

UNIT 6

Would You Rather Be an Eagle or a Whale?

Would You Rather Be
an Eagle or a Whale?























NAME _____

DATE _____

Gloves or Mittens?

Some first grade students were asked,
“Do you wear gloves or mittens?”

Here are their data.

Gloves	         
Mittens	         

Answer the questions.

1

How many students chose mittens? _____

2

How many students chose gloves? _____

3

Did more students choose gloves or choose mittens?

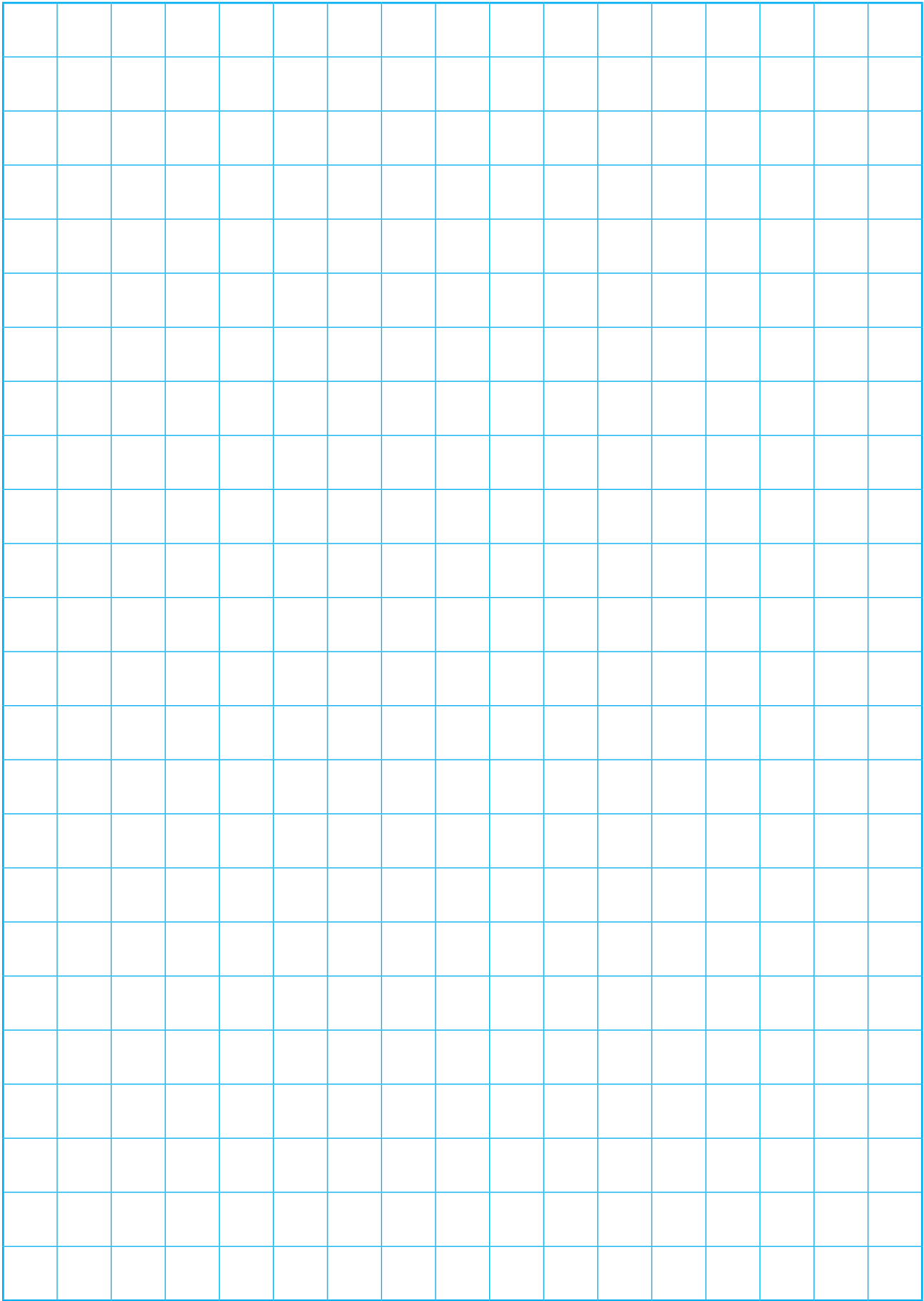
4

How many students took the survey?

