Sierra Leone

WINNING TEAMS: Mathematics

Questions and Answers for Referees

Primary 6 (Term 3) to support JSS1 Term 3

Leh Wi Lan

Theme: Algebra Number Patterns (M-06-046) CODE CC1	Theme: Algebra Number Patterns (M-06-046) CODE CC1
Lesson Title: Increasing Numbers with a Common Difference	Lesson Title: Increasing Numbers with a Common Difference
	Answer:
Consider the following sequence:	a) The common difference is 2.
2, 4, 6, 8,,	l
	b) The next two terms are:
a) What is the common difference of the sequence?	8 + 2 = 10
	10 + 2 = 12
b) Determine the next two terms of the sequence	Sequence : 2, 4, 6, 8, 10, 12
2 minutes	
Theme: Algebra Number Patterns (M-06-046) CODE CC2	Theme: Algebra Number Patterns (M-06-046) CODE CC2
Lesson Title: Increasing Numbers with a Common Difference	Lesson Title: Increasing Numbers with a Common Difference
	Answer:
Consider the sequence below:	a) Sequence : 1, 4, 7, 10, 13, 16
1, 4, 7, 10,,	
\D	n 1 2 3 4
a) Determine the next two terms of the sequence.	Term xn 1 4 7 10 Use 3n 3 2 x 3 3 x 3 4 x 3
hallon the annual difference and a table to seed and the	Use 3n 3 2 x 3 3 x 3 4 x 3 Wrong by: -2 -2 -2 -2
b) Use the common difference and a table to work out the	
rule for this sequence.	The rule is 3n – 2
2 minutes	
2 minutes	
Theme: Algebra Number Patterns (M-06-047) CODE CC3	Theme: Algebra Number Patterns (M-06-047) CODE CC3
Lesson Title: Increasing Number Patterns Without a Common	Lesson Title: Increasing Number Patterns Without a Common
	Answer
Complete the sequence by finding the next two terms:	The most have terms are 45 and 24
4 2 6 40	The next two terms are 15 and 21
1, 3, 6, 10,,	
2 minutes	
Theme: Algebra Number Patterns (M-06-047) CODE CC4	Theme: Algebra Number Patterns (M-06-047) CODE CC4
Lesson Title: Increasing Number Patterns Without a Common	Lesson Title: Increasing Number Patterns Without a Common
	Answer:
Complete the sequence by finding the next 2 terms:	The next two terms are 18 and 26
6, 8, 12, 20,,	
2 minutes	

Theme: Algebra Number Patterns (M-06-048) CODE CC5	Theme: Algebra Number Patterns (M-06-048) CODE CC5
Lesson Title: Decreasing Number Patterns with a Common	Lesson Title: Decreasing Number Patterns with a Common
	Answer:
Consider the sequence below:	a) Common difference is: -6
38, 32, 26, 20,	b) The next three terms are: 14, 8 and 2.
a) What is the common difference of the sequence?	
h) Determine the west three terms of the converse	
b) Determine the next three terms of the sequence.	
2 minutes	
Theme: Algebra Number Patterns (M-06-048) CODE CC6	Theme: Algebra Number Patterns (M-06-048) CODE CC6
Lesson Title: Decreasing Number Patterns with a Common	Lesson Title: Decreasing Number Patterns with a Common
	Answer:
Complete the sequence by subtracting a common difference.	Common difference is: -7
40, 33, 26, 19,,	Hence: 40, 33, 26, 19, 12, 5 .
	·
2 minutes	
Theme: Algebra Number Patterns (M-06-049) CODE CC7	Theme: Algebra Number Patterns (M-06-049) CODE CC7
Lesson Title: Decreasing Patterns Without a Common Difference	Lesson Title: Decreasing Patterns Without a Common Difference
Find the most have to see a fill a second	Answer:
Find the next two terms of the sequence.	The next two terms are 37 and 28
53, 52, 49, 44,,	The next two terms are 37 and 20
33, 32, 49, 44,	The difference between terms is
Does the sequence have a common difference or a common	-1, then -3, then -5, then -7, then -9.
ratio?	1, 41011 0, 41011 7, 41011 0.
rado:	There is no common difference or common ratio.
2 minutes	
Theme: Algebra Number Patterns (M-06-050) CODE CC8	Theme: Algebra Number Patterns (M-06-050) CODE CC8
Lesson Title: Multiplication in Patterns with a Common Ratio	Lesson Title: Multiplication in Patterns with a Common Ratio
	Answer:
Consider the sequence below:	1 × 3 = 3
	3 × 3 = 9
1, 3, 9, 27,,	9 × 3 = 27
	27 × 3 = 81
	04 0 040
What is the common ratio of the sequence?	81 × 3 = 243
What is the common ratio of the sequence?	
What is the common ratio of the sequence?	$81 \times 3 = 243$ The common ratio is 1:3
What is the common ratio of the sequence?	
