



Preview – Information



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Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to **create clear and thoughtful questions** that **help us gather useful information**, so we can **collect data**, **organize our findings**, **look for patterns**, and **understand what our results tell us**.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions		Hot Dog	Ferris Wheel
1) What is your favourite amusement park ride?		Burger	Mario Kart
A) _____	C) _____	Roblox	Bicycle
B) _____	D) _____	Among Us	Poutine
2) What is your favourite video game?		Bumper Cars	Macaroni
A) _____	C) _____	Minecraft	Roller Coaster
B) _____	D) _____	Water Slide	Pizza
3) What is your favourite fast-food meal?			
A) _____	C) _____		
B) _____	D) _____		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

Directions: Survey your classmates using the statistical question below. Record the results using tally marks and frequencies.

Question: What is your favourite recess activity?

Category	Tag	Soccer	Basketball	Hopscotch	Skipping Rope
Tally					
Frequency					

Discuss the story your data gave you with your class and answer the questions below.

- How many classmates participated in the survey?
- Which activities are the most and least popular?
- What did you learn about the data?
- What other recess activity could you include?
- If you surveyed another Grade 3 class, which activity do you think would be most popular? Explain.



BC Math Curriculum Statistics Unit – Grade 3

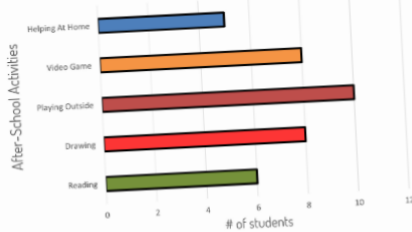
BAR GRAPHS

1 2 3 4 5 6 7 8 9 0

Answer the questions about the graph.

Grade 3 students were asked which after-school activity was their favourite.

Grade 3s Favourite After-School Activities



of
Students

Helping At
Home

Reading

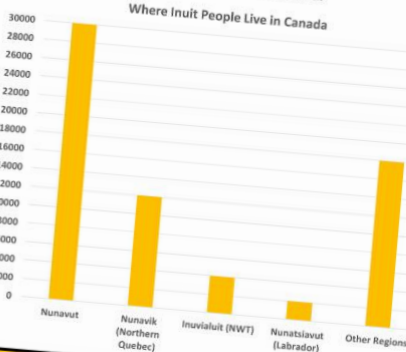
After-school
Activities

Playing
Outside

Drawing

- 1) Which after-school activity is the **most popular**?
- 2) Which activity is the **least popular**?
- 3) How many students chose **reading**?
- 4) How many students chose **drawing and playing outside** altogether?
- 5) How many **more** students chose playing outside than helping at home?
- 6) What does the **length of each bar** show in this graph?

Where Inuit People Live in Canada. The data has been rounded to the nearest thousand.



1 2 3 4 5 6 7 8 9 0 -

- 1) Where do most Inuit people live in Canada?
- 2) How many thousand Inuit people live in other regions than the ones listed?
- 3) How many thousand Inuit people live in Nunavut?
- 4) How many thousand Inuit people live in the NWT and Labrador combined?
- 5) What did you learn about the data?

Write a sample of the population that would NOT be a good rep.

Population	Survey Question	Bad Sample
Students in your school	What is your favourite snack?	
Kids in your neighbourhood	What game do kids like best?	
Students in Grade 3	What is the best subject?	
Families in your city	What is the best dinner?	
Kids who play sports	What sport is the best?	
Students in your school	What is your favourite colour?	
Kids in your class	What do you like to do after school?	



BC Math Curriculum Statistics Unit – Grade 3

QUALITATIVE AND QUANTITATIVE DATA

Observe the pictures and give as much qualitative and quantitative data as you can.



Smell:
Hear:
Feel:
See:
Taste:



Height: cm
Length: cm
Weight: kg
Speed: km/hr



Height: cm
Length: cm
Weight: kg
Speed: km/hr

1 2 3 4 5 6 7 8 9 0

PROBABILITY

What is the likelihood of the events happening?

Certain

You can fly in the air.



You will read a book in a class.



A bell rings at recess.



A lion that has wings.



A dog that eats only grass.



A teacher writing on a board.



1 A child might lose a tooth this year.

2 A fish will ride a skateboard at the park.

3 There will be 7 days in a week.

4 Someone might visit a museum this year.

5 A cookie will do your homework.

6 A person might learn a new sport.

7 The month after September will be October.

8 A backpack will eat a sandwich for lunch.

9 Someone might win a prize at a fair.

10 A triangle will have 3 sides.

Certain

Possible

Impossible

Certain

Possible

Impossible





Workbook Preview



Grade 3

Graphing: One-To-One Correspondence

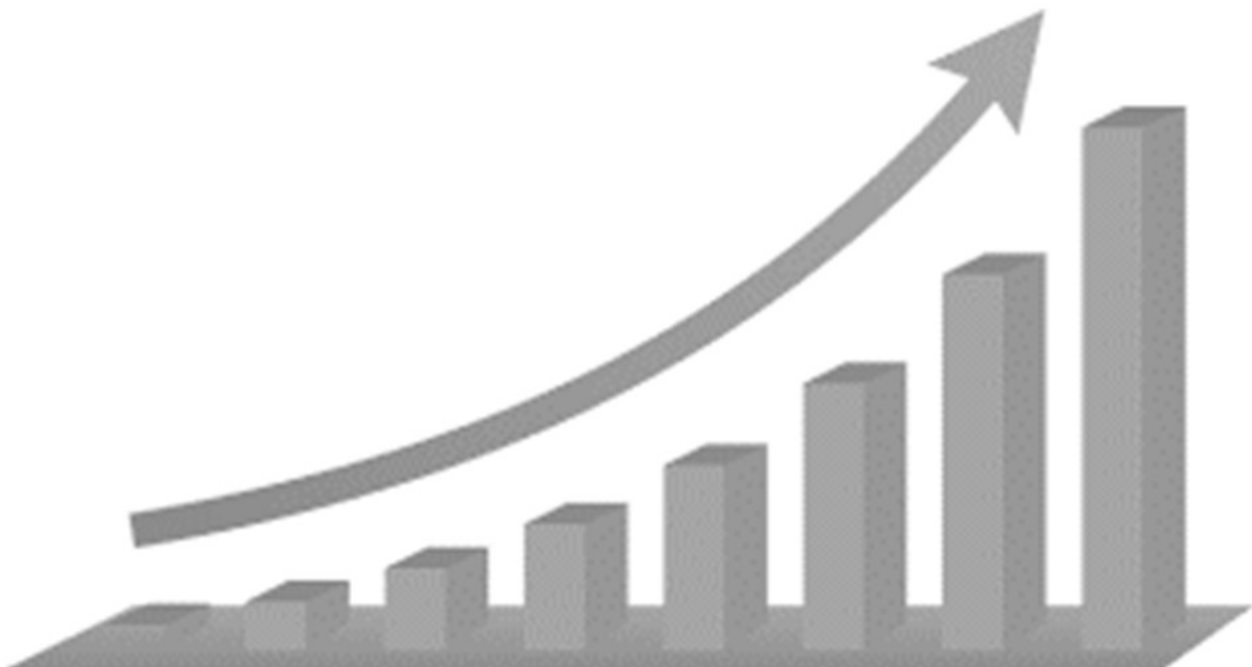
Curriculum Elaborations

one-to-one correspondence:

- collecting data, creating a graph, and describing, comparing, and discussing the results

- choo

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



Name: _____

9

Creating Questions

Practice

Write 4 options for the survey questions below

1) What is the best subject in school?

a) Math

b) Scien

c) Gym

d) A

2) How did you get to school today?

a) _____

b) _____

c) _____

d) _____

3) What is your favourite sport?

a) _____

b) _____

c) _____

d) _____

4) What is your favourite fast food?

a) _____

b) _____

c) _____

d) _____

5) What is your favourite pizza topping?

a) _____

b) _____

c) _____

d) _____

6) What is the best type of music?

a) _____

b) _____

c) _____

d) _____

7) What time do you go to bed at?

a) _____

b) _____

c) _____

d) _____

8) What kind of ice cream is the best?

a) _____

b) _____

c) _____

d) _____

Name: _____

11

Creating Questions

Practice

Write a question and 4 options for answers

1)

a) _____

b) _____

c) _____

d) _____

2)

a) _____

b) _____

c) _____

d) _____

3)

a) _____

b) _____

c) _____

d) _____

PREVIEW

Name: _____

12

Tally Marks

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

Part 1

Count the tally marks

/	/	/	
_____	_____	_____	_____
/	/ /	/ /	/ / /
_____	_____	_____	_____

Part 2

Draw tally marks that match the number

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

Part 3

Which is greater? Use the < > or =

8 _____ /	13 _____ / /	14 _____ / / /
---------------	----------------------	----------------------------

Tally Marks and Frequency Tables

Part 1

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

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

Category	Football	Hockey	Basketball	Soccer
Tally				
Frequency				

- a) How many people were in the class? _____
- b) Which sport is the most popular in the class? _____
- c) Which sport was the least popular in the class? _____
- d) How many more people liked hockey than basketball? _____



Part 2

Fill in the table by drawing the tally marks based on the frequency

2. Henry asked his friends what food they liked the best. He forgot to write down the names, but he wrote down the frequency. Help him fill in the table by drawing the tally marks.

