

Mathletics

Series



Student



Statistics

My name _____



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Series E – Statistics

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Nicola Herringer

Statistics – asking questions and collecting data

Data is information. We collect data to help us find out about the world. Data can be in the form of numbers, words or pictures. We organise and record data so that we can look at it easily and learn more.

- 1** The type of question you ask guides the data results, so it's important to ask the right questions. Imagine that you are planning a birthday party and your mum says that you can serve either hot dogs or pizza. You decide to survey your guests before the party. Which question will get you the data that you need? Underline it.

What is your favourite food?

Do you prefer hot dogs or pizza?

- 2** For their end of season celebration, Adele's netball coach has said that the team can either go to the water slide park or go to the movies. Adele has to email her team mates to find out the most popular choice. She is about to email this question, 'What would you like to do for our end of season party?'

a What is wrong with asking this question?




b Write a better question for her to ask:

- 3** Here are three kids who are about the same age as you. Look at their answers. What questions were asked to get this data?

	Question	Jo	Jess	Max
a		spaghetti	hamburgers	chocolate
b		blue	pink	yellow
c		March	November	January

Statistics – asking questions and collecting data

- 4 Did you know that most peoples' eyes are either blue, brown or green? In this table, 4B collected data on the different coloured eyes in their class.

How many pairs of each eye colour are in 4B?		
Blue		6
Brown		15
Green		4




What are some other questions that you can answer with this data? Think of two:

1. _____

2. _____

- 5 Now collect data on the different coloured eyes in your class and compare the data to 4B.

a Write a question above the data table as the heading.

Blue		
Brown		
Green		

b What is one statement you can make about the two data sets?

Statistics – tallies

The tally method is where we count in 5s. We put a stroke for each number and the fifth one is a line that goes diagonally through.



1 Find the total of each tally amount:

a

b

c

d

2 Molly is keeping a training diary where she records the laps she runs around the field near her house. Redo this data using the tally method.

Molly's training	
Monday	
Wednesday	
Friday	

Molly's training	
Monday	
Wednesday	
Friday	

3 A movie theatre collected data on the number of kids and adults that attended a recent movie screening. A kid's ticket is all ages up to 15 and an adult's ticket is 16 and above.

Ages of ticket buyers										
40	12	19	42	36	25	9	12	12	40	14
8	21	30	10	14	28	30	15	7	27	10
9	25	5	32	15	8	16	19	36	12	18

a Count how many kids' tickets and how many adults' tickets were sold using the tally method in this table:

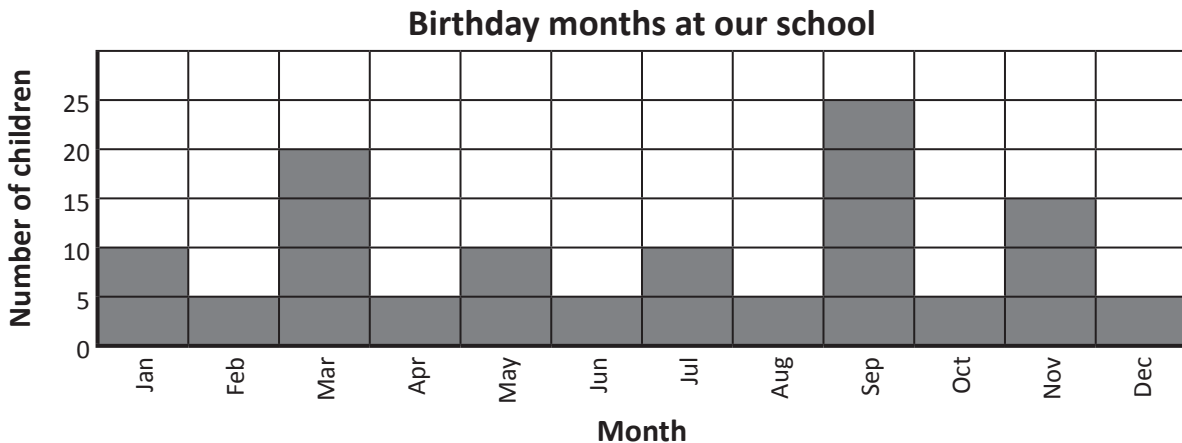
Type of ticket	Amount sold
Kids	
Adults	

b Why do you think they conducted this survey?

Statistics – bar charts

Bar charts are a clear way of showing and comparing data. There is a horizontal line that has the different categories and a vertical line that has the numbers, also known as the scale. There should always be a heading at the top so it is easy to see what the data is about.

