or the graph? Which one allows you to find the most popular fruit faster?	Graph	Table
e) What are the benefits of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

Name: _____ 63

Curriculum Connection
D1.5

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: _____

Favourite Drinks
Pop
Water
Juice
Milk
0 2 4 6 8 10

1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

Favourite Drinks
Pop
Water
Juice
Milk
0 2 4 6 8 10

1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

Favourite Drinks
Pop
Water
Juice
Milk
0 2 4 6 8 10

1) Which category of drink is most popular?

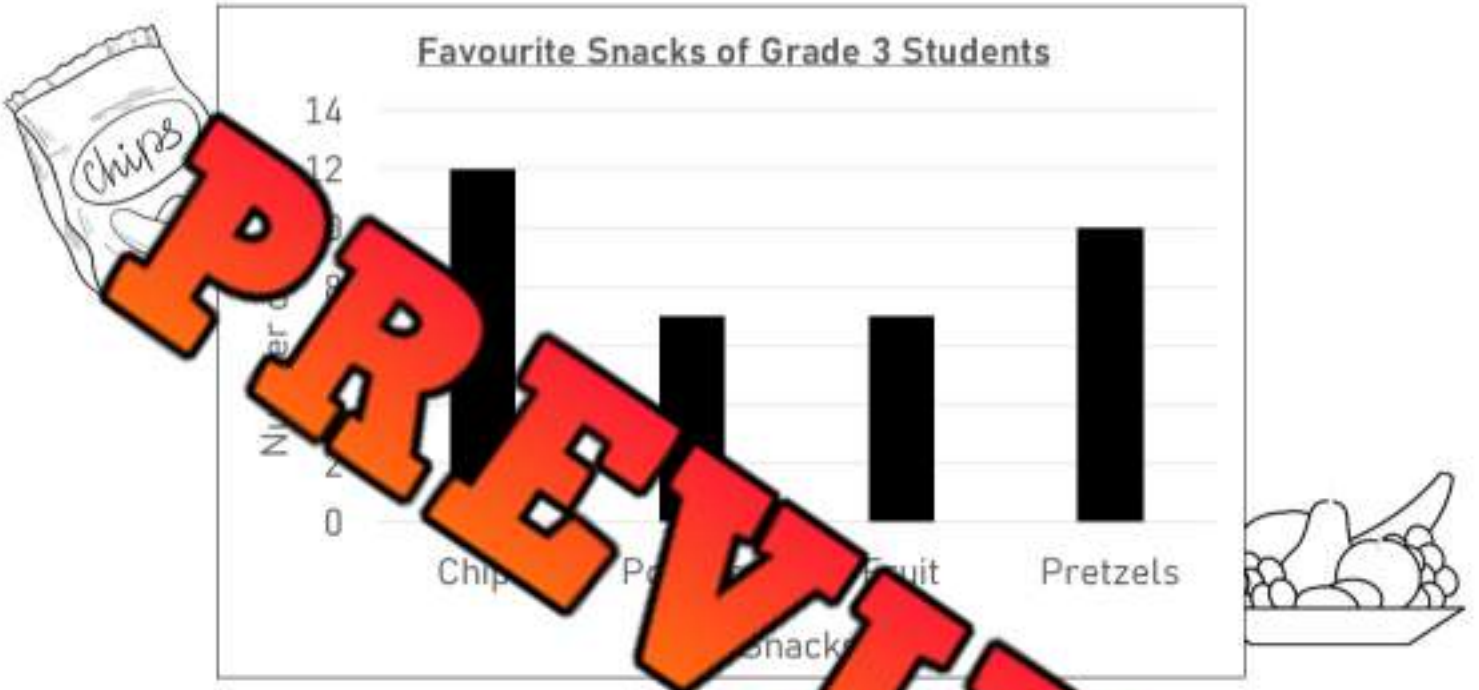
2) How many people were surveyed?

Name: _____ 65

Curriculum Connection
D1.5

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.



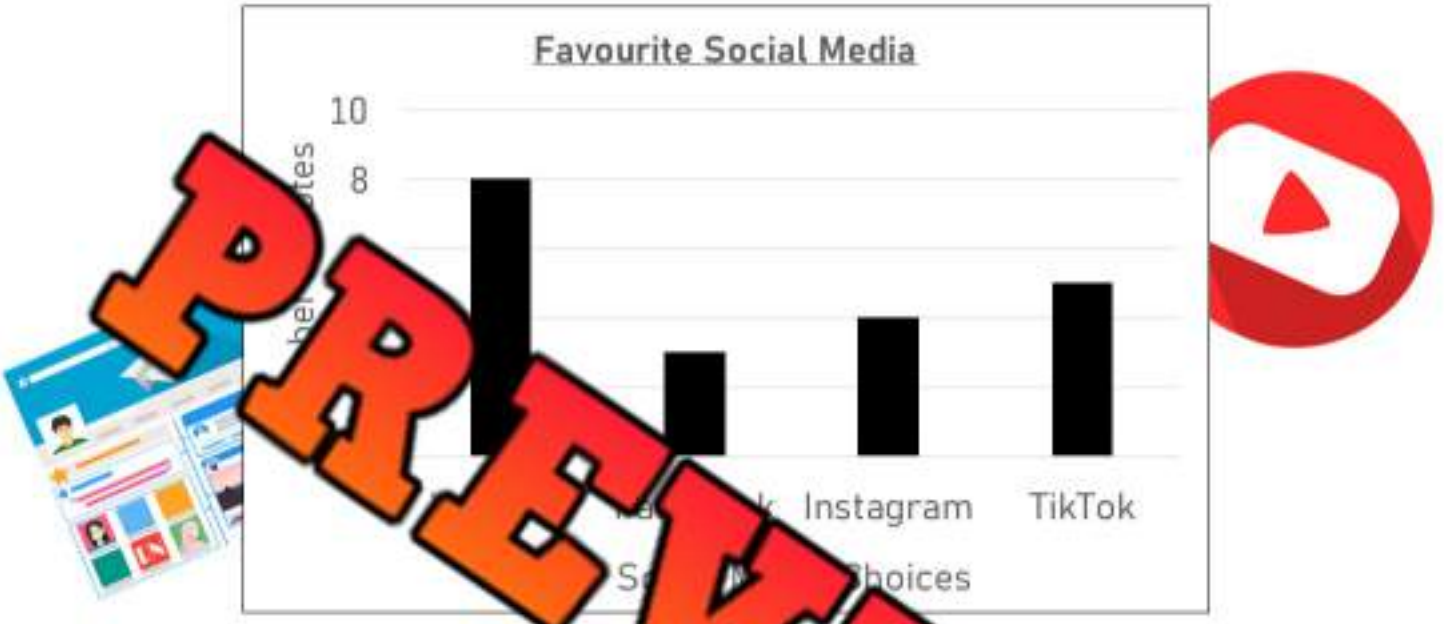
a) Which snack was most popular?	
b) Which snack was the least popular?	
c) How many more kids chose chips than fruit?	
d) How many kids liked popcorn and fruit together?	
e) Roger thinks chips were more popular than popcorn and fruit put together. Is he correct?	
f) What other snack options could he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

Name: _____ 69

Curriculum Connection
D1.5

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 entire school?

