RICH MATHEMATICAL TASK BOOKLET

STATISTICS

YEAR 3

Teacher Booklet

Task 1

The local toy library is buying new toys for children to borrow. They want to know about the favourite toys for children in the area.

What toys do you play with?

How can you collect data to answer this question?

Record your results to present to the class.

Can you represent this in different ways?

Teacher Notes

Choose a topic of interest to your students and class (this could be linked to your inquiry topic). For example, this could be favourite toys, sports, ways to get to school, favourite playground equipment, breakfast food.

Begin with your whole class by asking the students a question about the topic (e.g., What toys do you like to play with?) that will generate category data.

Ask students for suggestions of how to record this quickly and model the use of tally marks. Record on a table with the type of toy, tally marks and numbers.

type of toy	tally	number

Support students to find a way to represent each type of toy. Facilitate them to notice the advantages and disadvantages of different ways of representing.

Notice whether students recognise that it is easier to use small, simple symbols and have them organised in a line for each different category, so it is easier to compare them. Also notice students who realise that the same icon/symbol can be used to represent each type of sport.

Facilitate students to align the symbols as they record to make it easier to read. For the independent task, have grid paper available for the students to construct graphs

Shareback

Select students to share who develop representations that show the data clearly. This should include a simple symbol that is uniform and has similar spacing and alignment.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Plan: plan survey and data-collection questions for collecting data, identify who and what the data will measure, and discuss how the data-gathering process might affect people

Data: collect, record, and sort data, or use secondary data sources provided by someone else

Analysis: create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical and discrete numerical data

Connect

Use the grid paper to make a representation of the data.
What can be added to the graph to make it easier to count?

Support students to see that labelling the columns and adding numbers makes it easier to read.

Suggested Learning Outcomes

Collect, sort, and count data.

Analyse and display appropriate data using different representations.

Group numbers to calculate a set.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Independent Tasks

The community centre is going arranging a sports holiday programme for children in the area. They decided to ask children who visited what sports they like to play. This is the results they found:

Soccer	Netball	Kilikiti
Kilikiti	Rugby	Soccer
Soccer	Kilikiti	Netball
Netball	Netball	Kilikiti
Rugby	Soccer	Kilikiti
Netball	Soccer	Rugby
Drawing	Rugby	Soccer
Netball	Kilikiti	Soccer
Soccer	Netball	Kilikiti
Netball	Netball	Netball
Soccer	Rugby	Soccer
Netball	Soccer	Soccer

Record your results

Sports	Tally	Number
Soccer		
Kilikiti		
Netball		
Rugby		

Now represent this as a graph.

Mathematical Language

Statisics , data, sample, investigate, organise, display, sort, category data, tally marks, graph, classify, represent, communicate, predict, outcomes, compare, similarities, differences.

Anticipations

Solutions, Misconceptions

Task 2

Breakfast Club is putting in an order to the supermarket.

What things might they want to find out?

What questions could you ask to gather data?

How can you collect data to answer this question?

Record your results to present to the class.

Can you represent this in different ways?

Teacher Notes

Choose a topic of interest to your students and class (this could be linked to your inquiry topic). For example, this could be breakfast foods, helping at home or leisure activities. It should be a topic where students can ask different questions.

During the launch, ask the students to brain-storm things that they could find out related to the overall topic. Make a list on the board of all the suggestions. Ask students to firstly develop a question that they would use to collect the data and then to think about how they will record the data collected. Ensure that it is a workable question or help them to reframe the question.

Notice students who are able to collect and record the data in a systematic manner using tally marks or a table of data.

Provide students with post it notes or grid paper to develop graphs and also notice how they align the symbols to make it easier to read and whether they use headings for the columns and numbers for the count.

For the independent task, have grid paper available for the students to construct graphs.

Shareback

Select students to share who develop representations that show the data clearly. This should include a simple symbol that is uniform and has similar spacing and alignment.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Problem: pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show

Data: collect, record, and sort data, or use secondary data sources provided by someone else

Analysis: create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical and discrete numerical data

Connect

Use the grid paper to make a vertical representation of the data.
Now make a column graph to represent your data.
What makes the representation clear and easy to read?

Suggested Learning Outcomes

Collect, sort, and organise data.

Analyse and display appropriate data using different representations.

Group sets in different ways to find a total.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Independent Tasks

The Warehouse is ordering board games for the mid-winter toy sale. They are looking at the sales in one shop during the sale last year. This is the data that they collected.

Scrabble	Monopoly	Game of life
Guess who	Mancala	Monopoly
Scrabble	Scrabble	Monopoly
Monopoly	Monopoly	Monopoly
Guess who	Game of life	Guess who
Monopoly	Guess who	Game of life
Game of life	Monopoly	Scrabble
Monopoly	Monopoly	Guess who
Guess who	Scrabble	Mancala
Mancala	Game of life	Scrabble
Guess who	Guess who	Monopoly
Monopoly	Guess who	Monopoly

Record your results using a table of data and tally- marks.
Now represent this as a graph

Activities	Tally	Number
Mancala		
Guess who		
Scrabble		
Monopoly		
Game of life		

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, category data, tally marks, graph, classify, represent, communicate, predict, outcomes, compare, similarities, differences.