1 Answer the questions about the data in the bar chart. The scale goes up in 5s.



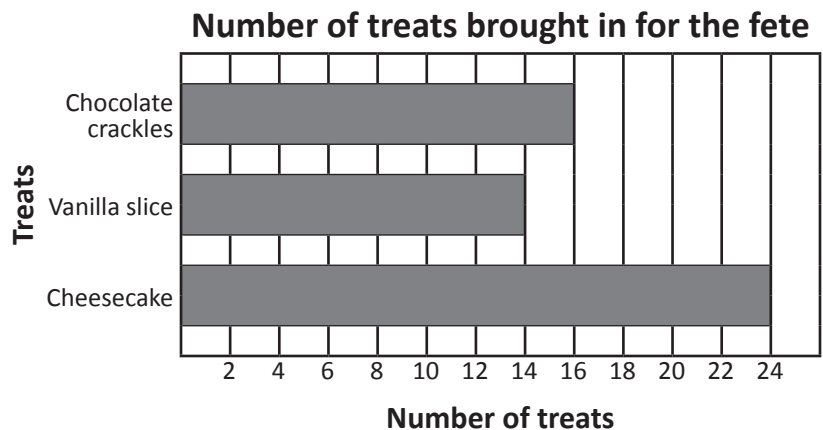
a How many birthdays are there in the first 3 months of the year?

b How many kids are born in May, June or July?

c September has 10 more birthdays than which month?

2 Sometimes bar charts go vertically. This time the horizontal line has the scale and the vertical line has the different categories. This graph shows how many of each sweet treat was brought in for the school fete.

Notice how the scale goes up in 2s.







Write something that this graph shows you:

Statistics – pictograms

Pictograms use pictures to show how many items are in each category. They have a title that tells us the data that has been collected. A key tells us the value of the symbol. In the first pictogram below, we can see that one whole cupcake stands for 2 actual cupcakes. Half a cupcake stands for 1.

1 This pictogram shows the amount of cupcakes sold in each flavour:

Cupcakes sold in a day Key:  = 2 cupcakes

Strawberry	
Lemon	
Vanilla	
Choc-chip	


a How many lemon cupcakes were sold?




b How many choc-chip cupcakes were sold?

c How many were sold altogether?

2 This pictogram shows the number of tickets sold each day in the week leading up to the Friday night school concert. Answer the questions that follow:

Tickets sold

Key:  = 10 tickets


Monday	
Tuesday	
Wednesday	
Thursday	

a How many tickets were sold on Monday night?


















b How many fewer tickets were sold on Tuesday night compared to Wednesday night?


c 65 tickets were sold Thursday night, add this to the graph.

Statistics – pictograms

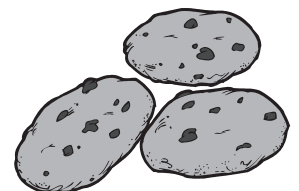
- 3 Alexis and Xavier went to the zoo and counted the different animals that they saw. They saw 20 penguins, 16 chimpanzees, 25 flamingoes and 6 lions. Show this data in the pictogram below. Use  to represent 4 animals. Add a heading.

Key:  =

Penguins	    
Chimpanzees	   
Flamingoes	     
Lions	 

- 4 Here are the results of a charity drive where a group of kids worked together to sell cookies to raise money for the homeless. Help them turn the tally data into a picture graph to present in assembly. Use  for 4 boxes of cookies. Add a heading.

Max	
Harley	
Sara	
Christie	



Key:  =

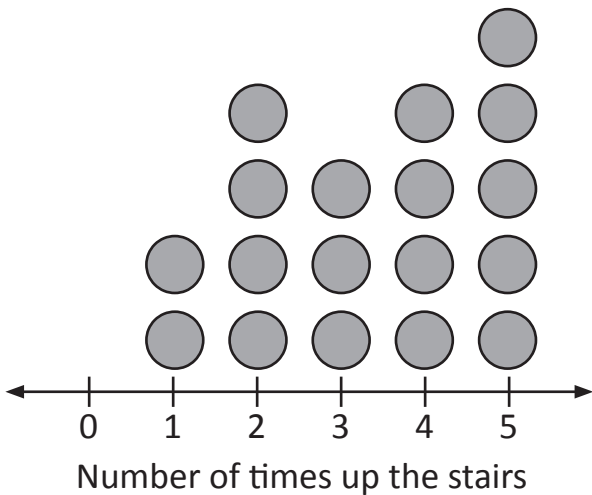
Max	
Harley	
Sara	
Christie	

Statistics – dot plots

A dot plot uses a number line where the numbers are the categories. The dots show the amount in each category.

