



# Erina Heights Public School

## Learning from Home – Early Stage 1

Term	1	2	3	4								
Weeks	1	2	3	4	5	6	7	8	9	10	11	

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00	Daily Zoom Meeting <a href="#">KG Zoom Link</a> <a href="#">KT Zoom Link</a>				
Morning	<b>Reading Eggs</b> or <b>PM Reader</b> <a href="#">PM link</a> Choose a book to read from the PM e-collection.	<b>Reading Eggs</b> or <b>PM Reader</b> <a href="#">PM link</a> Choose a book to read from the PM e-collection.	<b>Reading Eggs</b> or <b>PM Reader</b> <a href="#">PM link</a> Choose a book to read from the PM e-collection.	<b>Reading Eggs</b> or <b>PM Reader</b> <a href="#">PM link</a> Choose a book to read from the PM e-collection.	<b>Reading Eggs</b> or <b>PM Reader</b> <a href="#">PM link</a> Choose a book to read from the PM e-collection.
	<b>Sounds – ai</b> Watch the <a href="#">ai video</a> Have an adult help you write words with the 'ai' sound.	<b>Sight Word Activities</b> Beat the Clock Sight word chains	<b>Sounds – oa</b> Watch the <a href="#">oa video</a> Look through a book, magazine or newspaper to find words with the 'oa' sound.	<b>Sight Word Activities</b> Ask an adult to use chalk to draw a hopscotch grid with sight words in each square. Say each word as you jump in the square.	<b>Sounds – oo</b> Watch the <a href="#">oo video</a> Write words with the 'oo' sound you in your book.
	<b>Writing Task 1</b> Journal <b>ai &amp; magic e</b> worksheets	<b>Writing Task 2</b> Journal <b>a &amp; e cvc</b> worksheets	<b>Writing Task 3</b> Journal <b>oa &amp; magic e</b> worksheets	<b>Writing Task 4</b> Journal <b>i &amp; o cvc</b> worksheets	<b>Writing Task 5</b> Journal <b>oo &amp; magic e</b> worksheets
	Recess Break				
Middle	<b>Maths – Data 1</b> Asking and answering questions	<b>Maths – Data 2</b> Displays and objects	<b>Maths – Data 3</b> Horizontal Data Displays	<b>Maths – Data 4</b> Understanding Data Displays	<b>Maths – Data 5</b> Vertical data displays
	<b>Manga High</b>	<b>Manga High</b>	<b>Manga High</b>	<b>Manga High</b>	<b>Manga High</b>
	Lunch Break				
<b>Optional Activities</b>	Last year, the Office of the Advocate for Children and Young People launched a website called Digital Lunchbreak. Children and young people can learn, create and discover through digital workshops, learning materials, virtual excursions and more. Visit the Digital Lunchbreak website by clicking here <a href="http://www.digitallunchbreak.nsw.gov.au">www.digitallunchbreak.nsw.gov.au</a>				



Keep a journal of your learning from home. Write a sentence each day. You may like to write about; an activity you did with your family, something you saw on a walk, anything about the Olympics, a book you read or something new or interesting that you have learnt.

**Monday**


**Tuesday**


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*Wednesday*

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*Thursday*

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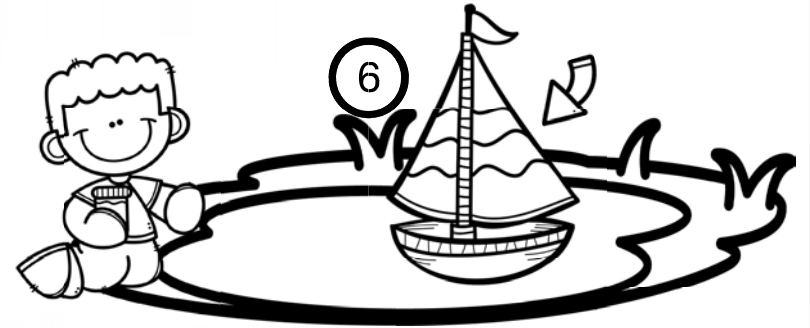
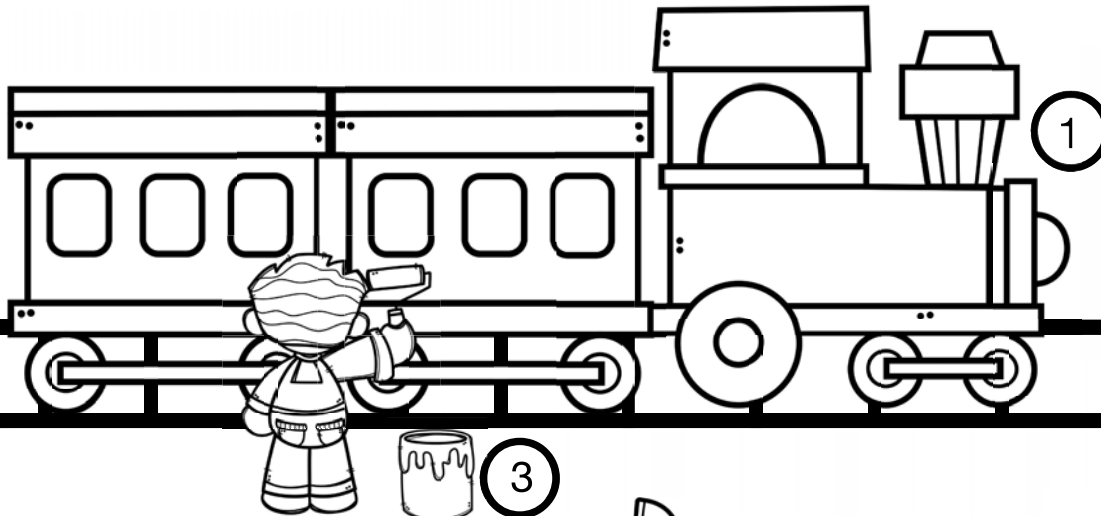
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*Friday*


*Remember to check;*

- If you have a capital letter at the beginning of your sentence and the correct punctuation at the end.*
- Spacing between words*
- If your sentence makes sense - reread your sentence each time you write a new word.*

ai



paint

sail

train

rain

tail

snail

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_ 6 \_\_\_\_\_

1 Trace and write.

ai ai

2 Circle every ai.



at

ai

oi

of

in

it

ai

am

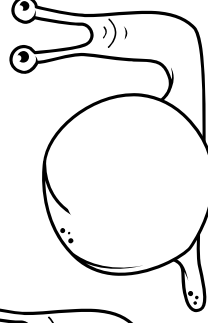
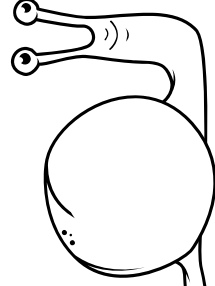
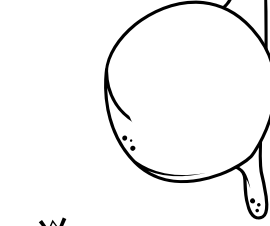
if

ai

3 Circle the pictures that have the ai sound.



4 Write ai on each snail.









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



# MAGIC E WORDS

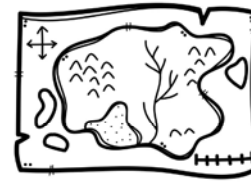
Say the picture name, unscramble the letters, write the word.

