

## (2) Understand tally charts and bar graphs

### Teaching Activities

Refer to the picture graph on p. 18 of the textbook. Ask your student for suggestions about how the children kept track of how many books they read. They could have kept a stack of the books, and then counted them at the end of the week. But perhaps some of the books had to go back to the library before the end of the week. Tell your student that one way to keep track of the books is to make a mark for each book, perhaps on a calendar, and then count the marks at the end of the week. Draw a chart, and draw tally marks as you discuss this. For example, say, “Ali read a book on Monday,” and make a mark for that. “Then he read a book on Wednesday,” and make a mark for that. And so on. As you make the marks for Dave’s books, tell your student that usually, when we make the fifth mark, we draw it across the previous four. This makes it easier to count the marks since we know that they are in groups of 5. Count the marks for Dave by pointing at the set of 5 marks, saying “5”, and counting on from that.

Ali	///
Dave	//// /
Rosni	////

Knock on the table slowly and ask your student to keep track of how many times you are making a noise by drawing a tally mark for each knock. Continue for about 18 knocks, making sure she puts every 5th tally mark across the previous four. Then have her tell you how many times you knocked. Point out that although she could have simply counted, sometimes when we are collecting information to put into a table, the things we are counting are not always one right after another, and it is easy to lose track, or forget the last number counted. Knock again and have her tally the knocks, but this time stop part way through and talk briefly about something else. Then ask him how many knocks you made so far. Then knock a few more times to continue the tallying.

Refer to problems 2 and 3 in workbook exercise 1. Ask your student how he answered 2(c). Point out that since the

### Textbook

Tasks 2-4, pp. 19-31










3. (a) Strawberries  
(b) 4  
(c) 3  
(d) 20

### Workbook

Exercise 2, pp. 24-25

1. check graph  
Ali: 5  
Sally: 4  
Peter: 2
2. check graph  
Bears: 3    Cars: 3  
Bats: 6    Jump ropes: 7  
Drums: 4

Exercise 3

1. Circle:   
Square:   
Triangle:   
(a) 5                      (b) 4  
(c) 6                      (d) triangle  
Big:   
Small:   
(a) 10                      (b) 5  
(c) 5
2. (a) 4                      (b) dogs  
(c) bird
3. Dog:   
Bird:   
Rabbit:   
Cat:   
(a) 3                      (b) birds