- 1 Two groups competed to see how many times they could run up and down a flight of stairs. Here are the results for Group 2. Answer the questions below:

Group 2 stairs results



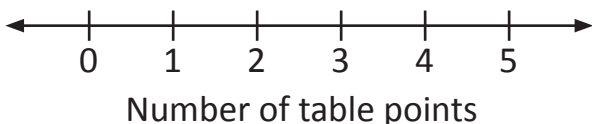
- a How many people ran up the stairs twice?
- b How many people ran up the stairs four times?
- c How many people ran up the stairs more than three times?
- d How many people are in group 2?

- 2 Ellie kept a record of the number of weekly table points her group scored over the term. Present this data as a dot plot.

2	5	3	5	5	5	3	4	2	2	5
---	---	---	---	---	---	---	---	---	---	---

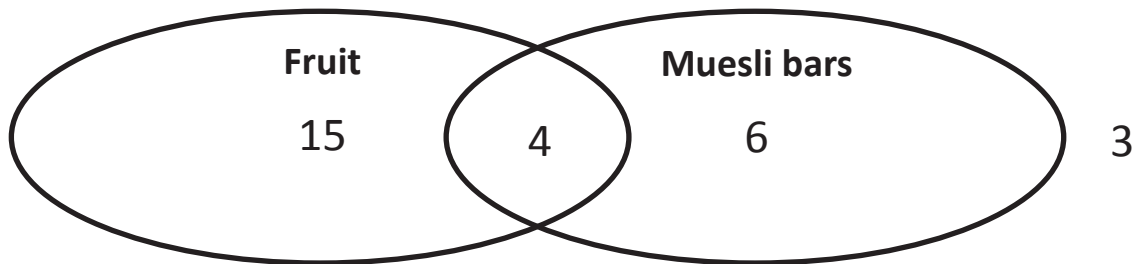
Table points for Ellie's group

- a In this class, if a table earns 5 points in a week they get extra play time. How many times did Ellie's group get extra play time over the term?
- b How many weeks are there in the school term that this data is for?



Statistics – Venn diagrams

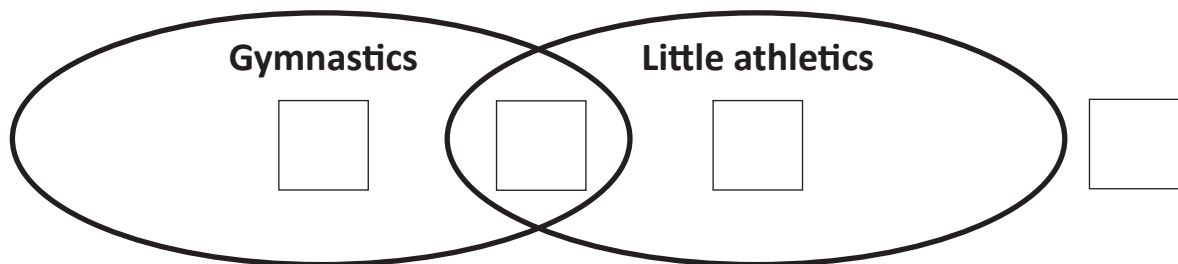
A Venn diagram also shows lots of information in a small space.
This Venn diagram shows what 4S eat at playtime.



This shows us that:

- 15 kids just eat fruit
- 6 kids just eat muesli bars
- 4 kids eat both fruit and muesli bars
- 3 kids eat neither fruit or muesli bars
- there are 28 kids in 4S.

1 Use the clues listed to complete the Venn diagram:



Clues:

30 kids were surveyed about which after-school activity they would prefer, gymnastics or little athletics.

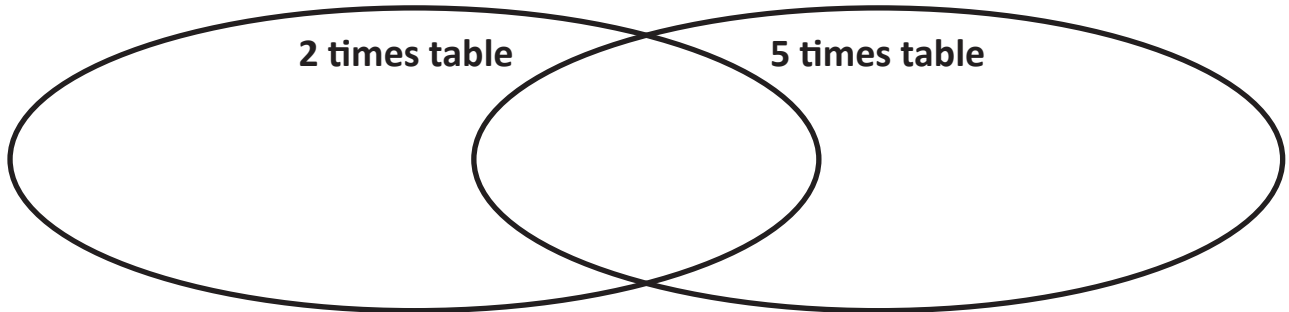
- 10 kids want to do both
- 5 kids don't want to do either sport
- 8 kids want to do gymnastics.