NOTE

Students describe the results of a survey question about gloves and mittens.

MWI Data and Surveys





NAME _____

DATE _____

About the Mathematics in This Unit

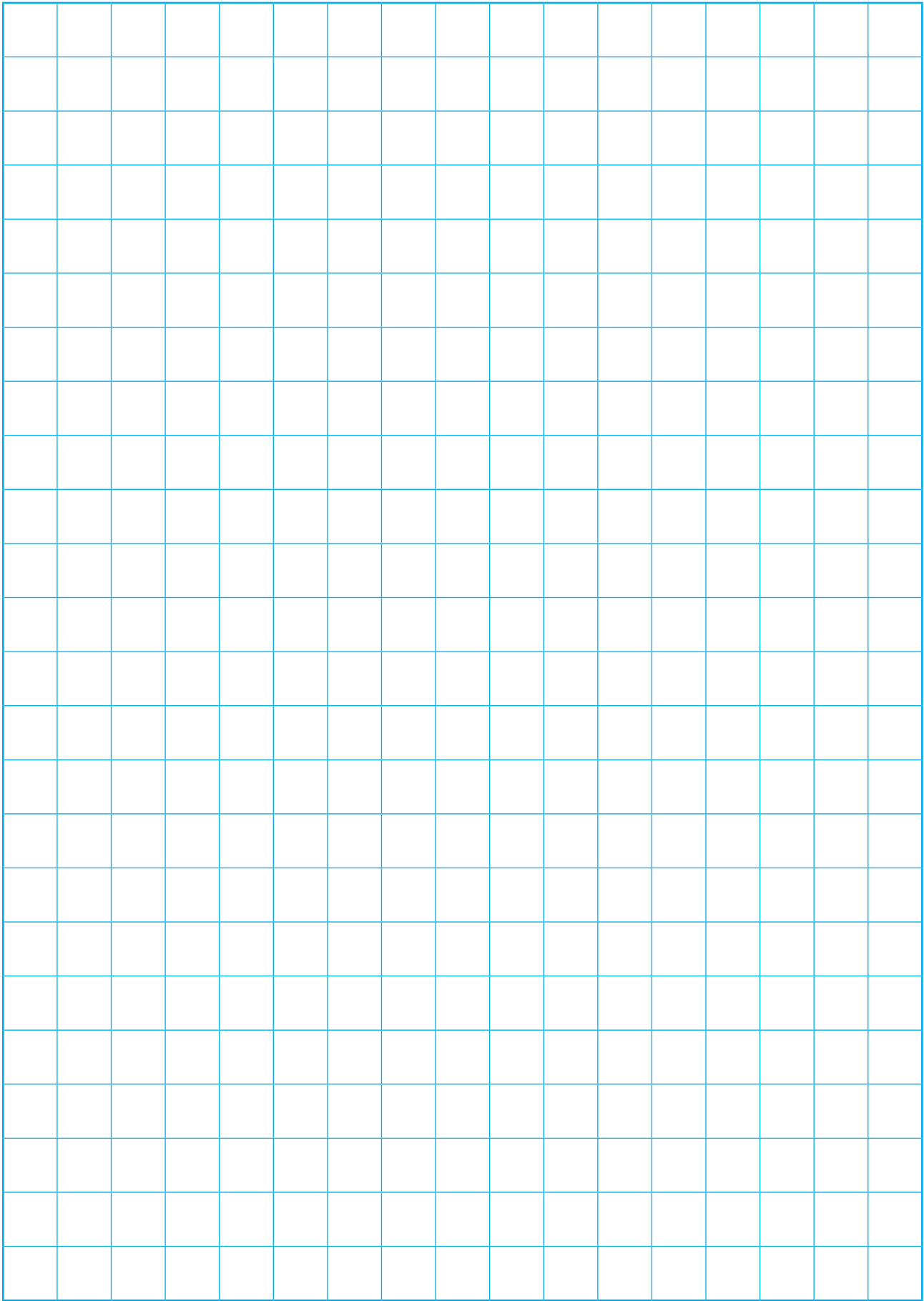
Dear Family,

Our class is starting a new unit in mathematics called *Would You Rather Be an Eagle or a Whale?* This unit is about data—the facts or information we collect about people and things in our world. Students will be posing questions, collecting data, and making representations of the data they collect. These representations help communicate the important information, for example, how many people are in each group, which group has more/fewer and how many more/fewer, and how many people responded to the survey. Students will also be solving comparison problems that are based on data.

Throughout this unit, students will be working toward these goals:

Benchmark/Goal	Example				
Represent and describe a set of data with two or three categories.	<p>Do you walk to school?</p> <table><tr><td>Walk to School</td><td>XXXXXXXXXXXXXX</td></tr><tr><td>Don't Walk to School</td><td>XXXXXXXXXX</td></tr></table> <p>How many children walk to school? Do more children walk to school or not? How many more? How many children responded to this survey?</p>	Walk to School	XXXXXXXXXXXXXX	Don't Walk to School	XXXXXXXXXX
Walk to School	XXXXXXXXXXXXXX				
Don't Walk to School	XXXXXXXXXX				