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?

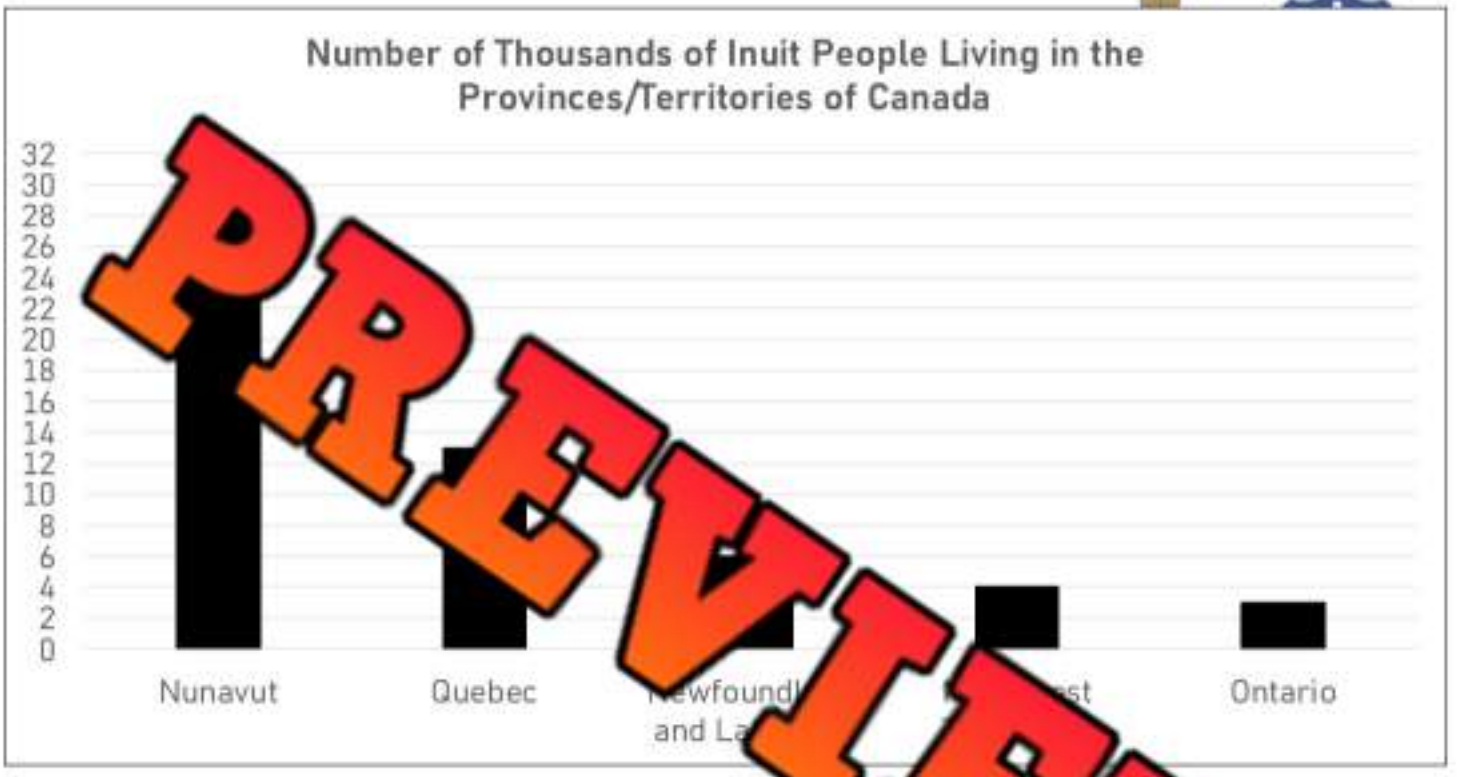
Name: _____ 71

Curriculum Connection
D1.5

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?

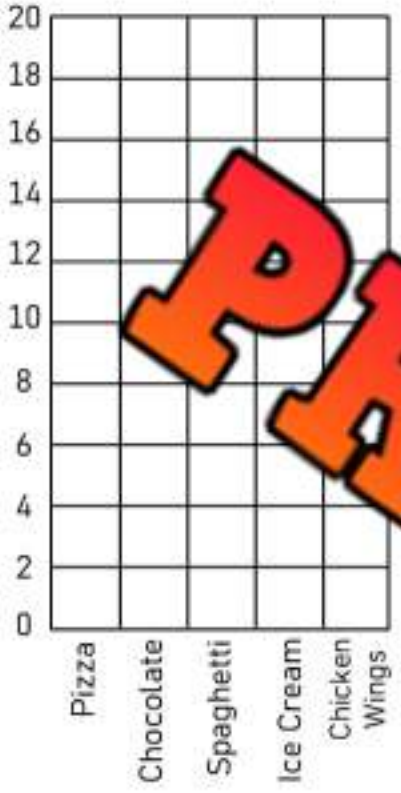
3) Where in Canada do most Inuit people live – in the north or south? Where do you think they live in provinces – the northern or southern regions?

