**Marsh Watch** **Line Master 1** (Assessment Master)

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- |
| **Collect, Organize, and Display Data** | **Not observed** | **Sometimes** | **Consistently** |
| Collects data by determining (most) categories in advance |  |  |  |
| Conducts a survey |  |  |  |
| Chooses a method to record collected data (e.g., tally marks) |  |  |  |
| Constructs and labels pictographs and bar graphs |  |  |  |
| Displays data collected in more than one way and describes the differences |  |  |  |
| **Read and Ask Questions About Graphs** |  |  |  |
| Formulates questions that can be addressed through observation |  |  |  |
| Interprets displays by noting how many more/less than other categories |  |  |  |
| Poses and answers questions about data collected and displayed |  |  |  |

**Strengths:**

**Next Steps:**

**Connecting Home and School Line Master 2–1**

**NOTE TO THE TEACHER**

You may wish to send families a ***Marsh Watch*** letter outlining a familiar activity or two they can do at home with their children.

Create a letter using this template and select one or two activities from the suggestions on the next page. Simply **delete these instructions and cut and paste the activities you have selected**, adapting them to fit your needs.



**Connecting Home and School Line Master 2–2**

Dear Family:

We have been working on ***Marsh Watch***, which engages children in conversations, investigations, and activities that help to develop their understanding of the big math idea that “Collecting and displaying data   
can help us predict and interpret situations.” Particular focus is placed on conducting surveys, and making and reading pictographs and bar graphs.   
Try this activity at home.

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**Reading the Story:** As you read the story, enjoy the tallying results as Josh completes his surveys and try to predict his final results. Encourage your child to identify important elements of each graph and explain the differences among them.

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**Coin Toss:** Use a coin to play. With your child, decide who goes first and whether heads or tails wins. In turn, flip the coin and record heads or tails   
using tally marks. Pause after 10 or 20 turns each to tally results and determine who is ahead. Keep playing to see who can get the highest number of heads or tails. Your child can also choose to make a graph of the results.

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**Family and Friends Survey:** With your child, design a survey question to ask your family and friends about a specific topic, such as favourite colour, favourite animal, or favourite sport. Work together to come up with the question and a set of appropriate responses. Record answers using tally marks and then graph the final results as either a pictograph or bar graph.