Solve comparison story problems with a bigger or smaller unknown.	<p>A teacher asked a group of students about how they get to school.</p> <p>8 children walk. 2 more children ride the bus than walk. How many children ride the bus to school?</p> <p>10 children ride the bus. 2 fewer children walk than ride the bus. How many children walk?</p>				

Please look for more information and activities about *Would You Rather Be an Eagle or a Whale?* that will be sent home soon.





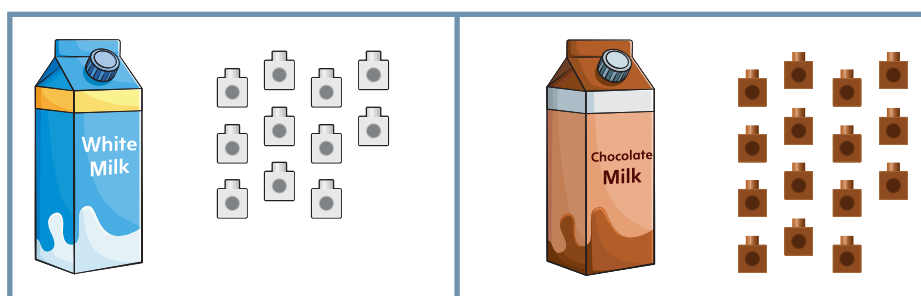
NAME _____

DATE _____

Would You Rather...?

Students in a first grade class answered the question, “Would you rather drink white milk or chocolate milk?”

Here are their data.



Answer these questions.

1

How many students prefer white milk?

2

How many students prefer chocolate milk?

3

How many students answered the question?

4

On another sheet of paper, draw two cube towers to show how students responded.

NOTE

Students describe the data from a survey question about milk.

MWI What Did We Learn?



NAME _____

DATE _____

Do You Have a Pet at Home?

Students in a first grade class answered the question, “Do you have a pet?”

Here are their data.

Do you have a pet?



Yes



No

Answer these questions.

1

How many people have a pet?

2

How many people do not have a pet?

3

How many people answered the survey?

4

How do you know?

NOTE

Students describe the data from a survey question about pets.

MWI What Did We Learn?



























NAME _____

DATE _____

Do You Like Broccoli or Carrots?

Students in a first grade class were asked,
“Which do you like better, broccoli or carrots?”

Rosa made this representation.

Broccoli	         
Carrots	             

Answer the questions.