Category	Pizza	Sandwich	Hot Dogs	French Fries
Tally				
Frequency	13	5	12	9

- a) How many friends participated in the survey? _____
- b) Which food is the most popular? _____
- c) How many more friends liked French fries than sandwiches? _____

Activity Title: Tally Mark Nature Walk

Objective

What are we learning about?

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

Materials

What you will need for the activity.

- Clipboard or sheet of paper for writing
- Paper with the recording table printed on it
- Pencils
- Optional: magnifying glasses and small bags for collecting items



Instructions

How you will complete the activity.

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

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

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

PREVIEW

Exit Cards

Cut Out

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

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Name: _____

Fill in the tally table below

Favourite Subject		
Subject	Tallies	Frequency
Math		
Science		16
English		9
Gym		
Music		24

Survey Using Tally Marks

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

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

Interpret What story do the data tell you?

- a) How many classmates participated in the survey? _____
- b) Which pet is the most popular? _____
- c) What did you learn about the data?

- d) What other pet could you include?

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

Collecting Data - Quantitative

When we survey people, we don't always use categories. Sometimes we ask an open-ended question that could lead to many different answers. When we are looking for quantitative data, we are asking a question that has a numbered answer.



For example: How many points did you score in your last 5 games of the season?

Athlete 1	Athlete 2	Athlete 3	Athlete 4	Athlete 5
	8	6	2	4

Data set: 5, 8, 6, 2, 4

Part 1

Ask a question of your classmates that could have different numbered answers.

Survey Question

Example: How many books did you read this week?

Data Set

Part 2

What did you learn from your survey data?

- 1) How many people did you survey? _____
- 2) Was there a mode? If so, what was the mode? _____
- 3) What did you learn from the survey data?



I learned that _____

Making Lists

Questions Sort the data below into correct lists

Banana

Green Pepper

Tomato

Radish

Rasp

Cucumb

Cherry

Apple

Pear

Beets

Spinach

Broccoli



Mango

Kiwi

Lemon

Carrot

Onion

Green bean



Pineapple

Cabbage

Strawberry

Cantaloupe

Broccoli

Orange

Fruit	Vegetables

21



Ask your classmates what their favourite chocolate/candy is? Write them below

PREF

Sort the candy into two plates and Candy

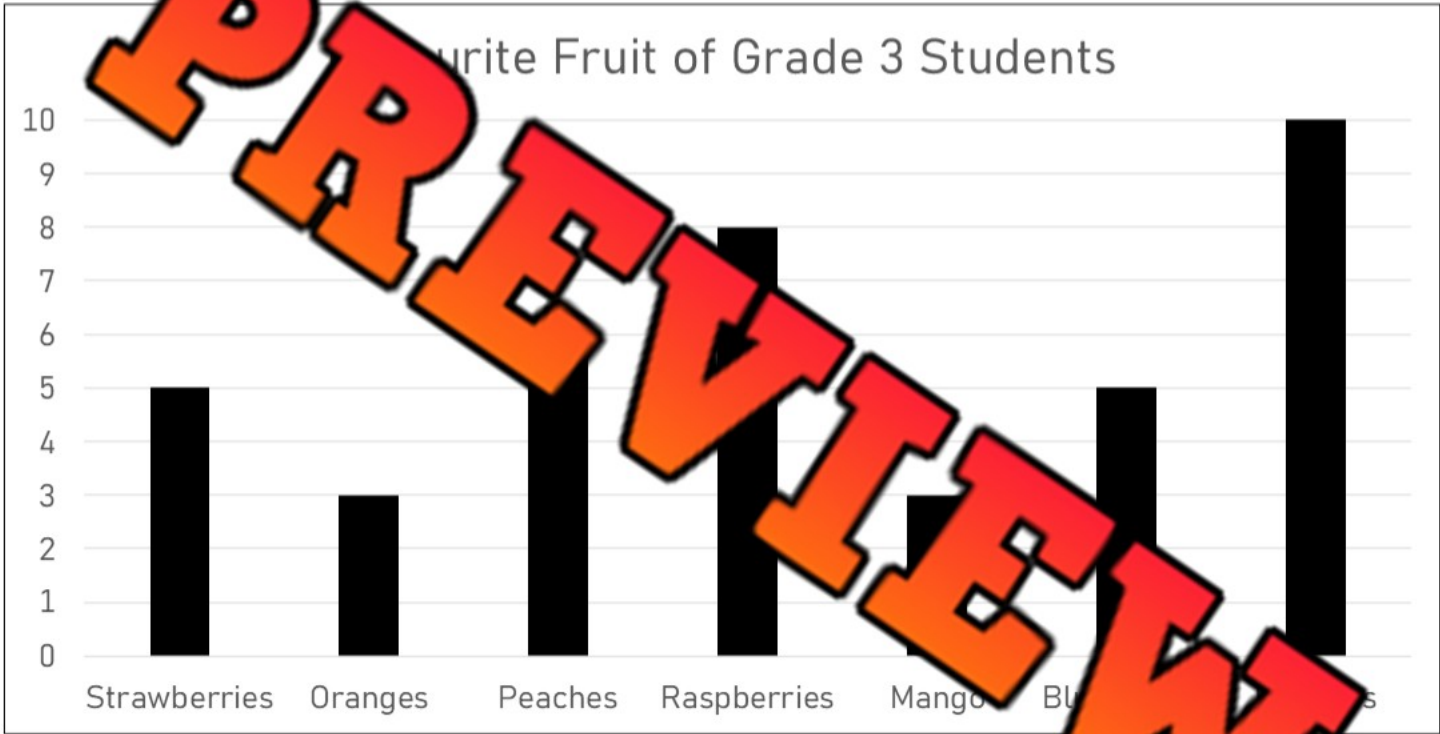
Chocolate	Sandy

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.