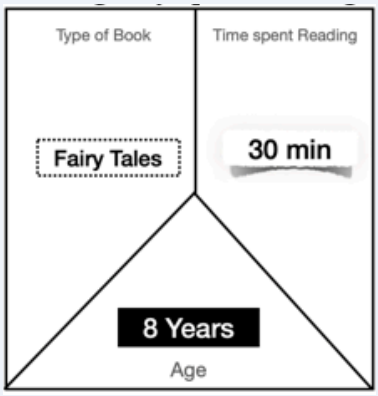
Anticipations

Solutions, Misconceptions

Task 3

New Zealand Library Association is looking at how to encourage children in New Zealand to read more. They want to know what types of books children like and how long they spend reading.

The data cards have information about the types of books that children like and how long they spend reading each day.



What do you wonder about the data? Make "I wonder..." statements.
What questions could you ask about this data set?

Teacher Notes

With the whole class before you launch the task, discuss with the students different ways that they can help out at home. Support the class to develop questions that they could investigate. Ask them to draft three questions (note this could be a literacy task). Record the three questions and ask students from other classes in the school to complete the data cards and return these for Task 5. Ensure that the questions are appropriate and if necessary help students re-write or re-word the questions.

During the launch, have the students discuss the different aspects of data as represented on the card. Do not explicitly highlight the variables but allow students to notice these. Ask the students to choose one of the cards and tell a story about this, (e.g., "this is a six-year-old student who likes fairy-tale books. They read for 30 minutes a day").

Facilitate the students to make "I wonder" statements. These are not questions but they can be re-shaped into questions. If needed model how to develop the statement into a question.

Expect students to represent using a table of data with tally marks or numbers.

For the independent task, give the students a set of provided data cards.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Problem: pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show.

Data: collect categorical data for one variable.

Statistical Literacy Identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.

Shareback

Select students to share who develop a tabular representation that clearly shows the data.

Connect

What do you notice about the data in the table?

Suggested Learning Outcomes

Collect, sort, and group data.

Analyse and display appropriate data using different representations.

Group sets to add them in different ways.

Independent Tasks

The data cards have information about how long students of different ages spend reading each day and the types of books they like.

What questions could you ask about this data set?

Record your results in a table.

What do you notice?

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, tally chart, table of data.

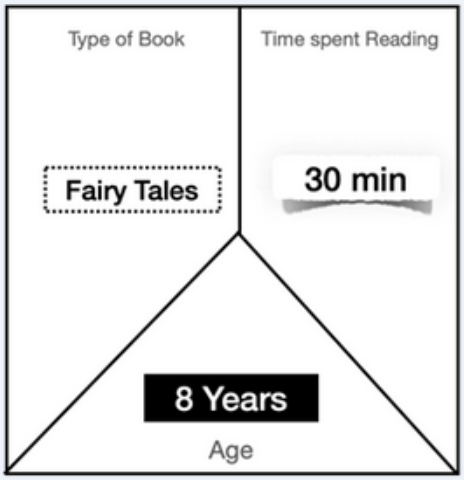
Anticipations

Solutions, Misconceptions

Task 4

New Zealand Library Association is looking at how to encourage children in New Zealand to read more. They want to know what types of books children like and how long they spend reading.

The data cards have information about the types of books that children like and how long they spend reading each day.



Use the tables that you made in the previous lesson.

Represent these in different ways using a graph.

What statements can you make about the data?

Teacher Notes

Have grid paper available to develop graphs. This could be as a bar graph or column graph.

Expect students to represent using two different representations. This could include using a picture graph using symbols, or a grid paper graph.

When students develop statements expect them to develop comparative statements using the data sets and giving specific detail within the statements to support their points and arguments.

For the independent task, give the students a set of the data cards, grid paper, stickers, or stamps.

Shareback

Select students to share who develop a graphical representation that clearly shows the data including a uniform simple symbol with spacing, alignment, and headings for the sets and numbers for the count.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Data: collect categorical data for one variable

Analysis: create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category

Conclusion: choose from given options the statements that best answer the investigative question

Connect

Display student generated graphs and ask the students to make “I notice” statements from the graphs. Ask students to agree and disagree with the statements that other students have made and provide reasons for this.

Suggested Learning Outcomes

Collect, sort, and group data.

Analyse and display appropriate data using different representations.

Group sets to add them in different ways.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Independent Tasks

The data cards have information about how long students of different ages spend reading each day and the types of books they like.

Use the tables that you developed previously.

Represent this in different ways using graphs.

Make “I notice” statements from the graphs.

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, tally-chart, table of data.

Anticipations

Solutions, Misconceptions

Task 5

Spending time doing fun things together is one way of showing aroha for your whanau.

Read the questions that you wrote for your data cards and make predictions about what the results will be.

Sort the data cards into sets.

Record your results in a table to present to the class.

Use the data cards to make a graph.

Teacher Notes

Use the student created data cards from task 3 for this task.

Notice students who are able to collect and record the data in a systematic manner using tally marks or a table of data.

Expect students to represent using the data cards themselves to build a graph (Year 3).

Have grid paper, dot stickers, stamps for students to construct graphs in the connect. Graphs could include a picture graph using symbols, or a grid paper graph.

Monitor for students using the vocabulary of statistics.

For the independent task, students continue to work on their statisticalinvestigation and could construct graphs using online tools.

Shareback

Select students to share who have recorded the information in tables using tally-charts or numerals. For the second part of the task, select students to share who have arranged the data cards into rows and columns to replicate a graph.

Connect

Use the grid paper to make a graphical representation of the data.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Problem: pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show.

Plan: plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people.

Data: collect categorical data for one variable .

Suggested Learning Outcomes

Collect, sort, and count data.

