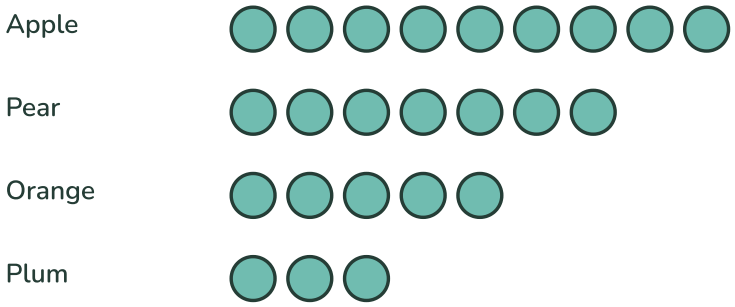
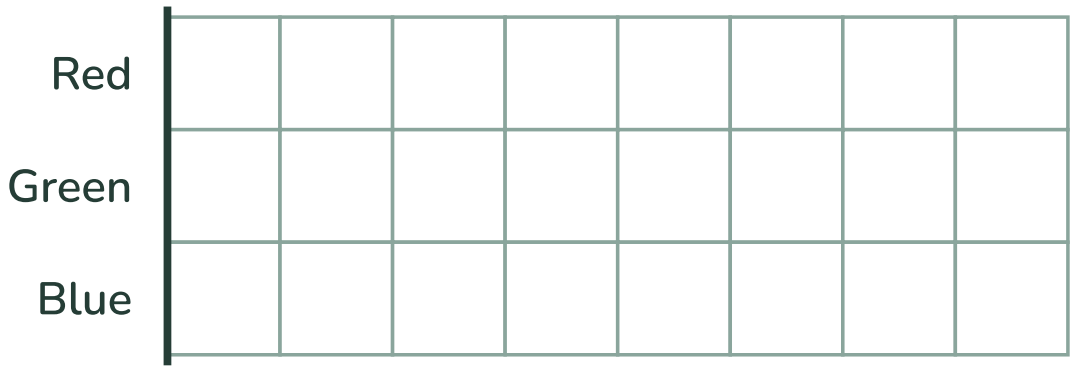
Read and build graphs

NAME	DATE

1 The picture graph shows the fruit each child chose. Each dot is one child. How many children chose Apple?

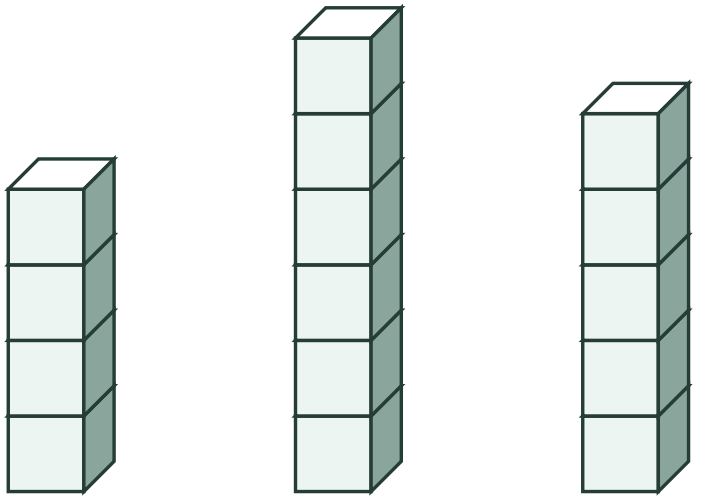


2 Children chose a colour. 5 chose red, 6 chose green and 1 chose blue. Draw one circle for each child in the graph below.