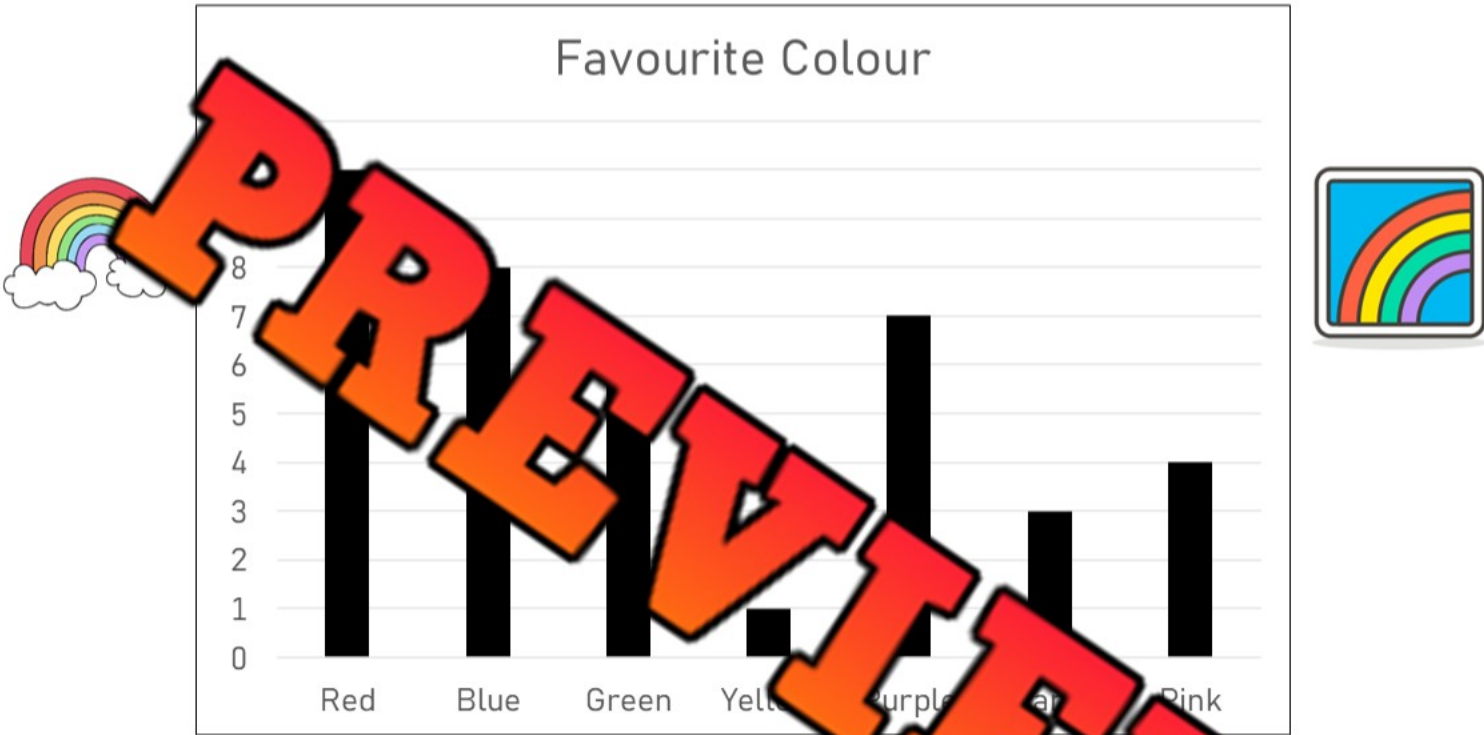
Strawberries	Oranges	Peaches	Raspberries	Mango	Blueberries	Bananas



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?		

Vertical Bar Graph – Favourite Colour

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



a) Which colour was most popular?

b) Which colour was the least popular?

c) How many people chose yellow as their favourite?

d) How many people like red and blue the best?

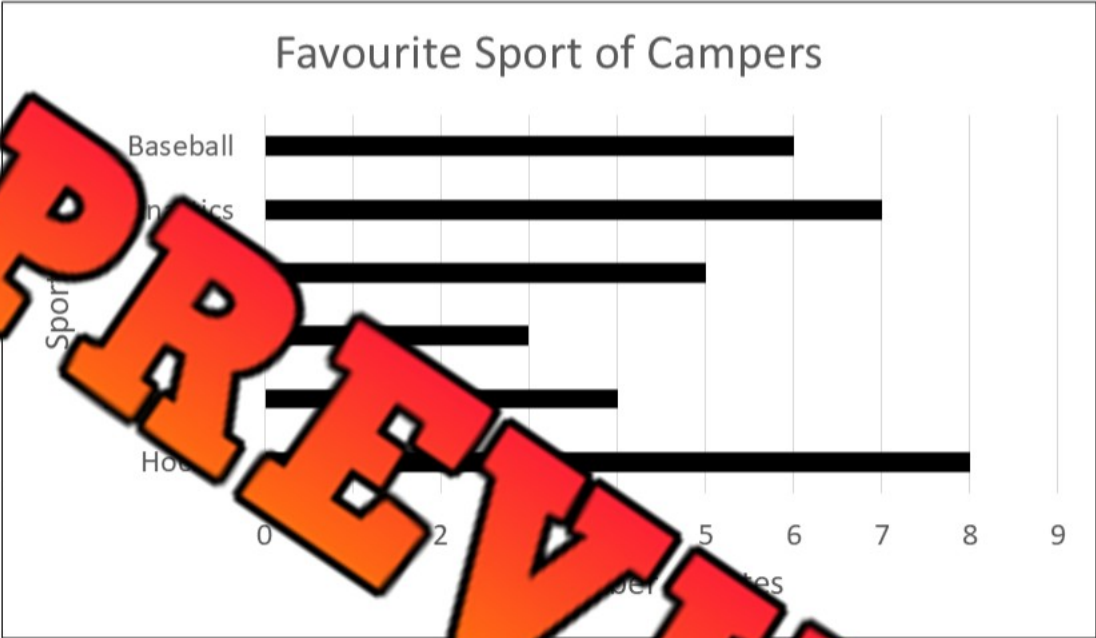
e) How many more people like red than orange?

f) What two colours add up to the amount of red?

g) How many people were surveyed?

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) How many people chose gymnastics as their favourite?	
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?	

Exit Cards

Cut Out

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

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

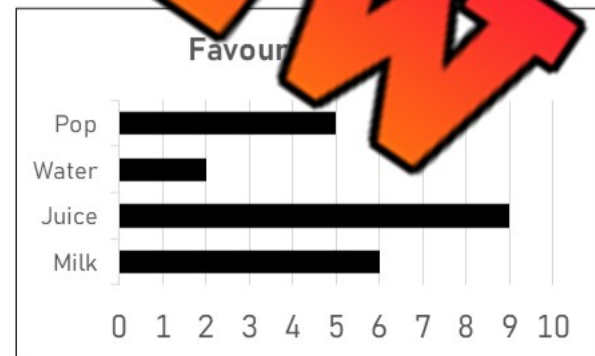
Name: _____



1) Which category of drink is most popular?

2) How many people were surveyed?

Name: _____

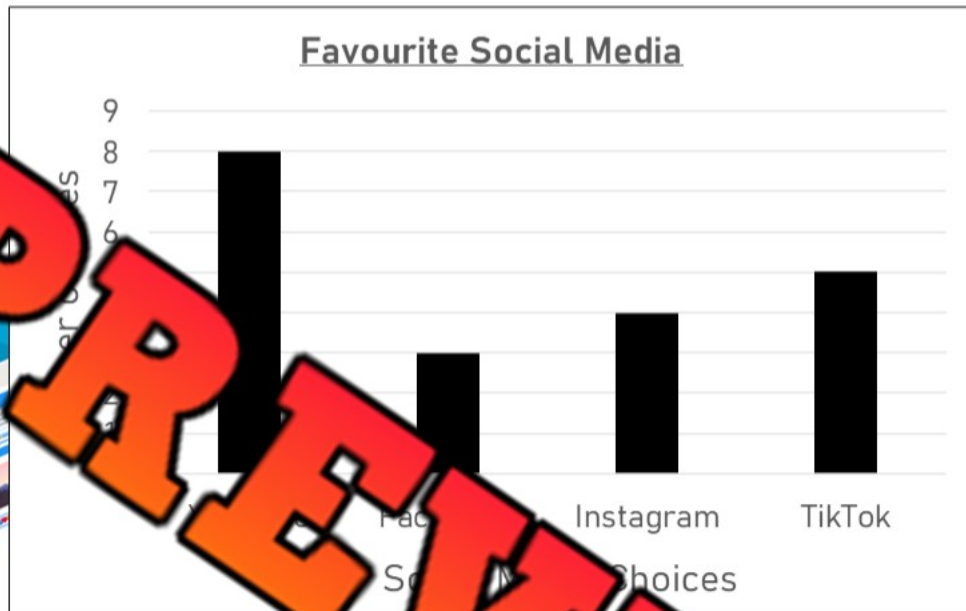


1) Which category of drink is most popular?

2) How many people were surveyed?

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.