Analyse and display appropriate data using different representations.

Find the total of sets by grouping to add.

Independent Tasks

Continue working on your graphs and representations from your data card investigation.

Represent your data using at least two graphs.

What statements can you make about the data?

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, column graph.

Anticipations

Solutions, Misconceptions

Task 6

Spending time doing fun things together is one way of showing aroha for your whanau.

Represent the data using at least two graphs.

What statements can you make about the data?

Develop a presentation for the class that includes your investigation question and the graphs and data displays that answer your question.

Write “I notice” statements about what you have found out.

Teacher Notes

During the launch, highlight to students that they should be focusing on organising a presentation of their data including developing graphs and “I notice” statements.

Monitor for students developing comparative statements about the data and using the vocabulary of statistics including most and least, more than and less than and model comparative statements if necessary.

For the independent task, have the data displays generated by the students available along with their investigative question.

Shareback

Ask each group to share back their presentation including their question, data displays, statements, and conclusions. Facilitate the students to agree and disagree with the statements and conclusions.

Connect

Ask students to reflect on the use of different data displays and which graphs were useful to show different types of data.

Big Ideas

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Problem: pose a summary investigative question about a group for which the data will have categorical variables (e.g., colour, brand), and anticipate what the data might show.

Plan: plan to collect data by making observations or questioning others, and discuss how the data-gathering process might affect people.

Data: collect categorical data for one variable.

Analysis: create and make statements about data visualisations (e.g., pictures, graphs, dot plots) for the categorical data, giving the frequency for each category.

Conclusion: choose from given options the statements that best answer the investigative question.

Suggested Learning Outcomes

Collect, sort, and group data.

Analyse and display appropriate data using different representations.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Independent Tasks

Look at the investigative question and data display that matches this.

Write statements using “I wonder” and “I notice” from the data displays.

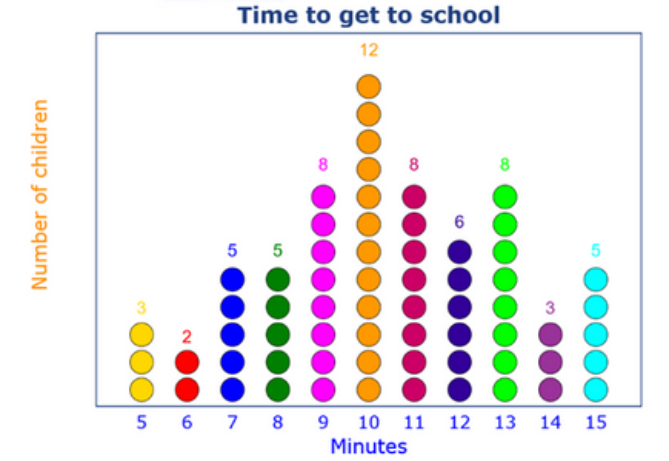
Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, column graph, tally marks.

Anticipations

Solutions, Misconceptions

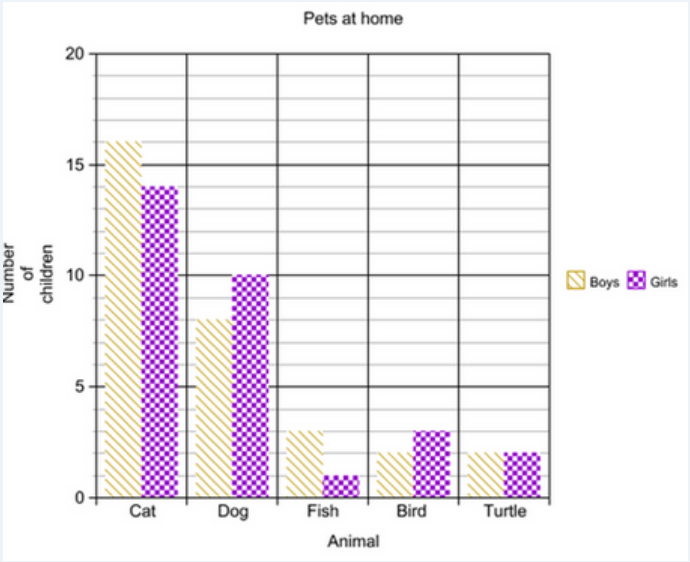
Task 7



Read the statements and say whether you agree or disagree with each one.

1) Most children take 10 minutes to get to school.
2) Four people take 15 minutes to get to school.
3) More people take 13 minutes to get to school than 9 minutes to get to school.
4) No one takes less than 5 minutes to get to school.

Write your own statements about the data shown in the graph.



Read the statements and say whether you agree or disagree with each one.

1) 16 boys have cats at home.
2) More girls have birds as a pet than boys.
3) Dogs are the second most popular pet.
4) Turtles are the least popular pet.

Write your own statements about the data shown in the graph.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

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Curriculum Links

Statistical Literacy Identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.

Teacher Notes

Ask students to make statements about the graph. If needed, model a statement for the students or use questioning. Facilitate the students to make comparative statements.

Record student statements on pieces of paper and when you have 3-4 statements, ask students to choose a statement and say whether they agree or disagree with a reason.

Notice students who provide reasons for their statements.

Shareback

Select students to share who share who are able to provide justification and evidence for the statements that they make.

Connect

Ask students to develop 3 comparative statements that are true and false about the data presented in one of the graphs. Share the statements and ask students to develop an argument about which are true or false.

Suggested Learning Outcomes

Agree or disagree with statements about data displayed on a graph.