We haven't said how many just wanted to do little athletics but you can work it out from the clues.

Statistics – Venn diagrams

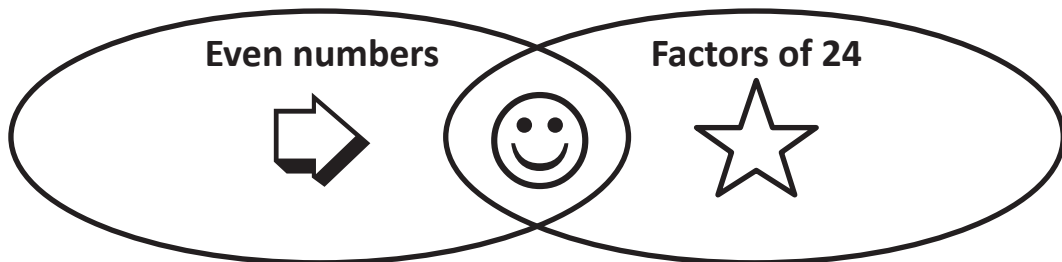
2 Place these numbers in the Venn diagram:

25 16 30 4 40 8 10 15 20







3 Show where these numbers go in the Venn diagram by listing them next to the matching symbol:

16 2 20 8 3 12 10 4 40 6 24 1



Statistics – carroll diagrams

A carroll diagram can show a lot of information in a small space. Look at this carroll diagram that organises information about shapes.

	Is symmetrical	Is not symmetrical
Has 4 sides		
Does not have 4 sides		

1 Two families went on holiday to Dream Land. Organise this information in the diagram below:

- Mel went on the mega drop twice but did not go on the dodgem cars.
- Lily screamed the loudest on the mega drop and shared the dodgem car ride with her brother.
- Harley was too short to go on the mega drop but loved the dodgem cars.
- Tash was persuaded by her friend Bec to go with her on both the mega drop and the dodgems.
- Ben was sick so he had to stay home with his Gran.

	Did not go on mega drop	Went on mega drop
Went on dodgem cars		
Did not go on dodgem cars		

2 Sort this data in the carroll diagram below. You will need to label the columns and the rows. One column is labelled for you.

- 15 people like strawberries but not bananas.
- 26 people like both strawberries and bananas.
- 18 people like bananas but not strawberries.
- 8 people like neither strawberries or bananas.

	Like strawberries	

Statistics – carroll diagrams

3 Sort the data in the diagrams below:

a 53 100 28 25 36 80 33 60 75 81

	Multiple of 4	Not multiple of 4
Less than 50		
Not less than 50		

b 40 6 54 25 12 60 29 32 50 24

	Divisible by 6	Not divisible by 6
Greater than 36		
Not greater than 36		

Statistics – surveys

1 A group of your friends are keen to start training for the sports carnival at lunch times. You would like to start a club where you can share healthy eating plans and training tips. If you get enough interest, Mr Gain has said he will let you have the assembly hall on Wednesdays. However, he wants you to show him carefully presented data such as how many kids are interested and what grade they are in. Use a software program to prepare a survey and present your results.

a Design a question.