What is the common ratio of the sequence? 2 minutes	

Theme: Algebra Number Patterns (M-06-046) CODE CC9	Theme: Algebra Number Patterns (M-06-046) CODE CC9
Lesson Title: Multiplication in Patterns with a Common Ratio	Lesson Title: Multiplication in Patterns with a Common Ratio
Lesson Title. Wataplication in Fatterns with a Common Natio	Answer:
a) Complete the table for this sequence:	74101101.
	n 1 2 3 4
4, 7, 10, 13,,	Term x _n 4 7 10 13
n 1 2 3 4	Use 3n 3 2 x 3 = 6 3 x 3 = 9 4 x 3 =
Term x ₀ 4 7 10 13	Wrong by: +1 +1 +1 +1
Use 3n 3	Wilding by. + + + +
Wrong by:	The rule is 3n + 1
b) Find the rule for the sequence.	
2 minutes	
	Thoma: Algebra Number Detterns (M 06 046) CODE CC10
Theme: Algebra Number Patterns (M-06-046) CODE CC10 Lesson Title: Multiplication in Number Patterns Without a Common	Theme: Algebra Number Patterns (M-06-046) CODE CC10 Lesson Title: Multiplication in Number Patterns Without a Common
2000017 Title. Withitiphedition in Number 1 ditems without a common	Answer:
a) Complete the table for this sequence:	7.41011011
2,7 2237,220 210 223.0 101 210 30420.100.	n 1 2 3 4
2, 5, 8, 11,,	n 1 2 3 4 Term x _n 2 5 8 11
	3n 3 2x3 3x3 4x3
n 1 2 3 4	Wrong by: -1 -1 -1 -1
Term x _n	
Wrong by:	The rule is 3n – 1
Viving by.	
b) Find the rule for the sequence.	
Theme: Algebra Number Patterns (M-06-051) CODE CC11	Theme: Algebra Number Patterns (M-06-051) CODE CC11
Theme. Algebra Number Fatterns (W-00-031) CODE COTT	Theme. Algebia Number Fallems (W-00-031) CODE COTT
Lesson Title: Multiplication in Number Patterns Without a Common	,
Lesson Title: Multiplication in Number Patterns Without a Common	Lesson Title: Multiplication in Number Patterns Without a Common
Lesson Title: Multiplication in Number Patterns Without a Common Determine the common ratio for the sequence below:	Lesson Title: Multiplication in Number Patterns Without a Common Answer:
Determine the common ratio for the sequence below:	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to
	Lesson Title: Multiplication in Number Patterns Without a Common Answer:
Determine the common ratio for the sequence below:	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to
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Determine the common ratio for the sequence below:	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term.
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer:
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, 4
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, 4 64 ÷ 2 = 32 or we can say 64 x ½ = 32
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, 4
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Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the common ratio.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, 4 64 ÷ 2 = 32 or we can say 64 x ½ = 32 32 ÷ 2 = 16
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the common ratio.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, $\frac{4}{5}$ 64 ÷ 2 = 32 or we can say 64 x $\frac{1}{2}$ = 32 32 ÷ 2 = 16 16 ÷ 2 = 8 8 ÷ 4 = 2
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the common ratio.	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, $\frac{4}{5}$ 64 ÷ 2 = 32 or we can say 64 x $\frac{1}{2}$ = 32 32 ÷ 2 = 16 16 ÷ 2 = 8