Provide reasons and evidence for statements about data displayed on a graph.

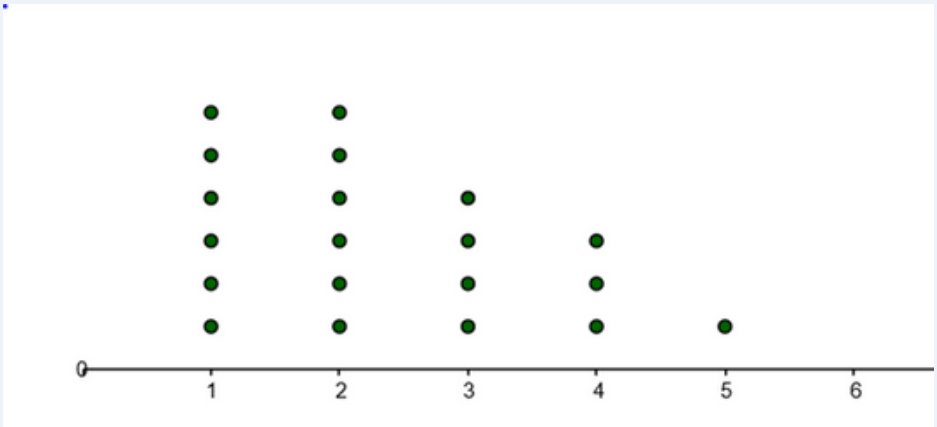
Make statements about data displayed on a graph.

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, column graph, pie chart, dot plot graph, cluster, outlier.

Independent Tasks

This is a graph of the results of a survey with the class.



What might the survey be about?

Give a range of possibilities.

Can you present the data in a different way?

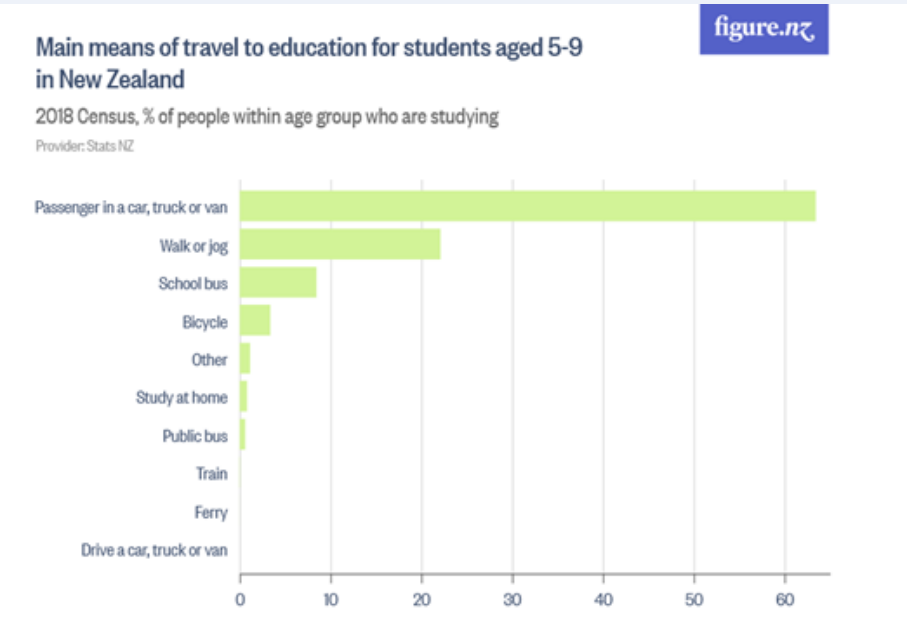
Anticipations

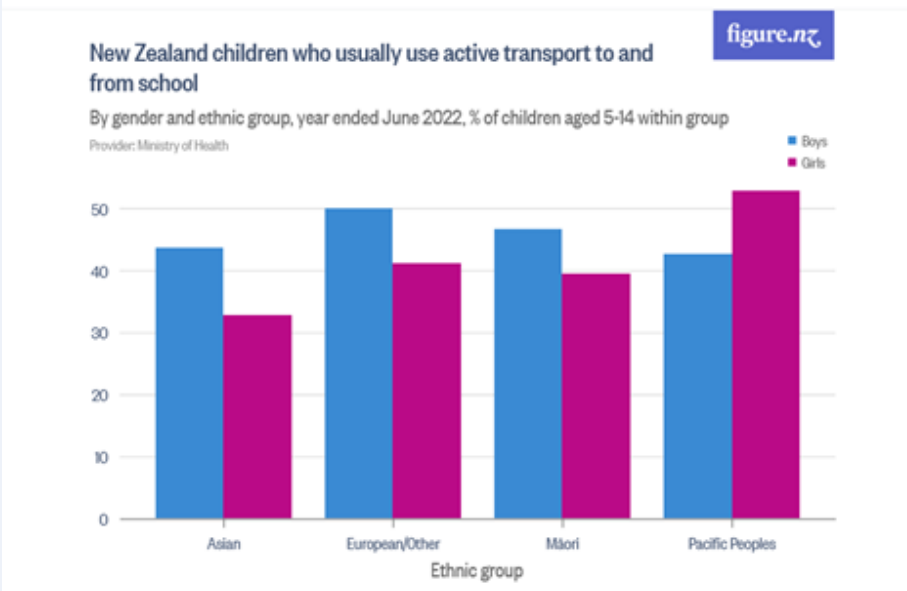
Solutions, Misconceptions

Task 8

How children travel to school is important to the council and people who help to manage traffic. Encouraging children and families to use active transport (walking or biking) is good for the environment.