1

How many students like broccoli better than carrots? _____

2

How many students like carrots better than broccoli? _____

3

How many students answered the survey?

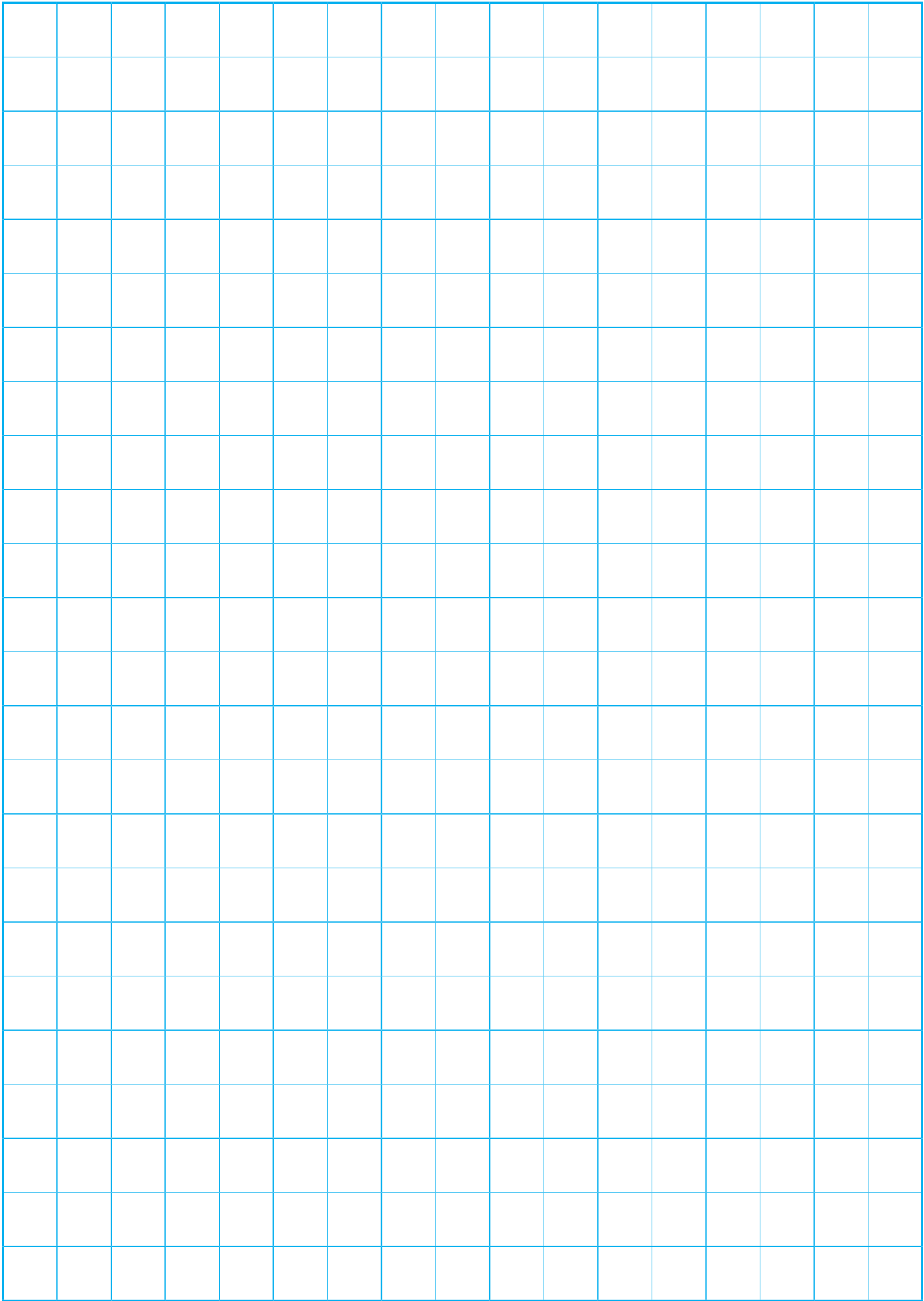
4

Did more students like broccoli or carrots?