Say it	Unscramble it	Write it
	i b k e	  
	e n b o	  
	a c e g	  
	k a e c	  
	e a s c	  
	v e c a	  




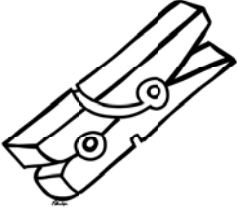













Name \_\_\_\_\_

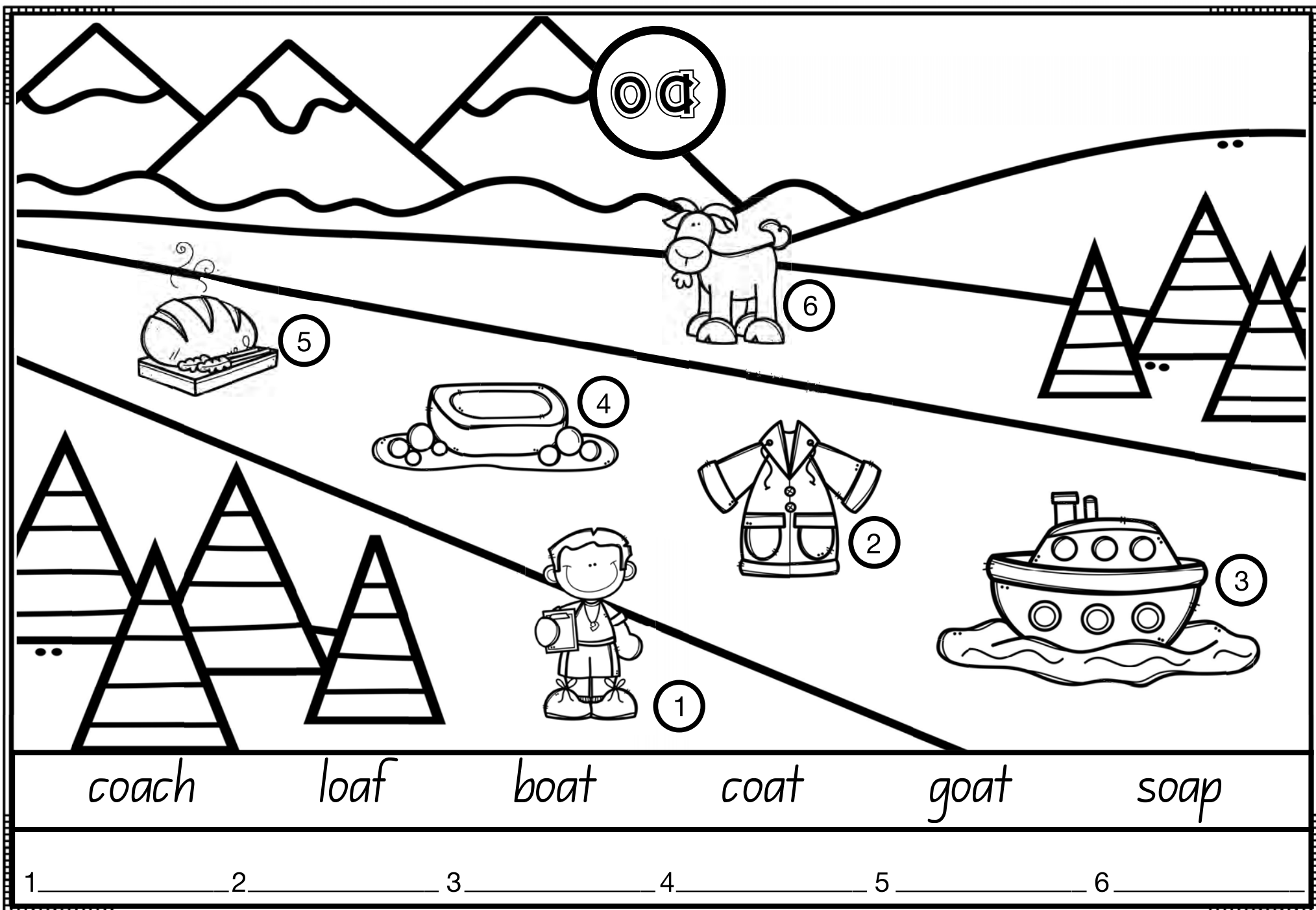
## Write the CVC Word - 'a' Family

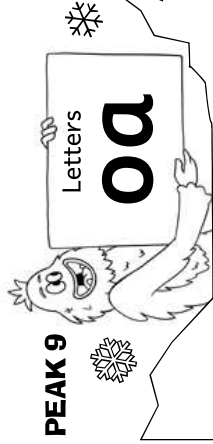


Name \_\_\_\_\_

## Write the CVC Word - 'e' Family

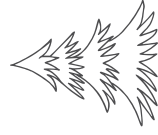




1 Trace and write.

oa oa oa

2 Circle every oa.



ee

oa

on

at

oa

igh

oa

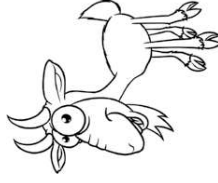
no

oa

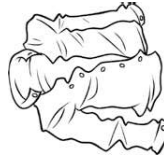
an

oa

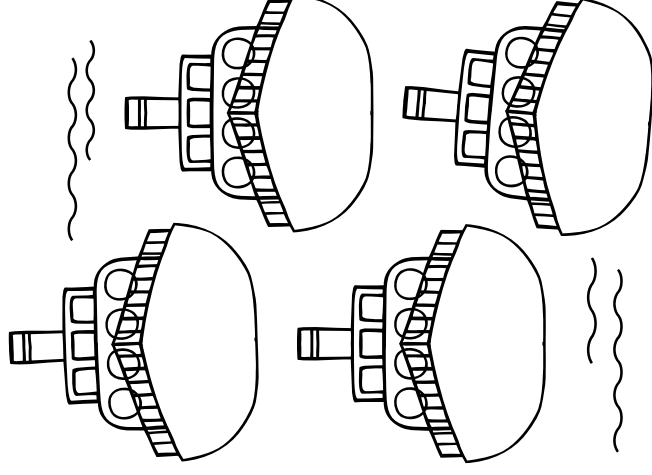
3 Match pictures that have oa.



oa



4 Write oa on each boat.






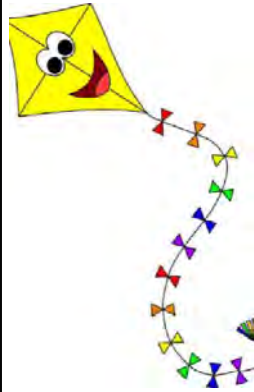


Name: \_\_\_\_\_

# MAGIC E WORDS




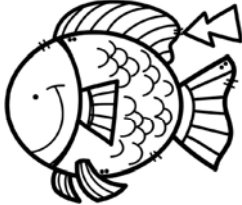

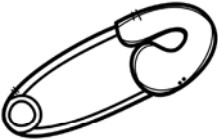
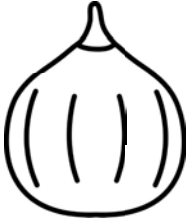



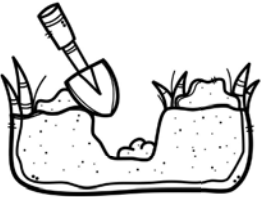
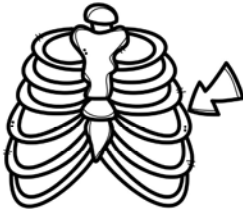



Say the picture name, unscramble the letters, write the word.