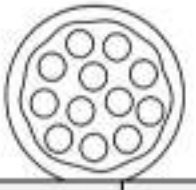
Name: _____ 72

Curriculum Connection
D1.3

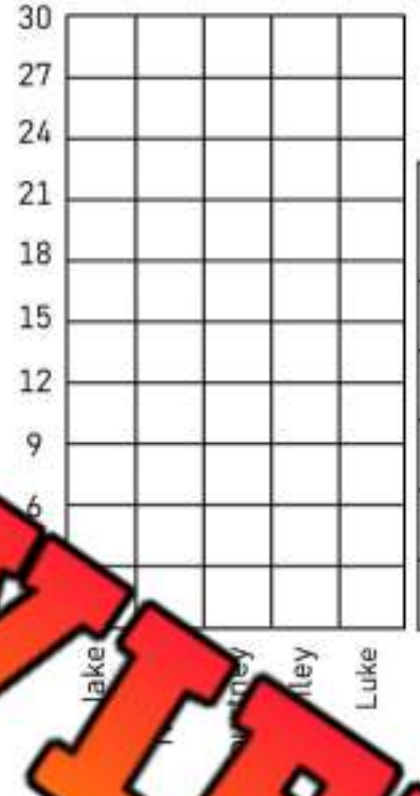
Drawing Bar Graphs

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

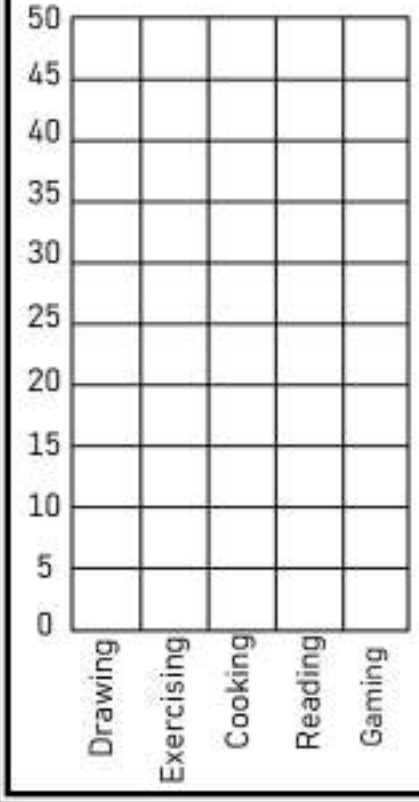




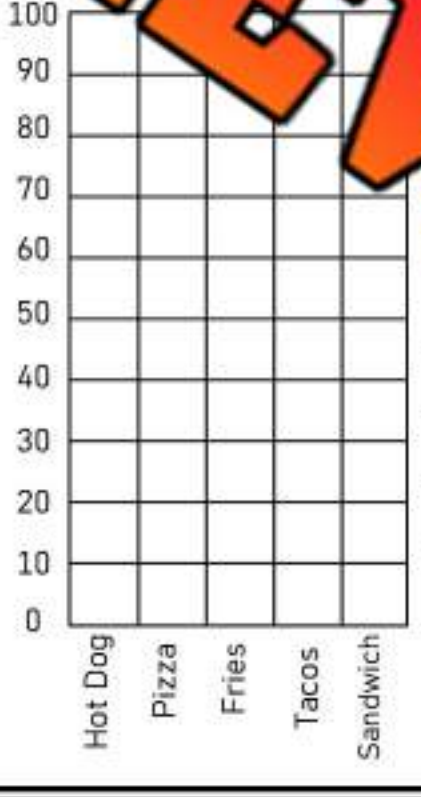
Favourite Food	# of votes
Pizza	14
Chocolate	10
Spaghetti	4
Ice Cream	8
Chicken Wings	6



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



Favourite Food	# of votes
Hot Dog	30
Pizza	60
Fries	50
Tacos	80
Sandwich	35

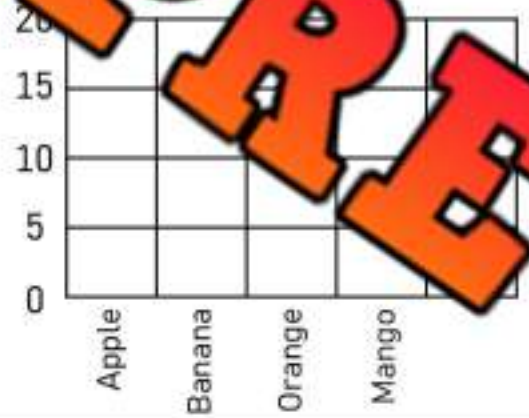
Exit Cards

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.

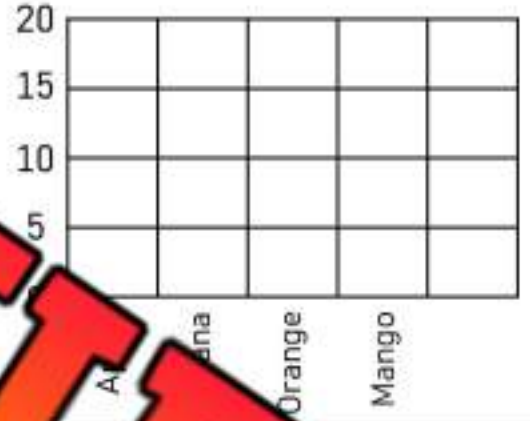
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

Draw the bars for the bar graphs below.

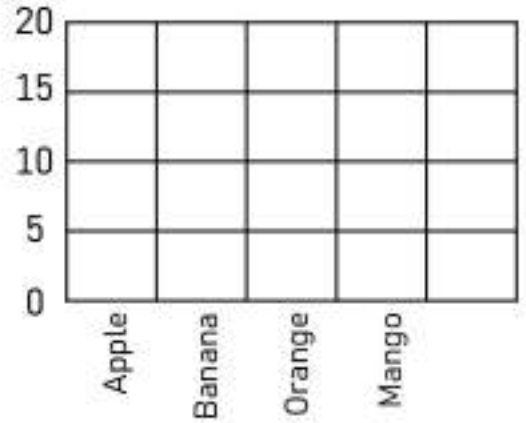
Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Name: _____

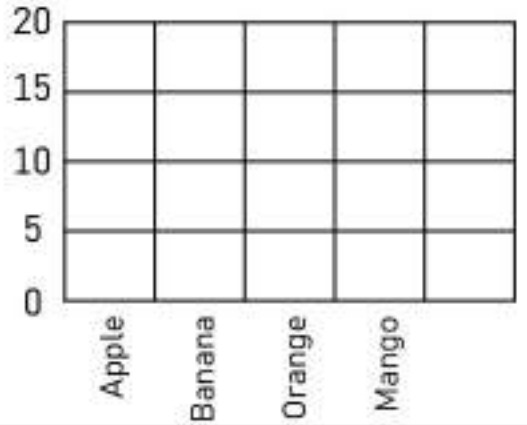
Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	20	10	15	5



Draw the bars for the bar graphs below.

