

Data Analysis



Focus | Children talk about different ways to organize musical instruments.

Dear Family,

In this unit, your child will be learning about graphs, and about asking questions to gather information!

The Learning Goals for this unit are to

- Compare, sort, and organize real objects into concrete graphs.
- Use symbols to create pictographs.
- Read graphs and talk about the information on the graphs.
- Ask questions, collect data, and record the data.

You can help your child reach these goals by doing the suggested Home Connection activities at the bottom of certain pages.



Name: _____ Date: _____

What Different Ways Can We Sort?

Choose some pictures of musical instruments.
Sort the pictures into 2 sets in different ways.
What is the sorting rule of the last set you created?



Use the pictures to show your sorting.
Glue your pictures in rows or columns.

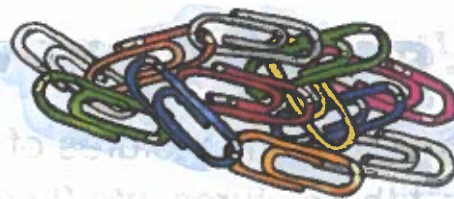
HOME CONNECTION

Ask your child to sort some things into 2 sets. Help him or her line up the sets to match each object in 1 set with an object in the other set.

Focus | Children sort the same things in different ways.

Name: _____ Date: _____

What Does My Graph Tell Me?



Number of Paper Clips

Silver
paper clips

--	--	--	--	--	--	--	--	--	--

Coloured
paper clips

--	--	--	--	--	--	--	--	--	--

What does your graph tell you?

Compare your graph to a friend's graph.

How are the graphs the same? _____

How are the graphs different? _____

FOCUS | Children create, interpret, and compare concrete graphs with 2 rows.

Name: _____

Date: _____

Which Colour Do You Like Best?

Choose 3 colours. Label the concrete graph.
Ask friends which colour they like best.
Create the graph.



Title: _____

--	--	--	--	--

--	--	--	--	--

--	--	--	--	--

Which colour did most of your friends like? _____

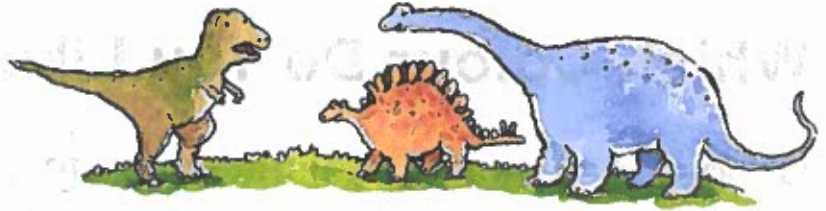
Which colour did fewest of your friends like? _____

How is your graph the same as other graphs? _____

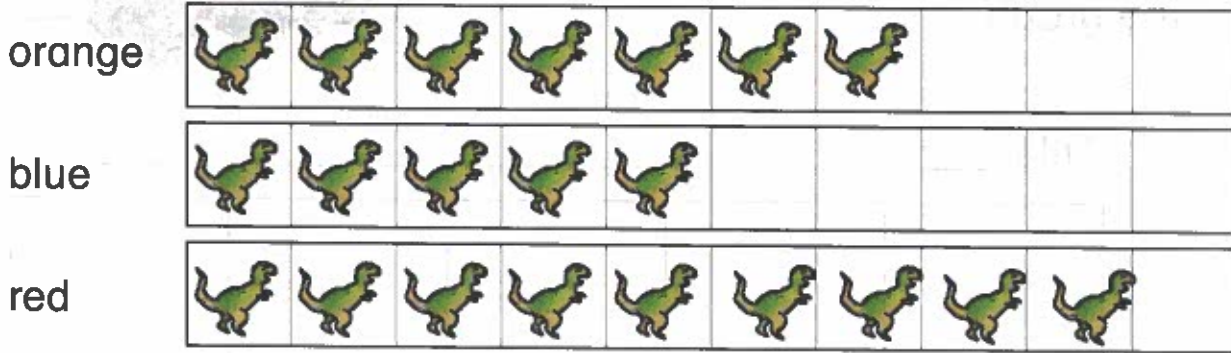
Focus | Children create, interpret, and compare concrete graphs with more than 2 rows.

Name: _____ Date: _____

Dinosaur Graph



Ari's Toy Dinosaurs



What does this graph tell you?

What 2 questions can you ask about the graph?

What are the answers to your questions?

Focus | Children read, interpret, and ask questions about a pictograph.

Name: _____

Date: _____

Which Do You Like Best?