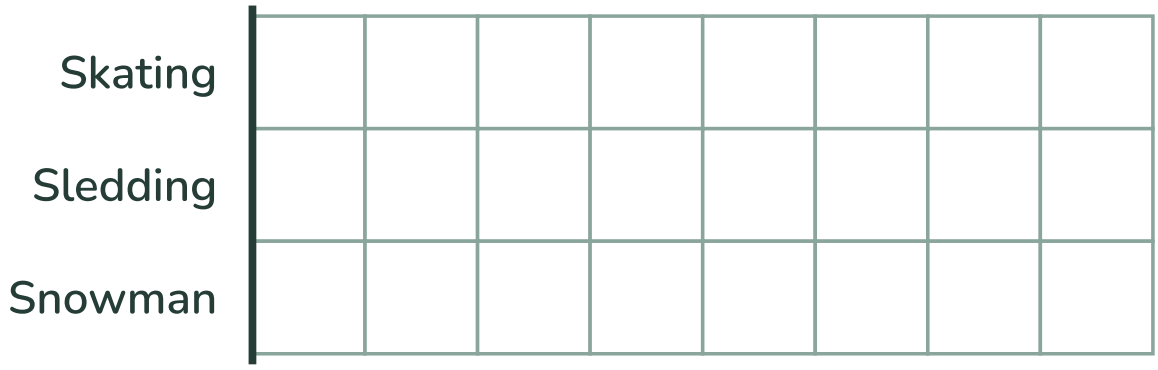


Read and build graphs

3 Each cube is one child. Draw one circle for each cube in its row of the pictograph.



Skating Sledding Snowman



4 Your class wants to find out about recess. Write a question you could ask your classmates.

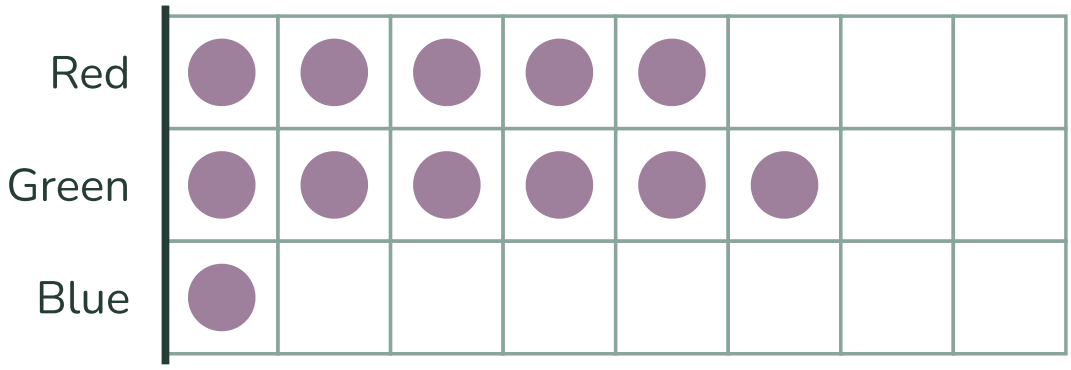
Read and build graphs

1. 9

Practice / supporting evidence: Reads a supplied pictograph; does not collect data or construct a graph.

2. One circle in each box, starting at the left line with no gaps: red 5, green 6, blue 1. Circles about the same size, one per box.

Practice / supporting evidence: Preserve this useful graph-construction task. Provided counts are not data personally collected or a physical concrete graph.



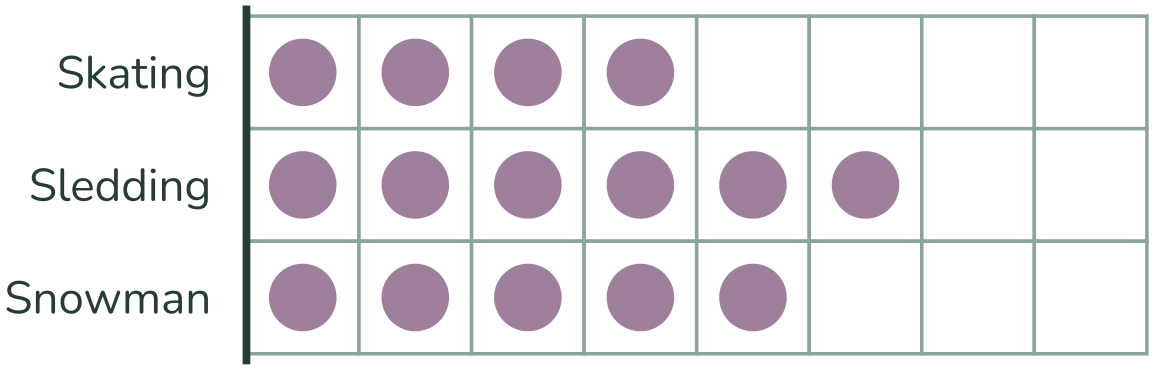
One circle in each box, starting at the left line with no gaps: red 5, green 6, blue 1. Circles about the same size, one per box.

3. One circle in a row for each cube in its tower, every row from the starting line: skating 4, sledding 6 and snowman 5, 15 circles in all. A row with a circle too many or too few, or circles in the wrong row, does not count.

Curriculum applications this task can record: Alberta Grade 1: Construct a one-to-one pictograph from the supplied concrete/cube graph. Record the actual independent response and any separate actions; this does not establish the whole broader skill.

Broader skill evidence: Preserve the cube-graph-to-pictograph task. It demonstrates conversion from a supplied model, not physical construction and collaboration in the parent concrete-graph skill.

Read and build graphs



One circle in a row for each cube in its tower, every row from the starting line: skating 4, sledding 6 and snowman 5, 15 circles in all. A row with a circle too many or too few, or circles in the wrong row, does not count.

4. Counts as right if it is a question about recess that each classmate can answer, such as “What do you like to play at recess?”. Invented spelling is fine. A question about something else, or one only the child can answer, such as “What is my name?”, does not count.

Practice / supporting evidence: Direct practice for sharing a wondering only; no gathering of answers is requested.

Counts as right if it is a question about recess that each classmate can answer, such as “What do you like to play at recess?”. Invented spelling is fine. A question about something else, or one only the child can answer, such as “What is my name?”, does not count.

What do you like to play at recess?