NOTE

Students describe the data from a survey question about vegetables.

MWI Ways to Represent Data





NAME

DATE

Our Plan for Collecting Data

1

What is your question?

2

Who will ask the question?

3

Who will record students' responses?

4

How will you record students' responses?

5

How will you make sure that you asked everyone?



NAME _____

DATE _____

Attendance Data

The chart shows how many students are in class today and how many are not.

Attendance in Room 110	
Here	Not Here
	

Answer these questions.

1

How many students are here today?

2

How many students are not here today?

3

How many students are in the class?

4

How do you know?

NOTE

Students describe attendance data.

MWI What Did We Learn?



NAME

DATE

What We Found Out

1

What was your question?

2

What did you find out?

3

What surprised or interested you?

4

Write an equation that shows the number of people in each group, and how many people answered the question.



NAME _____

DATE _____

Walk or Ride?

First grade students answered the question,
“Did you walk or ride the bus to school today?”
Here is a representation of their data.

Did you walk or ride the bus to school today?	
Walk	Ride

Answer these questions.

1

How many people walked to school? _____

2

How many people rode the bus to school?

3

How many people answered this survey?

4

How do you know?

NOTE

Students describe the data from a survey question about how they get to school.
MWI Data and Surveys



















NAME _____

DATE _____

Half Hours

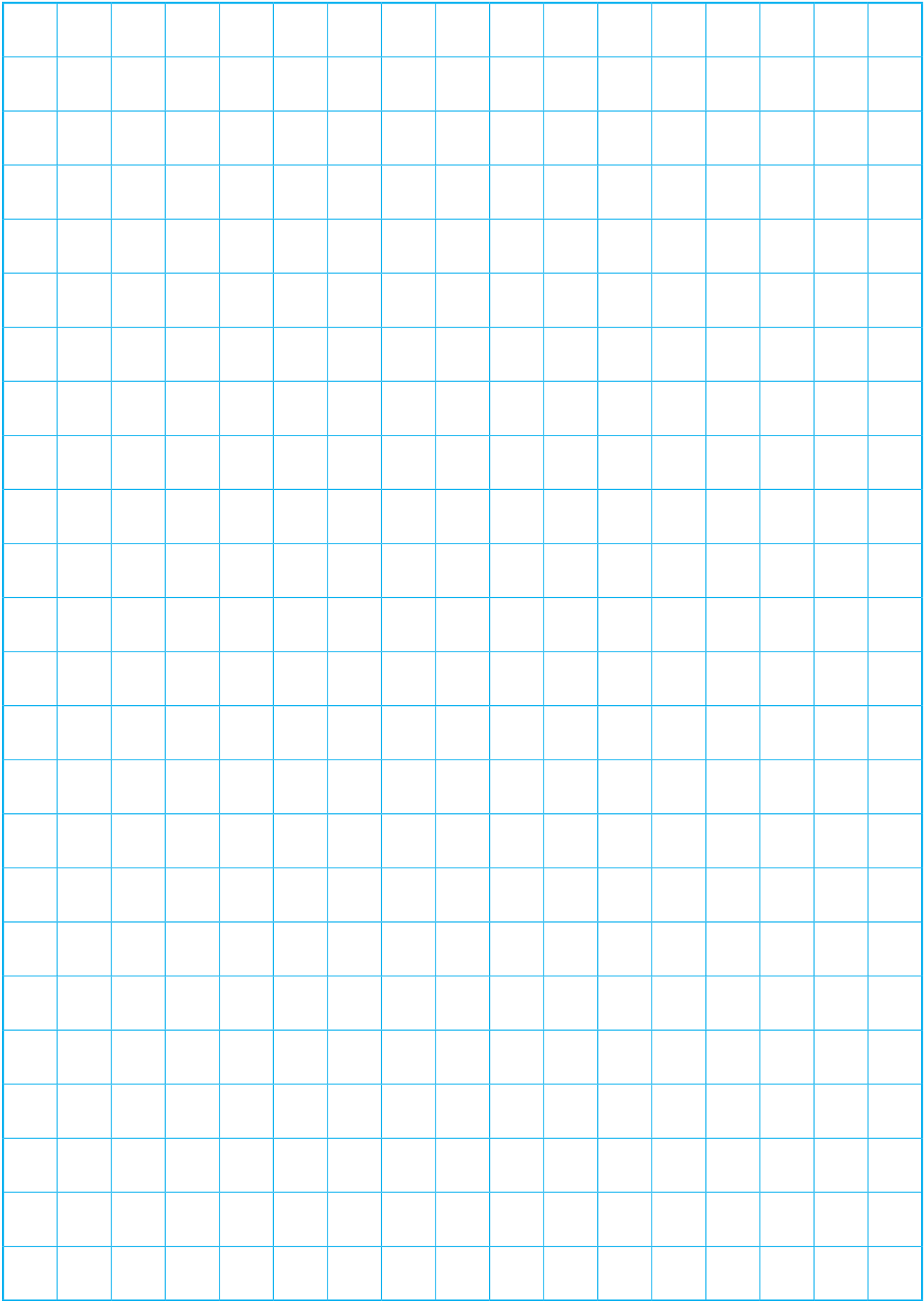
Read each clock and write the time.