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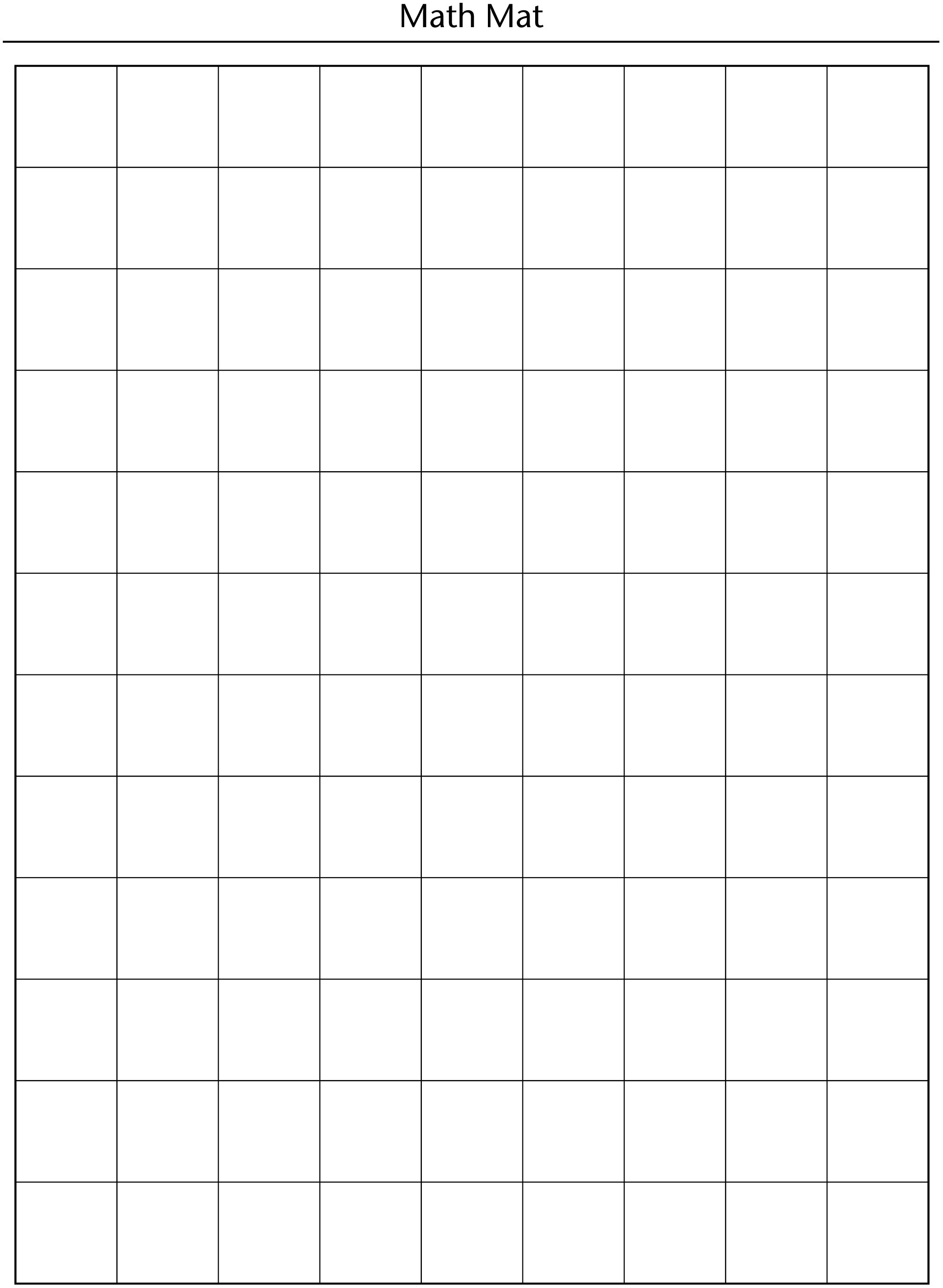
**Outdoor Observation:** With your child, select an outdoor space to observe. Write down the animals (or other living things) that you see during a specific time period and keep track of the numbers using tally marks. Graph the final results as either a pictograph or bar graph. Ask your child what he/she learned about your neighbourhood. How can he/she use that information? Bring the graphs to class to share with the whole group.

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Sincerely,

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Marsh Watch* Math Mat Line Master 3**



**Animal Survey Line Master 4**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Survey Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Animal** | **Tally Marks** |
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**Pictograph Templates Line Master 5–1**

**Vertical**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Pictograph Templates Line Master 5–2**

**Vertical, Guides**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Pictograph Templates Line Master 5–3**

**Horizontal**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Pictograph Templates Line Master 5–4**

**Horizontal, Guides**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bar Graph Templates Line Master 6–1**

**Vertical**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Bar Graph Templates Line Master 6–2**

**Horizontal**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Graph Title:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Earth Day Survey Line Master 7**

**Survey Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Earth Day Idea** | **Tally Marks** |
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**Earth Day Recommendations Line Master 8**

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For Earth Day, I think we should** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**For Earth Day, I think we should** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Survey Template Line Master 9**

**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Survey Question:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Coin Toss Line Master 10**

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**Player 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Heads** |  |
| **Tails** |  |

**Player 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Heads** |  |
| **Tails** |  |

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**Player 1:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Colour 1**  **\_\_\_\_\_\_\_\_\_\_\_** |  |
| **Colour 2**  **\_\_\_\_\_\_\_\_\_\_\_** |  |

**Player 2:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
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| **Colour 1**  **\_\_\_\_\_\_\_\_\_\_\_** |  |
| **Colour 2**  **\_\_\_\_\_\_\_\_\_\_\_** |  |

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**My Recommendations Line Master 11**