Fruit	Apple	Ba		Mango
Votes	20	10		5



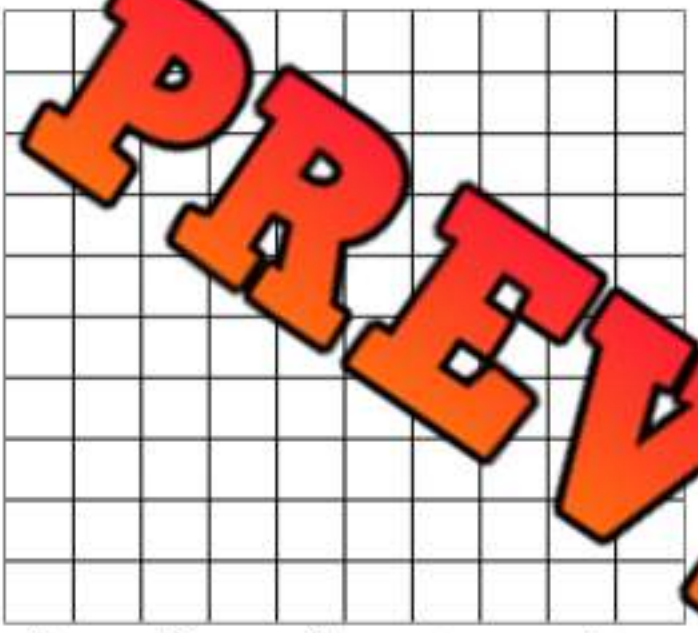
Name: _____ 75

Curriculum Connection
D1.3

Creating Scale

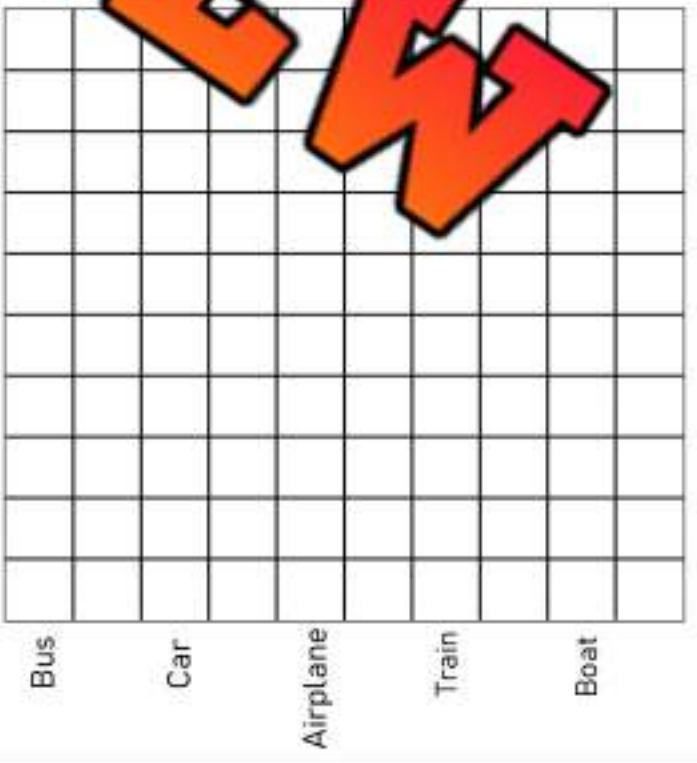
When you create a scale for your graph, you need to look at the data so you can decide what to go up by. The goal is to create a graph that will fill the graph area.

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
D	16
P	6

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



Name: _____ 77

Curriculum Connection
D1.3

Activity Title: 4-Corners Scaling Game

Objective What are we learning about?

Students will learn to read data presented in a table and decide on the appropriate scale to use for creating various types of graphs.

Materials What you will need for the activity.

- Data table p[illegible] the teacher
- Four signs la[illegible] A, B, [illegible] for each corner of the roo[illegible]

Instructions How you will comp[illegible] acti[illegible]

1. Explain to the students the importance [illegible] osing [illegible] scale for graphing data and how different scales can affect th[illegible] [illegible] eadability of the data.
2. Show the students one of the data tables provided be[illegible]ow. Y[illegible] project the table to the class.
3. Present multiple-choice options for the scale that could be used to graph the data. Each corner of the room will represent one of the multiple-choice answers.
4. Read out the scale options and ask the students to move to the corner that they believe represents the best scale for the data.
5. Once all students have chosen a corner, discuss the correct answer and explain why it is the best choice.
6. Repeat the process with different data tables and scale options.

Name: _____ 78

Curriculum Connection
D1.3

Table 1 Analyze the data and then move to one of the corners of the room

Fruits	Votes
Grape	40
pple	10
	50
Ba n	30
Orange	20

Table 1

Scale Options:

- A: 5
- B: 10
- C: 15
- D: 20

Name: _____ 85

Curriculum Connection
D1.3

Table 8 | Analyze the data and then move to one of the corners of the room

Seasons	Votes
Summer	33
Fall	18
W[illegible]	15
R[illegible]	12
Spring	22

Table 8

Scale Options:

- A: 1
- B: 2
- C: 5
- D: 10

Name: _____ 87

Curriculum Connection
D1.3

Table 10 Analyze the data and then move to one of the corners of the room

Books	Votes
Fantasy	75
ystery	25
Hi y	20
Adv tu	50
Science	100

Table 10

Scale Options:

- A: 25
- B: 5
- C: 10
- D: 20

Name: _____ 88

Curriculum Connection
D1.2

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 [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: _____ 89

Curriculum Connection
D1.3

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: _____ 90

Curriculum Connection
D1.2

Collecting Data - Qualitative

We collect data so that we can learn more about something we are interested in. We also collect data to solve a problem.

Examples:
Area of Interest: "What is your favourite animal?"
Solving a Problem: "Are you coming to the party on Saturday?" (this solves the problem of how many will be attending the party).

Survey Q
Area of

Collect data by asking your classmates your survey question

Survey estion
Example: Wha
favourite colou

Categories				
Tally				
Frequency				

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: _____ 91

Curriculum Connection
D1.3

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: _____ 94

Curriculum Connection
D1.2

Collecting Data - Quantitative

When we collect quantitative data, we are asking a survey question that results in a numbered answer. For example: "How many pets do you have?"

Example:
Area of Interest: "How many hours do you watch TV a day?"
Solving a Problem: "How many hot dogs will you eat at the party this weekend?" (this solves the problem of how many hot dogs you'll need to buy for your party).

Survey Qu... Area o... llect data by asking your classmates your survey question

Survey Questi... _____

Example: How m... oks did you read this we... _____

Categories				
Tally				
Frequency				

Interpreting Your Survey Results

1. How many people did you survey? _____
2. Which number/number range was the most popular? _____
3. Which number/number range was the least popular? _____
4. If you asked your entire school, which number/number range do you think would win? Explain. _____
5. Did any of the survey results surprise you?

I'm surprised that _____

_____

Name: _____ 95

Curriculum Connection
D1.3

Creating a Bar Graph

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

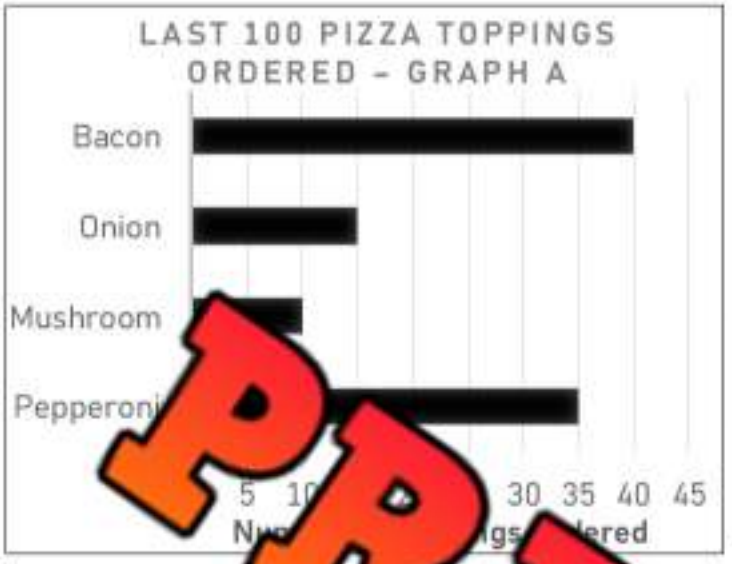
☐ X axis label ☐ Y axis label ☐ Title ☐ Scale ☐ Categories

_____

Name: _____ 98

Curriculum Connection
D1.5

Displaying Data Using Different Graphs



	Last 100 Pizza Toppings Ordered – Graph B
Bacon	
Onion	
Mushroom	
Pepperoni	

= 5 toppings

Questions

A[illegible] the [illegible]low

a) Which graph displays the [illegible]ely? Explain your choice.

b) If you were reading this data quickly, which graph [illegible] fa[illegible]re[illegible]? Explain.

c) When do you think a bar graph is better than a pictograph?

d) When do you think a pictograph is better than a bar graph?