<div>1</div>  	<div>2</div>  
<div>3</div>  	<div>4</div>  
<div>5</div>  	<div>6</div>  
<div>7</div>  	<div>8</div>  

NOTE

Students practice telling time to the half hour.

MWI Telling Time to the Half Hour





NAME _____

DATE _____

(PAGE 1 OF 2)

Related Activities to Try at Home

Dear Family,

The activities below are related to *Would You Rather Be an Eagle or a Whale?*, the unit we are currently working on in math. Doing these activities together with an adult will help enrich your child's mathematical learning.

Will We See More [Trucks or Buses]? On a trip, play “Which has more?” Begin by posing a question: “Which do you think we will see more of in the next five minutes: __ or __?” Depending on your surroundings, you might choose pairs such as bicycle riders or joggers, trucks or buses, cows or horses. Your child will have ideas, too! Help your child choose things that give enough to count—about 10 or 15 of each object. If the count is too low to be of interest, you might extend the time limit. The important thing is that your child keeps track of each item (using check marks, numbers, pictures, words, and so on), accurately counts, and then compares the results.

How Many More? After collecting the data and deciding what they saw more of, challenge your child to determine *how many more* [bikes, trucks, or cows] they saw.

Will We See More [Cars, Trucks, or Buses]? Play “Which has more?” with three choices. Ask your child whether they think you will see more walkers, runners, or bikers; cars, trucks, or buses; cows, horses, or birds. Set a time limit, or keep track until the first group reaches 10 or 15. Encourage your child to describe their findings by telling you how many were in each group, which group had the most/least, and whether they are surprised by the results.



NAME _____

DATE _____

(PAGE 2 OF 2)

Related Activities to Try at Home

[2] More Than [3] Find opportunities to pose questions like the following: “I have 2 pennies in my left pocket. I have three more pennies in my right pocket than I have in my left pocket. How many pennies are in my right pocket?” Keep the numbers small, and act out the problems together to solve them.

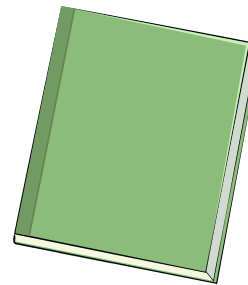
Math and Literature Here are some suggestions of children’s books that are related to our work on data.

Burningham, John. *Would You Rather...*

Harris, Trudy. *Tally Cat Keeps Track.*

Leedy, Lorren. *The Great Graph Contest.*

Murphy, Stuart J. *Tally O’Malley.*



NAME

DATE

(PAGE 1 OF 2)



Music or Gym?