Have a look at the graphs below and think of the stories that they are telling us.





Big Ideas

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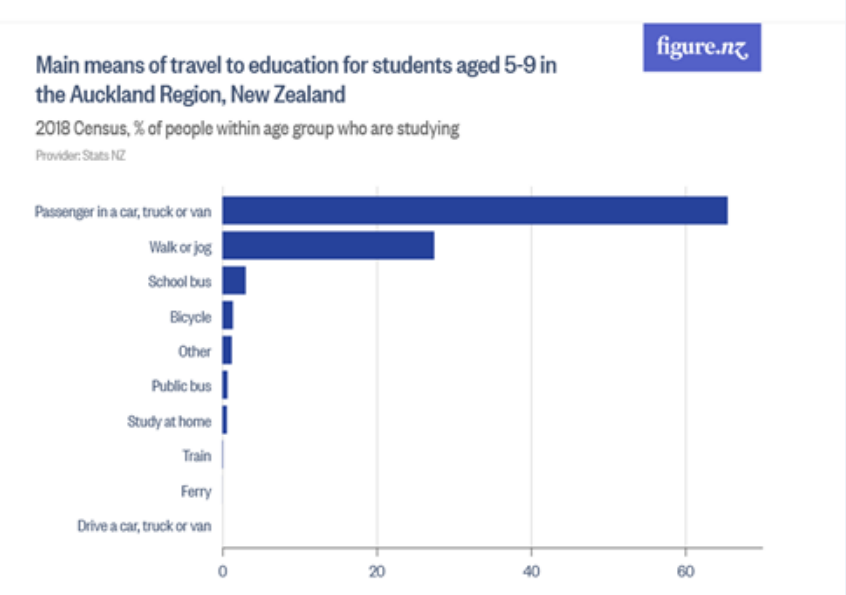
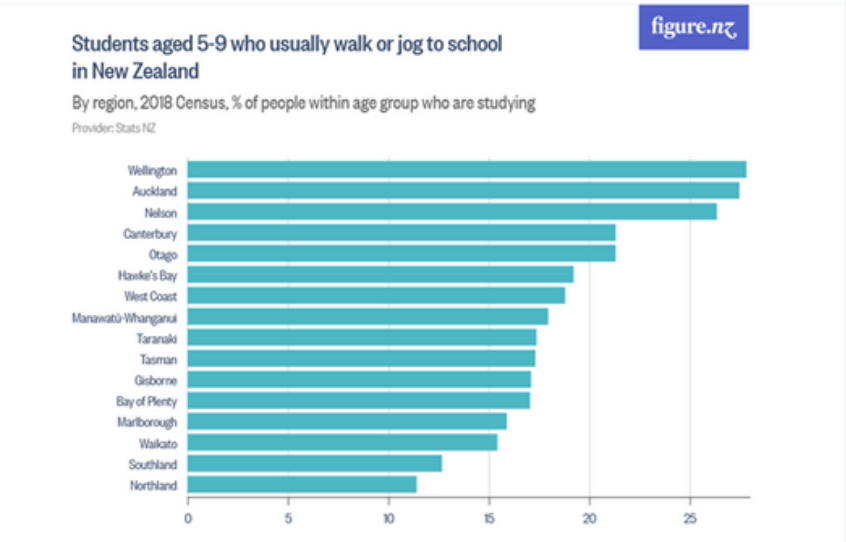
Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.

Task 8





Begin by writing "I wonder" statements for each of the graphs.

Discuss what you notice in each graph and write "I notice" statements.

What stories and conclusions can you write about the data shown in the graphs?

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, column graph, pattern, trend, cluster.

Teacher Notes

Ask students to make statements about the graphs. If needed, model a statement for the students or use questioning.

Facilitate the students to notice that the different graphs show different sets of data however are all linked to the same over-arching theme.

Note: present the graphs one at a time and ask the students to make statements about each graph. At the end use these statements and observations for the students to develop conclusions about the overall topic.

Monitor for students using the vocabulary of statistics including cluster, most common, least common, similar, outliers.

Shareback

Select students to share who are able to provide justification and evidence for the statements that they make and can develop a story from the graphs.

Connect

Write the “I notice” statements developed by students on the board and ask the class to agree and display with these by giving reasons.

Suggested Learning Outcomes

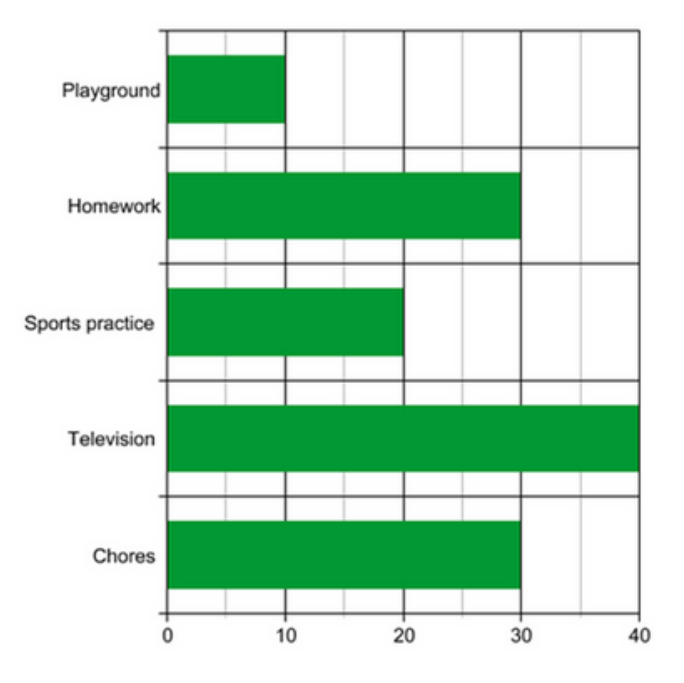
Use graphs to generate questions about a topic.

