(1) Draw tally marks to represent each number.
a) 5

c) 4

b) 10

d) 16

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 |  |

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

| Item | Tally |
| :---: | :--- |
| pencils | IIII |
| rubbers | IHI IIII |
| rulers | UHI I |

Draw the items. The rulers have been drawn for you.

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.

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

| Jumps | Tally | Total |
| :---: | :--- | :--- |
| Whitney | IHI I |  |
| Teddy | IIIIIIII |  |
| Jack | IIIII |  |

a)


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

6 Make a tally chart for a topic of your choice. Compare answers with a partner.
(1) Draw tally marks to represent each number.

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

| Item | Tally |
| :---: | :--- |
| pencils | IIII |
| rubbers | IHI IIII |
| rulers | UHI I |

Draw the items. The rulers have been drawn for you.

4. Here are some shapes.

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

| Shape | Tally | Total |
| :--- | :--- | :---: |
| Square | 1111 | 4 |
| Rectangle | 1 | 1 |
| Circle | LHY | 5 |
| Triangle | IXY III | 8 |

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

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

| Jumps | Tally | Total |
| :---: | :--- | :--- |
| Whitney | IHI I |  |
| Teddy | IIIIIIII |  |
| Jack | IIIII |  |

a)


Do you agree with Whitney? _No
Explain your reasons.
b) How could Teddy's tallying be improved?
$\qquad$

6 Make a tally chart for a topic of your choice. Compare answers with a partner.