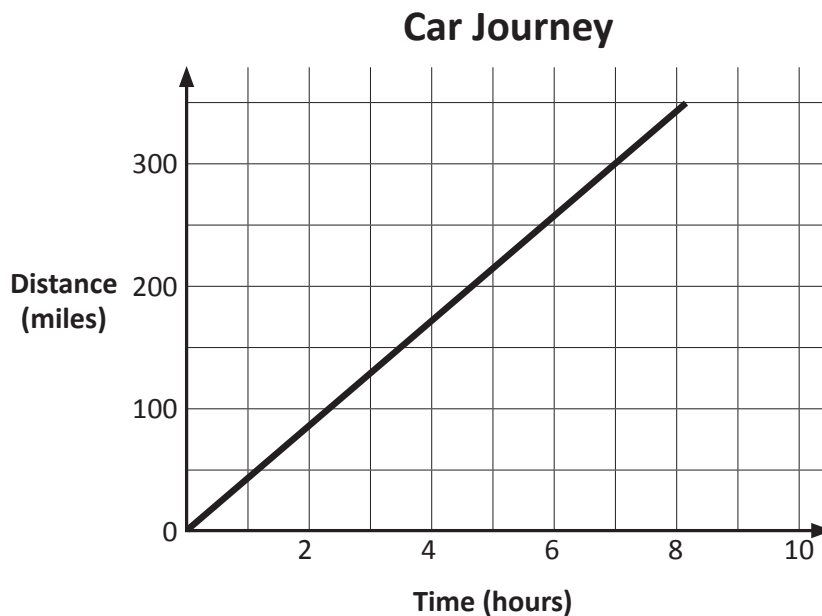
Question _____

b Collect the data.

c Present your findings in a bar chart.

Statistics – time graphs

A time graph is a way of showing how something changes as time passes. This time graph shows how far a car has driven on a long journey.



Time graphs can be used to ask and answer questions. For example, if you want to know how far the car has travelled after 2 hours, find '2' on the 'Time' axis, follow its grid line upwards until you reach the graph line, then follow the grid line left to the 'Distance' axis and read off the number. This tells you that in 2 hours the car has travelled 100 miles.

It works the other way round too. If you want to know how long it took the car to drive 300 miles, find '300' on the 'Distance' axis, follow the grid line right to the graph line, then follow the grid line down to the 'Time' axis. The car took 6 hours to drive 300 miles.

1 Answer these questions about the time graph above:

a How far did the car travel after 4 hours?

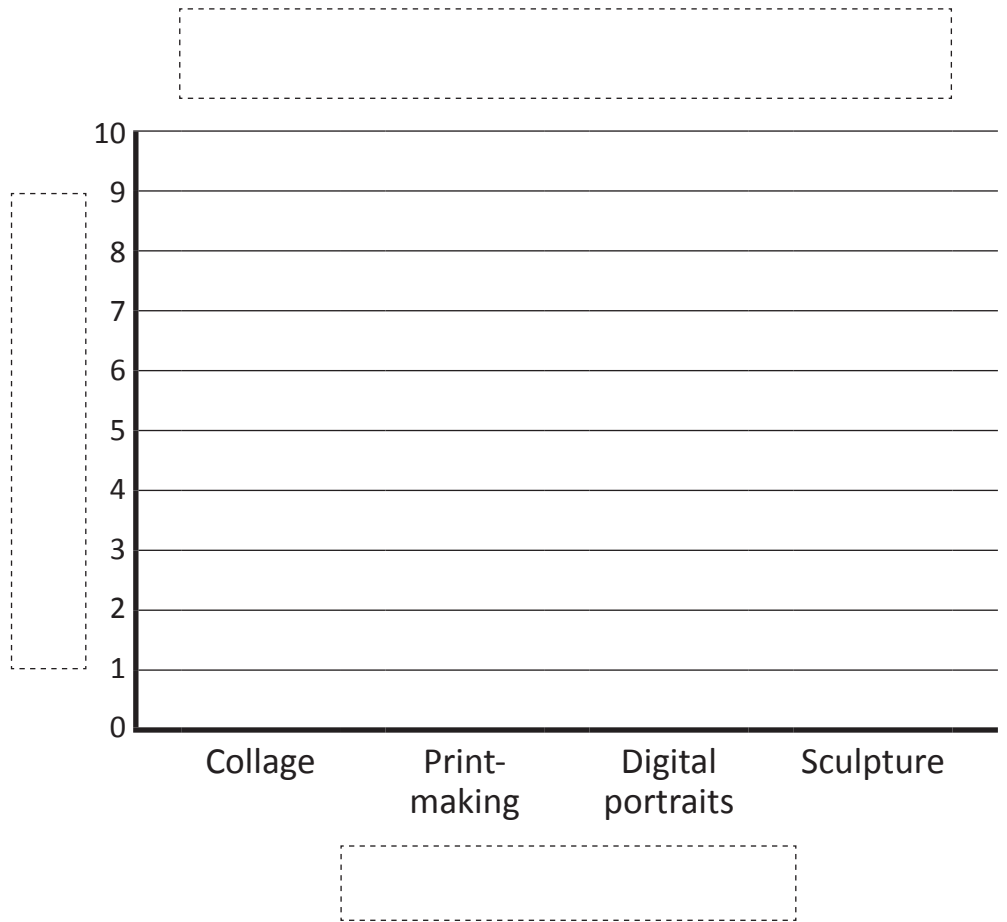
b How many hours did it take the car to drive 150 miles?

c How far did the car travel after 7 hours?

d If the car kept going at the same speed and without stopping, how far will it have travelled in 10 hours?



