



## Handling Data

It was Sonu's birthday. Her friends had come for her birthday party. Everyone wished her a Happy Birthday and also gave her gifts. Nandu had not gone for the party. He asked Sonu :

- ❖ Who had come for the party? How many boys? How many girls?
- ❖ What gifts did you get? How many of them?

Sonu told Nandu the names of all those who had come.

**Tony** : Let us see the gifts first. We can answer Nandu's questions later.

Tony put the gifts into groups.

Salma counted the books.

Sonu counted the pens. Tony counted the pencils.

Nandu wrote down this information on a slate.

**Sonu** : So, I got 30 gifts in all !

**Tony** : Hey, this has become a table !

| Gifts       | Number |
|-------------|--------|
| Pencils     | 17     |
| Pens        | 4      |
| Books       | 9      |
| Total gifts | 30     |

◆ Next day when Nandu came to the class, he asked each boy and girl, 'How do you come to school?' He took down their answers as shown below :

Rohit – Bus, Vijay – Rickshaw, Maya – Bus, Gopal – Walking, Rekha – Rickshaw, Krishna – Bicycle, Abha – Car, Mahadev – Walking, Roger – Walking, Faroukh – Rickshaw, Ahmed – Bus, Sanika – Bicycle, Smita – Bus, Nandu – Rickshaw, Sonu – Rickshaw, John – Bus, Sarabjit – Bus, Swara – Car, Ramnath – Walking, Alan – Walking, Vikas – Rickshaw, Anthony – Rickshaw, Sarah – Bus, Satish – Bicycle, Albert – Bus, Ramswami – Walking, Neeta – Bus, Alaka – Bus, Nagesh – Bicycle, Kailas – Bicycle.

Nandu made a table and presented the same information in it as shown below.

|                   |  |    |
|-------------------|--|----|
| Come by bus       | Rohit, Smita, Maya, Sarah, Ahmed, John, Sarabjit, Albert, Neeta, Alaka | 10 |
| Come by rickshaw  | Vijay, Rekha, Sonu, Nandu, Faroukh, Vikas, Anthony                     | 7  |
| Come walking      | Gopal, Ramswami, Mahadev, Roger, Ramnath, Alan                         | 6  |
| Come on a bicycle | Krishna, Sanika, Satish, Nagesh, Kailas                                | 5  |
| Come by car       | Abha, Swara  | 2  |

◆ It was not required to wear the uniform on Thursday. Children had come to school wearing clothes of different colours. Alan made a table showing this. Salma suggested that instead of writing names, they could put one mark for each child.

The table that Alan made

| Colour of clothes | Names of children | Number of children |
|-------------------|-------------------|--------------------|
| Red               | .....             | 4                  |
| Green             | .....             | 2                  |
| Yellow            | .....             | 7                  |
| Blue              | .....             | 10                 |

The table that Salma made





| Colour of clothes | Tally Marks | Number of children |
|-------------------|-------------|--------------------|
| Red               |             | 4                  |
| Green             |             | 2                  |
| Yellow            |             | 7                  |
| Blue              |             | 10                 |

**Tony** : My clothes are red. So I am in the first group.

**Salma** : But, is the number of marks the same as the number of children?  
How can we tell?

**Sonu** : The number of children wearing red is 4, and so is the number of marks, that's how! That's why they're called tally marks, you see.

◆ Mary made a table giving information about the flowering plants in her garden.

|          |  |
|----------|--|
| Rose     |  |
| Hibiscus |   |
| Mogara   |  |
| Champa   |   |

**Sonu** : You are good at drawing pictures. So the table looks pretty.

**Tony** : But I can't draw such nice pictures like you. And it takes so long to draw them well. So we'll make tally marks instead of drawing pictures of things. That will be quicker.

| Name of plant | Tally marks | Total number of plants |
|---------------|-------------|------------------------|
| Rose          |             |                        |
| Hibiscus      |             |                        |
| Mogara        |             |                        |
| Champa        |             |                        |