Say it	Unscramble it	Write it
	c n o e	  
	c e b u	  
	d v e i	  
	f c e a	  
	s f u e	  
	i t k e	  

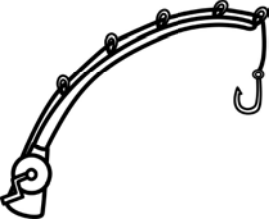




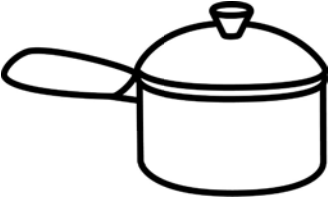

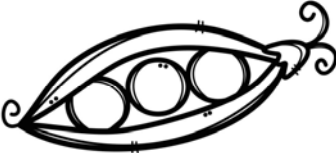

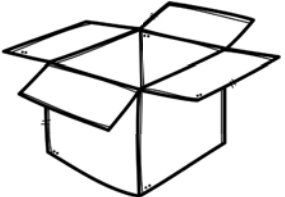
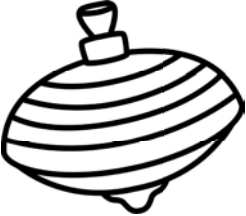


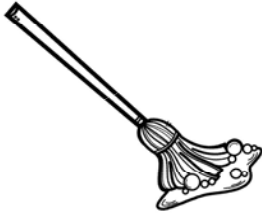

Name \_\_\_\_\_

## Write the CVC Word - 'i' Family

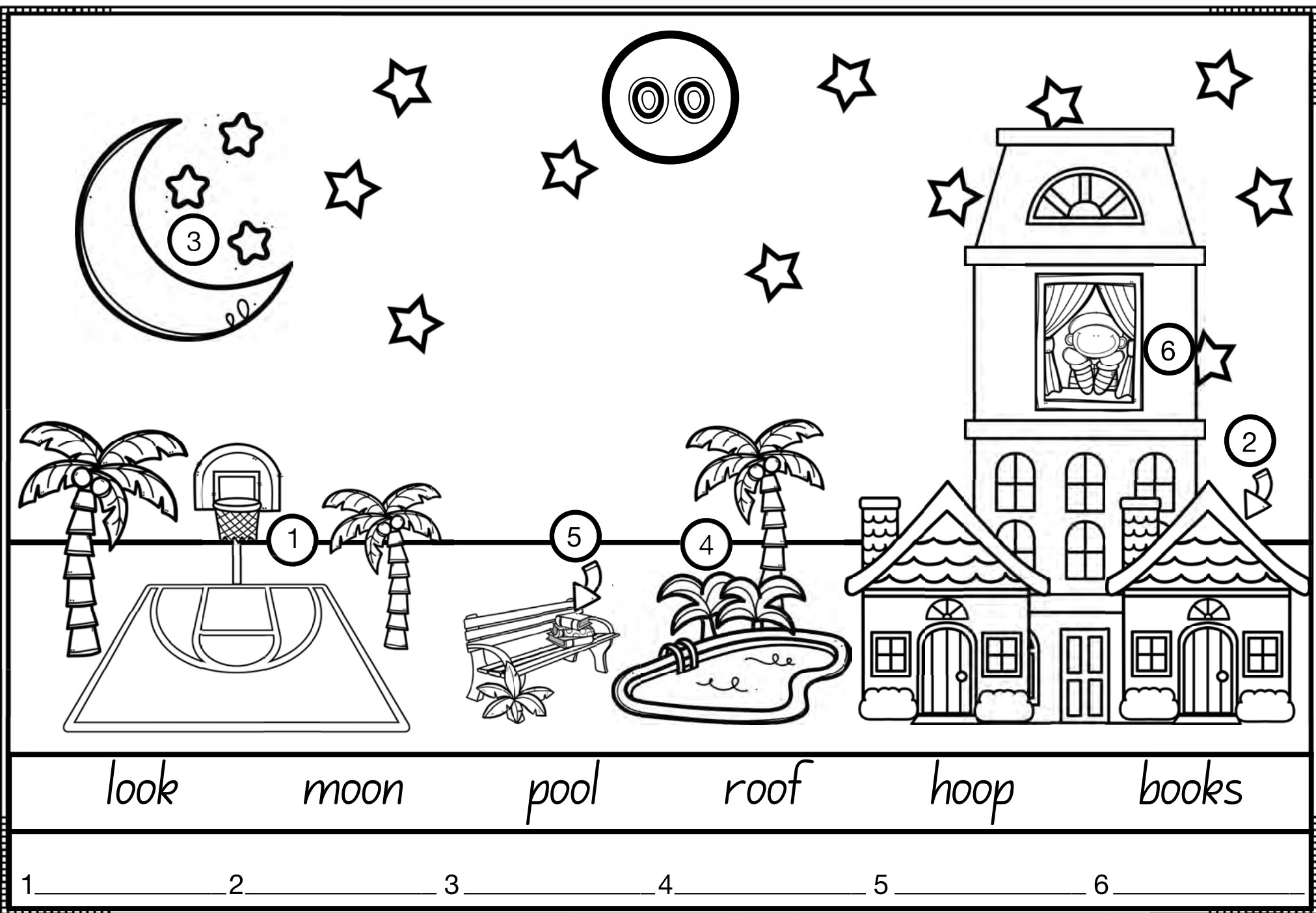
				
				
				

Name \_\_\_\_\_

Write the CVC Word - 'o' Family









oo

FAST  
PHONICS

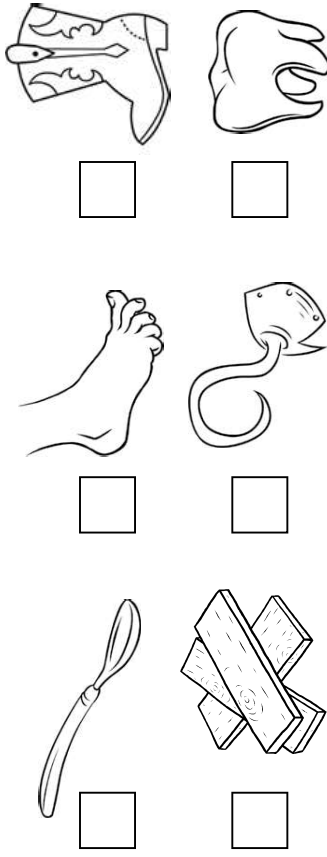
1 Trace and write.