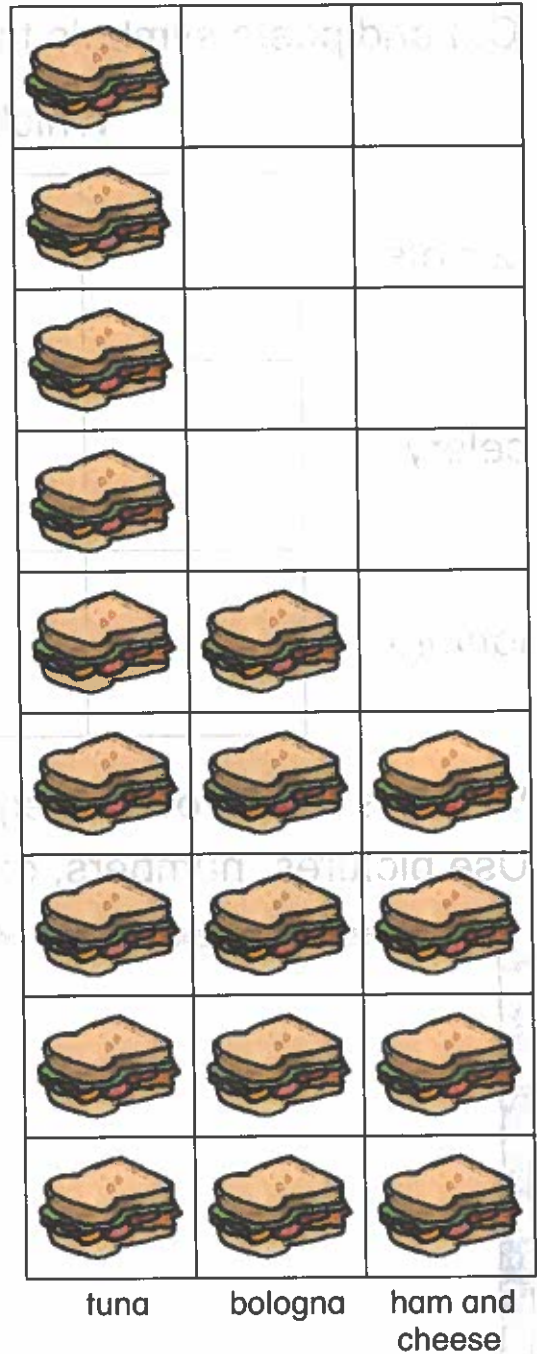


Which sandwich do most people like best?

Which sandwich do fewest people like best?

How would the graph change if 3 more people said they like ham and cheese sandwiches best?

Which Kind of Sandwich Do You Like Best?



Focus Children interpret a pictograph and describe how the graph changes.

HOME CONNECTION



Have your child provide reasons for the change in the graph after his or her favourite sandwich is added.

Name: _____

Date: _____

Favourite Vegetables



Ask 5 friends to choose their favourite vegetable.

Cut and paste symbols to make a graph.

Which is Your Favourite Vegetable?

carrots				
celery				
tomato				

Which is the favourite vegetable? Tell how you know.

Use pictures, numbers, or words.

Focus

Children make a pictograph and interpret the graph.

HOME CONNECTION



Have your child ask family members to name their favourite vegetables, and then create a similar graph using matching hand-drawn pictures.

Name: _____ Date: _____

Deer on Cecile's Camping Trip

Cecile made a concrete graph to show the number of deer she saw on a camping trip. She saw 4 deer on Monday and 5 deer on Tuesday. She saw 13 deer altogether on Wednesday and Thursday. She saw 5 more deer on Thursday than on Wednesday.



Make Cecile's concrete graph.

How many deer did Cecile see on Wednesday?

How many deer did Cecile see on Thursday?

Tell how you solved the problem.
Use pictures, numbers, or words.

Make a question about your graph.

Focus | Children solve a problem about a concrete graph, then record information about the graph.

Name: _____

Date: _____

Birds on Marco's Camping Trip

Marco used tallies to show the number of all the birds he saw:



Marco used symbols to show the loons he saw.

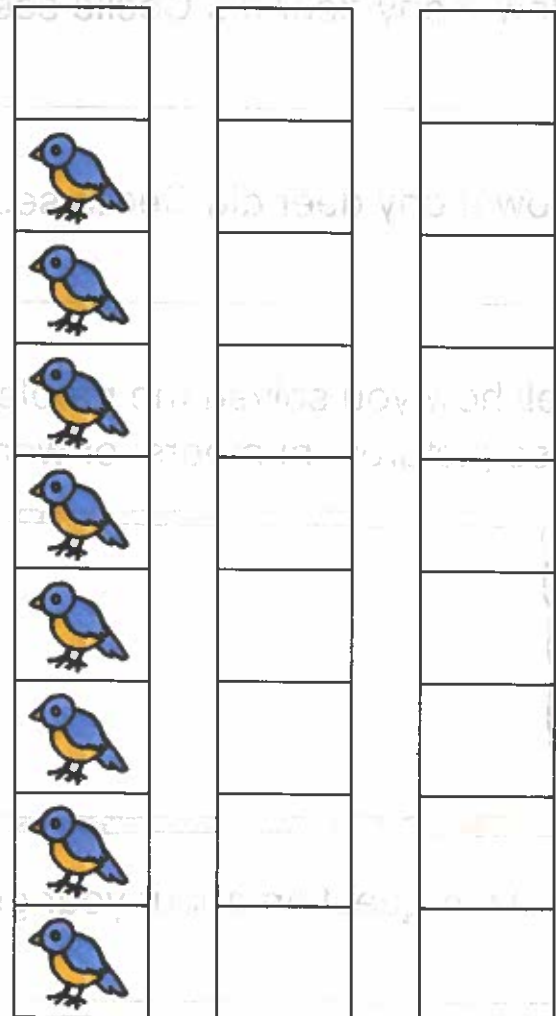
He knows he saw 3 more hawks than eagles.