Use data presented on a graph to make statements and answer questions.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Independent Tasks

These are the results of a survey:



What might the survey be about?

Make “I wonder” and “I notice statements about the results.

Mathematical Language

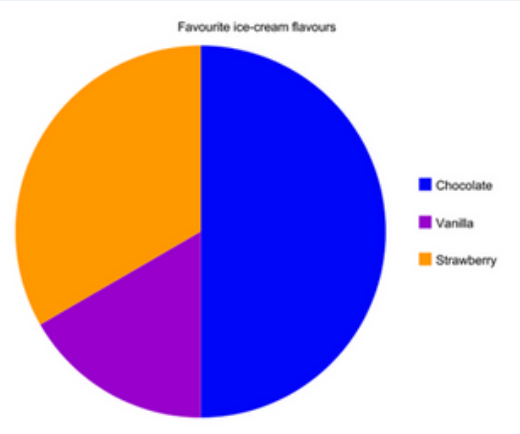
Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, column graph, pattern, trend, cluster.

Anticipations

Solutions, Misconceptions

Task 9

The graph shows the proportion of students in a class who prefer different ice-cream flavours.



How many students might be in the class? How many students prefer each flavour?

Present the data using a different representation.

Teacher Notes

Facilitate the students to notice that the proportion of students needs to be the same as the total number of students in the class and that each proportion should relate to the size of the segment.

Notice students who realise that you could choose a number and then divide this proportionally or that you could allocate numbers to the segments and then add these to find the total.

Shareback

Select students to share who either begin with the total number and split this in a proportional way aligned with the pie graph or allocate a number to each section of the pie graph and then calculate the total from this.
For the second part of the task, select students who develop clear data representations.

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

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Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.

Connect

What could this pie graph show?

How many people could be in each part?

Suggested Learning Outcomes

Analyse and display appropriate data using different representations.

Split a set or number in a proportional way. i.e. pie graph

Independent Tasks

A graph of shoe sales from the Warehouse showed that the most shoes that sold in a week was sneakers, the next was jandals, and the least sales were for boots.

What might the graph look like?
How many of each type of shoe sold during the week?

Mathematical Language

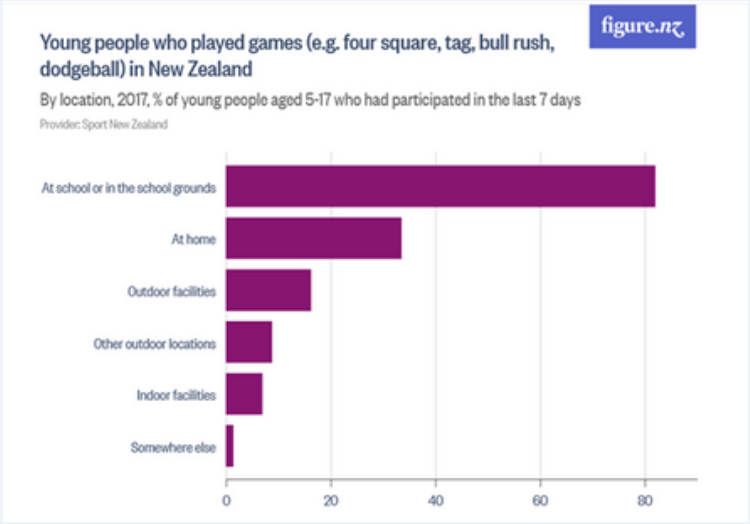
Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, pie chart..