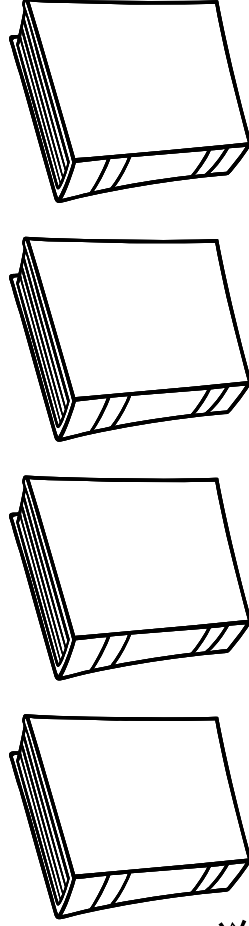
2 Circle every oo word.

	soap	soon	chop	good
	look	mail	road	zoo

3 ☒ every oo, as in moon. ☒ every oo, as in book. ❄️



4 Write oo on each book.









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

# MAGIC E WORDS

Say the picture name, unscramble the letters, write the word.



Say it	Unscramble it	Write it
	k a l e	   
	m e i l	   
	l m e o	   
	l m e u	   
	u t m e	   
	w v e a	   

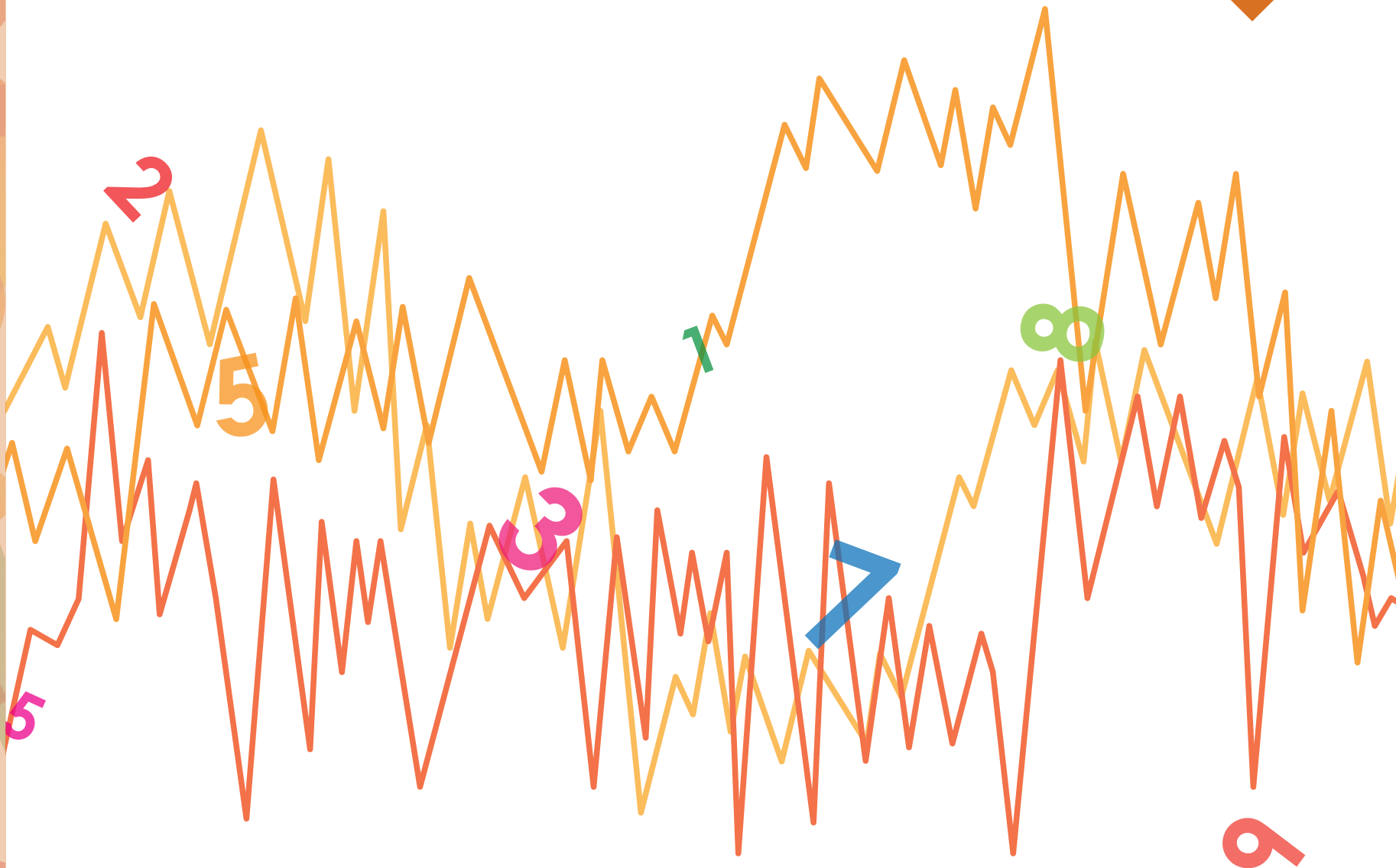
**EARLY  
STAGE 1  
MATHS**  
Statistics  
and  
Probability  
MAe-17SP



Education

# Data

Unit  
**1**



## Icons Used in this Booklet



Watch



Record



Return

### General Information

There is a video to watch within this unit. Supervisor information is provided for each lesson to assist in the understanding of the concepts being taught. This is accompanied by a list of materials needed. Resource sheets that are required for a lesson can be found at the end of that lesson. At the end of the unit there is feedback to complete.

Text in **black bold** is to be read to the student. Text in black is instructional information for the supervisor. Text in brackets gives an indication of possible responses. Text in the background information is for the supervisor only and can include terminology the student is not expected to use.

## Language for Students

Students need to hear, learn, understand, apply and use the terms in this list: **collect**, **display**, **group**, **information**, **objects**.

## Glossary for Supervisors

- **display:** a visual representation of data, made using real or drawn objects
- **information:** data collected from a survey

There is also a range of mathematical terminology and concepts used throughout this unit to provide further information and explanation for the supervisor only.

In Early Stage 1, students are encouraged to:

- describe mathematical situations, make choices about how to solve problems and explain the strategies used to answer problems.
- look at and explore their environments and use what they see to further their mathematical learning and understanding.
- participate in hands-on activities that involve manipulating materials.

## Supervisor Information

### Materials you will need:

- unifix cubes

In this lesson the student will be learning to:

- collect information about themselves and others by asking and answering questions.

### Background Information

The emphasis of this lesson is on asking and answering questions. Answers do not need to be recorded.

The student will use a real-world object to help relate the processes of asking and answering questions with the collection of information.

## Supervisor Working with Student

### Answering Questions

In this activity, the student is going to answer a range of yes/no questions.