Finish Marco's graph.

Ask a question about your graph.

What is the answer to your question?

Birds on Marco's Camping Trip



loons

eagles

hawks

Focus | Children solve a problem about a pictograph, then ask a question about it.

Name: _____

Date: _____

Collecting Data

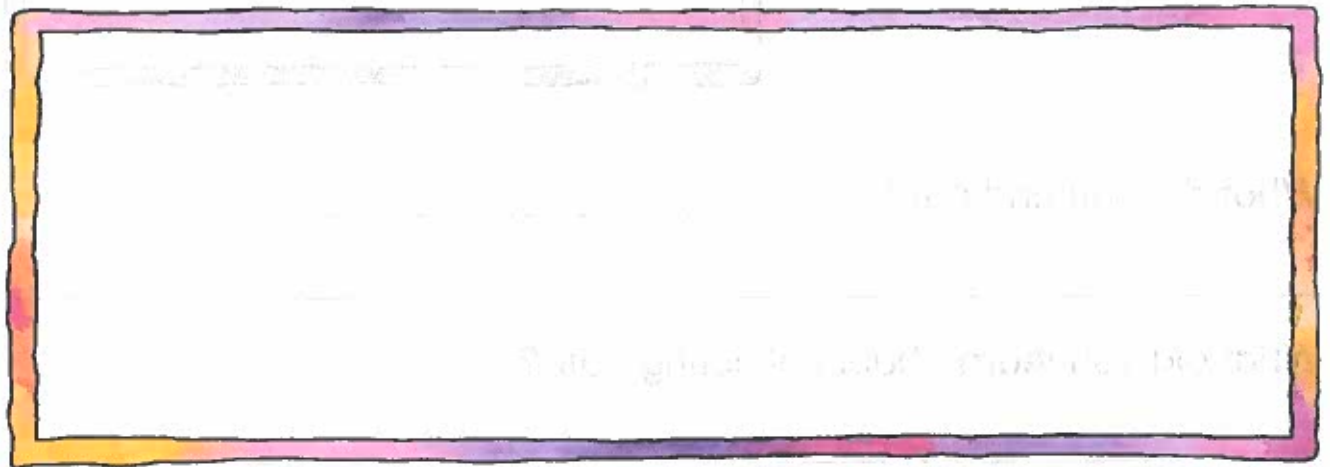
My Question _____

Ask 10 friends your question.
Use tallies or checkmarks to
record your data.



What did you find out?

What do you think would happen if you asked
the same question in a Grade 5 class? Why?



Focus

Children ask a question and organize
the data using tallies or checkmarks.

HOME CONNECTION



Have your child ask a question of the family, such as: "Do you like snow?" Have your child record the answers of up to 10 family members or friends using tallies or checkmarks.

Name: _____ Date: _____

What Is Your Favourite?



My Question

Do you like _____ ?

Ask 10 friends your question.

Record your data using tallies or checkmarks.



What did you find out? _____

What did you learn about collecting data?

Focus | Children ask a question and organize the data using tallies or checkmarks.

Name: _____ Date: _____

My Data



My Question

_____ ?

Write a title. Label each column.

Ask friends your question.

Print their names in the columns.

Title: _____

What does your chart tell you?

Focus

Children collect data and record the results.

HOME CONNECTION

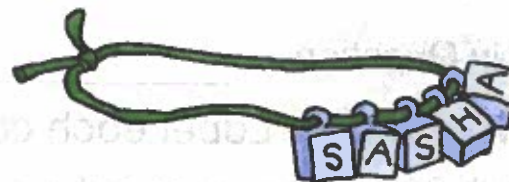


Have your child ask up to 10 family members or friends a question, such as: "Do you like to skate, swim, or ride bikes?" Together, record the results in a chart.

Name: _____ Date: _____

How Many Letters in Our Names?

Ask 6 friends to write their names where they belong.



fewer than 5 letters	5 letters	more than 5 letters

How many names have fewer than 5 letters? _____

How many names have 5 letters? _____

How many names have more than 5 letters? _____

Tell a partner a number story about your data.

Focus

Children record the number of letters in their friends' names and interpret the results.

HOME CONNECTION



Have your child collect data about names using names of family members or other people they know.

Name: _____ Date: _____

Asking Questions

What problem will you solve by asking a question?

What question will you ask?

Record the data as you collect them.

What did you find out by asking your question?

FOCUS

Children create a question to gather information, pose the question, and record the results.

HOME CONNECTION



Help your child ask a question to gather information from friends and family members.

Name: _____

Date: _____

My Journal

What did I learn about collecting data and graphing?

Use pictures, numbers, or words.



A large rectangular area with a blue and purple border, intended for the student to write or draw their journal entry.

Focus

Children reflect on and record what they learned about collecting data and graphing.

HOME CONNECTION



Have your child choose a favourite activity from the unit and tell you why it was a favourite.