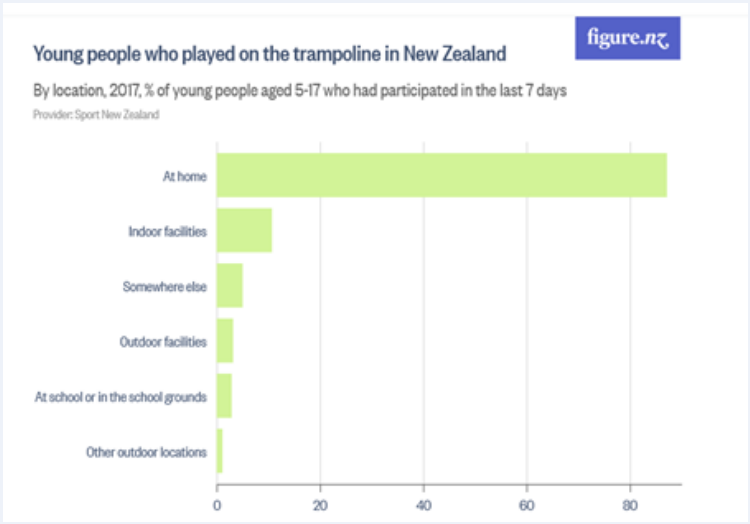
Anticipations

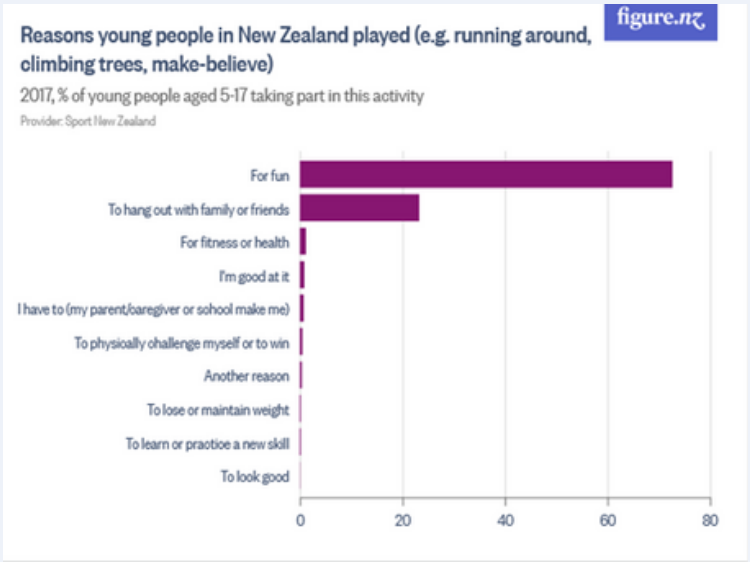
Solutions, Misconceptions

Task 10

These graphs provide information about games and physical activities of young people. Have a look at the graphs below and think of the stories that they are telling us.







Begin by writing "I wonder" statements for each of the graphs.
Discuss what you notice in each graph and write "I notice" statements.
What stories and conclusions can you write about the data shown in the graphs?

Big Ideas

Ideas and questions about a specific topic can be investigated through collecting data and using it to answer the questions.

Data can vary in different ways (e.g., an object can be different sizes and colours) and it can be organised in different ways and by different characteristics (categorical, numerical).

Data can be represented and communicated in multiple ways including data visualisations. and symbols.

Curriculum Links

Identify relevant features in others' data visualisations, connect these to descriptive statements, agree or disagree with the statements, and suggest improvements to them.

Teacher Notes

Ask students to make statements about the graphs. If needed, model a statement for the students or use questioning.

Facilitate the students to notice that the different graphs show different sets of data however are all linked to the same over-arching theme.

Present the graphs one at a time and ask students to make statements about each graph and then at the end use these to develop conclusions about the overall topic.

Monitor for students using the vocabulary of statistics including cluster, most common, least common, similar. Focus students on making comparative statements about the data.

Shareback

Select students to share who are able to provide justification and evidence for the statements that they make and can develop a story from the graphs.

Connect

Write the "I notice" statements developed by students on the board and ask the class to agree and display with these by giving reasons.

Suggested Learning Outcomes

Use graphs to generate questions about a topic.

Use data presented on a graph to make statements and answer questions.

Communicate results through reference to a data display with an emphasis on similarity and difference.

Mathematical Language

Statistics, data, sample, investigate, organise, display, sort, classify, represent, communicate, predict, outcomes, compare, similarities, differences, bar graph, line graph, pattern, trend, cluster.

Independent Tasks

Select the following assessment tasks (attached at the end of the document) as the independent activity:

Task 1: Number of people living in houses.

Task 2: Walking school bus.

Task 3: Favourite sports and time doing sports.

Task 4: Favourite wheels activity.

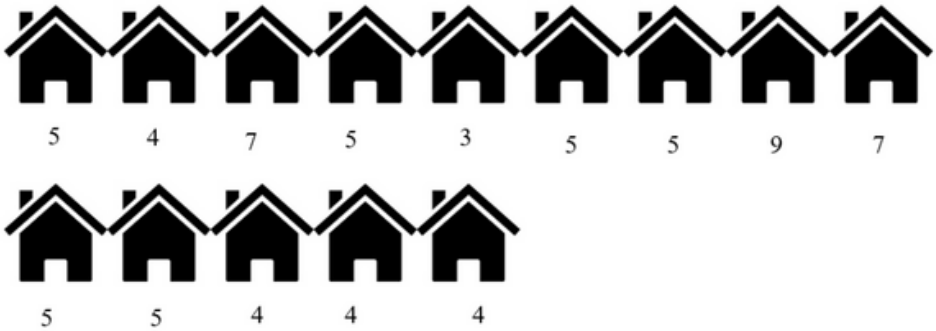
Task 5: Drink sales at a dairy over a week.

Task 6: Books sold at the book fair.

Anticipations

Solutions, Misconceptions

Assessment Task 1 - Statistics - Investigation - Year 3



A company is building new houses in a neighbourhood. Above showing the number of people living in each house in the local area. What questions could you ask about this data?

Can you display the data using a table and/or a graph?

What statements can you make about the number of people living in houses in the area?

What would you advise the company in relation to how many bedrooms they should put in houses?

Assessment Task 2 - Statistics - Investigation - Year 3

The local council wants to know how many students use the walking school bus to get to school each day. Below is shown the number of students that used the walking school bus over a three-week period.