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My question is:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**I think we should:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**My question is:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**I think we should:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Graphing Problems Line Master 12–1**

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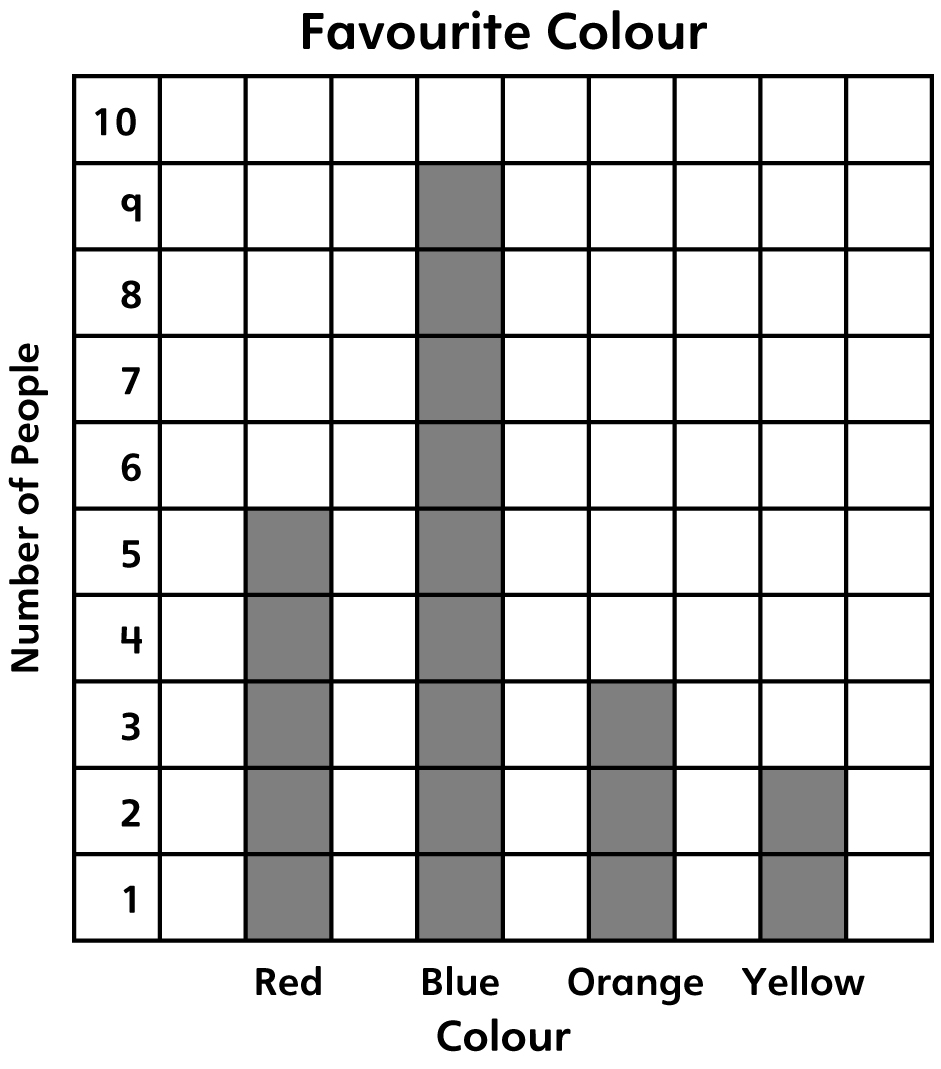
Suppose you asked your classmates what their favourite colour was:

|  |  |
| --- | --- |
| Red = ~~||||~~ | Orange = ||| |
| Blue = ~~||||~~ |||| | Yellow = || |

Which colour was the most popular? Which colour was the least popular? Explain how you know.

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Suppose you asked your classmates what their favourite colour was:



How many people chose yellow? How many more people chose blue?