Determine the common ratio for the sequence below: 2, 4, 8, 16, 32. 1 minute Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Find the next term in the sequence below and determine the common ratio. 64, 32, 16, 8,	Lesson Title: Multiplication in Number Patterns Without a Common Answer: 2 is the common ratio because we multiply by 2 each time to find the next term. Theme: Algebra Number Patterns (M-06-052) CODE CC12 Lesson Title: Division in Number Patterns with a Common Factor Answer: 64, 32, 16, 8, $\frac{4}{2}$ 64 ÷ 2 = 32 or we can say 64 x $\frac{1}{2}$ = 32 32 ÷ 2 = 16 16 ÷ 2 = 8 8 ÷ 4 = 2

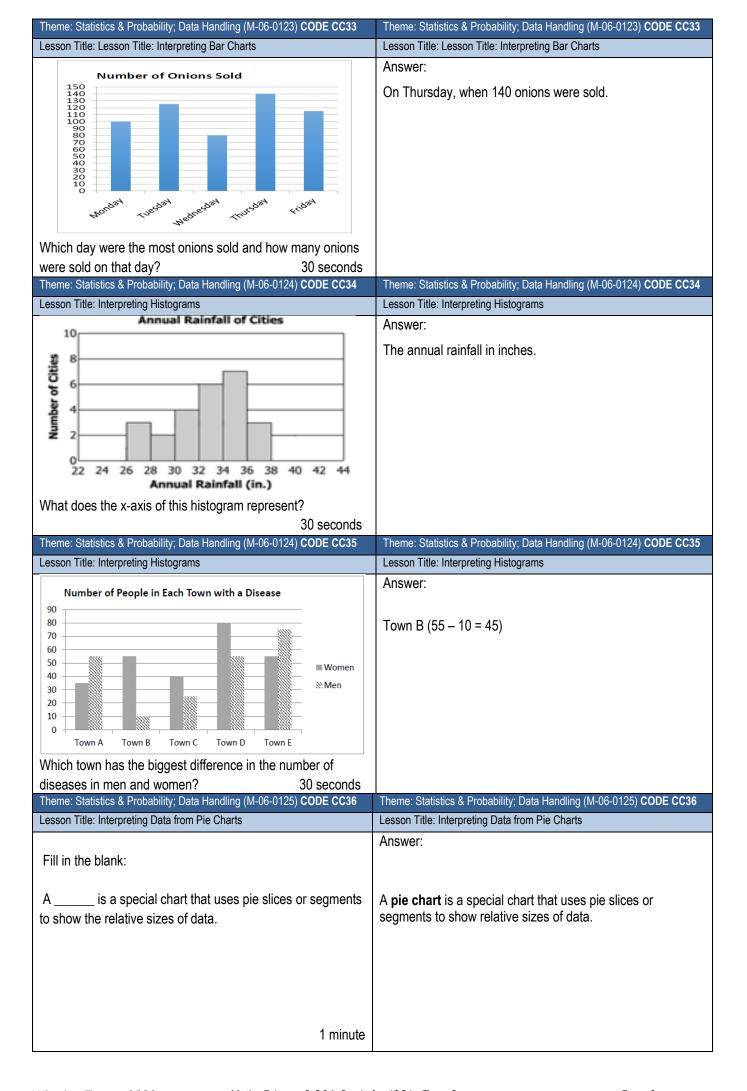
		171-00-0521	CODE CO	C13	Theme: Algebra Number Patterns (M-06-052) CODE CC13
Theme: Algebra Number Patterns (M-06-052) CODE CC13 Lesson Title: Division in Number Patterns with a Common Factor					Lesson Title: Division in Number Patterns with a Common Factor
					Answer:
a. Complete	the table for t	this seque	nce:		n 1 2 3 4 5
16, 13, 10, 7,,					Term x _n 5 9 13 17 21
					Use 4n 4 8 12 16 20
n 1	2	3	4	5	Wrong -1 -1 -1 -1 -1
Term x _n 5	9	13	17	21	by:
Use 4n Wrong					
by:					
27.				<u> </u>	The rule is 4n – 1
b. Find the rule for the sequence.					
$2\frac{1}{2}$ minutes				$2\frac{1}{2}$ minutes	
Theme: Algebra Num	her Patterns (I	M-06-054)		<u> </u>	Theme: Algebra Number Patterns (M-06-054) CODE CC14
Lesson Title: Writing	•	•			Lesson Title: Writing Sequences with Multiples of 2 and 3
2300011 Tide. Willing	Coquentoes WIL	Maidpies	J. Z. UIIU		Answer:
The Wholesome Ba	akery haked ?) Inaves of	f hraad a	ın	
Monday, 4 loaves of	•				The sequence is 2, 4, 8, 16, 32
Wednesday, and 16		•		ı DI C au UII	Multiply by 2 to get the next term.
vveunesuay, and 10	u ivav e s vi bi	c au UII II	iui suay.		They will bake 32 loaves of bread on Friday.
If this pattern contin	nuae how ma	ny loavos	of broad	l will thou	They will bake 32 loaves of break off Friday.
bake on Friday?	iues, now ma	illy loaves	OI DI Cau	ı wili üley	
bake on i nuay!					
				2 minutes	
				2 1111111111111111111111111111111111111	
Theme: Algebra Num	ber Patterns (I	M-06-054)	CODE CO	C15	Theme: Algebra Number Patterns (M-06-054) CODE CC15
Lesson Title: Writing					Lesson Title: Writing Sequences with Multiples of 2 and 3
	·	•			
	Mary is sharing cherries among some bowls. She puts 3				Answer:
Mary is sharing che	erries among	some bow	/ls. She p	outs 3	
Mary is sharing che cherries in the first	U				The sequence: 3,9,27,81,
, ,	bowl, 9 cherri	ies in the s	second b	owl, 27	
cherries in the first	bowl, 9 cherri	ies in the s	second b	owl, 27	The sequence: 3,9,27,81,
cherries in the first	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 oowl.	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 oowl.	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 oowl.	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 bowl. ary put in	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 oowl.	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che	ies in the s erries in the	second be fourth to	oowl, 27 bowl. ary put in	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third	bowl, 9 cherri bowl, 81 che nues, how ma	ies in the serries in the	second b e fourth b es will Ma	oowl, 27 bowl. ary put in 2 minutes	The sequence: 3,9,27,81, Multiply by 3 to get the next term.
cherries in the first cherries in the third If this pattern continthe fifth bowl?	bowl, 9 cherri bowl, 81 che nues, how ma	ies in the serries in the serries in the serries in the serries may cherries M-06-055)	second be fourth the swill Ma	oowl, 27 bowl. ary put in 2 minutes	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl.