A teacher asked a group of students,
“Which do you like better, music or gym?”

3 students like music.
4 more students like gym than like music.
How many students like gym?

Solve the problem. Show your work.



Music	Gym
	

NAME

DATE

(PAGE 2 OF 2)

Crayons or Markers?

Rosa asked some of her classmates,
“Which do you like better, crayons or markers?”


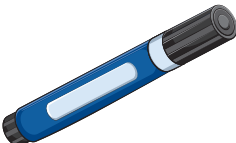
4 students like crayons.

2 more students like markers than like crayons.

How many students like markers?

Solve the problem. Show your work.



Crayons	Markers
	



NAME _____

DATE _____

Apple Picking

Kim picked 17 apples.
She ate 9 of them.
How many apples does Kim have left?

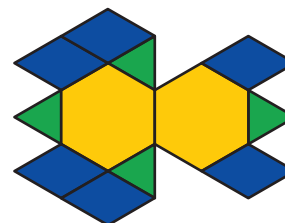
Solve the problem.
Show your work.



Ongoing Review

How many pattern blocks are in this design?

- Ⓐ 8 Ⓑ 9 Ⓒ 10 Ⓓ 12



NOTE

Students solve a story problem about subtracting one quantity from another.

MWI Solving Subtraction Problems

NAME _____

DATE _____

(PAGE 1 OF 2)

A teacher asked a group of students,
“Which do you like better, the slide or
the swings?”

7 students like the slide.

2 fewer students like the swings than like the slide.

How many students like the swings?

Use the survey chart or the blank space to solve the problem and show your work.

[illegible][illegible]



NAME

DATE

Strawberries or Watermelon?

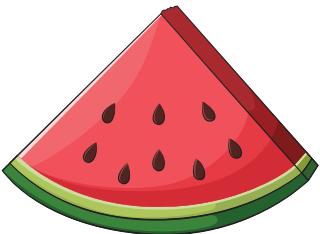
A teacher asked a group of students,
“Which fruit do you like better, strawberries
or watermelon?”


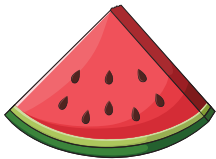


6 students like strawberries.
3 fewer students like watermelon than like
strawberries.

How many students like watermelon?

Use the survey chart or the blank space to
solve the problem and show your work.



Strawberries	Watermelon
	



NAME _____

DATE _____

Throwing Snowballs

Max was having a snowball fight with his friends.

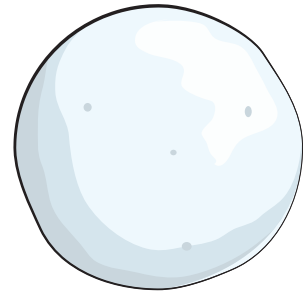
Max threw 6 snowballs at Rosa.

He threw 4 snowballs at Sam and

7 snowballs at Kim.

How many snowballs did Max throw?

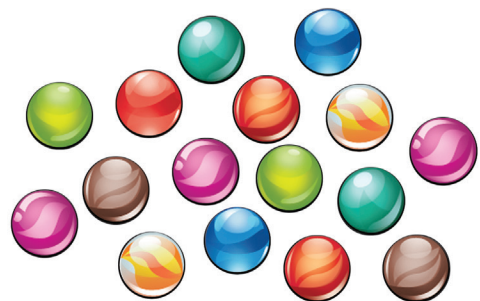
Solve the problem. Show your work.



Ongoing Review

Which is one more than the number of marbles?

- Ⓐ 14 Ⓑ 15 Ⓒ 16 Ⓓ 17



NOTE

Students combine three quantities to solve a story problem.

MWI Solving Addition Problems



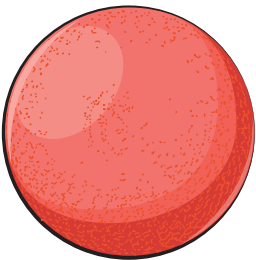
NAME

DATE

More Comparison Problems: Kickball or Tag?