Name: _____ 99

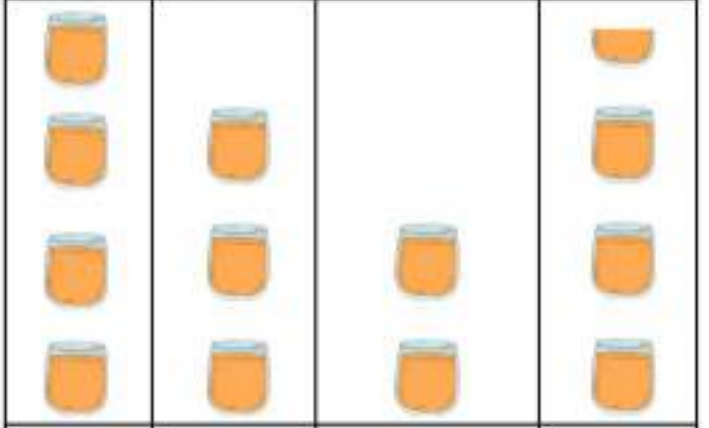
Curriculum Connection
D1.5

Displaying Data Using Different Graphs

Line Plot - Favourite Juice

Apple	Orange	Lemonade	Fruit
✖			
✖			✖
✖	✖		✖
✖	✖		✖
✖	✖	✖	✖
✖	✖	✖	✖
✖	✖	✖	✖
✖	✖	✖	✖

Pictograph - Favourite Juice



= 2 Votes

Questions Answe... ...is...

a) What is the difference betw... a d... ...tograph? Which graph always uses one-to-one correspondence?

b) If you were reading this data quickly, which graph ... fa... ...re...? Explain.

c) When do you think a dot plot is better than a pictograph?

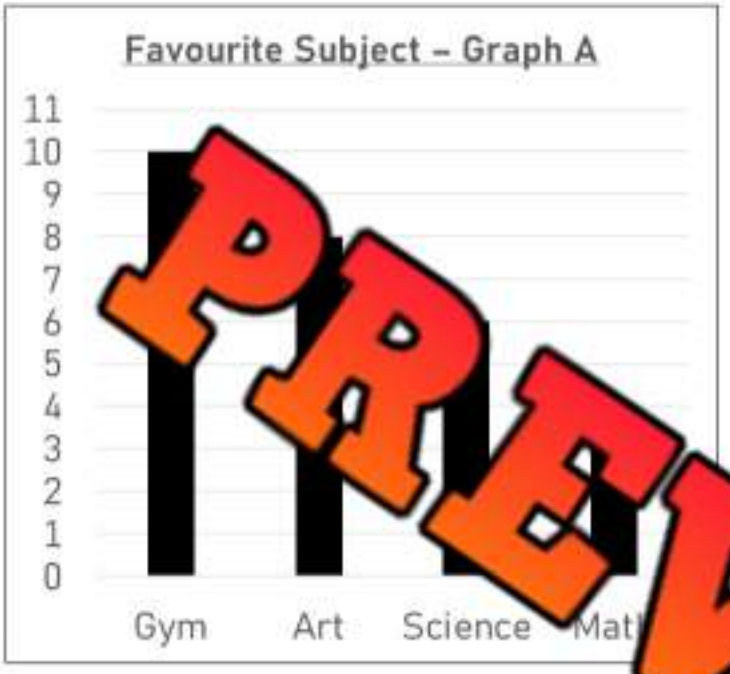
d) When do you think a pictograph is better than a dot plot?

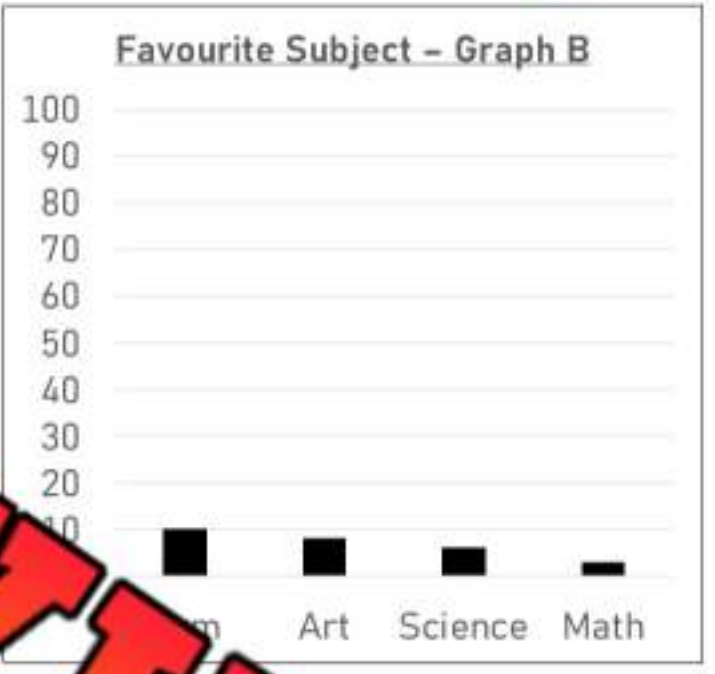
Name: _____ 100

Curriculum Connection
D1.5

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 the 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 easier to read and interpret? Why is that graph better?