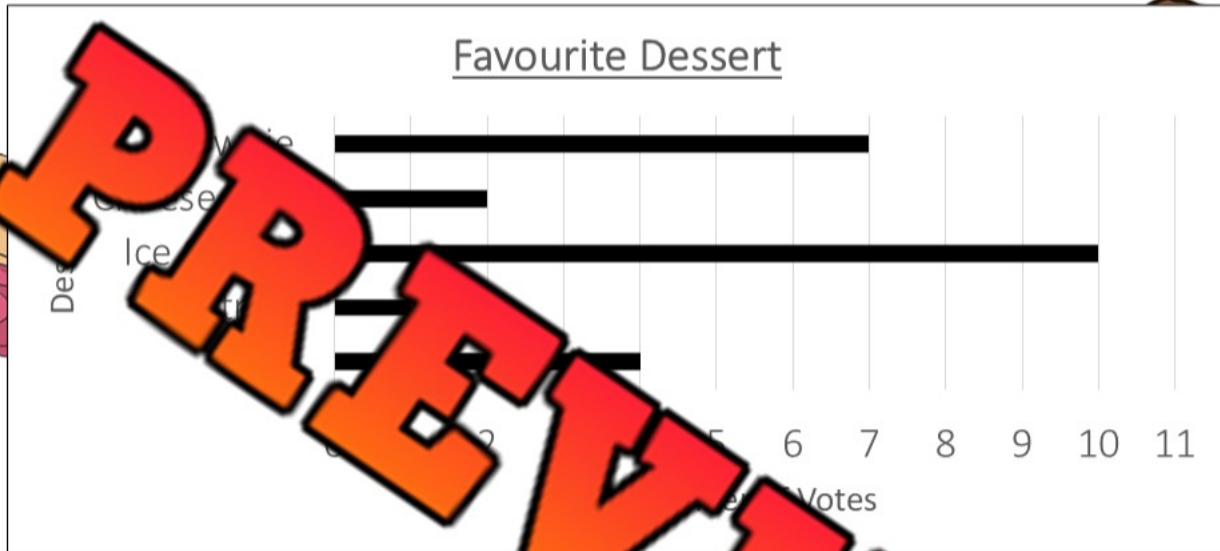
c) Who should she have asked if she wanted to know what the most popular social media app was in her entire school?

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?

Surveying a Suitable Representation

Liam is a restaurant owner who wants to find out which dessert is the most popular so he can know what to serve at his restaurant. His restaurant serves mostly seniors who are 65 years old or older.

To collect his data, Liam goes to a skatepark and asks 25 people there. His data has been displayed in a bar graph below.



a) Which dessert should Liam serve at this restaurant according to his data?

b) Did Liam find out which dessert seniors preferred? Why or why not?

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

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

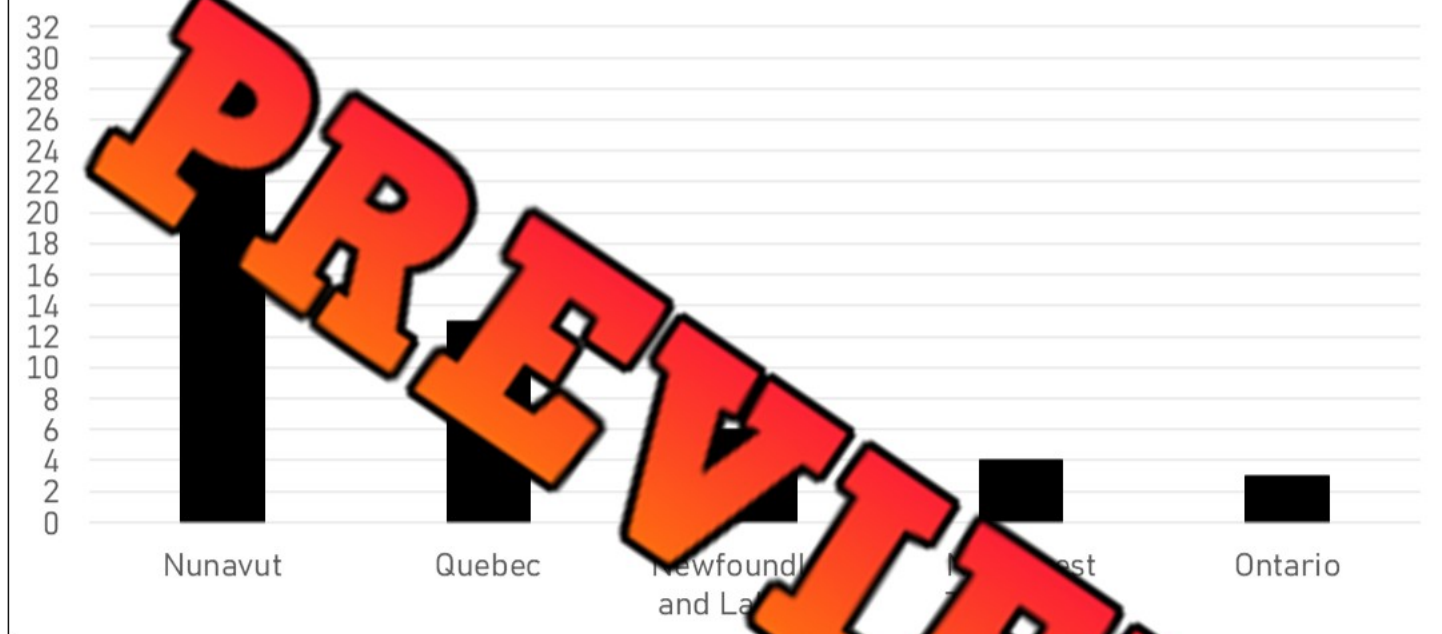
Inuit Living in Canada



Statistical Question

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

Number of Thousands of Inuit People Living in the Provinces/Territories of Canada



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?

Sampling a Population

What is a Population?

A **population** is all the people that fit a particular description. For example, students in British Columbia is a population that would include all the students in British Columbia. Another example could be grade 3 students in your school. This might include just your class, or other grade 3 classes in your school.



When we want to learn more about a population, we can survey them. This means asking them questions. The answers we receive will be data we can use to learn more about the population.

Sampling a Population

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



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

Sampling a Population

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

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

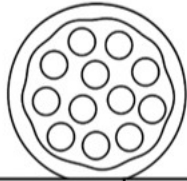
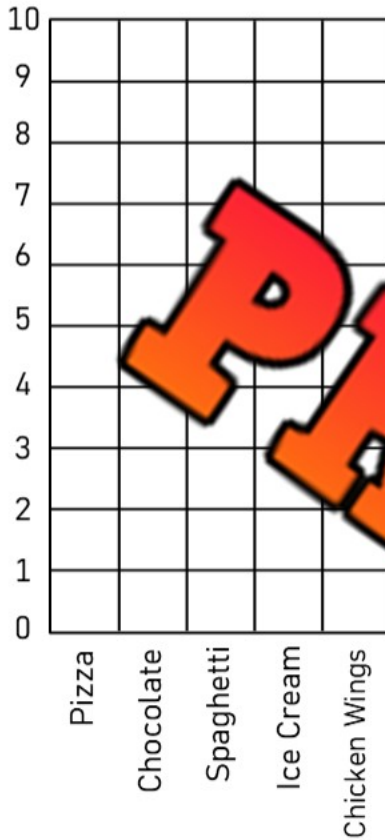
Questions Write a good sample of the population

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

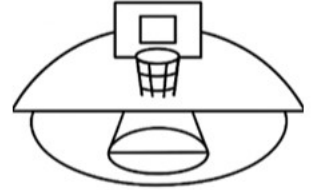
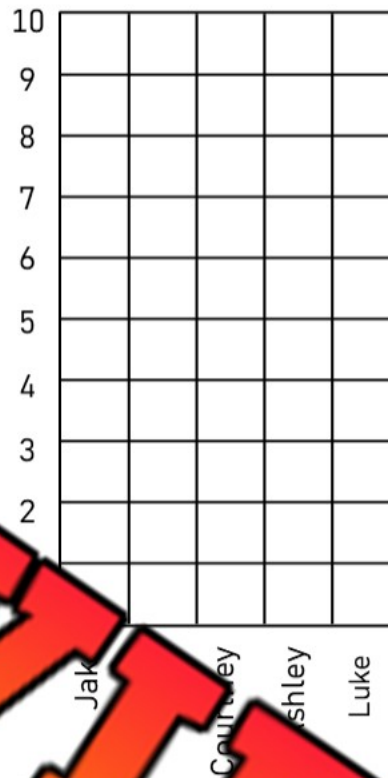
Drawing Bar Graphs

