

Ask a question and tally the answers

CURRICULUM ALIGNMENT

DAT.DAT.2

pose questions of interest, record and use data as evidence to answer those questions and communicate the findings.

INTERACTIVES Tally Chart · challenge, display, explore

WHAT THIS LESSON TEACHES

A tally chart puts one stroke under a heading for each answer. At five strokes you cross the first four to make a gate of five, then keep counting.

→ Nine votes make one gate and four more strokes.

→ A gate of five and two more strokes means 7.

MODEL THIS ON THE BOARD

TALLY VOTES FOR THE SHOP TRIP

- 1 Write the three headings Walk, Car and Bus in a row.
- 2 Count nine hands for Walk and mark strokes: four upright then a cross to make one gate, plus 4 more strokes.
- 3 Seven hands for Car make one gate and 2 extra strokes.
- 4 Read each finished row by counting every gate as five plus the leftover strokes.

LESSON ARC

Open with a hands-up on favourite fruit — apple, banana or orange — without tallying yet. On the IWB tally chart, sketch four upright strokes then draw the cross line while naming the gate of five; walk two finished class tallies row by row. Class votes for real: count hands per fruit, one pupil places that many strokes, rotate helper each row. Copybook practice with called stroke counts. Class Challenge builds a pet tally one row at a time, then reads totals for most and fewest.

TEACHING MOVES

1. **Getting Started.** Take a quick show of hands for apple, banana and orange for interest only. Do not draw any strokes yet — hold the real tally for Watch and Notice and Try It Together.
2. **Watch and Notice.** Before the first chart appears, sketch four upright strokes on the board, then draw the cross line while you say gate of five. Point to that gate on the tally-chart interactive. On each finished tally, point along the row, name every gate you hit, and read the strokes as a number. Ask once: which row grew the fastest?
3. **Try It Together.** Count hands for one fruit as a single class total, then one pupil at the board places that many strokes. Rotate the board helper once per row. When a row reaches five, pause and name the gate before any extra strokes. At the end, read each row as a number and check the grand total matches the class count.
4. **Write and tally in your copy.** IWB paused; leave Apple, Banana and Orange visible for copying. Call slowly one row at a time: four apple; six banana as four uprights, the gate, then one more; five orange as one gate. Pause after banana so pupils can fix a missing gate. Glance for the three words plus sensible tallies — whole-class practice, not marking.

5. **Class Challenge.** Pupils take turns at the board while the class watches and agrees aloud. Call one row at a time: cat five (one full gate); dog seven (gate plus two); fish three. Watch for six or seven drawn as loose strokes with no gate. After each check, read the totals together and ask which pet had the most and which the fewest. Keep it brisk.
6. **What Did We Notice?.** Ask why apple, banana and orange made every vote easy to place. Listen for each vote had a clear home. Re-voice: three clear headings give every vote a home. Head off the idea that any question works — a free-write answer cannot sit under a tally heading.

COMMON MISCONCEPTIONS

⚠ Pupils draw five separate upright strokes instead of bundling the fifth as a cross-line — they never make the gate.

Stop and rebuild on the board: four uprights first, then draw the diagonal slowly while the class says gate of five in unison. Point back to a finished gate on the tally-chart interactive so they see the bundle stands for five.

⚠ Pupils read a gate as four because they only count the uprights and ignore the cross stroke.

Cover the cross line with your finger, count four, then uncover it and add one. Have the pupil tap each mark once — uprights and the gate line — then say the total.

⚠ When a row needs seven, pupils draw seven loose strokes and skip the gate entirely.

Freeze the board helper at four. Ask the class what comes next before any more marks go down. Only after the gate is drawn do you allow the two extra strokes.

DIFFERENTIATION

EMERGING

- Keep called totals at five or under so pupils practise one clean gate without extras; stay on the fruit headings already on the board.
- Pre-write Apple, Banana and Orange in the copybook so pupils only draw strokes, not the row labels.

DEVELOPING

- After the copybook calls, point at a finished gate-plus-two on the IWB and ask them to write the number beside it before you move on.
- On the pet chart, once totals are read, ask how many more votes dog had than fish — same tallies, one comparison step.

PROFICIENT

- After Class Challenge totals, ask: if two more pupils voted for fish, what would that row look like now — draw the new strokes in your copy.
- Pose: could we tally favourite colour with headings red, blue and other? What happens to votes that do not fit — quick copybook sketch of the problem.

➤ **Cross-curricular:** Link to SPHE food choices — retally the fruit vote after a healthy-eating talk and compare which row grew.

ANSWER KEY

Scaffold: visual check on the page

Q1: 8

Q2: 6

Q3: 4

Q4: 14

a) Always : One gate counts as five and the two extra strokes make seven in total.

b) Always : The fifth stroke goes across the first four.

c) Never : Three strokes are only three; eight would need one gate and three more.

d) Sometimes : More gates usually mean more votes, yet leftover strokes can change which row wins.

EXTENSION SHEET · STRETCH ANSWERS

S1: 3 gate(s) and 4 singles

S2: 2 gate(s) and 2 singles

S3: 4 gate(s) and 2 singles

S4: 2 gate(s) and 2 singles