4B made a bar chart of their favourite art lessons for the term.



Use the clues to complete this bar chart and label it.

- 5 kids chose collage as their favourite art activity.
- Double the number of kids preferred print-making to sculpture.
- 4 more kids chose digital portraits than collage.
- 1 less kid chose print-making than digital portraits.

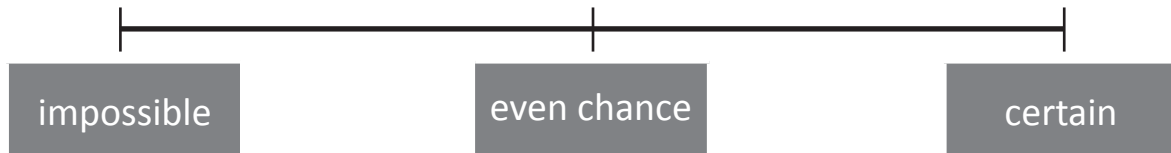
Chance – ordering events

Chance is the likelihood of something happening.

If something will definitely happen, we say it is certain.

If something has an even chance of happening, it means that it is just as likely to happen as it is unlikely to happen.

If something can't happen it is impossible.



1 Read each statement and circle the chance of it happening:

	Event	Chance
a	A baby is born a girl.	impossible / even / certain
b	Christmas Day will fall on December 25 this year.	impossible / even / certain
c	A coin is tossed and the result is a tail.	impossible / even / certain
d	6 red counters are placed in a bag and a yellow one is drawn.	impossible / even / certain

2 Draw a line to match each spinner to the correct statement:



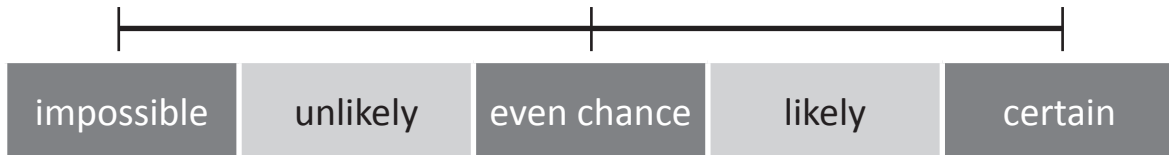
There is an even chance that this spinner will land on stripes.

It is certain that this spinner will land on stripes.

Chance – ordering events

If something might happen, we say it is likely.

If something might not happen, we say it is unlikely. These two zones fit between like this:



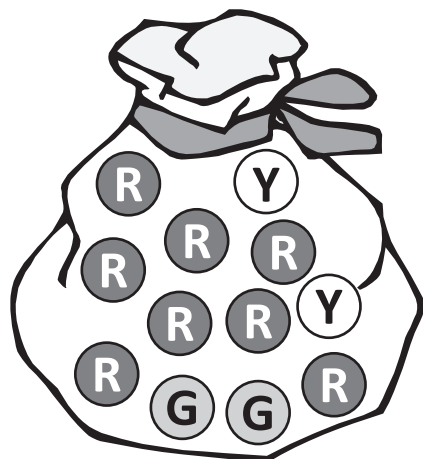
3 Poppy bought a box of sweets and tipped them out on her desk. Colour them in and answer the questions below:



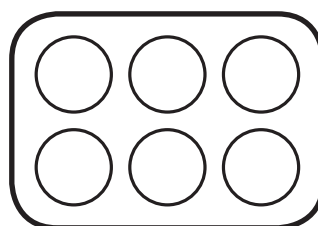
- a If she put them all into a bowl and took one without looking, which colour would she be most likely to pick? _____
- b Which colour would be least likely to be picked? _____
- c The 2 colours that have an even chance of being picked are: _____ and _____

4 Sam and Charlie played a game of bingo. In this game, the players had to fill each space on their board with either R for red, G for green or Y for yellow.

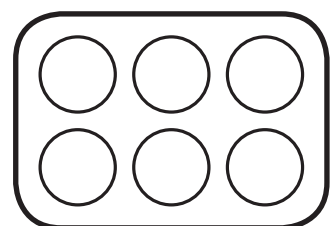
Next, coloured marbles were drawn out of the bag shown below and then replaced. If either player had the colour on their board, they could tick it. The winner was the player who got 6 ticks first. Charlie won the game. Show what each board could have looked like, before they started ticking.