Questions

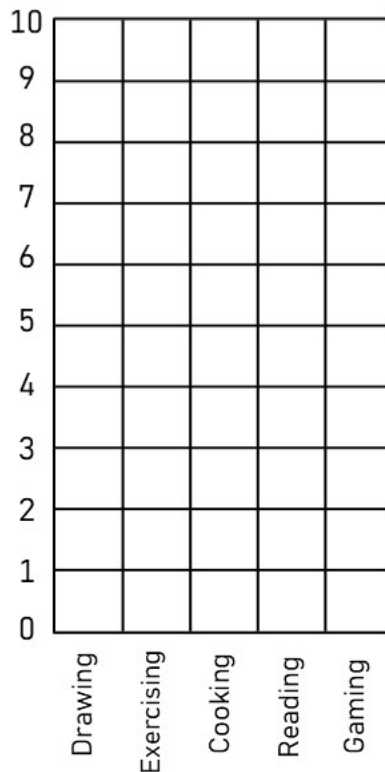
Draw the bars for each of the bar graphs below



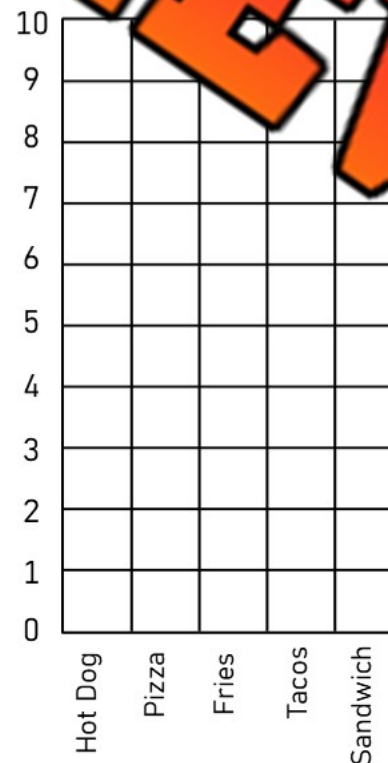
Favourite Food	# of votes
Pizza	9
Chocolate	4
Spaghetti	6
Ice Cream	5
Chicken Wings	8



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



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



Favourite Food	# of votes
Hot Dog	1
Pizza	3
Fries	5
Tacos	7
Sandwich	9

Exit Cards

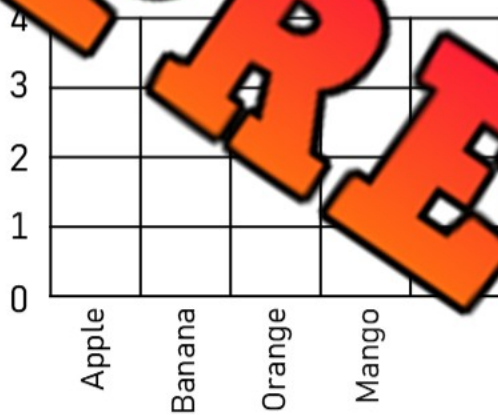
Cut Out

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.

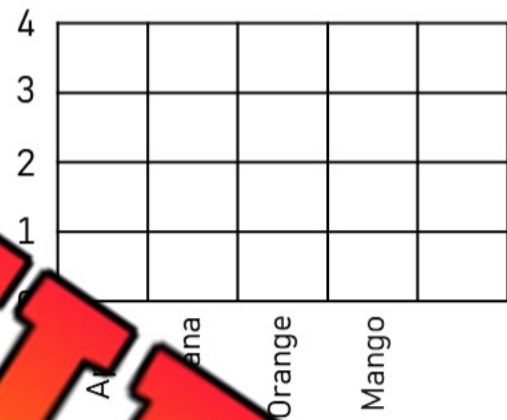
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

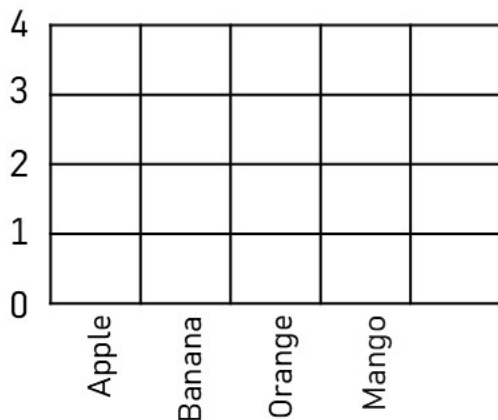
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

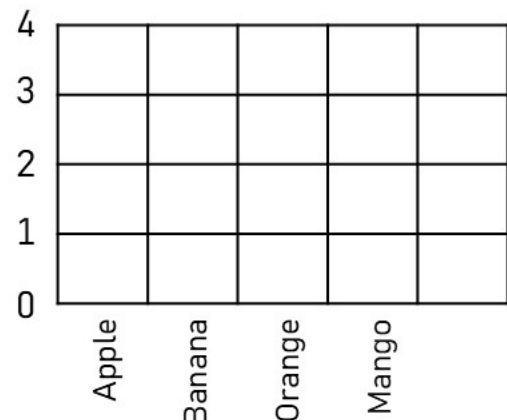
Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Name: _____

Draw the bars for the bar graphs below.

Fruit	Apple	Banana	Orange	Mango
Votes	2	1	4	3



Quantitative vs Qualitative Observations

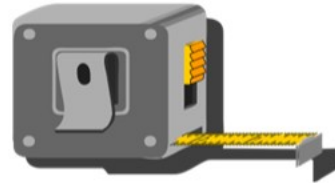
Qualitative Observations

use your senses to observe the results



Quantitative Observations

use measurement tools to make observations



Part 1 Observe the picture below with your senses. Write as many qualitative observations as you can (imagine the smell/noise/taste/feel)



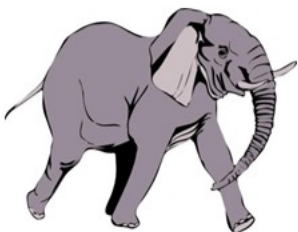
Smell: _____

Feel: _____

See: _____

Taste: _____

Part 2 Pretend you can measure the weight, speed, and height of the animals below. Provide a quantitative observation (estimation of these measurements)



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

Qualitative vs Quantitative Data

Quantitative data

Data that uses numbers (measured, counted)

- length, height, area, weight, time, etc.

Qualitative data

data that uses words (categories)
- choices, favourites, foods, colours, etc.

Part 1 Read the description of the data and circle if it is quantitative or qualitative

1) Length of a foot in feet	Quantitative	Qualitative
2) Population in North and South America	Quantitative	Qualitative
3) Animals that live in the ocean	Quantitative	Qualitative
4) Number of medals won by a country in the Olympics	Quantitative	Qualitative
5) How many movies you watched last year	Quantitative	Qualitative
6) Brand of shoes you're wearing	Quantitative	Qualitative
7) Favourite drink at a café	Quantitative	Qualitative
8) How many steps you get a day	Quantitative	Qualitative
9) Favourite type of exercise	Quantitative	Qualitative
10) How many hours of sleep you get a night	Quantitative	Qualitative

Part 2 Write a quantitative and qualitative description for each topic below

1) Topic - Sports	
Quantitative	
Qualitative	
2) Topic - School	
Quantitative	
Qualitative	

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) 0-5b) 6-10c) 11-15

d) _____



2)

a)

b)

c)

d)

3)

a)

b)

c)

d)

4)

a)

b)

c)

d)

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:
"How many hours do you watch TV a day?"



Survey Question Collect data by asking your classmates your survey question

Survey Question Example: How many books did you read this year?			
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 _____



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



Unit Quiz – Data Literacy

Part 1 Sort the names into the correct list

- Cindy
- Claire
- Marcus
- Fred
- Riley
- Lynn
- Alex
- Evan
- Bruce
- Jack
- Jane
- John

3 letter names	5 letter names

Part 2 Count the tally marks

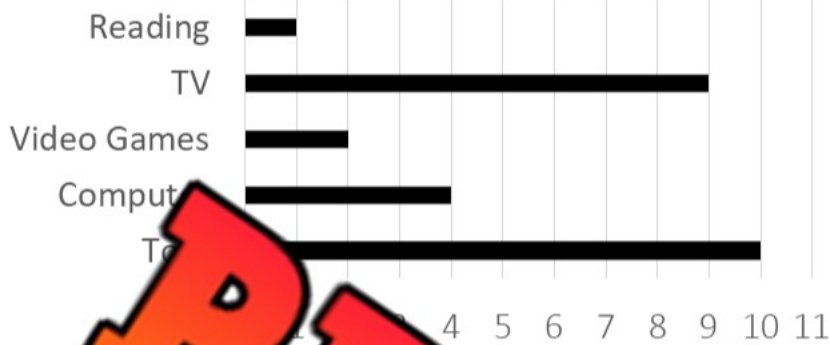
_____	_____	_____	_____
_____	_____	_____	_____

Part 3 Draw a tally marks that match the number

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

Oliver wanted to find out which hobby the kids at his school liked the most. He sampled the school's population by asking just the kindergarten students.