◆ **Rita asked her friends to name their favourite sweet dish. She showed their answers in a table using tally marks. Count the tally marks to write the answers to the following questions.**







| Name of sweet dish | Tally marks | Number of children |
|--------------------|-------------|--------------------|
| <i>Jalebi</i>      |             |                    |
| <i>Laddoo</i>      |             |                    |
| <i>Gulabjamun</i>  |             |                    |
| Other sweet dishes |             |                    |

- ❁ Which is the most popular dish among the children?
- ❁ By how much is the number of children who like *laddoos* more than the number who like *jalebis* ?

◆ **Collect the following information. Use pictures or tally marks to make tables.**

- ❁ In which months are the birthdays of the children in the class?
- ❁ Things in the kitchen and their number  
(e.g. bowls, glasses, plates, pots, cups, saucers, spoons, etc.)
- ❁ Which pet animal do the children in the class like the most ?

◆ Look at the table below and answer the questions.

| Name of the crop in the field | Number of farmers growing it   |
|-------------------------------|--|
| Wheat                         |  |
| Jowar                         |  |
| Rice                          |  |
| Peas                          |  |
| Peanut                        |  |
| Sugarcane                     |   |

- ❖ About how many crops does the table give us some information?
- ❖ How many farmers grow peanuts?
- ❖ Which crop is grown by the smallest number of farmers?
- ❖ Which crop is grown by the largest number of farmers?

◆ What did you do to entertain yourself on Sunday evening? The answers that the children gave to this question have been tabulated as shown below.

| Form of entertainment   | Tally marks | Number of children |
|-------------------------|-------------|--------------------|
| Played games            |             |                    |
| Watched TV              |             |                    |
| Took a walk in a garden |             |                    |
| Read a story-book       |             |                    |

- ❖ About how many children does the table inform us?
- ❖ How many children took a walk in the garden?
- ❖ What did the least number of children do?

◆ Collect information about children's favourite fruit and present it in a table.

| Favourite fruit | Tally marks | Number of children |
|-----------------|-------------|--------------------|
| Mango           |             |                    |
| Guava           |             |                    |
| Apple           |             |                    |
| Pomegranate     |             |                    |


◆ Write down all the information that you get from this table.

- ❖ Which fruit do the greatest number of children like?
- ❖ The number of children that like mangoes is greater than the number of children that like .....

◆ Find out the answers to the following questions and prepare tables showing the information collected.

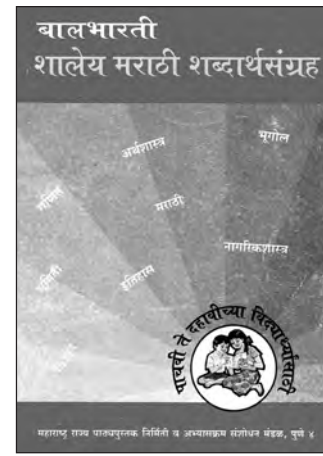
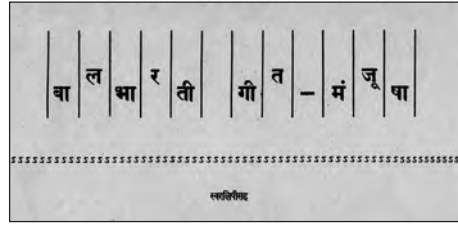
- ❖ When school gets over, how many two-wheelers, three-wheelers and four-wheelers come to the school gate to pick up the students?
- ❖ How many plastic, iron and wooden chairs are there in your school?
- ❖ What are the colours of the school bags of the children in your class?
- ❖ What fuel is used for cooking in the homes of the children in your class – gas, kerosene or wood?
- ❖ Visit the homes of 10 farmers in your village or town and collect information about how many domestic animals they keep.

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 **For teachers :** Tell children to collect information about various events and tabulate it. They may use either pictures or tally marks. Ask qualitative and quantitative questions based on these tables.

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