

Posing a question and collecting data with a tally

WHAT THIS LESSON TEACHES

A good data question asks one clear thing and gives everyone a small set of answers to pick from. We record each vote as one tally mark, and every fifth mark is drawn across the first four like a gate so we can count in fives.

→ 'What is your favourite break-time game?' with the answers chasing, football and skipping lets every pupil choose one of three.

→ Four votes for football look like | | | | ; the fifth vote closes the gate.

MODEL THIS ON THE BOARD

TALLYING FAVOURITE FRUIT

① The question is "What is your favourite fruit?" with rows for Apple, Banana and Orange.

Apple

|||| |

② Apple shows one gate of 5 and 2 extra marks; Banana shows 4 upright marks; Orange is empty.

Banana

||||

③ Count each row: Apple 7, Banana 4, Orange 0.

Orange

DISCUSSION STARTER

REFLECT What makes a class question good for a tally chart?

ANSWER KEY

Scaffold: visual check on the page

Q1: |||| |

Q2: |||| / ||||

Q3: 13

a) **Always** — Clear answer choices are what makes a question good for collecting data.

b) **Always** — Every fifth mark is drawn across the previous four so we can count in fives.

c) **Sometimes** — Rows with fewer than five votes have no gate yet, so it depends on the count.

d) **Always** — A tally records each vote so nothing is forgotten as votes come in.

EXTENSION SHEET · STRETCH ANSWERS

S1: 6 gate(s) and 0 singles

S2: 3 gate(s) and 1 singles

S3: 4 gate(s) and 3 singles

S4: 2 gate(s) and 2 singles

S5: 6 gate(s) and 0 singles

Investigation: Pose a class data question — open-ended; scan pupils' working for valid solution paths rather than a single answer.