

Reading our tally chart: most, fewest, how many

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 · display, explore

WHAT THIS LESSON TEACHES

Most means the longest tally row, the one with the biggest number of marks. Fewest means the shortest tally row. How many more means count on from the smaller tally to the larger one.

→ If Walk has 8 marks and Car has 5, Walk had the most.

→ If Bus has 3 marks and Walk has 8, Bus had the fewest. Count on from 3 to 8 to find 5 more.

MODEL THIS ON THE BOARD

MOST, FEWEST AND HOW MANY MORE

- ① Look at the class travel tally: Walk has **8** marks, Car has **5** marks and Bus has **3** marks.
- ② The longest row is Walk with **8**, so Walk has the most.
- ③ The shortest row is Bus with **3**, so Bus has the fewest.
- ④ How many more does Walk have than Bus? Count on from **3**: 4, 5, 6, 7, 8. That is **5** more.

LESSON ARC

Open with the favourite-fruit tally already on the IWB and take two or three hands-up answers for which fruit had the most — do not name most or fewest yourself yet. Model on two finished charts (fruit, then travel): point at the longest and shortest tallies first, then count the how-many-more gap as little jumps on the board. Pupils take turns on the pets chart reading a row, naming most and fewest, and finding a gap. One copybook line locks Most and Fewest, then Class Challenge runs four snack-tally questions briskly with the class checking each answer.

TEACHING MOVES

1. **Getting Started.** Fruit tally is already up. Take two or three hands-up answers for which fruit had the most. Hold back from defining most and fewest yourself — one light question is enough for the hook.
2. **Watch and Notice.** Point at the longest and shortest tallies before anyone reads a number. Revoice: 'the longest tally had the most.' On the fruit chart (apple 8, banana 5, orange 3) and then the travel chart (walk 7, cycle 4, bus 9), pace one job at a time: read rows, name most, name fewest, then the gap. Keep how-many-more as little count-on jumps on the board so the class sees the gap, not a subtraction sum.
3. **Try It Together.** Pre-load the pets chart (dog 6, cat 9, fish 4). Call one prompt per pupil — read the dog row; name the most; name the fewest; how many more cats than fish — and rotate four pupils. Class agrees or corrects out loud before the next turn. If a pupil names the winner by length alone before counting, celebrate that, then confirm with the count.
4. **Most and fewest in your copy.** Keep the pets chart displayed. Pupils write one careful line: Most: cat and Fewest: fish. Walk the row glancing at the two labels — whole-class copybook practice, not marking.
5. **Class Challenge.** Snack tally up: apple 10, banana 7, orange 5. Four questions in order — read apple as a number; name most; name fewest; how many more apple than orange — pupils take turns, class confirms,

keep it brisk. For the gap, count on from 5 to 10 on the board. Name the fruits, never 'top row' or 'bottom row'. Fast finishers: how many more apple than banana?

6. **What Did We Notice?**. Ask: how does the length of a tally show us the winner? Listen for 'longest tally had the most' without needing the number first. Revoice: 'so the length is the clue, then we count to be sure.' Head off anyone naming the top row as winner just because it is first on the chart.

COMMON MISCONCEPTIONS

⚠ Pupils name the top row as the winner just because it sits first on the chart, ignoring tally length. Cover the row labels for a moment and ask only: which mark-line is longest? Uncover and match label to length. Revoice: 'first on the chart is not the same as most marks.'

⚠ When asked how many more, pupils jump straight to a written subtraction and lose the sense of the gap.

Wipe the sum. Put your finger on the shorter tally and count on aloud in little jumps until you match the longer one. 'How many more is the count of those jumps.'

⚠ Pupils misread a five-bar gate — counting |||| as four and missing the diagonal, or counting the gate as four.

Pause on one gate, trace the four uprights then the cross-bar, and chant 'five' as the cross lands. Confirm the row total before any most/fewest talk.

DIFFERENTIATION

EMERGING

- Stay on most and fewest only during Try It Together; hold how-many-more back until the pupil is secure naming longest and shortest by sight.
- On the copybook line, pre-write the stems Most: and Fewest: so the pupil only fills the fruit or pet name.

DEVELOPING

- After the four Class Challenge questions, add: how many more apple than banana? Same count-on move, new pair of rows.
- Ask the pupil to point first, then say the number — length clue before count — on every answer.

PROFICIENT

- Without counting yet, ask: 'just from the lengths, which gap looks bigger — apple to orange, or apple to banana? Now count to check.'
- Give a blank third comparison on the snack chart: how many more banana than orange? Pupil narrates the count-on jumps for the class.

✂ **Cross-curricular:** Run a quick hands-up class vote on favourite yard game, tally it on the board, and read most, fewest, and one gap.

ANSWER KEY

c) 5

Q1: Walk

Q2: Bus

Q3: 10

Q4: most Bus, fewest Car

a) **Always** : Most is defined as the row with the greatest number of marks.

b) **Always** : Fewest is the row with the least marks, which looks shortest.

c) **Never** : Three is less than eight so the row of 3 cannot be the most.

d) **Sometimes** : If two rows tie for the highest count they share most; otherwise only one does.

EXTENSION SHEET · STRETCH ANSWERS

S1: red

S2: green

S3: 28

S4: 30