**I want to find out some information about you.**

**I am going to ask you some questions. I want you to answer the question with a yes or a no.**

**Each time you answer a question with a yes, take a green unifix cube. Keep them together and you will count the number of unifix cubes in the group after all the questions have been answered.**

**Each time you answer a question with a no, take a red unifix cube.**





Ask the student the following questions. Give them time to answer with either yes or no. Prompt the student to answer with yes or no if they do not use either word in their answer.

Remind the student to take a green unifix cube each time they answer yes and a red unifix cube if they answer no.

**Do you like pizza?**

**Do you like cabbage?**

**Do you like swimming?**

**Do you have red hair?**

**Do you like to read?**

**Do you like bananas?**

**Are your eyes blue?**

**Do you have a sister?**

**Do you like cleaning your room?**

**Do you like drawing?**

**We just collected some information about you by asking ten questions. Count the number of green and red unifix cubes to find out how many questions you answered with a yes or no.**

Allow time for the student to count the number of unifix cubes in each group.

**How many unifix cubes are in each group? How many times did you answer yes to a question?**



## Asking Questions

The student is going to ask the supervisor the same set of 10 yes/no questions. If required, the supervisor can help the student with reading the questions. The supervisor will take a green unifix cube for each yes answer given and a red unifix cube for each no answer given.

**I want you to find out about me now. Ask me the same 10 questions that I asked you. You will find them on the previous page.**

Encourage the student to keep track of how many questions they have asked by counting and/or using unifix cubes.

**You have just collected some information about me. Count the number of green unifix cubes to find out how many questions I answered with yes. Count the number of red unifix cubes to find out how many questions I answered with no.**

Allow time for the student to count the number of unifix cubes in each group.

**How many unifix cubes are in each group? How many times did I answer yes to a question?**

## Asking Questions to Collect Information

The following questions are to be asked to enable the collection of data.

Ask the following yes/no questions by taking it in turns. First, the supervisor asks the question and the student answers, and then the student asks the same question and the supervisor answers.

This time, as the student or supervisor takes a green unifix cube for each 'yes' answer, place the groups next to each other, but separated, ensuring that there are two clear groups.

**Do you like cats?**

**Do you like going to the beach?**

**Do you eat broccoli?**

**Have you eaten an apple today?**

**Can you touch your toes?**

**Do you like cooking?**

Count how many unifix cubes are in your group. How many times did you answer yes to a question?

Count how many unifix cubes are in my group. How many times did I answer yes to a question?

Which group has more? Who answered yes to the most questions?

(If the groups are the same, change the wording to the following question)

Are the groups the same? How many times did we both answer yes to a question?

Ask the student to write the number in each group in the boxes below.

My group.  
I answered yes

times.

My supervisor's group.  
They answered yes

times.

## Supervisor Information

### Materials you will need:

- unifix cubes
- counters
- pop sticks
- centicubes
- real-world objects - toys, fruit, vegetables

In this lesson the student will be learning to:

- organise objects into group displays based on colour or size;
- compare the sizes of groups of objects by counting.

### Background Information

A range of real-world and mathematical objects can be used in this lesson. If you do not have toys that could be grouped based on similarities such as colour or size, then fruit, vegetables or cutlery can be used instead. Many of the real-world objects mentioned throughout this lesson are interchangeable, as long as they can be grouped according to a common attribute (colour, shape or size).

Decide before the lesson what real-world objects you will be using and have them ready. You will need two different groups of real-world objects - one to model the activity with and a second for the student to complete the hands-on activities.

## Supervisor Working with Student

### Making and comparing groups

The supervisor is going to model sorting real-world objects into groups based on size only. Do not make groups based on more than one attribute.

Have a selection of real-world objects that can be grouped according to size. The objects could be toys, fruit, vegetables or any objects the student commonly sees throughout the day.

Adjust the script below based on what you have chosen to model this activity with.

**I have here a group of toys. Tell me, if I wanted to sort these toys into different groups, how could I sort them?** (size, colour, shape, type, inside/outside toys)

**Watch how I sort the toys into two groups based on their size. I will make a group of small toys and a group of big toys.**

Sort the toys into two groups, clearly separating them. Do not arrange the groups in rows or columns.

**I have now sorted the toys into two groups based on their size, a group of small toys and a group of big toys.**

**Count the number of small toys in this group for me.**

**Count the number of big toys in this group.**

**Which group has the most objects in it?**

**Which group has the least objects in it?**

Place the following unifix cubes in front of the student in one large mixed group:

- 3 blue unifix cubes
- 6 black unifix cubes
- 7 white unifix cubes
- 2 green unifix cubes

**This is a group of unifix cubes. How could you sort them into groups? (colour)**

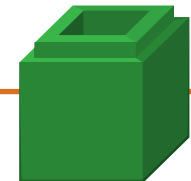
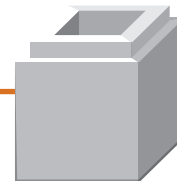
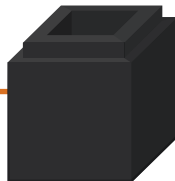
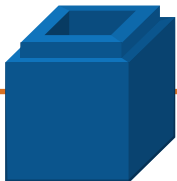
**I want you to sort these unifix cubes into groups based on their colour.** Allow the student time to sort the unifix cubes into groups.

**Count how many are in each group.**

**Which group has the most unifix cubes in it? (white)**

**Which group has the least unifix cubes in it? (green)**

**Write the number of each colour of unifix cube in the boxes below. Look at the picture below each box to make sure you are writing the correct number in the correct box.**





**Now I'm going to give you some objects and you are going to sort them into groups.**

Place a different group of real-world objects in front of the student. Ensure the objects in the group can be sorted based on colour or size. Replace toys with the objects you have available for this activity.

**Are you going to sort these objects into smaller groups based on colour or size?**

**Sort the objects into groups.**

Work with the student to ensure they are sorting the objects into correct groups based on either colour or size. Discuss with the student how they are making decisions to sort the objects.

**How many groups do you have?**

**How many objects are in each group?**

Point to the first group. **Count the number of objects in this group.** Repeat this step for every group.

**Which group has the most objects in it?**

**Which group has the least objects in it?**

Place the following objects in front of the student in one large mixed group:

- 7 unifix cubes of different colours
- 5 pop sticks
- 4 counters
- 8 centicubes

**Organise the objects into separate groups.**


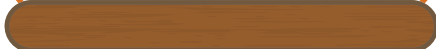

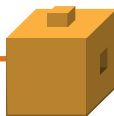
**Which group has the most objects in it?**

**Which group has the least objects in it?**

**Which group has one less than the group of centicubes?**

**Which group has one more than the group of counters?**

**Write the number of objects in each group in the correct box below.**

			
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## Supervisor Information

### Materials you will need:

- unifix cubes
- counters
- pop sticks
- centicubes
- real-world objects - toys, fruit, vegetables
- **Lesson 3: Resource Sheet 1** and **Sheet 2**

In this lesson the student will be learning to:

- arrange objects in rows or columns according to characteristics.

### Background Information

The focus of this lesson is for the student to organise displays of objects into rows or columns. The student will need assistance doing this. This is to help with comparisons of groups as well as counting.

