

Shape Data Lab

Students sort spoken shape data into three tally categories, then match each tally total to dots.

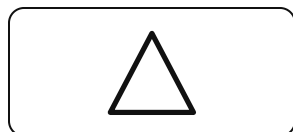
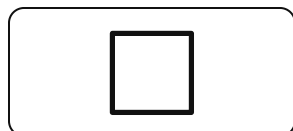
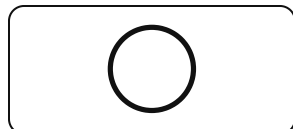
1.8.A “collect, sort, and organize data in up to three categories using models/representations such as tally marks or T-charts;”

NAME _____

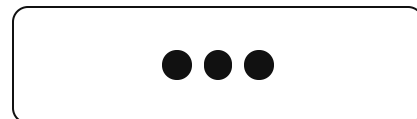
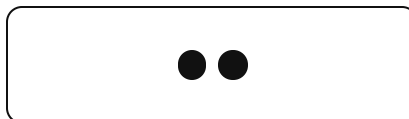
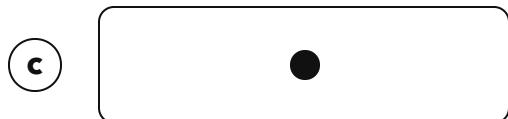
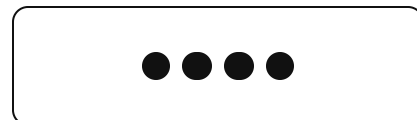
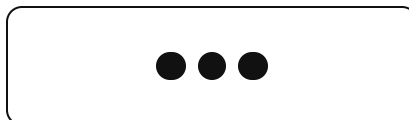
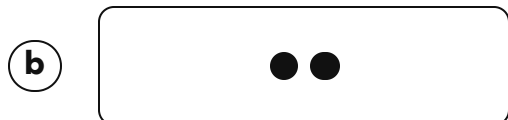
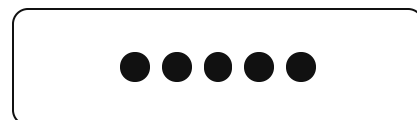
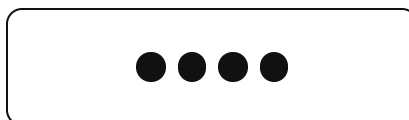
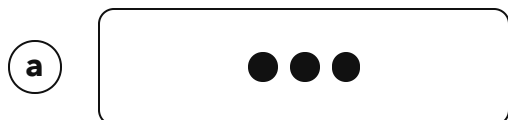
DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MAKE TALLIES _____



2 COUNT DATA _____



HOW TO RUN THIS PAGE

Read the shape list slowly, pausing after each word so students can add one tally mark in the matching box. Then have students count the marks in each category and circle the matching dot group.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 • MAKE TALLIES

SAY “We will collect shape data. Each time I say a shape, can you draw one straight up-and-down tally mark in that shape's box? Listen: circle, square, triangle, circle, triangle, square, circle, triangle, circle.”

- Box 1 (beside circle): **4 vertical tally marks**
- Box 2 (beside square): **2 vertical tally marks**
- Box 3 (beside triangle): **3 vertical tally marks**

PART 2 • COUNT DATA

SAY “Look at the tally marks you made. Count the marks for each shape, then circle the dots that show how many.”

ROW	SAY	STUDENTS CIRCLE
a	How many tally marks are in the circle box? Circle the dots that show how many.	4 dots
b	How many tally marks are in the square box? Circle the dots that show how many.	2 dots
c	How many tally marks are in the triangle box? Circle the dots that show how many.	3 dots

WHAT TO ACCEPT

Accept four marks for circle, two marks for square, and three marks for triangle. The dot choices should be 4 for circle, 2 for square, and 3 for triangle.