Favourite Hobby



a) Which hobby was the most popular?

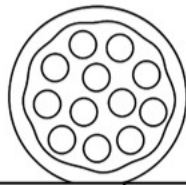
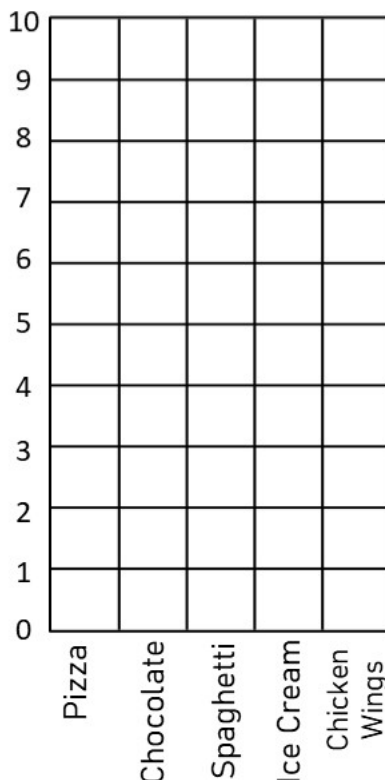
b) Which hobby was the least popular?

c) Did he sample a representative of the entire school properly? Explain.

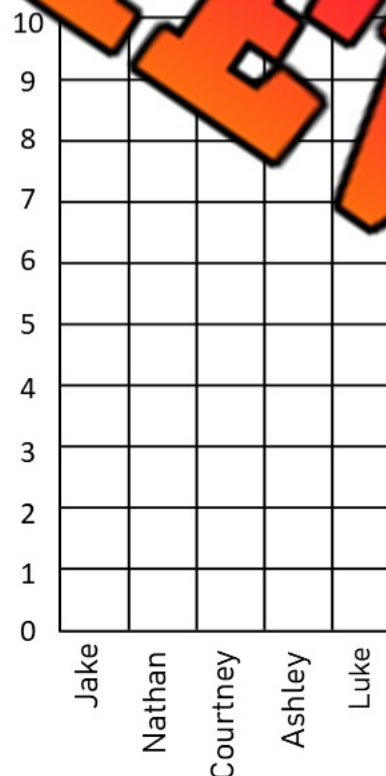
d) How would you do this survey? Who would you sample from your school?

Part 5

Draw the bars for each of the bar graphs below.



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



Player	# of points
Jake	3
Nathan	5
Courtney	1
Ashley	8
Luke	9

Grade 3

Probability – Simulated Events

Curriculum Elaborations

Simulated Events:

- using comparative language (e.g., certain, uncertain; more, less, or equally likely)
- developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events)
- story: The Snowsnake Game



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 something 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	Yes	No
6) You will play tag at recess this week 	Yes	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

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 be a teacher tomorrow	Yes	No
2) You will grow 1 metre today	Yes	No
3) You will jump over a house today	Yes	No
4) You will eat a treat today	Yes	No
5) You will find money on the ground today	Yes	No
6) You will get a new toy today	Yes	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: _____

52

Describing Probability – Certain, Impossible?

Questions

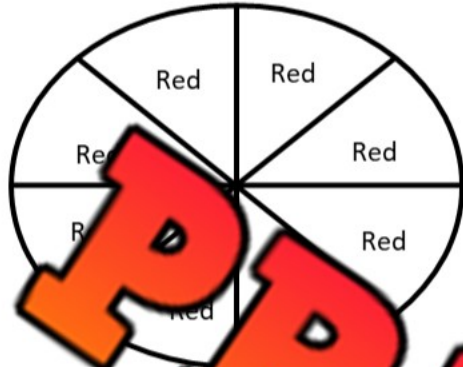
Write 4 examples of events that are certain and impossible.

Certain	Impossible

Describing Probability – Certain or Impossible?

InstructionRead the spinner and describe if the event is certain or impossible

1)

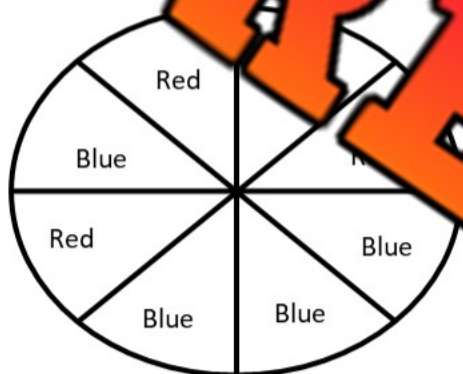


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

2)

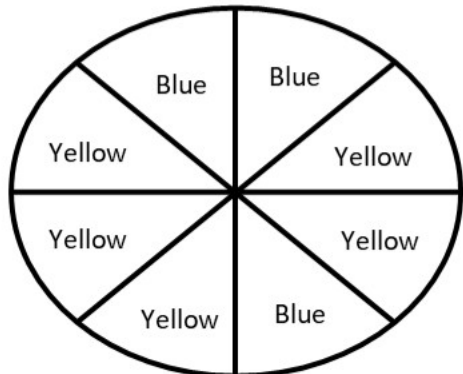


a) Spinning a purple is _____

b) Spinning a blue or red is _____

c) Spinning a yellow is _____

3)

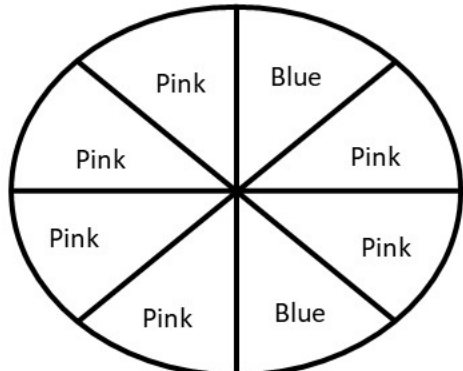


a) Spinning a yellow or blue is _____

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 _____

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 will see a footprint today.



Possible

Impossible

d) You will eat pizza today.



Possible

Impossible

e) You will play a sport today.



Possible

Impossible

f) You will cry today.



Possible

Impossible

g) You will see a bird today.



Possible

Impossible

h) It will rain cats and dogs today.



Possible

Impossible

i) School will end forever today.



Possible

Impossible

j) You will pet a dog today.



Possible

Impossible

Describing the Likelihood of Events

Instruction

Circle the likelihood of the event happening.

1) You will laugh today.



Certain
Possible
Impossible

2) You will eat a cookie today.



Certain
Possible
Impossible

3) You will see a bird today.



Certain
Possible
Impossible

4) You will shake hands with a monster today.



Certain
Possible
Impossible

5) You will play a video game today.



Certain
Possible
Impossible

6) You will drink something today.



Certain
Possible
Impossible

7) You will get a lunch break today.



Certain
Possible
Impossible

8) You will watch TV today.



Certain
Possible
Impossible

9) You will draw a picture today.



Certain
Possible
Impossible

10) You will win a prize today.



Certain
Possible
Impossible

Exit Cards

Cut Out

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

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

Certain | Possible | Impossible

3. You will eat some chocolate today.

Certain | Possible | Impossible

Name: _____

Circle if the likelihood is certain, possible or impossible.

1. You will see a dinosaur at the park.

Certain | Possible | Impossible

2. You will eat something today.

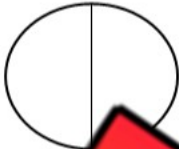
Certain | Possible | Impossible

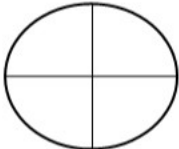
3. You will eat some chocolate today.

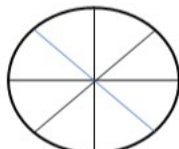
Certain | Possible | Impossible

Describing the likelihood – Equally Likely**Part 1**

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

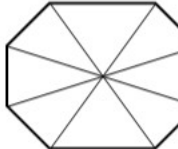
a) 

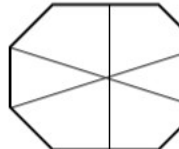
b) 

c) 

d) 

e) 

g) 

h) 

Part 2

What is half of the number?

