

## Tally charts

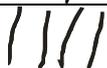
I am learning to record responses using a tally chart.

Step 1: First we choose a topic for research. For example "How many brothers or sisters do you have in your family?"

Step 2: Discuss with students what categories they need to record every ones responses. In the example above it might be zero, one, two, three, four etc.

Step 3: Recording the information. Discuss with students how they could record the answers people give. For example, some students may suggest ticks, or recording responses using numbers e.g. 1, 2, 3... . Discuss with students the pros and cons of each of these methods. Probe further by asking why using ticks may become more problematic when recording many peoples response.

Introduce the term tally marks. Explain that tally marks look like a vertical dash. Each response is denoted by a dash. After four vertical dashes the fifth mark crosses diagonally through the previous four marks (see the example below).

Tally mark	Number
	Four
	Five

Ask students why grouping responses in fives helps you to quickly add up the responses. Suitable answers might include students noting that you can count up in fives rather than having to count every mark.

Now draw 25 marks across the board. Ask students to quickly count how many marks there are. Once students have done this ask them what problems they encountered e.g. "It's slow", "I lost track" etc. Discuss how these are not problems we encounter when using tally marks.

Step 4: Get students to copy this tally chart into their books. If the group decided on different categories use their suggestions instead. Once students have done this they can start their survey. They must survey every class member and record their response using a tally mark.

Brothers and sisters in family.	Tally marks.
0	
1	
2	
3	
4	
5	
6+	

Once students have recorded all their information on the tally chart discuss with students what findings they can make. For example what is the most common amount of brothers and sisters a child has in their class? How many people have no brothers or sisters? What is the most amount of brothers or sisters anyone in our class has?

Now repeat this process with students choosing their own questions to survey the class on. Students should work through the same process outlined above and again record all responses as tally marks on a tally chart. You may like to go one step further and graph

the information using strip graphs, pie charts or bar graphs as described in the earlier lesson "Strip graphs, bar graphs and pie charts".