## Reading a table



Giants Bradies Dragons	8 8 8	6 6	 2		26
Bradies Dragons	8	6	2	^	••••••
Dragons	0		-	0	24
••••••	0	5	3	0	20
Furies	8	4	3	l	18
Brongoes	7	4	3	0	16
Tigers	8	4	4	0	16
Meteors	7	2	5	0	8
Wallabies	8	2	6	0	8

I What are the points for the:

a Wallabies? \_\_\_\_\_

etdack ienny

c Dragons? \_\_\_\_\_

b Giants? \_\_\_\_\_ d Meteors? \_\_\_\_\_

a How many points do the teams score for a win? \_\_\_\_\_
b How many points do they get for a draw?

3 How many rounds have been played by most teams? \_\_\_\_\_

4 Who has yet to play their eighth game? \_\_\_\_\_

5 Which two teams had a draw?

6 If the Brongoes win their 8th round match, what will the top 4 teams be?

- 7 Could the Furies become the league leaders after playing two more games? \_\_\_\_\_\_
  How?
- 8 If the Tigers win the next 4 games, will they be leaders? \_\_\_\_\_\_ Why? \_\_\_\_\_



Challenge: Update the table using these results: Round 8 Brongoes 4 Meteors 2 Round 9 Giants 3 Wallabies I Bradies 2 Dragons I Meteors 4 Furies 3 Brongoes 2 Tigers 2 Who is top of the table now?

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## Graphs





- e Who did 8 hours of homework? \_\_\_\_\_
- f Name two students who did more homework than Lucy?
- 2 Draw a picture graph to show the same information. Use one clock to show one hour. Label your graph clearly.



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Tally marks are in groups of 5

## Collecting data





- I Ask each child in your class to choose one.
  - a Use this tick sheet.



b Now use tally marks.



2 Make a column graph to show these choices. Remember all the labels.





ACMSP069 Data representation and interpretation • Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies.

## Chance



I What is the likelihood of each happening? Use one of these words.





