

THURSDAY 21<sup>ST</sup> JANUARY

LO: To make tally charts

## 2 X TABLES

$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

$$4 \times 2 = 8$$

$$5 \times 2 = 10$$

$$6 \times 2 = 12$$

$$7 \times 2 = 14$$

$$8 \times 2 = 16$$

$$9 \times 2 = 18$$

$$10 \times 2 = 20$$

$$11 \times 2 = 22$$

$$12 \times 2 = 24$$

## 5 X TABLES

$$1 \times 5 = 5$$

$$2 \times 5 = 10$$

$$3 \times 5 = 15$$

$$4 \times 5 = 20$$

$$5 \times 5 = 25$$

$$6 \times 5 = 30$$

$$7 \times 5 = 35$$

$$8 \times 5 = 40$$

$$9 \times 5 = 45$$

$$10 \times 5 = 50$$

$$11 \times 5 = 55$$

$$12 \times 5 = 60$$

## ARITHMETIC

1)  $25 \div 5 =$

2)  $16 \div 2 =$

3)  $10 \times 6 =$

4)  $5 \times 5 =$

5)  $\underline{\quad} + \underline{\quad} = 18$

6) 27 has  $\underline{\quad}$  tens and  $\underline{\quad}$  ones.

## WHAT IS A TALLY CHART?

Tally charts are used to collect data quickly and efficiently. Filling in a chart with marks representing numbers is faster than writing out words or figures and the data is collected into sub-groups immediately, making it easy to analyse.

Favourite part of Christmas	Number of people
Decorating the tree	
Opening presents	
Playing in snow	
Carols and music	
Time with friends and family	
Christmas food	

When collecting the information, for every person who liked a particular part of Christmas the most, a line would be drawn in the correct box. When the child gets to five lines, the fifth line needs to be crossed through the first four. (This makes counting the lines at the end easier!) to analyse.

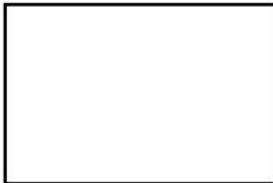
The finished tally chart might look like this:

Favourite part of Christmas	Number of people
Decorating the tree	
Opening presents	
Playing in snow	
Carols and music	
Time with friends and family	
Christmas food	

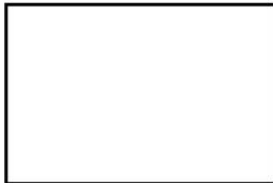
# Make tally charts

**I** Draw tally marks to represent each number.

a) 5 

b) 10 


c) 4 

d) 16 



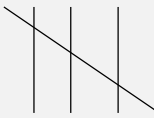
**I** Draw tally marks to represent each number.

a) 5 

b) 10 

c) 4 

d) 16 

a) 

b) 

c) 

d) 



- 2 There are some socks on a washing line.  
The socks are spotty, stripy or plain.



Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	



- 2 There are some socks on a washing line.

The socks are spotty, stripy or plain.



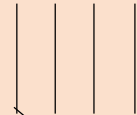
Complete the tally chart.