Charlie's board



Sam's board



Chance – probability

Probability is the measure of how likely something is to happen.

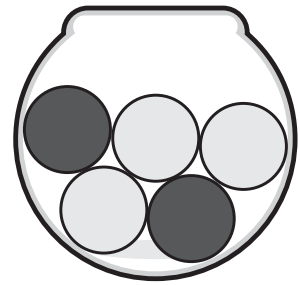
Look at the bowl of balls.

The expected probability of choosing a black ball is 2 out of 5.

This is because out of 5 possible balls that could be chosen, 2 are black.

However, expected results can be different to actual results.

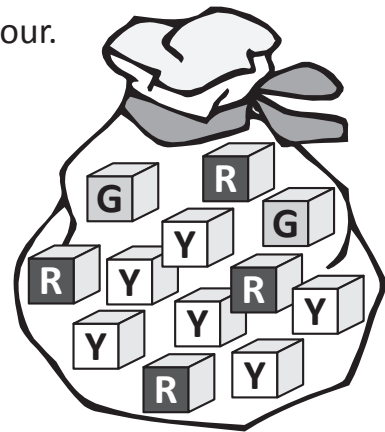
For instance if we chose a ball without looking 5 times and it was black each time, this would be surprising, but not impossible.



1 Place the following cubes in a bag: 4 red, 6 yellow and 2 green.

a Record the expected probability of choosing each colour.

Colour	Probability
Red	4 out of 12
Yellow	
Green	



b If I chose a cube 12 times and it was green each time, would this be surprising?

Yes / No

2 Let's look at what actually happens. Use the cubes from question 1.

a Without looking, choose a cube and record its colour by placing a tick next to the colour in the table below. Repeat twelve times and record the result.

Colour	1	2	3	4	5	6	7	8	9	10	11	12
Red												
Yellow												
Green												

b Was there much difference between what you expected to happen and what actually happened?

Chance – probability

- 3 Spin it!** This is an investigation where you are going to make two spinners and look at the chance of the arrow landing on certain colours.



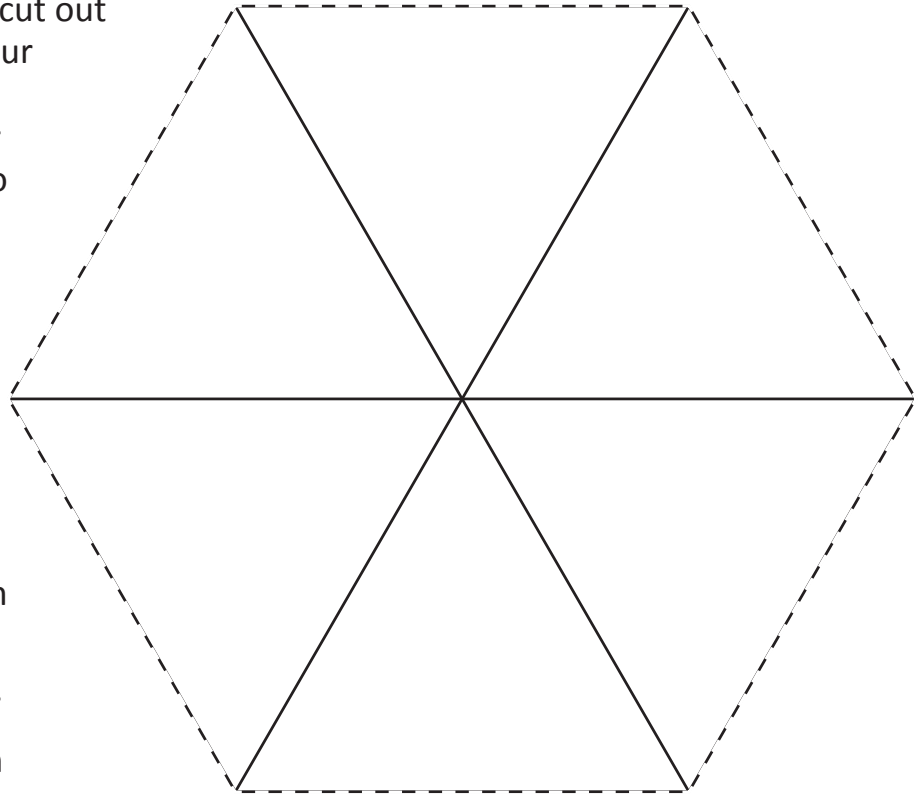
- a** For this activity you will need to copy this page and cut out the spinners. Make your spinners firmer than a regular piece of paper either by copying onto cardboard or pasting together several sheets of scrap paper.