A teacher asked a group of students,
“Which do you like better, kickball or tag?”

5 students like kickball.
2 more students like tag than like kickball.
How many students like tag?



Use the survey chart or the blank space to
solve the problem and show your work.

Kickball	Tag
	



NAME

DATE

(PAGE 2 OF 2)

More Comparison Problems: Green or Yellow?

A teacher asked a group of students,
“Which do you like better, green or yellow?”

9 students like green.

4 fewer students like yellow than like green.

How many students like yellow?

Use the survey chart or the blank space to solve
the problem and show your work.

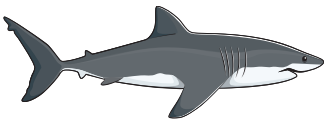
Green	Yellow

NAME

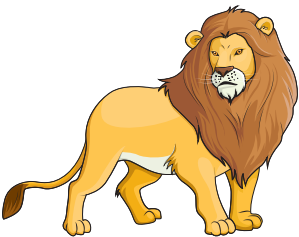
DATE

Shark or Lion?



A teacher asked a group of students, “Which would you rather be, a shark or a lion?”



8 students chose shark.
5 fewer students chose lion than chose shark.
How many students would rather be a lion?



Use the survey chart or the blank space to solve the problem and show your work.

Shark	Lion
	

NOTE

Students solve a comparison problem with the smaller amount unknown.
MWI Ways to Represent Data



NAME _____

DATE _____

Penguin or Duck?

A teacher asked a group of students,
“Which would you rather be, a penguin
or a duck?”


3 students chose penguin.

6 more students chose duck than chose penguin.

How many students would rather be a duck?

Use the survey chart or the blank space to
solve the problem and show your work.



Penguin	Duck
	

NOTE

Students solve a comparison problem with the bigger amount unknown.

MWI Comparison Problems




























NAME _____

DATE _____

Apples, Grapes, or Oranges?

Students in a Grade 1 class answered the question, “Which do you like best: apples, grapes, or oranges?”

Apples	       
Grapes	         
Oranges	      

Here are their data.

Answer the questions.

1

How many students like apples the best?

2

How many students like grapes the best?

3

Did more students choose apples or oranges?

4

Which fruit did most students like best?

5

How many students answered the survey?

NOTE

Students describe and interpret the data from a survey.

MWI Data in 3 Categories



NAME _____

DATE _____

Questions About The Data: How Many Swim? Walk? Fly?

1

What is your representation about?

2

How many animals are in each group?

Swim _____ Walk _____ Fly _____

3

How many animals are there in all? _____

How did you figure this out?

4

Were there any animals that move in more than one way? If so, which ones?

5






Pick one of these animals. How did you decide which group to put it in?

NAME _____

DATE _____

Daisy, Tulip, Rose

Students answered the question, “What is your favorite flower: a daisy, a tulip, or a rose?”

Daisy	           
Tulip	      
Rose	     

Here are their data.

Answer the questions.

1

How many students chose daisy? _____

2

How many students chose tulip? _____

3

How many students chose rose? _____

4

How many students answered the survey?

5

Write an equation about the data.

6

How many more students chose daisy than tulip? How do you know?

NOTE

Students describe and interpret the data from a survey question.
MWI What Did We Learn?








NAME _____

DATE _____

Fruit Snack

Max wants to bring in fruit for his class. He can bring in only two kinds of fruit. Max asked his classmates what their favorite fruits are.

Favorite Fruits				
Apple	Pear	Grapes	Watermelon	Banana
				
Sacha Neil	Carol Bruce Toshi Libby Talisa	Keena Jacob Edgar	Allie Diego Paula Lyle Vic Leah	Marta DeShawn

Answer these questions.

- 1

How many students chose pear? _____
- 2

How many students answered the survey?

- 3

Which two fruits should Max bring in for the class snack? _____
- 4

Why should he bring these two fruits?

NOTE

Students describe and interpret the data from a survey question.
MWI What Did We Learn?