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**Graphing Problems Line Master 12–2**

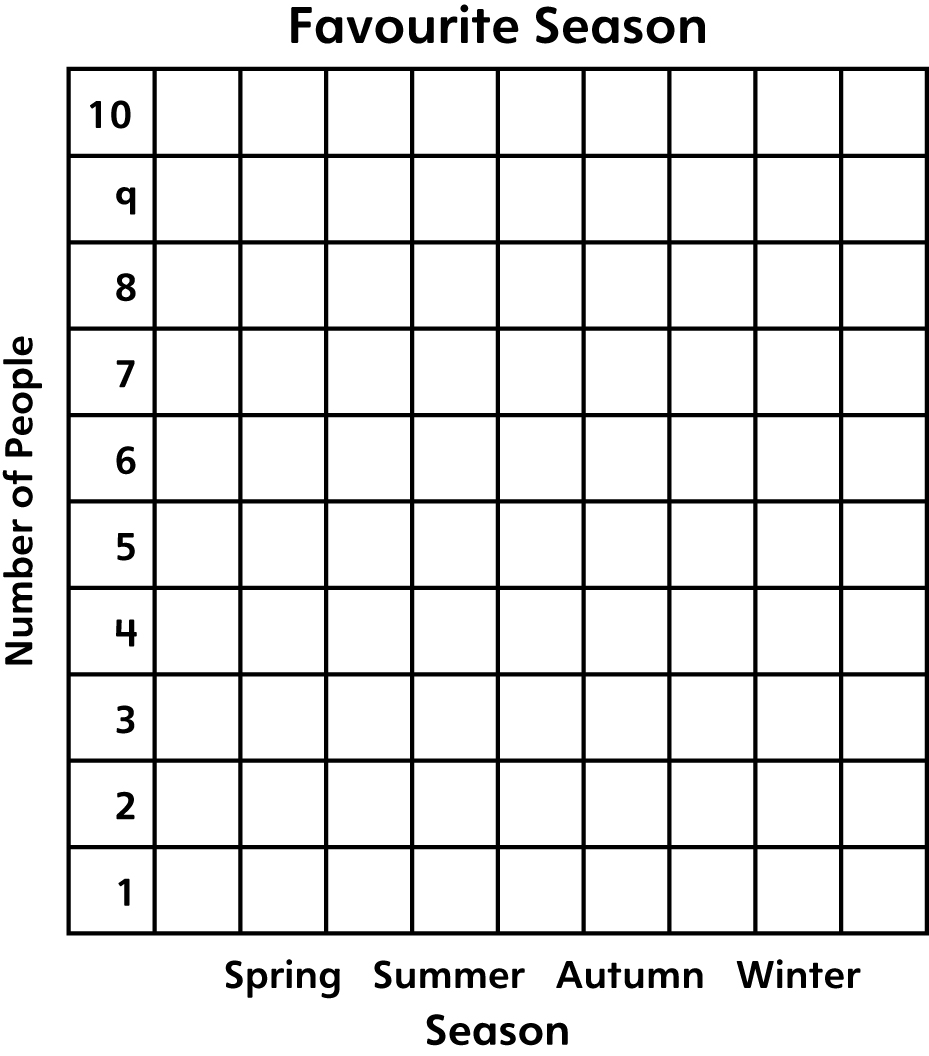
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Suppose you asked your classmates what their favourite season was:

|  |  |
| --- | --- |
| Spring = ~~||||~~ | | Autumn = |||| |
| Summer = ~~||||~~ ||| | Winter = || |

Which season was the most popular? Which season was the least popular? Explain how you know.

Use the data in the tally chart to create a bar graph of your classmate’s favourite season.



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**Graphing Problems Line Master 12–3**

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Josh observed the marsh again.

His observations are shown in this chart:

Turtle Marsh Animal Groups Count

|  |  |
| --- | --- |
| Amphibians | ~~||||~~ ||| |
| Mammals | ||| |
| Reptiles | ~~||||~~ || |
| Birds | ~~||||~~ ~~||||~~ |
| Fish | ~~||||~~ ~~||||~~ || |

How many more fish than mammals did Josh see on this visit?

Use words, numbers, and/or drawings to explain how you got   
your answer.

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