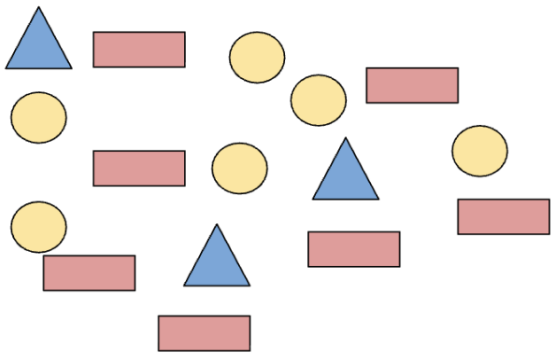
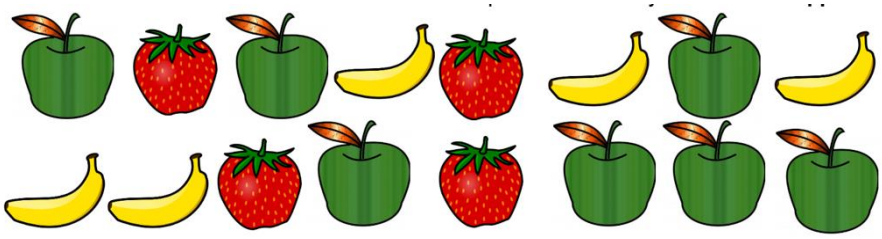
1. Count the different shapes using a tally chart. Record your counting.



Shape	Tally
Circles	
Triangles	
Rectangle	

2. Use two-colour counters or Unifix cubes to represent how many **bananas** and **apples** there are.

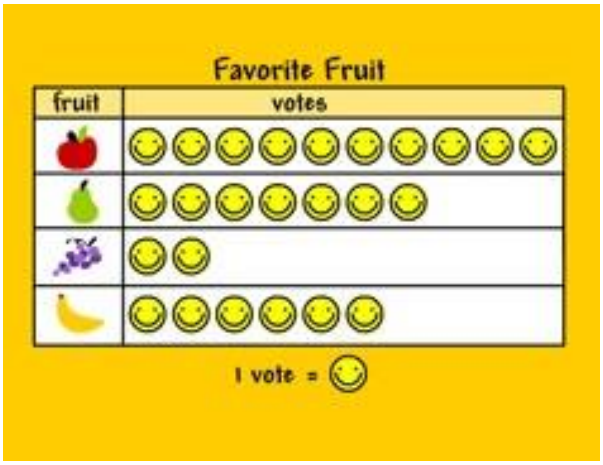


Bananas	Apples

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.

Shoe Colours in Div.15	**Tally**	**Count (Number)**
Blue		9
Red		
White		
Black		3

4. Look at the following pictograph.



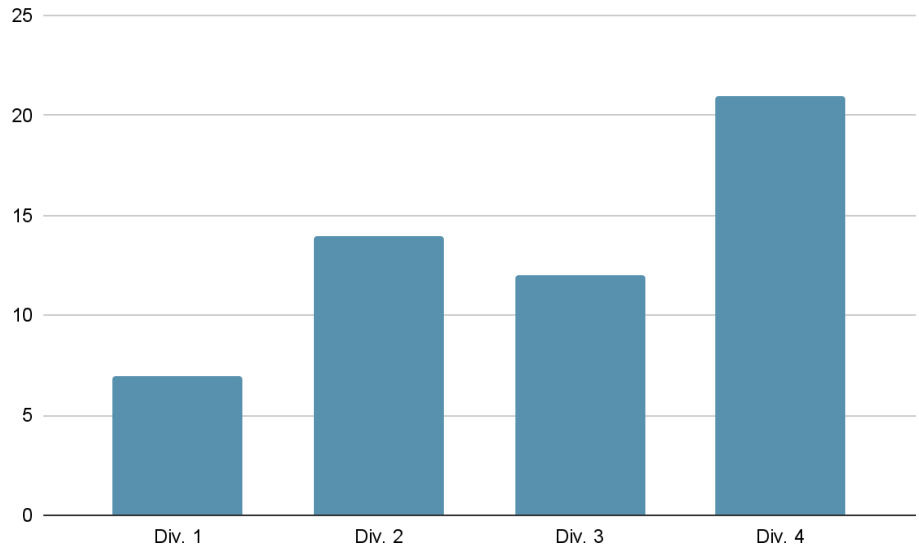
Use it to answer these questions:

a. How many types of fruit did the student record data for?

b. What fruit was the favourite?

c. How many more people liked pears more than grapes?

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 2 questions you could ask using the data?

Student Siblings in Div.15	**Tally**
1 Brother	
1 Sister	
No Siblings	
More than 2 Siblings	

7. For the pictograph below, what are some things that you **cannot** say about the data?

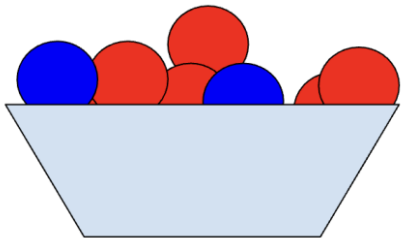
8			
7			
6			
5			
4			
3			
2			
1			
	Doughnut	Cookie	Ice Cream

8. How are a tally chart and a bar graph different?

How are they similar?

When might a bar graph be better than a tally chart?

1. If there are 12 red balls and 5 blue balls mixed together in a big bin, if you take a ball without looking, are you more likely to get a red ball or a green ball?



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

a) There is cake for breakfast.
b) The teacher will bring in a puppy.
c) We will go outside to play.
d) Someone will wear a blue shirt.
e) I will use a pencil.

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?
Cat or Lizard			
Bike or Helicopter			
Rock or Rocket			

4. Imagine you are walking home from school. What is something you are never going to see?

5. Imagine you are walking down the hall outside your classroom. What is something you are sure to see?

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

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

8. In this bag there is a piece of fruit. How certain are you that it is an apple? Tell me why you think that?

9. You are playing with your friends at recess. Explain what days of the week are you certain it is not? What days of the week are you certain it could it be?