Sock	Tally
spotty	
stripy	
plain	

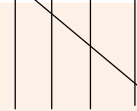
**Sock**

**Tally**

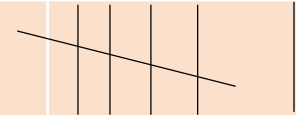
Spotty



Stripy



Plain

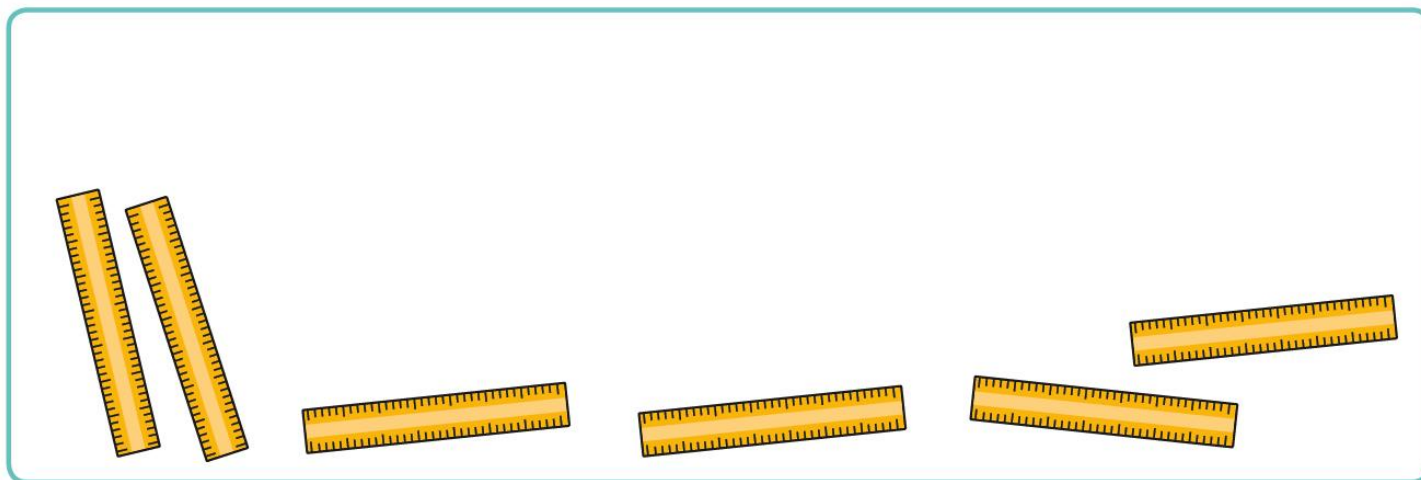


- 3 Class 2 tally the number of pencils, rubbers and rulers they have.

Draw the items.

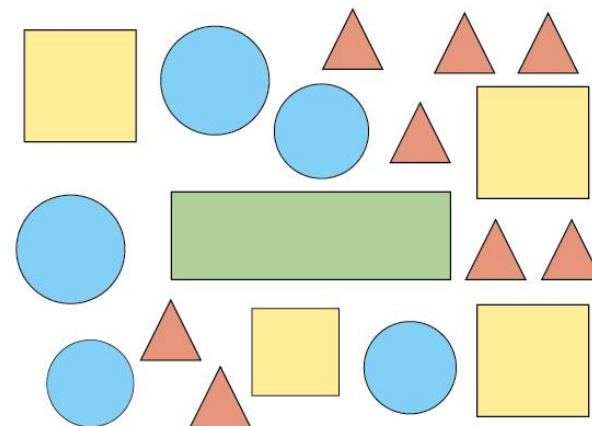
The rulers have been drawn for you.

Item	Tally
pencils	IIII
rubbers	IIII IIII
rulers	IIII I



**4** Here are some shapes.

**a)** Complete the tally chart to show how many of each shape there are.



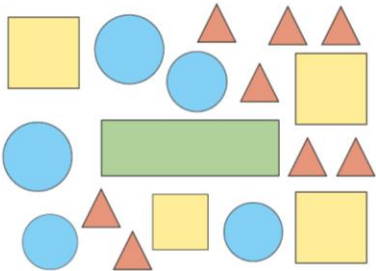
Shape	Tally	Total

**b)** How did you do the tallying?  
Compare with a partner.



Here are some shapes.

a) Complete the tally chart to show how many of each shape there are.



Shape	Tally	Total

- Did you get these right?

Shape	Tally	Total
Circle	<div><div></div><div></div><div></div><div></div><div></div></div>	5
Square	<div><div></div><div></div><div></div><div></div></div>	4
Triangle	<div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div>	8
Rectangle	<div><div></div></div>	1

## CHALLENGE I

Explain how you know...

- 5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	I	
Teddy		
Jack		

My total  
is 11



Whitney

- a) Do you agree with Whitney? \_\_\_\_\_

Explain your reasons.

- b) How could Teddy's tallying be improved?

\_\_\_\_\_

- 5 Whitney, Teddy and Jack tally how many jumps they can do in a minute.

Jumps	Tally	Total
Whitney	HH I	
Teddy	IIIIIIII	
Jack	IIII	

My total  
is 11



Whitney

- a) Do you agree with Whitney? \_\_\_\_\_  
Explain your reasons.
- b) How could Teddy's tallying be improved?
- \_\_\_\_\_

You should have filled in the total boxes first.

Whitney = 6

Teddy = 8

Jack = 4

- a) You should disagree with Whitney as hers is only 6! Because she has one set of 5 and one on its own.
- b) Yes, he should have crossed through his tally when he got to 4 to make 5.

## CHALLENGE 2

Analyse this and work out what is the same and what is different...

Class 1 and Class 2 were each asked their favourite ice-cream flavours.

Their results are shown in the tally charts.

Class 1		Class 2	
Flavour	Total	Flavour	Total
Vanilla		Vanilla	
Chocolate		Chocolate	
Strawberry		Strawberry	
Mint		Mint	

What is the same? What is different?

Class 1 and Class 2 were each asked their favourite ice-cream flavours.

Their results are shown in the tally charts.

Class 1		Class 2	
Flavour	Total	Flavour	Total
Vanilla		Vanilla	
Chocolate		Chocolate	
Strawberry		Strawberry	
Mint		Mint	

What is the same? What is different?

What is the same? This means which results have the same amount...

Chocolate scored 20 in both class 1 and class 2.

What is different? This means which results have different amounts.

Vanilla is different because it scored 15 in class 1 and 12 in class 2.

Strawberry is different because it scored 7 in class 1 and 5 in class 2.

Mint is different because it scored 1 in class 1 and 3 in class 2.