lesson thirteen - student resource sheet

Lesson Objective: Complete and interpret simple bar graphs and tables.

Vocabulary Box

table — A way to organize information. Example:

graph — A tool that allows collected information to be compared. Example:

KINDS OF FRUIT	AMOUNT
Oranges	6
Bananas	2
Pears	4
Apples	3

6				
5				
4				
3				
2				
1				
	Oranges	Bananas	Pears	Apples
AMOUNT	KINDS OF FRUIT			



<u>Directions</u>: Complete the following practice problems with your partner.

I. Fill in the table and the graph using the information you collected with the color tiles.

1.

FAVORITE COLOR	Number Of People

2.

7			
6			
5			
4			
3			
2			
1			
NUMBER OF PEOPLE	FAVORIT	e Color	

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Ш	Complete	the	graph b	v usina	the	informati	on in	the	table
11.	COMPLETE	uic	graph b	v using	uic	IIIIOIIIIau		uic	tabic.

1.

FAVORITE ANIMAL	Number Of People
Birds	1
Dogs	6
Cats	7
Fish	6

2.

7				
6				
5				
4				
3				
2				
1				
NUMBER				
OF	Favori	FAVORITE ANIMAL		
PEOPLE				

- III. Use the information from the graph above to answer the following questions.
 - 1. How many people liked fish the best? _____
 - 2. How many people liked cats the best?
 - 3. How many more people liked fish than liked birds? ______
 - 4. There were fewer people who liked dogs best than there were people who liked cats best. How many fewer people preferred dogs?

5. Which two animals were liked the best by the same number of people? _____



A. Vocabulary Words

<u>Directions</u>: For each vocabulary word listed, draw a line to the picture that shows the meaning of the word.

1. table

	6				
l e	5				
Number of People	4				
r of	3				
mbe	2				
N	1				
		Winter	Spring	Summer	Fall
	SEASON OF BIRTHDAY				

2. graph

SEASON OF BIRTHDAY	Number of People
Winter	2
Spring	5
Summer	3
Fall	4

B. Summarize What We Learned Today

<u>Directions</u>: Complete the sentence.

A graph is different from a table because

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Lesson Objective: Complete and interpret simple bar graphs and tables.

Vocabulary Box

information. Example:

Table — A way to organize **graph** — A tool that allows collected information to be compared. Example:

KINDS OF VEGETABLES	AMOUNT
Corn	5
Spinach	0
Carrots	8
Broccoli	2

8				
7				
6				
5				
4				
3				
2				
1				
	Corn	Spinach	Carrots	Broccoli
AMOUNT	KINDS OF VEGETABLES			



<u>Directions</u>: Answer the following questions on your own. Your teacher will review the answers.

Sue has 12 jelly beans. Five are pink, two are yellow, four are orange, and one is green.

1. Organize the jelly bean information by filling in the blanks in the table below.

JELLY BEAN COLOR	Number Of Jelly Beans
Pink	
	1
Orange	

2. Use the information from the above table to complete the graph below.

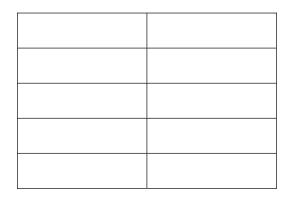
1		Green		Yellow
Number of Jelly	Green Yellow Jelly Bean Colors			

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Kai has 15 stuffed animals. Three are cats, four are birds, five are bears, and three are bunnies.

1. Draw a table that organizes the above information.



2. Complete the graph that shows the above information.

STUFFED ANIMALS	



Sasha has some coins. Two are quarters, three are nickels, five are dimes, and one is a penny. If her aunt gives her one more quarter, five more dimes, and three more pennies, how many coins will she have altogether?

1. Fill in the graph with the number of coins Sasha has at first.

Number of Coins	Types of Coins			

- 2. Now shade in the spaces for each coin to show how many Sasha has after her aunt gives her more coins.
- 3. Count all of the shaded spaces to find the answer to the question. _____



Look at the graph. Then answer the questions.

5			
4			
3			
2			
1			
	Daisies	Sunflowers	Roses
Number Of FLOWERS	FLOWERS IN THE GARDEN		

- 1. How many roses are in the garden? _____
- 2. How many more daisies than roses are in the garden? _____
- 3. Which flower is in the garden the least? _____



lesson fifteen - student resource sheet

Lesson Objective: Choose and use an appropriate problem-solving strategy.



Directions: Draw pictures or make models to solve the math problems.

I. Work with your partner to solve the following problem.

- II. Write + or –, and the answer in the number sentence. Show your work.
 - 1. There are 14 children playing at the park. Five of them are on the swings. The rest are in the sandbox. How many children are in the sandbox?

14 _____ 5 = ____

- **I.** <u>Directions</u>: Write + or –, and the answer in the number sentence. Show your work.
 - 1. Ann has seven crayons. Her friend gave her nine more. How many crayons does Ann have altogether?

7 _____ 9 = ____

II. <u>Directions</u>: Look at the pattern. Then answer the questions.



1. Circle the correct answer. This pattern is an _____ pattern.

a,b a,b,c a,a,b a,b,b

2. Fill in the blanks to finish the sentence. Use the pattern above as a guide.

_____ circles + ____ triangles = 9 shapes

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III. <u>Directions</u>: Write the number sentences that solve the riddle. Show your work.

I am a number. If you add 3 to me, you now have 15. If you take away 4 from me, you now have 8. What number am I?

