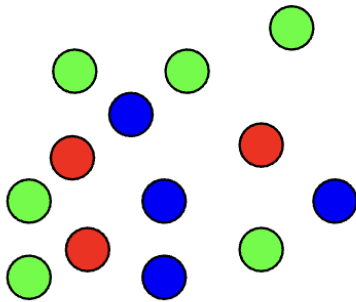




1. Count the different coloured balls using a tally chart. Record your counting



Colour	Tally
Green	
Red	
Blue	

2. Use two-colour counters or Unifix cubes to represent how many pineapples and strawberries there are.



Pineapples	Strawberries

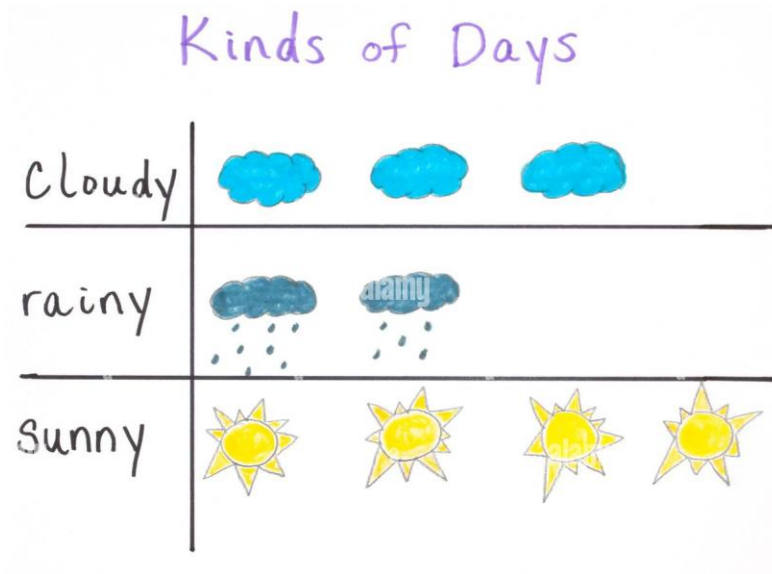


3. Look at the following tally chart. Create a **Bar Graph** or a **Concrete Graph** using the data. Include all the important labels and a title.

Student pets in Div.15	Tally
Dogs	
Cats	
Fish	
Tigers	



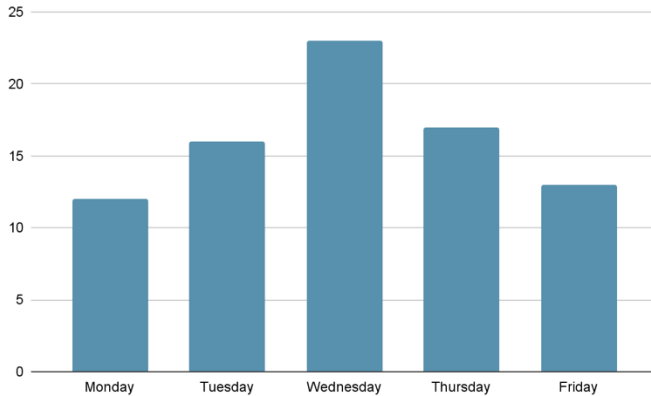
4. Look at the following pictograph.
Use it to answer these questions:



- a. How many days in total did the students collect data?
- b. How many sunny days were there?
- c. Were there more days with cloud or with sun?