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

Name: _____ 102

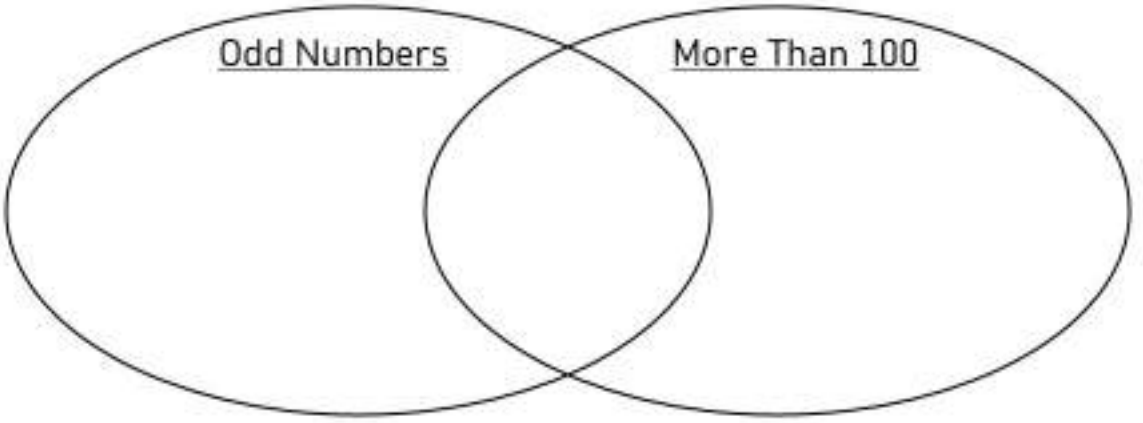
Unit Test – Data Literacy

Part 1 Sort the numbers into the correct categories in the Carroll Diagram

232	536	43	15	96
185	102	77	63	752

	Less Than 100	More Than 100
Odd Numbers		
Even Numbers		

Part 2 Sort the numbers using the Venn Diagram

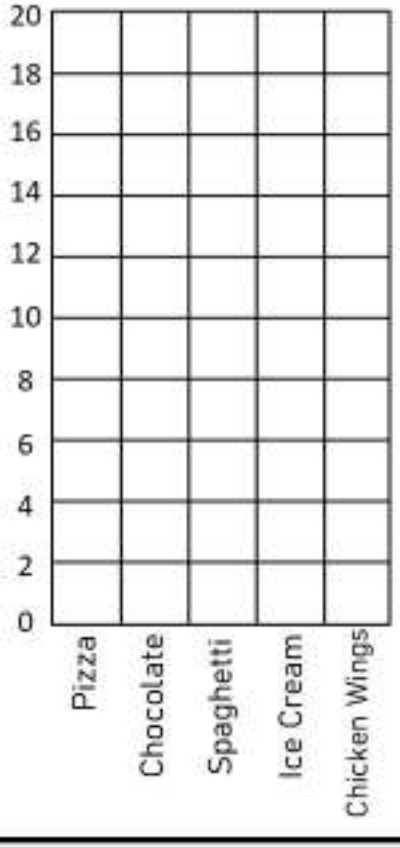


Part 3 Read the graph and answer the questions below

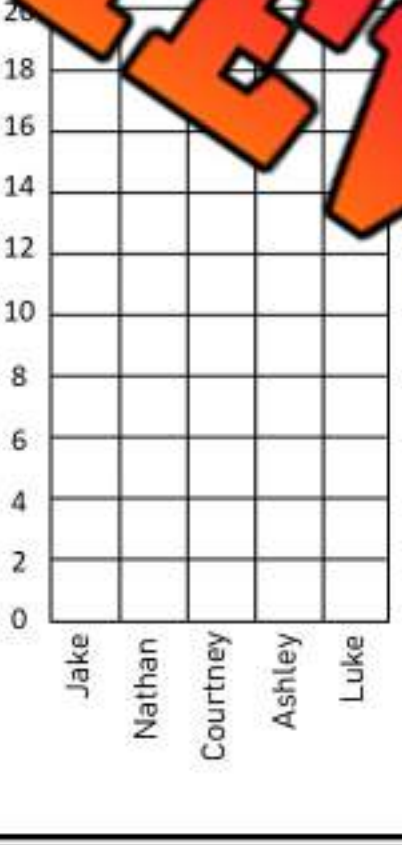
Hockey Goals
4 1 5 4 6
Mean: _____
Mode: _____

Basketball Points
15 25 18 20 22
Mean: _____
Mode: _____

Part 4 Draw the bars for ea[illegible] the ba[illegible]elow



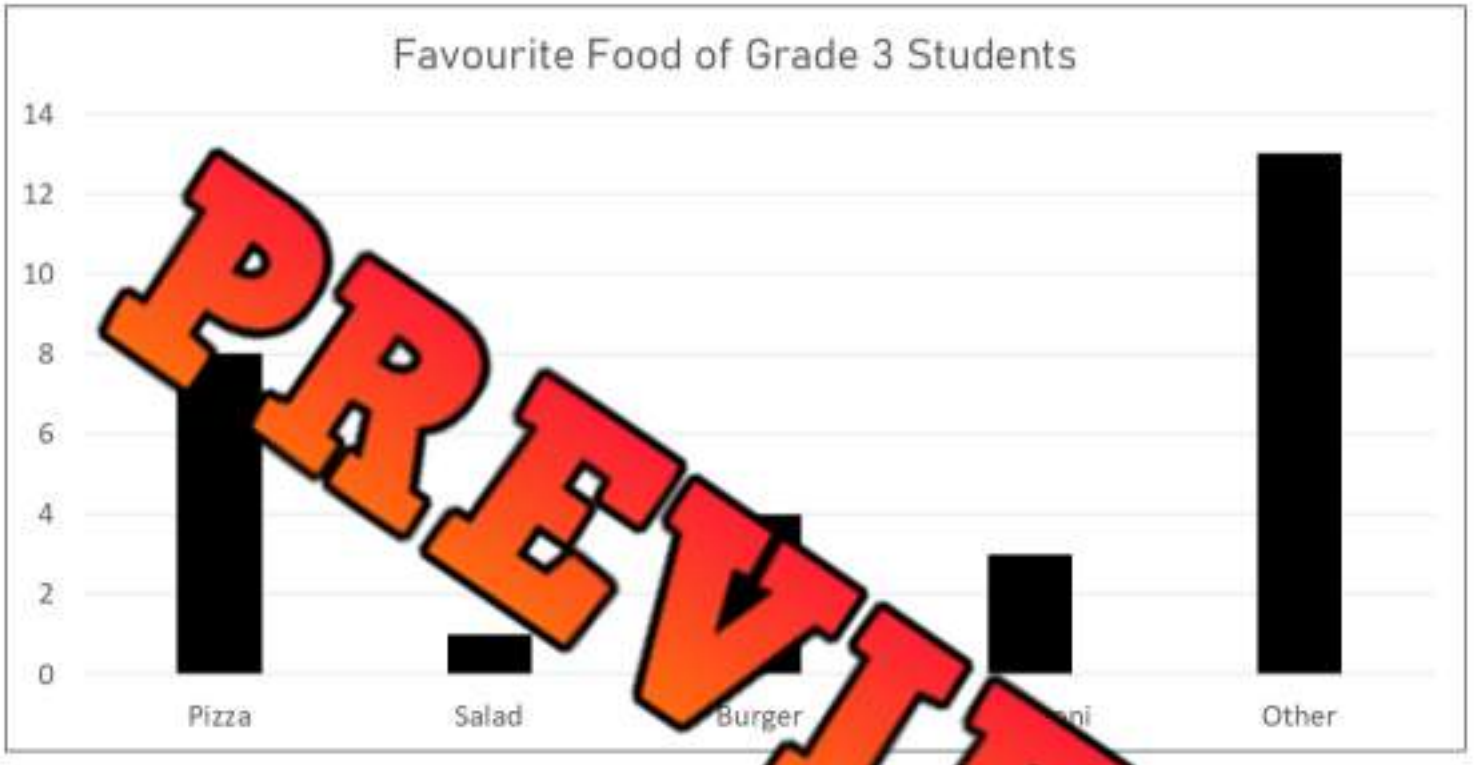
Favourite Food	# of votes
Pizza	6
Chocolate	5
Spaghetti	10
Ice Cream	18
Chicken Wings	14



[illegible]layer	# of points
[illegible]	7
Nathan	10
Courtney	4
Ashley	19
Luke	12

Part 5 Read the graph and answer the questions below

Mr. Simpson collected data from his grade 3 class. He asked them what their favourite food is. He graphed the results in the bar graph below.



a) Which food was the most popular?	
b) How many more students voted for pizza than salad?	
c) What is the scale of the graph?	
d) Was the "other" category more popular than pizza and burgers together?	
e) Which three foods together add up to the total number of votes pizza received?	
f) How many students were surveyed?	