Assist the student to cut out the colour labels on **Lesson 3: Resource Sheet 1** and **Sheet 2** prior to the lesson.



## Watch and Learn

Watch the video for **Data Unit 1**.

### Supervisor Working with Student

#### Making and comparing groups

In this activity, the supervisor is going to work with the student to organise objects into groups. These groups are then going to be arranged in rows.

Place a selection of real-world objects in front of the student. Ensure the objects you have chosen can be grouped into four or fewer groups.

**We need to sort these objects into groups. How can we do this?** (answers will depend on objects available for activity)

Depending on the objects you have available this could be done based on type (vegetables, fruits, toys), colour or size. Ensure there is not more than 10 of any single object in a group.

**I want you to sort the objects into groups for me.**

Allow the student to sort the objects into groups first.

**How are you going to find out how many of each object are in the groups?** (count how many in each group)

**To find out how many objects are in each group we need to count them. Before you start counting is there a way to make it easier for you to count the objects?**

**We can place the objects into rows. Let's do this before you count the objects.**

Help the student to place the objects into horizontal rows. The objects do not need to be spaced evenly. Help the student align the first object in each row. The display should look similar to the photo below.



**Now that we have arranged the objects into rows, count how many are in each group.**

Ensure the student counts each group from left to right, counting forwards by one.

**Which group has the most objects in it?**

**Which group has the least objects in it?**

**Are there any groups that have an equal number of objects in them?**

**We are going to show the number of objects in each group using the boxes. You will draw one of each of the objects in a box, then write the number of objects in the group beside it.**

Help the student draw an example of one object in a box. The student then writes the total number of objects in that group beside the correct box.



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Place the following unifix cubes in front of the student in one large mixed group:

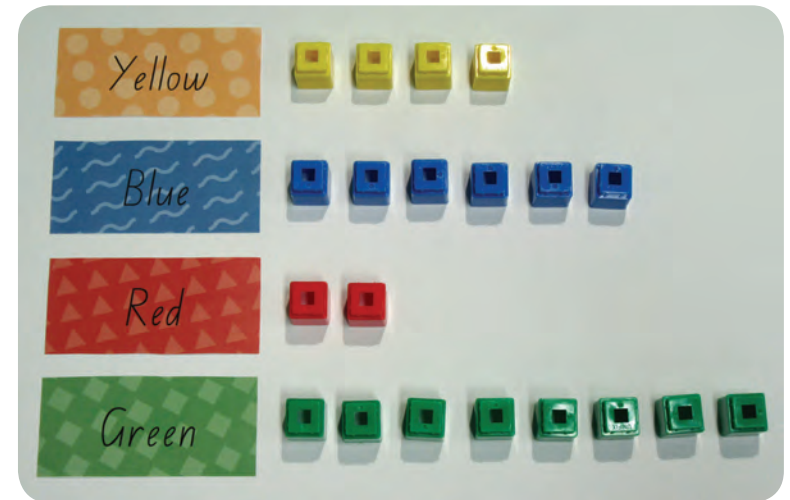
- 4 yellow unifix cubes
- 6 blue unifix cubes
- 2 red unifix cubes
- 8 green unifix cubes

**This is a group of unifix cubes. How could you sort them into smaller groups? (colour)**

**I want you to sort these unifix cubes into smaller groups based on their colour.**

**Count how many are in each group.**

Next, place the labels from **Lesson 3: Resource Sheet 1**, aligned vertically, in front of the student. Ask the student to arrange the unifix cubes in a row beside each colour label to create a data display.



**Arrange your four groups of unifix cubes in a row beside the correct colour label.**

Watch and make sure the student is placing the correct unifix cubes in each row.

**Count how many are in each row.**

**Was it easier to count the number of unifix cubes when they are in a row?**

**Which row has the most unifix cubes in it? (green)**

**Which row has the least unifix cubes in it? (red)**

Place the following unifix cubes in front of the student in one large mixed group:

- 1 yellow unifix cube
- 5 blue unifix cubes
- 7 red unifix cubes
- 3 green unifix cubes

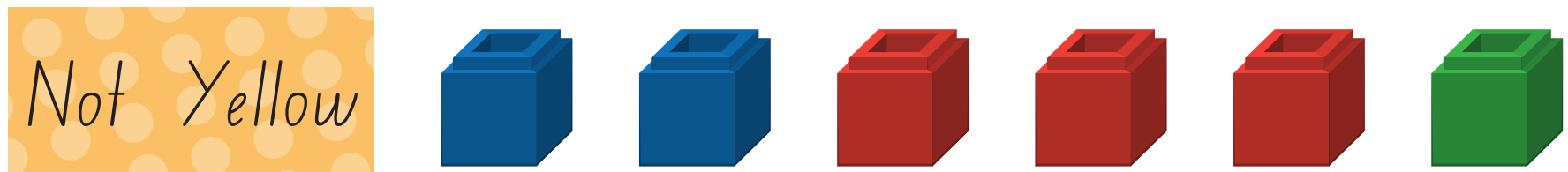
**This is a group of unifix cubes. How could you sort them into smaller groups? (colour)**

**This time, I have a challenge for you! I want you to sort them into groups using these labels.**

Place the labels from **Lesson 3: Resource Sheet 2** in front of the student, aligned vertically. This will allow the student to create a horizontal data display.

**I want you to sort these unifix cubes into groups based on the colours on these labels. They are: 'Not Yellow', 'Not Red', 'Not Blue' and 'Not Green'. I am going to make a group for you using the 'Not Yellow' label, then I want you to make the rest.**

Model making a group using the label 'Not Yellow'. In a row, place 2 blue unifix cubes, 3 red unifix cubes and 1 green unifix cube.



**See how I made this group. It is made up of blue, red and green unifix cubes. All of these unifix cubes are not yellow, so they can be put into this group.**



**I want you to make 3 more groups now using the remaining labels. Each group does not need to have the same number of unifix cubes in it.**

**We have already done 'Not Yellow', so let's make a group of unifix cubes for 'Not Green'. What colour unifix cubes can we not put into this group? (green)**

Allow time for the student to create a group for each label. Ask them what colour cannot be used in a group for each label.

**Count how many are in each group.**

**Which group has the most unifix cubes in it?**

**Which group has the least unifix cubes in it?**

The student can repeat this activity using the same instructions for any group of unifix cubes up to a total of 20.







### Lesson 3: Resource Sheet 1

A rectangular card with a yellow background and a pattern of light orange polka dots. The word "Yellow" is written in the center in a black, cursive script.

Yellow

A rectangular card with a red background and a pattern of light red triangles. The word "Red" is written in the center in a black, cursive script.

Red

A rectangular card with a green background and a pattern of light green squares. The word "Green" is written in the center in a black, cursive script.

Green

A rectangular card with a blue background and a pattern of light blue wavy lines. The word "Blue" is written in the center in a black, cursive script.

Blue





## Lesson 3: Resource Sheet 2

Not Yellow

Not Red

Not Green

Not Blue



## Supervisor Information

### Materials you will need:

- **Lesson 4: Resource Sheet 1**
- a bucket of water
- a range of objects that sink and float
- unifix cubes
- real-world objects (optional)

In this lesson the student will be learning to:

- arrange objects in rows or columns according to characteristics;
- interpret information presented in a display of objects and on paper to answer questions.