cherries in the first cherries in the third If this pattern contint the fifth bowl? Theme: Algebra Num	bowl, 9 cherri bowl, 81 che nues, how ma	ies in the serries in the serries in the serries in the serries may cherries M-06-055)	second be fourth the swill Ma	oowl, 27 bowl. ary put in 2 minutes	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16
cherries in the first cherries in the third If this pattern contint the fifth bowl? Theme: Algebra Num	bowl, 9 cherri bowl, 81 che nues, how ma	ies in the serries in the service in the serries in the service in the serries in the serving in the serries in	second be fourth the swill Ma	oowl, 27 powl. ary put in 2 minutes	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer:
cherries in the first cherries in the third If this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo	ies in the serries in the service in the serries in	second be fourth the swill Ma	oowl, 27 powl. ary put in 2 minutes	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5
cherries in the first cherries in the third If this pattern continthe fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo	ies in the serries in the service in the serries in	second be fourth the swill Ma	oowl, 27 powl. ary put in 2 minutes	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
cherries in the first cherries in the third cherries in the third of this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner of this pattern continue the first hand of	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	powl, 27 powl. ary put in 2 minutes C16 15	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
cherries in the first cherries in the third lf this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	powl, 27 powl. ary put in 2 minutes C16 15	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
cherries in the first cherries in the third cherries in the third of this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner of this pattern continue the first hand of	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	powl, 27 powl. ary put in 2 minutes C16 15	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
cherries in the first cherries in the third cherries in the third of this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner of this pattern continue the first hand of	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	powl, 27 powl. ary put in 2 minutes C16 15	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
cherries in the first cherries in the third cherries in the third of this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner of this pattern continue the first hand of	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	powl, 27 powl. ary put in 2 minutes C16 15	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,
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cherries in the first cherries in the third cherries in the third of this pattern continue the fifth bowl? Theme: Algebra Num Lesson Title: Writing Kimberly reads 21 31 pages on Wedner of this pattern continue the first hand of	bowl, 9 cherri bowl, 81 che nues, how ma ber Patterns (I Sequences wi pages on Mo esday, 36 pages	M-06-055) ith Multiples onday, 26 p	code cos of 4 and pages or ursday.	oowl, 27 cowl. ary put in 2 minutes C16 1 5 Tuesday, perly read	The sequence: 3, 9, 27, 81, Multiply by 3 to get the next term. Mary will put 243 cherries in the fifth bowl. Theme: Algebra Number Patterns (M-06-055) CODE CC16 Lesson Title Writing Sequences with Multiples of 4 and 5 Answer: Sequence: 21, 26, 31, 36,

Theme: Algebra Number Patterns (M-06-055) CODE CC17	Theme: Algebra Number Patterns (M-06-055) CODE CC17
Lesson Title: Writing Sequences with Multiples of 4 and 5	Lesson Title Writing Sequences with Multiples of 4 and 5
	Answer:
Nina and her friends went on a road trip. They covered 4	Sequence: 4, 16, 64,
miles on the first day. They went on a 16-mile drive and a 64	Multiply by 4 to get the next term. 64 x 4 = 256
-mile drive on day 2 and day 3.	The state of the s
How many miles did Nina and her friends drive on the 4th	Nina and her friends covered 256 miles on the 4th day.
day?	
2 minutes	
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC18	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC18
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
	Answer:
Fill in the blank:	
The definition of the state of	
The is the value that appears the most frequently in	The mode is the value that appears the most frequently in a
a data set.	data set.
30 seconds	
Themse Ctatistics and Drobability Data Handling (M.06.064) CODE CC40	Thomas Statistics and Drahability Data Handling (M. 06.064) CODE CC40
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC19	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC19
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC19 Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
Lesson title: The Mean, Median, and Mode of Discrete Data	,
	Lesson title: The Mean, Median, and Mode of Discrete Data
Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank:	Lesson title: The Mean, Median, and Mode of Discrete Data Answer:
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank:	Lesson title: The Mean, Median, and Mode of Discrete Data Answer:
Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank:	Lesson title: The Mean, Median, and Mode of Discrete Data Answer:
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Eesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is the value in the middle of the data set.	Lesson title: The Mean, Median, and Mode of Discrete Data Answer:
Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is the value in the middle of the data set. 30 seconds	Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The median is the value in the middle of the data set.
Eesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20	Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20
Eesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20	Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data
Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data
Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data	Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The mean is found by adding all numbers in the data set
Eesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme: Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank:	Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Answer:
Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is found by adding all numbers in the data set	Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The mean is found by adding all numbers in the data set
Fill in the blank: The is the value in the middle of the data set. 30 seconds Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Fill in the blank: The is found by adding all numbers in the data set	Answer: The median is the value in the middle of the data set. Theme:Statistics and Probability Data Handling(M-06-064) CODE CC20 Lesson title: The Mean, Median, and Mode of Discrete Data Answer: The mean is found by adding all numbers in the data set
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Theme:Statistics and Probability Data Handling(M-06-064) CODE CC21	Theme:Statistics and Probability Data Handling(M-06-064)
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
The number of members in 20 math clubs are given below: 4, 6, 5, 5, 4, 6, 3, 3, 5, 5, 3, 5, 4, 4, 6, 7, 3, 5, 5, 7	Answer:
a) Arrange the data from smallest to biggest.	a) 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 5, 5, 5, 5, 6, 6, 6, 7, 7
b) What is the minimum value of the data set?	b) The minimum value is: 3
c) What is the maximum value of the data set?	c) The maximum value is: 7
2 minutes	
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC22	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC22
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
The weekly wages (Le) of 12 factory workers are given below:	Answer:
below.	Smallest to largest:
668, 610, 642, 658, 668, 620, 719, 720, 700, 690, 710, 642.	610, 620, 642, 642, 658, 668, 668, 690, 700, 710, 719, 720.
. 10, 120, 100, 110, 110,	a) Median: $\frac{668+668}{2} = 668$
a) Find the median for the data.	
b) Find the mode for the data.	b) Mode: 642 and 668 (bimodal)
$1\frac{1}{2}$ minutes	
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC23	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC23
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
Given below are the maximum temperatures for the first	Answer:
week of the month of September.	Smallest to largest:
week of the monar of deptember.	19°, 20°, 24°, 25°, 25° , 25° ,28°
19° 20° 24° 25° 25° 28° 25°	
	Median: 25°
Find the median, the mode and the mean for the data	Mode: 25°
	Mean: $\frac{19^{\circ} + 20^{\circ} + 24^{\circ} + 25^{\circ} + 25^{\circ} + 25^{\circ} + 28^{\circ}}{7} \approx 23.71^{\circ}$
$2\frac{1}{2}$ minutes	
Theme:Statistics and Probability Data Handling(M-06-064) CODE CC24	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC24
Lesson title: The Mean, Median, and Mode of Discrete Data	Lesson title: The Mean, Median, and Mode of Discrete Data
	Answer:
Find the median of 7, -4, 9, -7, -2, 5.	Smallest to largest: -7, -4, -2, 5, 7, 9
	Median: $\frac{-2+5}{2} = \frac{3}{2} = 1.5$
	l I

Theme:Statistics and Probability Data Lesson title: The Mean, Median, and	a Handling(M-06-064) CODE CC25 Mode of Discrete Data	Theme:Statistics and Probability Data Handling(M-06-064) CODE CC25 Lesson title: The Mean, Median, and Mode of Discrete Data
Find the mean of the followin	ng numbers:	Answer:
6, 2, -7, 2, -5, 11,	3, -4, 0, 9	Mean= $\frac{6+2+(-7)+2+(-5)+11+3+(-4)+0+9}{10} = \frac{17}{10} = 1.7$
	1 minute	
Theme: Statistics & Probability; Data	Handling (M-06-0121) CODE CC26	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC26
Lesson Title: Representing Discrete I		Lesson Title: Representing Discrete Data
Fill in the blanks:		Answer:
a) are graphs that rep bars having spaces between t		a) Bar charts are graphs that represent quantity with vertical bars having spaces between them.
b) are graphs that use set of data.	e pictures to represent a certain	b) Pictograms are graphs that use pictures to represent a certain set of data.
	1 minute	
Theme: Statistics & Probability; Data	Handling (M-06-0121) CODE CC27	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC27
Lesson Title: Representing Discrete I	Data	Lesson Title: Representing Discrete Data
The table shows how many co	ountries in each continent buy	Answer:
oil from Ukraine. Draw a bar c information.		20 16
oil from Ukraine. Draw a bar c information.	chart to represent the	16
oil from Ukraine. Draw a bar conformation. Continent	chart to represent the Countries	16
oil from Ukraine. Draw a bar coinformation. Continent Europe	Countries 16	16 15 - 6 6
oil from Ukraine. Draw a bar conformation. Continent	chart to represent the Countries	16
oil from Ukraine. Draw a bar coinformation. Continent Europe North America	Countries 16 6	16 15 10 6 5 0
oil from Ukraine. Draw a bar coinformation. Continent Europe North America Asia	Countries 16 6 3	16 15 15 10 6 3 2 1
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America	Countries 16 6 3 2 11 2 minutes	16 15 10 6 5 0 Europe North Asia Australia South America Continent