Part 6 Graph the data below in a bar graph

The grade 3s were asked which entertainment they liked the best. The results are below.

Movies	TV Shows	YouTube	Video Games	Music
9	12	21	27	15

a) Which form of entertainment was most popular?	
b) How many more votes did video games get than music?	
c) What scale did you choose for the graph?	
d) How many students were surveyed?	

Grade 3
D2. Probability

	Curriculum Expectations	Pages That Cover the Expectations
D2.1	use mathematical language, including the terms "impossible", "unlikely", "equally likely", "likely", and "certain", to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	107 - 127
D2.2	make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations	128 - 136

Name: _____ 107

Curriculum Connection
D2.1

Describing Probability - Certain

If an event will definitely happen, we describe the probability of the event as certain. **Certain** means something will for sure happen!

Examples of certain events:

1) You will go to the bathroom today
2) You will sleep tonight

Questions – Is the event certain – yes or no?

1) You will eat today	Yes	No
2) You will breathe today	Yes	No
3) You will eat something today	Yes	No
4) You will drink something today	Yes	No
5) You will play hockey today		No
6) You will play tag at recess this week 	Ye	No
7) It will rain later today	Yes	No
8) There will be a fire drill today 	Yes	No
9) It will be Friday after Thursday	Yes	No
10) The sun will rise tomorrow morning 	Yes	No

Name: _____ 108

Curriculum Connection
D2.1

Describing Probability - Impossible

If an event will definitely not happen, it is impossible. **Impossible** means that something can't happen!

Examples of impossible events:
1) You will fly like a bird
2) You will teleport to Africa today

Question	Is the event impossible – yes or no?	
1) You will h[illegible] teacher tomorrow	Yes	No
2) You will grow 1 [illegible]ay	Yes	No
3) You will jump over a house to[illegible]	Yes	No
4) You will eat a treat today	Yes	No
5) You will find money on the ground today	[illegible]	No
6) You will get a new toy today	Y[illegible]	No
7) It will be Saturday after Monday	Yes	No
8) You will roll a 7 on a 6-sided dice	Yes	No
9) It will rain today	Yes	No
10) You will take over as teacher today	Yes	No

Name: _____ 109

Curriculum Connection
D2.1

Describing Probability – Certain Impossible?

Questions Write 4 examples of events that are certain a oss

Certain	Impossible

Name: _____ 110

Curriculum Connection
D2.1

Describing the likelihood – Equally Likely

Equally likely means that there is an even chance that an outcome will happen. This means during the event, the outcome has the same chance of happening as it does not happening.

For example: Flipping a coin and it landing on heads is an even chance.
Explanation: There is an equal chance of the coin landing heads and not landing heads (tails).

Part 1

Shade in half of the shapes to split them equally

1)

2)

3)

4)

5)

Part 2

Shade in half of the squares in the shapes bel

1)

2)

3)

4)

5)

6)

7)

8)

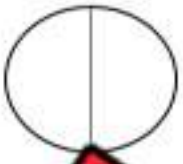
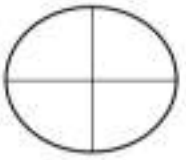
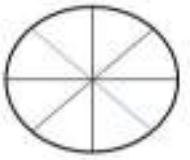
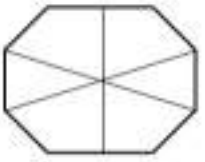
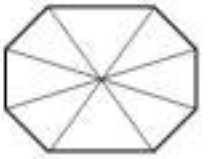
9)

Name: _____ 111

Curriculum Connection
D2.1

Describing the likelihood – Equally Likely

Part 1 Shade in half of the shapes so you have two equal parts

a) 	b) 	c) 
d) 	e) 	f) 

Part 2 half mbers below?

1) Half of 2 is _____	f o	7) Half of 12 is _____
2) Half of 6 is _____	5) Half of 8 is _____	f of 20 is _____
3) Half of 4 is _____	6) Half of 14 is _____	Half s _____

Part 3 Answer the word problems below

1) There were 20 kids at a birthday party. Half of them asked for hot dogs and the other half asked for hamburgers.	
a) How many asked for hot dogs?	
b) How many asked for hamburgers?	
2) In a class of 16 students, half are boys.	
a) How many kids are boys?	
b) How many are girls?	

Name: _____ 114

Curriculum Connection
D2.1

Describing the Likelihood of Events

Part 1 — Circle if the likelihood is possible or impossible

a) You will eat something today

Impossible
Certain

b) You will drive home from school

Impossible
Certain

c) Yo… gr… …m today

Impos…
C…

d) You will breathe today

Impossible
Certain

Part 2 — Circle if the t… …ood … …e likely or unlikely

a) You have a guest speaker today

Even Chance
Likely
Unlikely

b) … will … a book today

Even Chance
Likely

c) You will eat chips today

Even Chance
Likely
Unlikely

d) You will win your ga… …day

Even Chance
Likely
Unlikely

e) You will drink pop today

Even Chance
Likely
Unlikely

f) Your favourite team will win today

Even Chance
Likely
Unlikely

Exit Cards

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

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible

Name: _____

Circle the likelihood of the event happening

1) A cat will take your math test.

Certain	Likely	Equally Likely	Unlikely	Impossible

2) You will get a heads when flipping a coin.

Certain	Likely	Equally Likely	Unlikely	Impossible

3) You will eat something today.

Certain	Likely	Equally Likely	Unlikely	Impossible

Name: _____ 117

Curriculum Connection
D2.1

Activity: Probability Card Sort and Rank

Objective

What are we learning about?

Students will learn to identify and classify events as certain, likely, equally likely, unlikely, or impossible by sorting and ranking scenarios based on their probability.

Materials

What you will need for the activity.

- 30 s[illegible]f[illegible]cenario cards with different events w[illegible]m[illegible]"The sun will rise tomorrow").
- A [illegible]board [illegible]ivided into the categories: Certain, Lik[illegible]ke[illegible]Unlikely, and Impossibl[illegible]
- Glue sticks or [illegible]glue

Instructions

How you[illegible]ple[illegible]ity

1. Begin by explaining the concepts [illegible]ain, like[illegible]ly, unlikely, and impossible events. Give examples to ensure st[illegible]ts u[illegible]nd these probability terms.
2. Have all students stand in a single line in from[illegible]t[illegible]ri[illegible]rd.
3. Provide each individual student with a scenario card[illegible]ea[illegible]dent[illegible]as one card.
4. Display the large categorization board at the front of the class[illegible]t students can easily see and access it.
5. Instruct the students to take turns, one by one, reading their scenario card aloud and then discussing where they think the event should be classified on the categorization board.
6. After the student has decided on the classification, have them use glue to attach the card in the corresponding category on the board.
7. Encourage the students to explain their reasoning and engage in discussion with the class if they disagree with the placement of a card.
8. Continue until all 30 cards have been placed on the board.
9. Once all cards have been placed, review the classifications as a class, addressing any misconceptions or disagreements.