Monday	Tuesday	Wednesday	Thursday	Friday
5	4	8	8	4

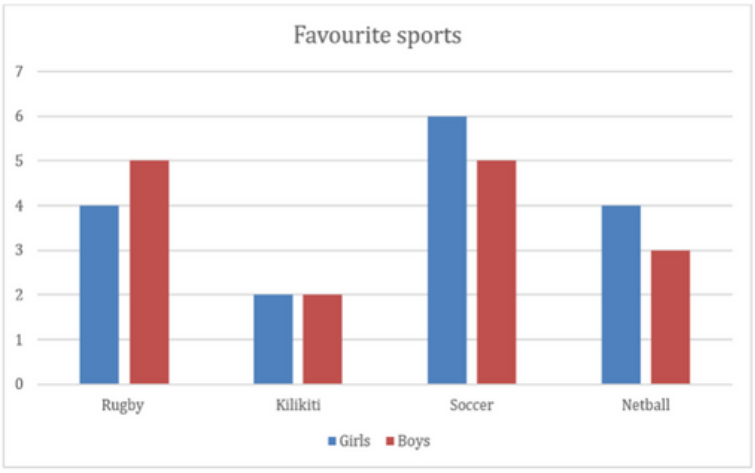
Monday	Tuesday	Wednesday	Thursday	Friday
5	7	8	7	4

Monday	Tuesday	Wednesday	Thursday	Friday
5	4	8	8	9

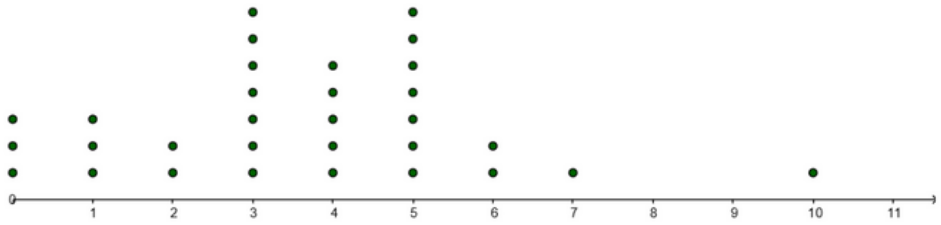
What questions could you ask about this data?
Can you display the data using a table and/or a graph?
What statements can you make about the number of people living in houses in the area?
What would you advise the company in relation to how many bedrooms they should put in houses?

Assessment Task 3 - Statistics - Literacy - Year 3

These graphs show boys and girls favourite sports and the time spent doing sports each week.



Hours playing sport per week.



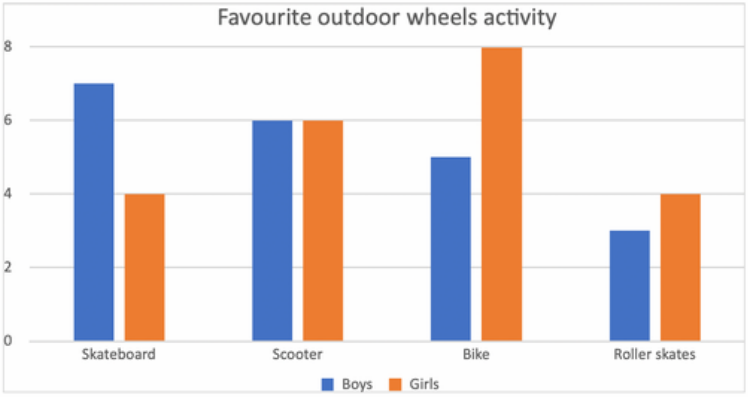
What questions can you ask about the graphs?

Make statements about the data using “I notice”.

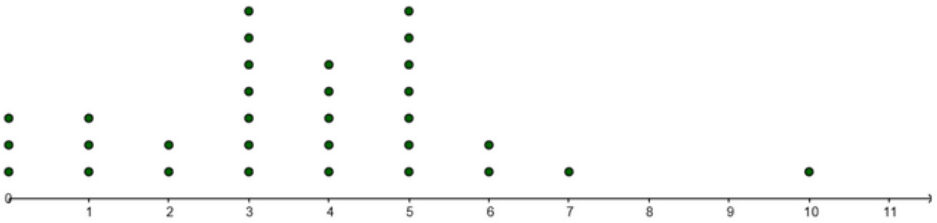
Make statements about the data in the graphs.

Assessment Task 4 - Statistics - Literacy - Year 3

These graphs show boys and girls favourite outdoor wheels activity and the time spent using them each week.



Hours spent on the outdoor equipment per week



What questions can you ask about the graphs?

Make statements about the data using “I notice”.

Make statements about the data in the graphs.

Assessment Task 5 - Statistics - Literacy - Year 3

This table shows the different types of drinks sold at a dairy over the week.

	MON	TUES	WED	THURS	FRI	TOTAL
Coke	4	7	4	9	3	27
Sprite	2	2	5	5	4	18
V Drink	10	13	10	15	9	57
Water	2	4	5	4	1	16
Primo	5	3	7	8	4	27
Juice	5	0	0	0	0	5
TOTAL	28	29	31	41	21	150

Make statements about the data using “I notice”.
What suggestions would you make to the dairy owner about which drinks to order?

Assessment Task 6 - Statistics - Literacy - Year 3

This table shows book sales at the school Book Fair across the week.

	MON	TUES	WED	THURS	FRI	TOTAL
Captain Underpants	4	8	4	9	4	29
Dog Man	3	3	5	5	4	20
Diary of a Wimpy Kid	9	11	10	14	9	53
Cat Kid Comic Club	2	4	5	4	1	16
Ella Diaries	6	3	7	8	4	28
The Babysitters Club	5	2	0	0	2	9
TOTAL	29	31	31	40	24	155

Make statements about the data using “I notice”.
What suggestions would you make to the school librarian about which books to order for the school library based on the sales at the book fair?