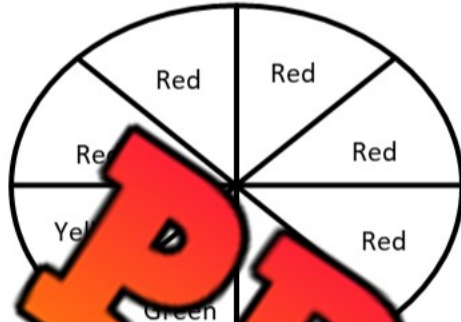
	Number	Half
1)	20	10
2)	8	
3)	12	
4)	26	
5)	40	
6)	32	
7)	70	

	Number	Half
8)	48	
9)	80	
10)	84	
11)	90	
12)	30	
13)	66	
14)	98	

Describing the Likelihood – Less Likely, More Likely

Instruction Read the spinner and describe the probability as Less Likely or More Likely

1)

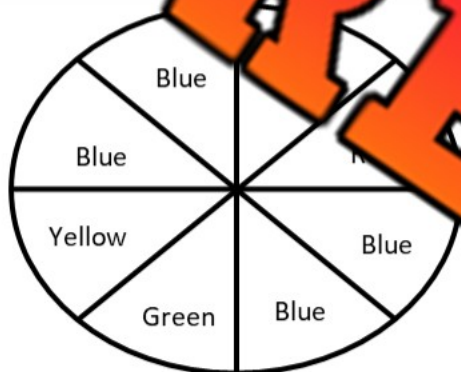


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a blue or red is _____

2)

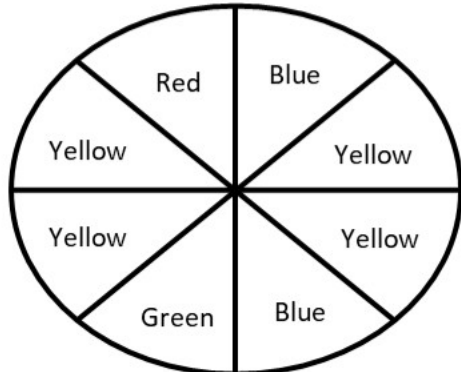


a) Spinning a red is _____

b) Spinning a blue is _____

c) Spinning a yellow is _____

3)

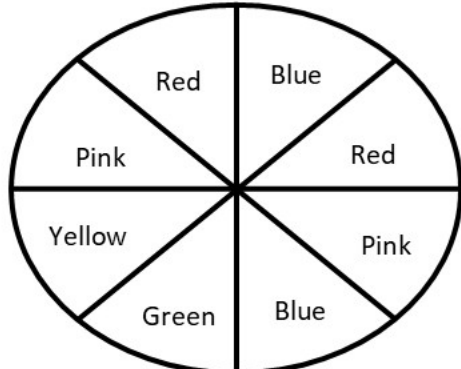


a) Spinning a red is _____

b) Spinning a green is _____

c) Spinning a yellow or red is _____

4)



a) Spinning a red or green is _____

b) Spinning a blue, pink or red is _____

c) Spinning a green or pink is _____

Describing the Likelihood of Events

Questions

Circle the likelihood of the event happening

1) You will get heads when you flip a coin.



Equally Likely
More Likely
Less Likely

2) You will roll a 2 when you roll a dice.



Equally Likely
More Likely
Less Likely

3) You will roll a 6 when you roll a dice.



Equally Likely
More Likely
Less Likely

4) It will rain in the next 30 minutes.



Equally Likely
More Likely
Less Likely

5) You will get an odd number when you roll a dice.



Equally Likely
More Likely
Less Likely

6) You will get a tails when you flip a coin.



Equally Likely
More Likely
Less Likely

7) You will pull a red card from a deck of cards.



Equally Likely
More Likely
Less Likely

8) You will get a heart from a deck of cards.



Equally Likely
More Likely
Less Likely

9) You will win a game of rock, paper, scissors.



Equally Likely
More Likely
Less Likely

10) You will use rock in a game of rock, paper, scissors.



Equally Likely
More Likely
Less Likely

Describing the Likelihood of Events

We can describe the likelihood of events by using the following terms:

impossible, unlikely, equally likely, likely, certain

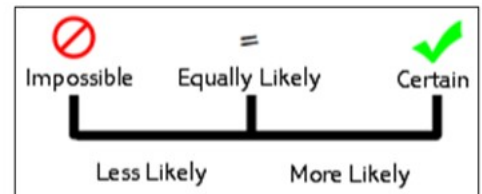
Impossible = Cannot happen

Less Likely = Will probably not happen

Equally likely = There is an equal chance it could happen
and that it won't happen

More Likely = Will probably happen

Certain = Will definitely happen



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

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

Describing the Likelihood of Events

Questions

Circle the likelihood of the event happening

1) Ice will melt on a hot day.

- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

2) Water will freeze on a hot day.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

3) Someone will wake up tomorrow.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

4) You will jump at least once today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

5) A talking horse will teach your class today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

6) You will see a spider in class today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

7) You will see a car today.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

8) Water will come out of the tap purple.



- | |
|----------------|
| Certain |
| More Likely |
| Equally Likely |
| Less Likely |
| Impossible |

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) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

Name: _____

Circle the likelihood of the event happening

1) You will see a teacher wearing glasses today.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

2) You will get a pet elephant tomorrow.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

3) You will go to bed tonight.

Certain	More Likely	Equally Likely	Less Likely	Impossible
---------	-------------	----------------	-------------	------------

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 scenario cards with different events (e.g., "The sun will rise tomorrow").
- A board divided into the categories: Certain, Likely, Equally Likely, Unlikely, and Impossible.
- Glue sticks or glue.



Instructions

How you will complete the activity

1. Begin by explaining the concepts of certain, likely, equally likely, unlikely, and impossible events. Give examples to ensure students understand these probability terms.
2. Have all students stand in a single line in front of the categorization board.
3. Provide each individual student with a scenario card, ensuring each student has one card.
4. Display the large categorization board at the front of the classroom so that 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.

Scenario Cards

A set of scenario cards with different events

You will hear someone talk
today.

You will see clouds in the sky
this week.

A bird will land on your head
during class.

Your shoes will tie themselves.

You will turn invisible after
lunch.

You will drink water today.

You will sharpen your pencil at
school today.

You will see a rainbow after
school today.

You will roll a number greater
than 3 on a fair 6-sided die.

You and a friend will pick the
same favourite colour.

Scenario Cards

A set of scenario cards with different events

A flipped coin lands on heads

Picking red or blue from a bag
with one red and one blue
marble

Rolling an even number on a
fair six-sided die

The classroom lights will be on
during the day

Someone will raise their hand
during the next lesson

A student will forget
something at home

A worksheet will be used
during class

A coin landing on its edge

Turning a rock into gold by
rubbing it

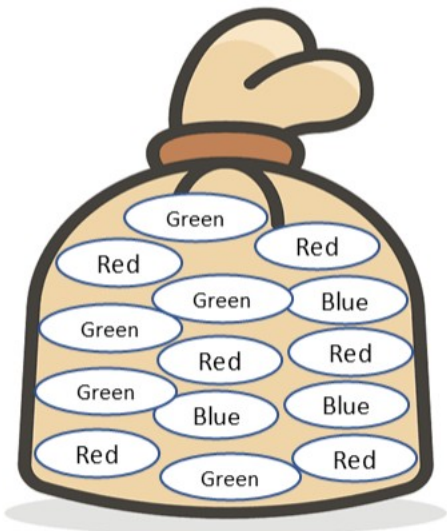
Picking your name from a class
list

Divide each scenario into the following categories

Certain	More Likely	Equally Likely	Less Likely	Impossible
				

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

Colour	Frequency
Red	
Blue	
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 red candy?	
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?	

Describing the Likelihood of Events

Marbles

There are 16 marbles in a bag. What is the likelihood of you pulling out a white, grey, or black marble?



