

WORKSHEET 1: Ask the Question

Name:

Date:

1–7: Circle the best question

Circle the question that can be answered with data.

1. What is the most popular fruit in our class?
2. What is your teacher's favourite colour?
3. Do we like maths?
4. How many students like apples?
5. How many students chose each fruit?
6. Which fruit has the most votes?
7. How many students are in Year 3?

8–12: True or False

Write **T** (true) or **F** (false).

1. A question like "What is our class's favourite fruit?" can be answered with data.
2. "How old is my teacher?" cannot be answered with class data.
3. "Which day do most students like best?" can be answered with a survey.
4. A good question needs clear choices so we can count the answers.
5. "Do you like school?" is always a good question for data.

13–18: Fill in the blanks

Complete the sentences.

1. A good question for data has clear so we can count them.
2. We collect data by asking, or observing.
3. In a class survey, every student should answer time.
4. If we want to know which fruit is most popular, we can count the .
5. A question like "Which fruit is our class's favourite?" is (open/closed).
6. Data helps us answer a about our class.

WORKSHEET 2: Collect the Data

Name:

Date:

1–6: Draw the bars

Draw a simple bar graph on small squares (already printed on A4, each square = 1). Use the totals below:

- Apples: 8
- Bananas: 5
- Grapes: 7
- Oranges: 3

Label each bar: Apples, Bananas, Grapes, Oranges.

7–12: Label and describe

Under the graph (imagined as a standard bar graph layout):

1. Label the vertical axis: “Number of students” and the horizontal axis: “Fruit”.
2. Colour the bar for apples (pencil fill light).
3. Draw a star next to the tallest bar.
4. Draw a circle around the shortest bar.
5. Write one sentence: “The most popular fruit is .”
6. Write one sentence: “The least popular fruit is .”

13–15: True or False

Write T or F.

1. A bar graph helps us compare answers.
2. A tall bar shows fewer votes.
3. The graph helps us answer the question.

Worksheet 3: Frequency Tables

Name:

Date:

1–9: Fill in the table

Use the tally information below to complete the frequency table (tallies are written as words):

Tallies:

- Apples: 7
- Bananas: 5
- Grapes: 9
- Oranges: 3
- Strawberries: 6

Frequency table:

Fruit	Tally (words)	Total
Apples	7	1–
Bananas	5	2–
Grapes	9	3–
Oranges	3	4–
Strawberries	6	5–

1. How many students chose a fruit?
2. Which fruit has the highest total?
3. Which fruit has the lowest total?
4. How many more students chose grapes than oranges?

10–15: True or False

Write **T** or **F**.

1. A frequency table helps us see totals clearly.
2. Tallies and totals must match.
3. The table must be in alphabetical order.
4. The table can help us compare answers.
5. Each row in the table is one category.
6. A table can be used to answer “Which is most popular?”