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data	Countries 16 6 3 2 11 2 minutes Handling (M-06-0121) CODE CC28	16 15 0 Europe North Asia Australia South America Continent Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America	Countries 16 6 3 2 11 2 minutes Handling (M-06-0121) CODE CC28	16 15 0 Europe North Asia Australia South America Continent Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data	Countries 16 6 3 2 11 2 minutes Handling (M-06-0121) CODE CC28 Data	16 15 0 Europe North Asia Australia South America Continent Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I	Countries 16 6 3 2 11 2 minutes Handling (M-06-0121) CODE CC28 Data	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer:
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I	Countries 16 6 3 2 11 2 minutes Handling (M-06-0121) CODE CC28 Data	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer:
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I Use the following table to draw Modes of transport Bus Car	Countries 16 6 3 2 1 1 2 minutes Handling (M-06-0121) CODE CC28 Data Number of children 28 16	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer: Modes of transport Number of children Bus
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I Use the following table to drav Modes of transport Bus Car Walking	Countries 16 6 3 2 1 1 2 minutes Handling (M-06-0121) CODE CC28 Data Number of children 28 16 24	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer: Modes of transport Number of children Bus
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I Use the following table to draw Modes of transport Bus Car	Countries 16 6 3 2 1 1 2 minutes Handling (M-06-0121) CODE CC28 Data Number of children 28 16	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer: Modes of transport Number of children Bus
oil from Ukraine. Draw a bar of information. Continent Europe North America Asia Australia South America Theme: Statistics & Probability; Data Lesson Title: Representing Discrete I Use the following table to drav Modes of transport Bus Car Walking	Countries 16 6 3 2 1 1 2 minutes Handling (M-06-0121) CODE CC28 Data Number of children 28 16 24 12	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC28 Lesson Title: Representing Discrete Data Answer: Modes of transport Number of children Bus

Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC29	Theme: Statistics & Probability; Data Handling (M-06-0121) CODE CC29
Lesson Title: Representing Discrete Data	Lesson Title: Representing Discrete Data
Fill in the blank:	Answer:
A is a graphical representation of how continuous data is distributed.	A histogram is a graphical representation of how continuous data is distributed.
1 minute	
Theme: Statistics & Probability; Data Handling (M-06-0122) CODE CC30	Theme: Statistics & Probability; Data Handling (M-06-0122) CODE CC30
Lesson Title: Representing Continuous Data	Lesson Title: Representing Continuous Data
Use the data provided to draw a histogram showing the	Answer:
number of trees of each height in centimetres	50
Height (cm) Trees	50 \sim 40 30 30
100 – 149 cm 5	9 40 30 26 11 30 26
150 – 199 cm 30	5
200 – 250 cm 26	10 3
250 – 299 cm 50	100 – 149 150 – 199 200 – 249 250 – 299 300 - 349
300 - 349 cm 11	cm cm cm cm cm
3 minutes	Height(cm)
Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC31	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC31
Lesson Title: Lesson Title: Interpreting Bar Charts	Lesson Title: Lesson Title: Interpreting Bar Charts
	Answer:
↑ 90	
80	Answer: The letter i appeared the most.
90 80 70	
90 - 80 - 70 - 70 - 70 - 70 - 70 - 70 - 7	
90 - 80 - 70 - 70 - 70 - 70 - 70 - 70 - 7	
90 - 80 - 70 - 70 - 70 - 70 - 70 - 70 - 7	
90 - 80 - 70 - 70 - 70 - 70 - 70 - 70 - 7	
90 - 80 - 70 - 70 - 70 - 70 - 70 - 70 - 7	
Fatima records the number of vowels in 10 pages of a	
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most?	
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? 1 minute	The letter i appeared the most.
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32	The letter i appeared the most. Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	The letter i appeared the most. Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	The letter i appeared the most. Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts 120 100 95 100 65 66 40 20	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:
Fatima records the number of vowels in 10 pages of a textbook. Which letter appears the most? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts 120 100 80 75 80 65 60 40 20 0 kimberly Luke Eric Nathen Kevin	Theme: Statistics & Probability; Data Handling (M-06-0123) CODE CC32 Lesson Title: Lesson Title: Interpreting Bar Charts Answer:



Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC37	Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC37
Lesson Title: Interpreting Data from Pie Charts	Lesson Title: Interpreting Data from Pie Charts
HOW PUPILS GET TO SCHOOL	Answer:
HOW FUFILS GET TO SCHOOL	
Taxi, 4	a. Total number of pupils = $10 + 6 + 4 + 20 = 40$
21 1 12	Number of pupils walking to school
Bicycle, 10 Walk, 20	b. percentage= $\frac{\text{Number of pupils walking to school}}{\text{Total number of pupils}} \times 100$
	$=\frac{20}{40} \times 100$
	= 50%
Motorcycle,	50% of the pupils walk to school.
a. How many pupils are represented in the data?	30 % of the pupils walk to school.
b. What percentage of the pupils walk to school?	
2 minute	s
Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC38	Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC38
Lesson Title: Interpreting Data from Pie Charts	Lesson Title: Interpreting Data from Pie Charts
HOW PUPILS GET TO SCHOOL	Answer:
Taxi, 4	
	25% of the circle = $\frac{1}{4}$ of 40
Bicycle, 10 Walk, 20	$= 25\% \times 40$
Walk, 20	= 10
	Therefore: 25% of the learners use bicycles to get to school.
Motorcycle,	
6	
Which method do 25% of the pupils use to go to school?	