### Background Information

The student is going to create a data display from their own experiment using real-world objects, then answer questions to compare the groups. They will answer similar questions by looking at data displays within the unit. If the student has difficulty answering the questions using displays in the unit, re-create the displays using real-world objects, but the same sized groups.

Assist the student to cut out the labels on **Lesson 4: Resource Sheet 1** prior to the lesson.

## Supervisor Working with Student

The student is going to create a data display using a range of real-world objects and the 'Sink' and 'Float' labels from **Lesson 4: Resource Sheet 1**. You will also need a bucket or container of water deep enough for the student to test if an object will sink or float.

**You are going to collect some information about objects. You can't ask the objects any questions, so you will need to do an experiment to collect your information.**

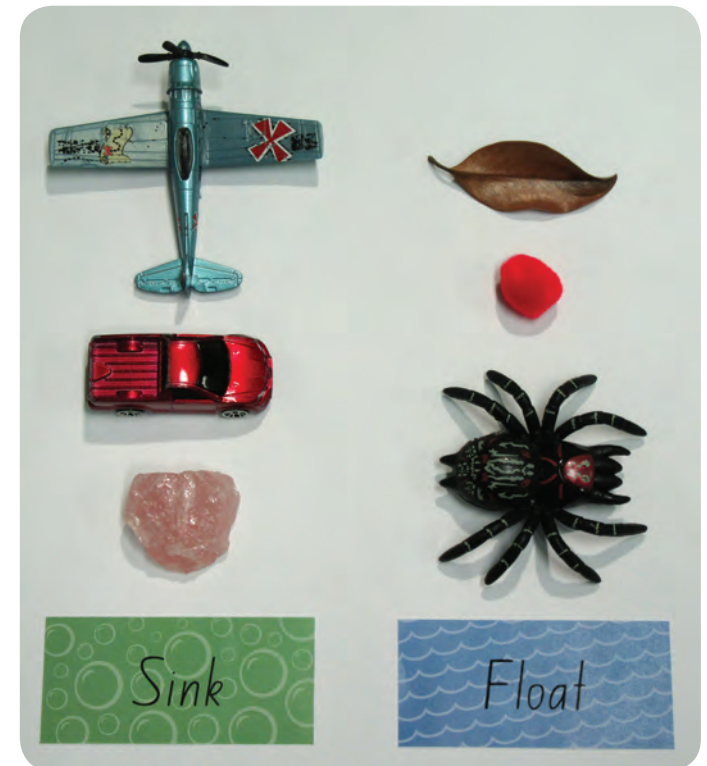
Place the objects in front of the student.

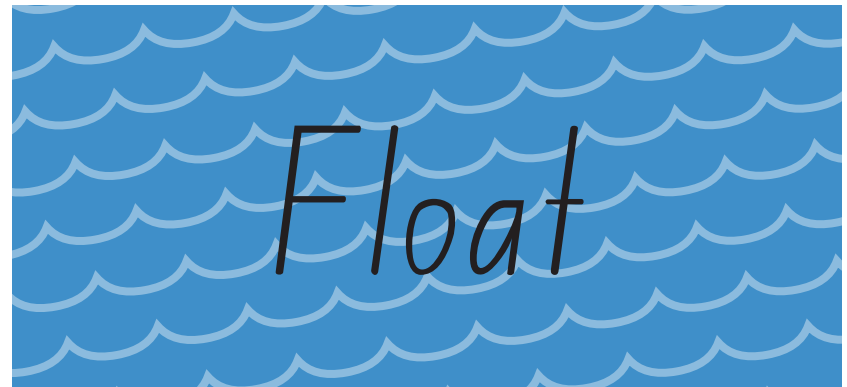
**I want you to sort the objects into two groups, a group of objects that sink when placed in water, and a group of objects that float when placed in water.**

**Let's do an experiment to find out what sinks and what floats.**

**Use the labels on the next page. Place the object above the correct label on the page to show if the object sinks or floats. Repeat with the other objects.**

Talk to the student about the fact that they are creating a graph using pictures. Each picture or object above a label is counted as 1. Using pictures makes it easier to count the number in each group. For example, if you had 3 objects above the 'Sink' label, you would say that there were 3 objects that sink. If there were only 2 objects above the 'Float' label, you would say that there were 2 objects that float.





# Pets of teachers at school



cat



dog




fish



bird





The data display, 'Pets of teachers at school', on the previous page is using pictures to show how many pets each teacher has at school. Each picture is counted as being 1. So if you counted 5 dog pictures, then you can say that there are 5 dogs as pets.

The following questions refer to the data display, 'Pets of teachers at school'. Ensure the student is looking at the data display throughout the discussion.