Frequency

Fill in the frequency table below

Marble Color	Frequency
Black	
White	
Grey	

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

Likelihood of Events – Rolling a Dice

Rolling a Dice

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



Questions

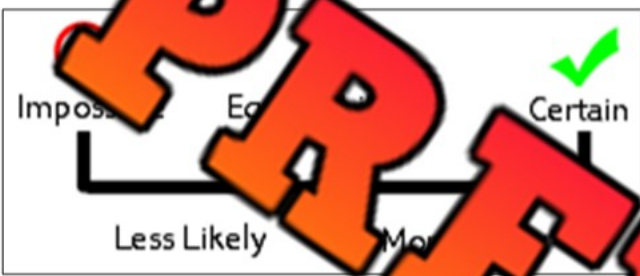
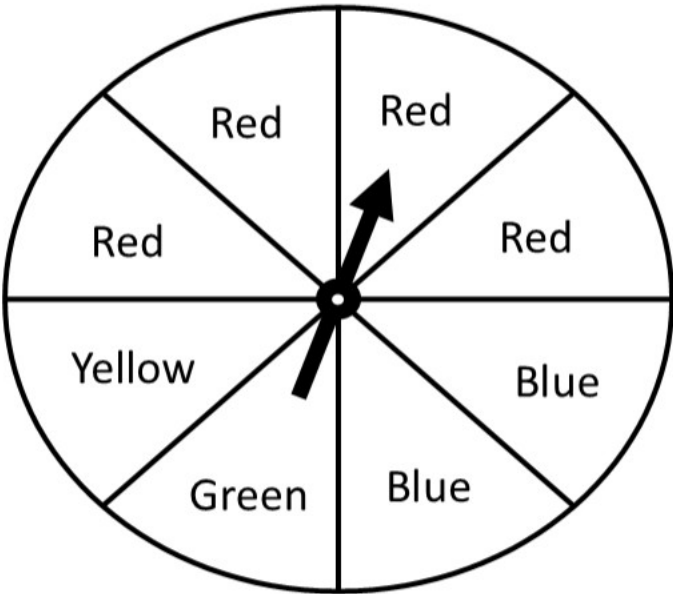
Use these terms to describe the likelihood: impossible, less likely, more likely, certain.

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?	

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

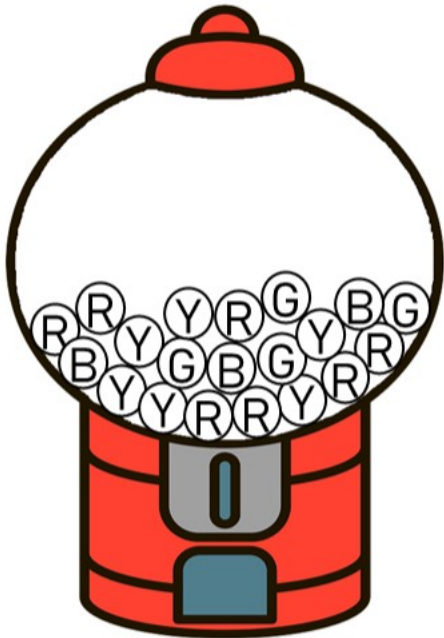
Use these terms to describe likelihood: impossible, less likely, more likely, certain.

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?	

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
Red	
Yellow	
Green	
Blue	

Questions

Use these terms to describe the likelihood of an event: 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?	

Snowsnake Game – Describing Probability

The Snowsnake game is a traditional Indigenous game that has been played for many years in winter. Players slide a long, smooth stick called a snowsnake along a snowy or icy track. The goal is to see whose snowsnake travels the farthest. Each player takes turns, and the distance is measured after each throw. The game uses skill and chance, because snow conditions can change the results.

Questions

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

1) Winning the game the first time you play.	
2) Sliding the snowsnake farther on a smooth track than a bumpy track.	
3) Two players having the same chance of winning if they have the same number of turns.	
4) The snowsnake moving when it is pushed.	
5) One player winning more often when they get extra turns.	
6) The snowsnake sliding farther on icy snow than on deep, soft snow.	
7) Everyone winning the game at the same time.	
8) A player winning every round of the game.	
9) A player who has practiced the least winning.	
10) A player who has practiced more winning.	

Snowsnake Game – Describing Probability

On a cold winter morning in British Columbia, four First Peoples players met near their village to play the Snowsnake game, a winter game their families had played for many generations. Eli, Noah, and Maya were children, while Talia was older and had played the game many times before.

Eli had practised often and felt confident. Noah had played a few times but not very often. Maya was playing for the first time. Talia had played Snowsnake many winters and knew different snow conditions could affect the game.



At first of the game, the track was covered in soft, snowy powder. As the sun rose, the snow became hard and icy. The players agreed that each person would get three turns and the first two turns Eli and Noah would throw first while the snow was still soft. Maya would throw last, when the track had become icy.

Before the first throw, Talia wondered how practice, age, and changing snow conditions might affect who was most likely to win.

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

#	Snowsnake Probability Situation	Describe the Likelihood
1	Talia winning the game	
2	Maya winning the game on her first time playing	
3	Noah beating Maya	
4	Eli beating Noah	
5	Talia beating Eli	
6	Two players tying for first place	
7	Noah winning the game	
8	Eli and Noah tying	
9	Maya beating Talia	
10	Knowing who will win before the game starts	

Flipping a Coin - Experiment

When we flip a coin, we have an equal chance at getting a heads or a tails. Our chances are half and half. If we flip a coin 2 times, we should get 1 heads and 1 tails. Fill in the table with how many heads and tails you should get.

# of Flips	2	4	6	8	10	12	14	16	18	20
Heads	1	2								
Tails	1		2	4						

Directions Flip a coin 20 times and record your results

1) How many heads and tails do you think you will get out of 20?



Heads

20

Tails



2) Perform the experiment by flipping a coin 20 times. Record how many heads and tails you get.

	Tallies	Total
Heads		
Tails		

3) Did you get as many heads and tails as you were supposed to? Why not?

Rolling a Dice - Experiment

When we roll a dice, there are 6 outcomes we could get – 1, 2, 3, 4, 5, or 6. This means it is less likely we will roll a specific number.

Directions

Follow the instructions below



1) If you roll a dice 30 times, how many times will you roll each number on a dice? Make a prediction. Be sure your totals add up to 30! Try using tallies.

	3	4	5	6

2) Perform the experiment by rolling a dice 30 times. Record your results as tallies below.



1	2	3	5	6

3) Was your prediction accurate? Explain what you guessed right and what you guessed wrong.

4) Is it easy to guess what will happen in the future? Why or why not?

Unit Quiz - Probability

Part 1

Circle the likelihood of the event happening

1) You will see a unicorn today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

2) It will get dark tonight.



Certain
More Likely
Equally Likely
Less Likely
Impossible

3) You will see a dog today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

4) You will eat chocolate today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

5) You will see a truck today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

6) It will rain and snow today.



Certain
More Likely
Equally Likely
Less Likely
Impossible

Part 2

Use these terms to describe the likelihood: impossible, less likely, equally likely, more 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?

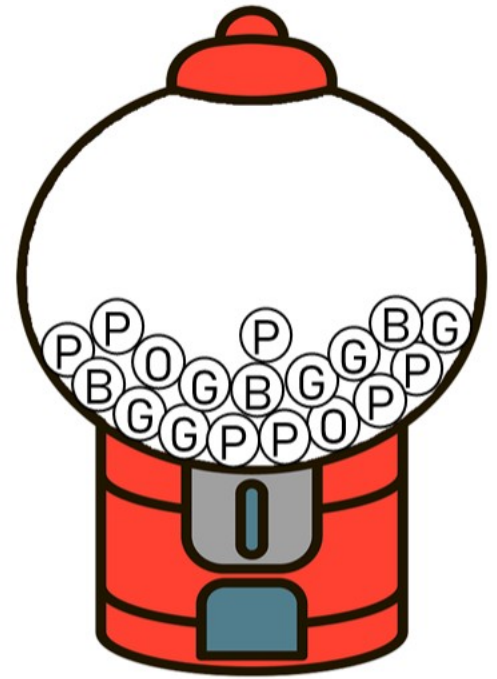
Gumball Machine

There are 18 gumballs in a machine. What is the likelihood of you pulling out a pink (P), blue (B), orange (O), or green (G)?

Frequency Table

Fill in the frequency table below

Mark	Colour	Frequency
	Orange	
	Green	



Questions

Use these to describe likelihood: impossible, less likely, equally likely, more likely, certain

1. What is the likelihood of pulling out a pink gumball?

2. What is the likelihood of pulling out a green gumball?

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?