2 minute	S
	<u> </u>
Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC39	Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC39
Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC39 Lesson Title: Interpreting Data from Pie Charts	Theme: Statistics & Probability; Data Handling (M-06-0125) CODE CC39 Lesson Title: Interpreting Data from Pie Charts
Lesson Title: Interpreting Data from Pie Charts	Lesson Title: Interpreting Data from Pie Charts
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100,	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18%
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18%
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, Tuesday, 125,	Lesson Title: Interpreting Data from Pie Charts Answer:
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18%	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18%
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 25% Wednesday, 80,	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 25% Tuesday, 125, 22%	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday?	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday?	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$ Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 25% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts The table gives information about the meals ordered on a Sunday at a restaurant.	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$ Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts The table gives information about the meals ordered on a Sunday at a restaurant. Meal Frequency	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$ Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts Answer:
Lesson Title: Interpreting Data from Pie Charts Number of Onions Sold Friday, 115, Monday, 100, 18% Thursday, 140, 21% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts The table gives information about the meals ordered on a Sunday at a restaurant. Meal Frequency Beef 9	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$ Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts
Number of Onions Sold Friday, 115, 21% Monday, 100, 18% Tuesday, 125, 22% Wednesday, 80, 14% What fraction of the total number of onions sold was sold or Monday? 1 minute Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts The table gives information about the meals ordered on a Sunday at a restaurant. Meal Frequency Beef 9 Chicken 14	Lesson Title: Interpreting Data from Pie Charts Answer: Fraction of onions sold on a Monday = 18% $= \frac{18}{100} = \frac{18 \div 2}{100 \div 2}$ $= \frac{9}{50}$ Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC40 Lesson Title: Word Problems Involving Pie Charts Answer:
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Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC41	Theme: Statistics & Probability; Data Handling (M-06-0126) CODE CC41
Lesson Title: Word Problems Involving Pie Charts	Lesson Title: Word Problems Involving Pie Charts
One hundred and fifty people were asked about their favourite music genre and the following were the results obtained. Kwaito	Answer:
10% Jazz 9%	$RNB = \frac{14}{100} \times 150 = 21$
RNB 14%	21 people like RNB music
HipHop 57%	
How many people like RNB music? $1\frac{1}{2}$ minutes	
Theme Statistics and Probability; Data Handling (M-06-0127) CODE CC42	Theme Statistics and Probability; Data Handling (M-06-0127) CODE CC42
Lesson Title: Mode of Discrete Data	Lesson Title: Mode of Discrete Data
	Answer:
Consider the discrete data below:	
12, 24, 6, 4, 6, 5, 6, 17, 20	
a) Rearrange the data in order from least to greatest.	a) 4, 5, 6, 6, 6, 12, 17, 20, 24
b) What is the mode of the data?	b) The mode is 6, since it appears the most times in the set.
$1\frac{1}{2}$ minutes	
Theme Statistics and Probability; Data Handling (M-06-0127) CODE CC43	
Therie Statistics and Frobability, Data Handling (W-00-0127) CODE CC43	Theme Statistics and Probability; Data Handling (M-06-0127) CODE CC43
Lesson Title: Mode of Discrete Data	Theme Statistics and Probability; Data Handling (M-06-0127) CODE CC43 Lesson Title: Mode of Discrete Data
Lesson Title: Mode of Discrete Data	Lesson Title: Mode of Discrete Data
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set:	Lesson Title: Mode of Discrete Data Answer:
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56.
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set:	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23.
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23.
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Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62 The mode is 62. Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44
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Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Work out the median for each of the following: a) 7, 3, 8, 9, 6, 5	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62 The mode is 62. Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Answer:
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Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Work out the median for each of the following: a) 7, 3, 8, 9, 6, 5	Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62 The mode is 62. Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Answer: a) Least to Greatest: 3, 5, 6, 7, 8, 9 Median = $\frac{6+7}{2}$ = 6. 5 b) Least to Greatest: 39, 53, 124, 155, 180, 230
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Work out the median for each of the following: a) 7, 3, 8, 9, 6, 5	Lesson Title: Mode of Discrete Data Answer: a) $3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56.$ The mode is 23. b) $55, 56, 57, 59, 60, 61, 61, 62, 62, 62$ The mode is 62. Theme Statistics and Probability: Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Answer: a) Least to Greatest: $3, 5, 6, 7, 8, 9$ Median = $\frac{6+7}{2}$ = 6. 5
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Work out the median for each of the following: a) 7, 3, 8, 9, 6, 5	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62 The mode is 62. Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Answer: a) Least to Greatest: 3, 5, 6, 7, 8, 9 Median = 6+7/2 = 6.5 b) Least to Greatest: 39, 53, 124, 155, 180, 230
Lesson Title: Mode of Discrete Data Given the data below, identify the mode in each set: a) 3, 7, 5, 13, 20, 23, 39, 23, 40, 23, 14, 12, 56, 23, 29 b) 60, 55, 59, 56, 61, 62, 62, 62, 57, 61 2 minutes Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Work out the median for each of the following: a) 7, 3, 8, 9, 6, 5	Lesson Title: Mode of Discrete Data Answer: a) 3, 5, 7, 12, 13, 14, 20, 23, 23, 23, 23, 29, 39, 40, 56. The mode is 23. b) 55, 56, 57, 59, 60, 61, 61, 62, 62, 62 The mode is 62. Theme Statistics and Probability, Data Handling (M-06-0128) CODE CC44 Lesson Title: Median of Discrete Data Answer: a) Least to Greatest: 3, 5, 6, 7, 8, 9 Median = 6+7/2 = 6.5 b) Least to Greatest: 39, 53, 124, 155, 180, 230

Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC45	Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC45
Lesson Title: Median of Discrete Data	Lesson Title: Median of Discrete Data
	Answer:
A netball team plays 11 matches. The number of points they	a) Least to Greatest:
score in each match are:	17, 20, 22, 24, 30, 32 , 49, 55, 58, 67, 689
20, 30, 24, 32, 22, 68, 67, 58, 55, 49, 17	Median = 32
20, 30, 24, 32, 22, 00, 07, 30, 33, 47, 17	Wodian = 32
a) Work out the median number of points scored.	h) Five of the total resists according to the three three
b) How many of the total points scored are higher than the	b) Five of the total points scored are greater than the
median?	median.