Name: _____ 118

Curriculum Connection
D2.1

Scenario Cards | A set of scenario cards with different events

A robot will serve lunch at school.	You will have a birthday this year.
You will wear something on your head.	Your pencil will roll off your desk.
A cow will drive a car.	A dog will bark.
It might rain tomorrow.	You will fly without wings.
You will eat something today.	Your friend may be absent tomorrow.

Name: _____ 119

Curriculum Connection
D2.1

Scenario Cards | A set of scenario cards with different events

A fish will ride a bicycle.	You will have gym class every day.
A coin flip[illegible]eads.	Your teacher will sing instead of talk all day.
You will see clouds in the sky.	Yo[illegible]ck might fall off hair.
You will grow wings overnight.	You might drop your eraser.
You will see a book in your classroom.	Your shoes will talk to you.

Name: _____ 120

Curriculum Connection
D2.1

Scenario Cards | A set of scenario cards with different events

It might snow in winter.	You will have homework this year.
You will see a [illegible] in your [illegible].	You will have lunch at school today.
You will see a bird fly.	You will [illegible] something today.
It will snow in summer.	The school will t[illegible] into a rocket ship.
You will blink your eyes today.	You may lose a pencil this week.

Curriculum Connection
D2.1

Board | Divide each scenario into the following categories

Certain	Likely	Equally Likely		Impossible

Name: _____ 122

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 an[illegible] of the numbers from 1-6.

Questions Use these term[illegible]scri[illegible]ood: impossible, less likely, more likely, certain.

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

Name: _____ 124

Curriculum Connection
D2.1

Describing the Likelihood of Events

Candies

There are 14 candies in a bag. 6 are red, 3 are blue, and 5 are green.

Frequency Fill in the frequency table below

...ur	Frequency

Questions Use these terms to describe ...d: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a red ...n	
2. What is the likelihood of pulling out a blue candy?	
3. What is the likelihood of pulling out a green candy?	
4. What is the likelihood of pulling out a red, blue, or green candy?	
5. What is the likelihood of pulling out a blue or green candy?	
6. What is the likelihood of pulling out a purple candy?	

Name: _____ 126

Curriculum Connection
D2.1

Describing the Likelihood of Events

Gumball Machine

There are 20 gumballs in a machine. What is the likelihood of you pulling out a red (R), yellow (Y), green (G), or blue (B) gumball?

Frequency Fill in the frequency table below

	Frequency
R	
B	
Yellow	
Green	

Questions Use these terms to describe the likelihood: impossible, less likely, equally likely, more likely, certain.

1. What is the likelihood of pulling out a green gumball?	
2. What is the likelihood of pulling out a red gumball?	
3. What is the likelihood of pulling out a blue or green gumball?	
4. What is the likelihood of pulling out a red or yellow gumball?	
5. What is the likelihood of pulling out a blue, red, yellow, or green gumball?	
6. What is the likelihood of pulling out a pink gumball?	

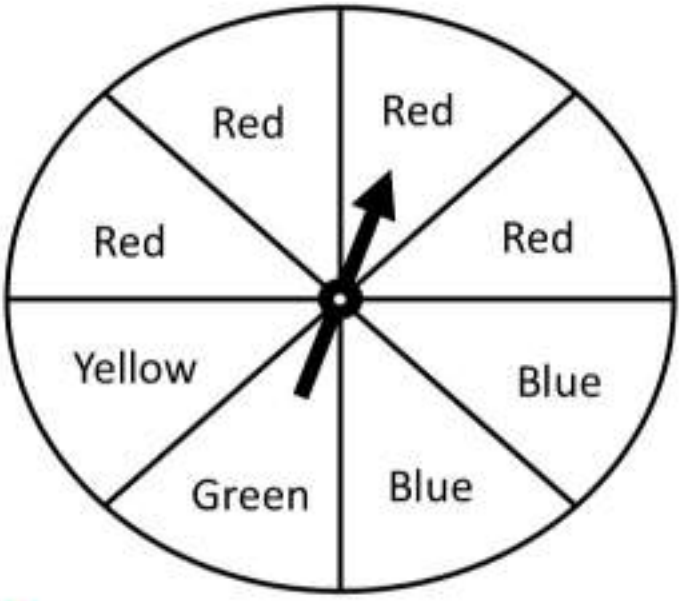
Name: _____ 127

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 unlikely.



Questions Use these terms to describe the likelihood: impossible, less likely, more likely, certain.

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

Name: _____ 131

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 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 10 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?

Name: _____ 132

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?

Category	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					

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?

Name: _____ 133

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?

Category	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					

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?

Name: _____ 134

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 Qu[illegible]n : What is your favourite drink?

Categori[illegible]	[illegible]ater	Juice	Tea	Pop	Coffee
Freq[illegible]					

2) Complete the [illegible]by as[illegible]ferent adults.

Survey Question : What is [illegible]auri[illegible]

Categories	Water	[illegible]uice	[illegible]	Pop	Coffee
Tally					
Frequency					

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?

Name: _____ 137

Unit Quiz - Probability

Part 1 Circle the likelihood of the event happening

1) You will see a unicorn today.

Certain
Likely
Equally Likely
Unlikely
Impossible

2) It will get dark tonight

Certain
Likely
Equally Likely
Unlikely
Impossible

3) Your dog will [illegible]lish

Certain
[illegible]ely
[illegible]
Impossible

4) You will eat chocolate today.

Certain
Likely
Equally Likely
Unlikely
Impossible

5) You will see a truck today.

Certain
Likely
Equally Likely
Unlikely
Impossible

6) [illegible]ll ra[illegible]now today.

Certain
[illegible]Likely
[illegible]ely
[illegible]
[illegible]ible

Part 2 Use these terms to describe the likelihood: impossible, unlikely, equally likely, likely, certain

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, or 4?	
4. What is the likelihood of you rolling an even number?	

Gumball Machine

There are 18 gumballs in a machine. What is the likelihood of you pulling out a red (R), yellow (Y), green (G), or blue (B) gumball?

Frequency Table Fill in the frequency table below

Mar Colour	Frequency
range	
Gre	

Questions Use these te escri elihood: impossible, less likely, equally likely, l ely

1. What is the likelihood of pulling out a pink all?	
2. What is the likelihood of pulling out a green gumbal	
3. What is the likelihood of pulling out a pink or green gumball?	
4. What is the likelihood of pulling out a blue or orange gumball?	
5. What is the likelihood of pulling out a blue, pink, orange, or green gumball?	
6. What is the likelihood of pulling out a red gumball?	