**How many pictures are in each group?**

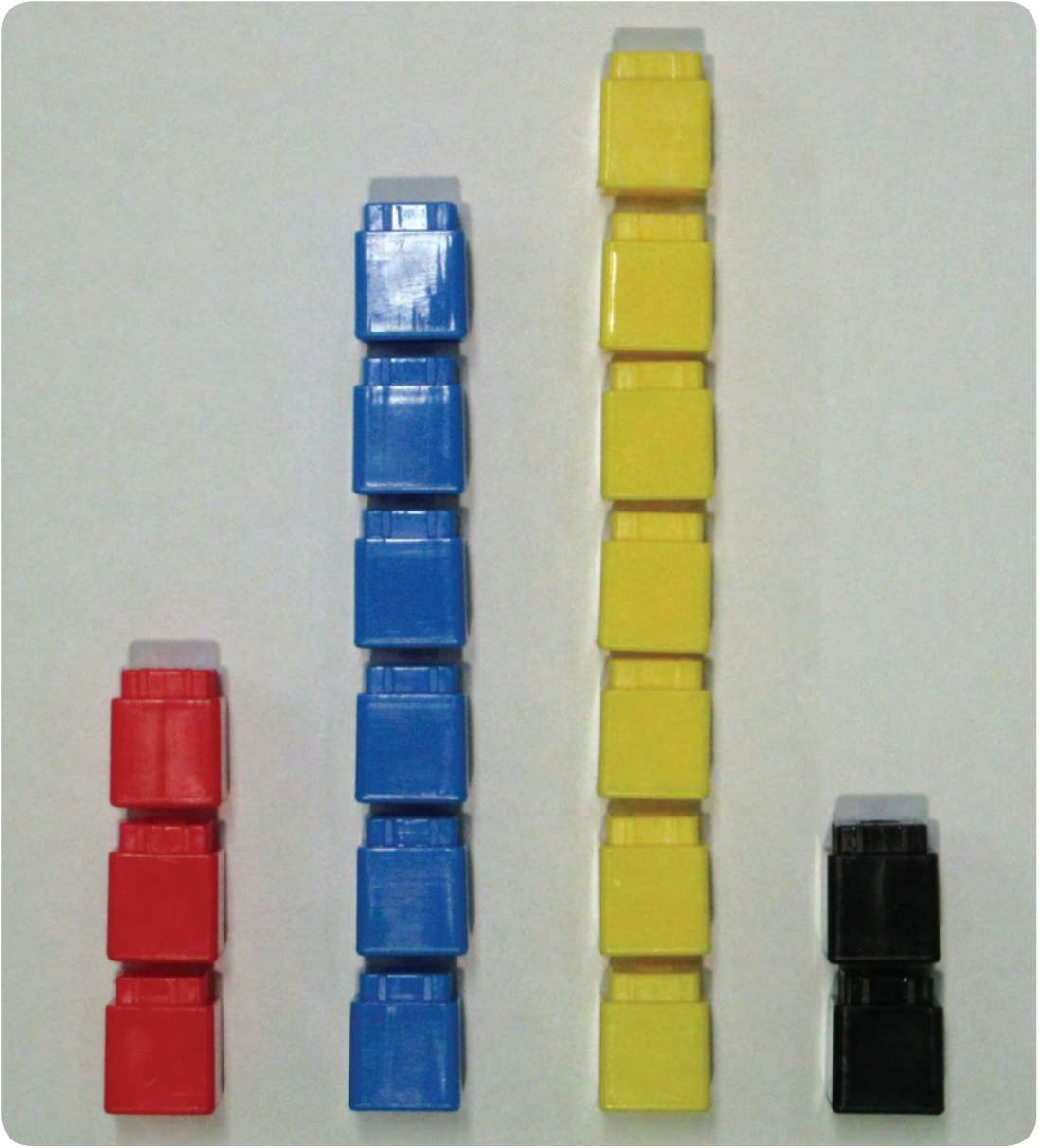
**Which is the biggest group?**

**Which is the smallest group?**

**Which group has 4 in it? How do you know?**

**Which group has 8 in it? How do you know?**

**If you have a pet cat, dog, fish or bird, add a drawing of it to the correct group. If you have more than one pet, add a drawing of each one to the correct group.**





The following questions refer to the data display showing the unifix cubes on the previous page. Ensure the student is looking at the data display throughout the discussion.

**How many are in each group?**

**Which is the biggest group?**

**Which is the smallest group?**

**Which group has 7 in it?**

**Which group has 3 in it?**

Give the student the unifix cubes in the display and ask them to make the display themselves. Assist the student to set out the groups into columns using the colour labels from **Lesson 4: Resource Sheet 1**.

Give the student 2 more black unifix cubes, 1 red unifix cube and 2 blue unifix cubes.

**Add these unifix cubes to your display.**

**How many are in each group now?**

**Which is the biggest group now?**

**Which groups have 4 unifix cubes in them now?**

Take a photo of the completed data display and return it to the teacher.





## Lesson 4: Resource Sheet 1

Red

Blue

Yellow

Black



## Supervisor Information

### Materials you will need:

- attribute block set
- **Lesson 2: Resource Sheet 1**
- scissors

In this lesson the student will be learning to:

- arrange objects in columns according to characteristics;
- match the objects into the correct columns according to the image/word card label.

### Background Information

The focus of this lesson is for the student to arrange shapes into columns or towers above the correct label.

Ensure each shape group has a different total number from the others. To do this, take out one, two and three of the little blocks from the groups. For example, squares could have six blocks, three big and three little; triangles could have five blocks, three big and two little; circles could have four blocks, three big and one little; and rectangles could have three big blocks.

When making a data display (either showing rows or towers/columns), ensure there is a baseline where the first object in each group starts from. Draw a line, use a ruler or fold a straight line to use as the baseline.

Assist the student to cut out the shape labels on **Lesson 2: Resource Sheet 1** prior to beginning this lesson.

## Supervisor Working with Student

Place a mixed group of attribute blocks in front of the student, including the big and little blocks of each of the squares, circles, rectangles and triangles.  
Place the word labels next to the shapes group.

**Look at the shape labels we cut out earlier.**

**The words on them tell you the name of the shape it's written on.**

**Read the word on the shape I point to.**

Point to each label in turn as the student reads the word (label) on that shape. The student should read all the shapes - square, circle, rectangle and triangle.

**Place the shape labels beside each other in a row on the table (or the floor), leaving a gap in between each label.**

**Sort the group of coloured blocks so that you have the same shape in each group.**

The student should sort the blocks into four groups away from the label area, putting all of the triangles together in the same group (big and little), all of the circles together in the same group (big and little), and so on until all the shapes are sorted.

**Look at the triangle group.**

**How could we make it easier to count them? Is it easy to count them when they are mixed up in a group?**



Place the triangles in a tower/column above the label with 'triangle' written on that shape. The triangles can be placed in any order up the tower/column, big at the bottom and little at the top, or they can be mixed up.

Keep the column straight and make a space between each shape as you place them above each other in the column.

**Is it easier to count the triangles now they are in a tower? Why?**

**Now count the triangles.**

**When they are in a mixed up pile, some shapes are hidden under others.**

**When they are placed in a tower, you can see each one clearly, touch each one and count them.**

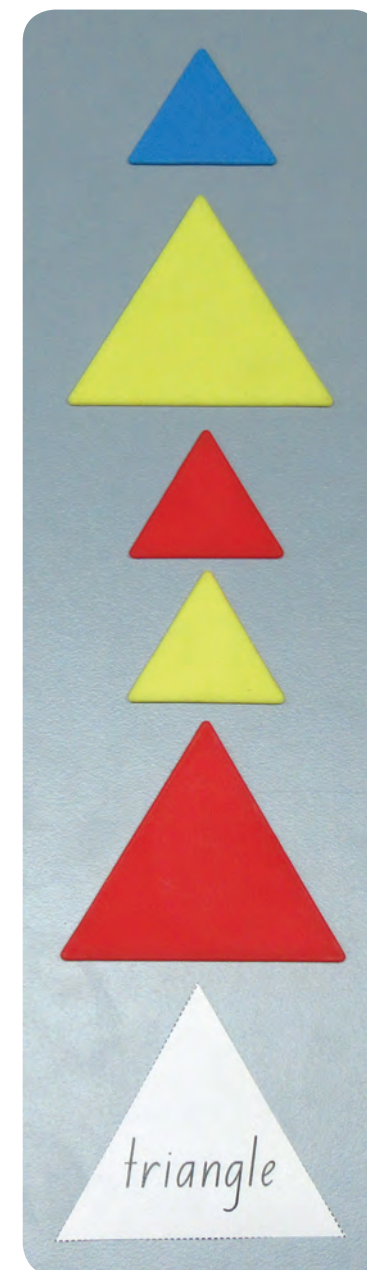
**Arrange the three other groups of shapes above their correct shape label.** The student makes columns of squares, circles and rectangles above their respective labels.

When the student has finished arranging the four columns ask:

**What can you notice about your display?** (Groups have a different number of shapes. It is easier to count when the shapes are sorted into a data display)

**Which group has the most blocks in it?**

**Which group has the least blocks in it?**







## Lesson 2: Resource Sheet 1

*square*

*triangle*

*rectangle*

*circle*