2 minutes	
Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC46	Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC46
Lesson Title: Median of Discrete Data	Lesson Title: Median of Discrete Data
A sequence of five numbers is arranged in ascending order,	Answer:
starting with 32.	Allower.
Which of the following could be the set of numbers if the	Set A has a median of 35.
median is 35?	Set A flas a ffledian of 55.
A 22 24 25 27 40	
A. 32, 34, 35, 36, 40 B. 32, 35, 40, 44, 48	
C. 32, 35, 36, 38, 49	
D. 32, 33, 34, 35, 53	
2. 32, 33, 31, 33, 33	
1 minute	
Theme Statistics and Probability; Data Handling (M-06-0129) CODE CC47	Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC47
Lesson Title: Mean of Discrete Data	Lesson Title: Mean of Discrete Data
	Answer:
Find the mean for each of the sets of data below:	
a) 1, 8, 7, 5, 6, 4, 7, 6	a) $\frac{1+8+7+5+6+4+7+6}{8} = 5.5$
	8 5.5
b) 3, 2, 1, 3, 2, 2, 1, 3, 1, 2, 3, 2, 1	b) $\frac{3+2+1+3+2+2+1+3+1+2+3+2+1}{13} = 2$
-, -, -, -, -, -, -, -, -, -, -, -, -, -	13 — 2
2 minutes	
2 minutes	
Theme Statistics and Probability; Data Handling (M-06-0129) CODE CC48	Theme Statistics and Probability; Data Handling (M-06-0128) CODE CC48
Lesson Title: Mean of Discrete Data	Lesson Title: Mean of Discrete Data
According to Laurica's math teacher, the final class grade is	Answer:
calculated using the average of all tests results.	
Laurica's math tost scores are	a) Laurica will use the mean to calculate the average
	b) maan = 93+87+71+97 = 07
93%, 87%, 71% and 97%.	b) mean = $\frac{93+87+71+97}{4}$ = 87
a) What central tendency measure will she use when	Laurica has a grade average of 87%
calculating the average? (mean, median or mode?)	Laurica rias a grade average of 01 /0
calculating the average: (mount, mouldiner mode:)	
b) Determine Laurica's final class average.	
2 minutes	
Lesson Title: Mean of Discrete Data According to Laurica's math teacher, the final class grade is	Lesson Title: Mean of Discrete Data

Theme Statistics and Probability; Data Handling (M-06-0130) CODE CC49	Theme Statistics and Probability; Data Handling (M-06-0130) CODE CC49
Lesson Title: Appropriate Average	Lesson Title: Appropriate Average
The mass in kg of 10 students are given below:	Answer: Order the data: 33, 36, 38, 39, 43, 43, 44, 44, 46, 51
39, 43, 36, 38, 46, 51, 33, 44, 44, 43	33, 30, 30, 37, 43 , 43 , 44, 44, 40, 31
Find the mode, median and mean of this data.	Mode = 43 and 44
	Median = 43
	Mean = $\frac{33+36+38+39+43+43+44+44+46+51}{10}$ = 41,7
2 ¹ / ₂ minutes	
Theme Statistics and Probability; Data Handling (M-06-0130) CODE CC50	Theme Statistics and Probability; Data Handling (M-06-0130) CODE CC50
Lesson Title: Appropriate Average	Lesson Title: Appropriate Average
Consider the discrete data below:	
31, 16, 54, 13, 93, 41, 41, 95 a) Determine the mean, median and mode of this data.	a) Mean = 48; Median = 41; Mode = 41
b) Determine the most appropriate average of this data if we know that the data is a set of ages of people in a large family.	b) The most appropriate average is the mean.
$2\frac{1}{2}$ minutes	