5. Describe what you think this graph could be trying to tell us and give some reasons why.



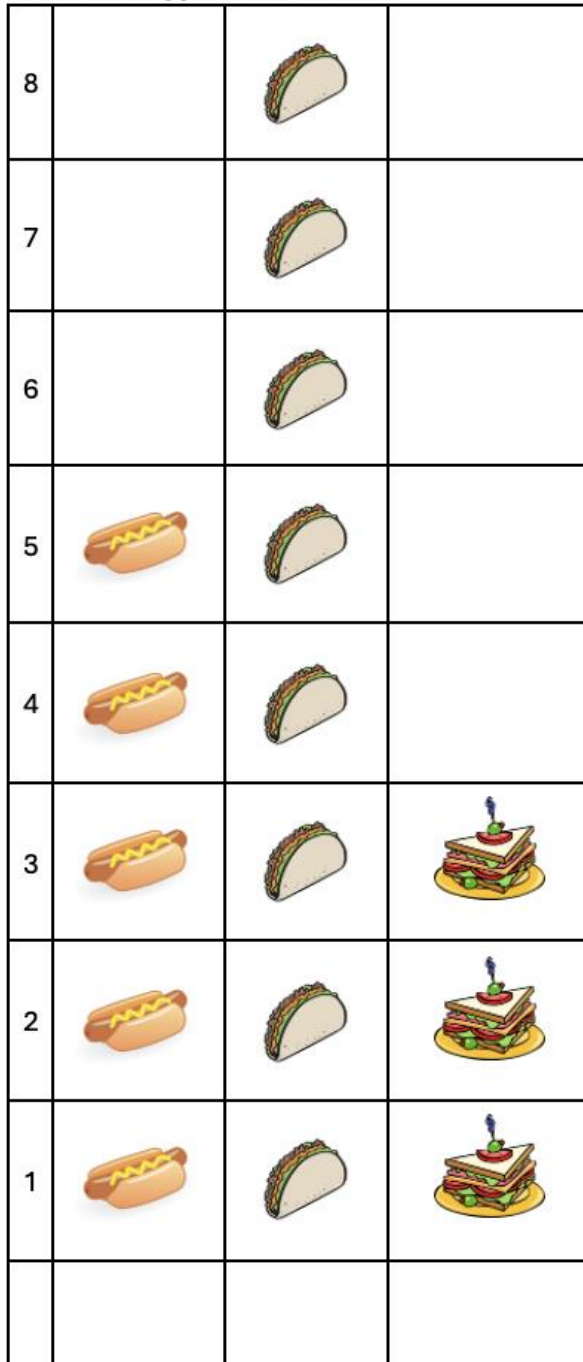
6. Look at the following tally chart. What are some questions you could ask using the data?

Student pets in Div.15	Tally
Dogs	
Cats	
Fish	
Tigers	



7. For the pictograph below, what are some things that you can't say about the data?

Favourite Type of Sandwich



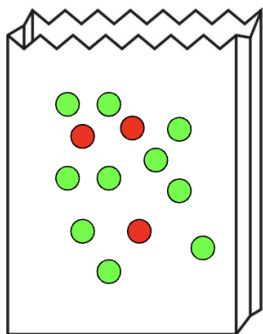


8. Collect data in your class about something you can see. (It could be the types of coloured pencils, or who is wearing boots or shoes...)

Use a **tally chart** to record your data. Use that tally chart to make a **bar graph**.



1. There are 10 green candies and 3 red candies in a bag. If you pick one without looking, explain which colour you are more likely to get.



2. Use the scale on the line to put down how certain or uncertain you are of these things happening tomorrow:

- a. We will have recess.
- b. It will rain.
- c. We will have Music class.
- d. Someone will wear a red shirt.
- e. I will see the principal.

Uncertain

Certain





3. When you walk to school, which of these things are you more likely to see?
Explain why.

	More Likely	Less Likely	Why?
Dog or lion			
Car or Airplane			
Tree or Cactus			

4. Write down something you think you will never see walking to school.



5. Explain what it means if two things are “equally likely” to happen. Give an example.

6. Look outside. Explain why you think it will be “More Likely,” “Less Likely”, or “Equally Likely” to rain tomorrow.



7. In this bag there is a coloured marker. How certain are you that it is green? Tell me why you think that?

8. You are sitting at your desk at school. Explain what days of the week are you certain it is not? What days of the week are you certain it could it be?