- b** Colour Spinner 1 so:
- 2 sections are red
 - 4 sections are blue.

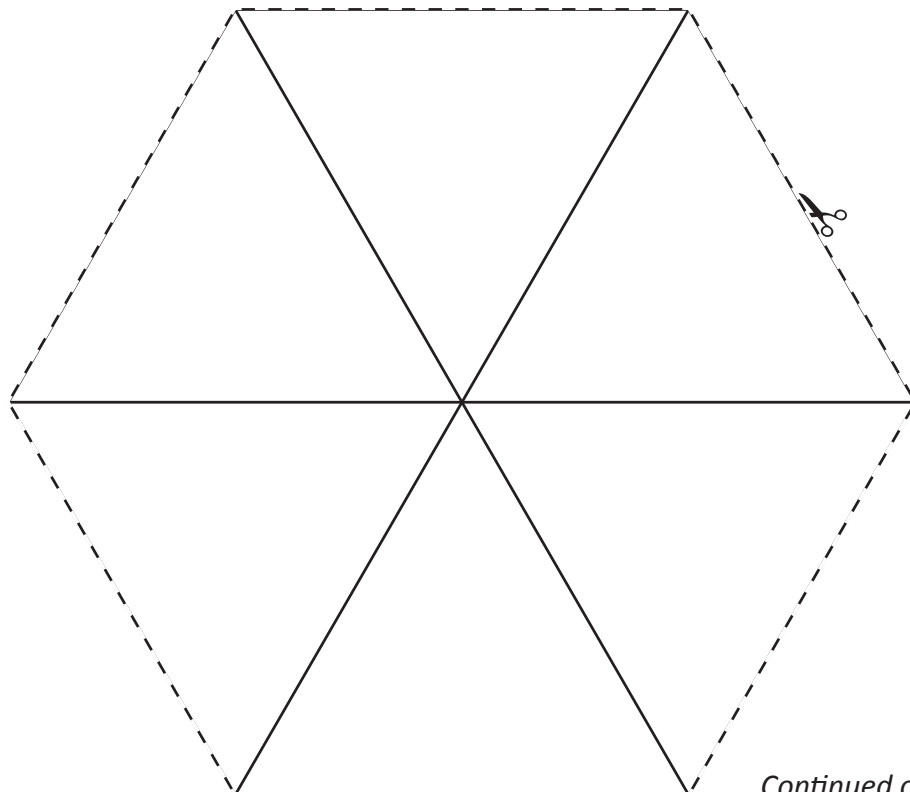
- c** Colour Spinner 2 so:
- 2 sections are green
 - 1 section is red
 - 3 sections are blue.

- d** Push a pencil through the middle so you can spin the spinner.

Spinner 1



Spinner 2



Continued on page 20.

Chance – probability

Continued from page 19.

- e Now you can begin the investigation. First, let's make some predictions based upon the expected probability.

Spinner 1	
Colour	Probability
red	2 out of 6
blue	
Most likely colour is _____	
Least likely colour is _____	

Spinner 2	
Colour	Probability
green	2 out of 6
red	
blue	
Most likely colour is _____	
Least likely colour is _____	

- f Now spin each spinner 12 times and tick to record the colour each spinner landed on:

Results for Spinner 1

	1	2	3	4	5	6	7	8	9	10	11	12
red												
blue												

Results for Spinner 2

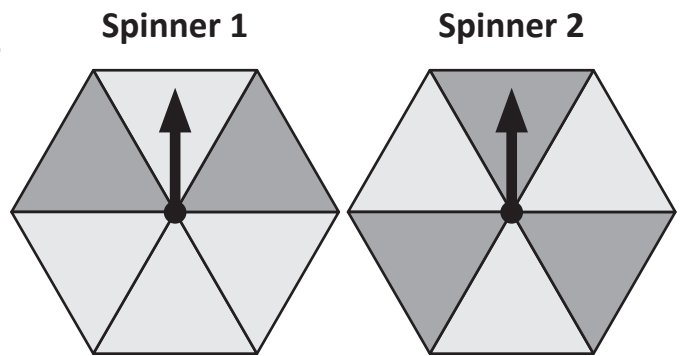
	1	2	3	4	5	6	7	8	9	10	11	12
green												
red												
blue												

- g What was expected about your results?

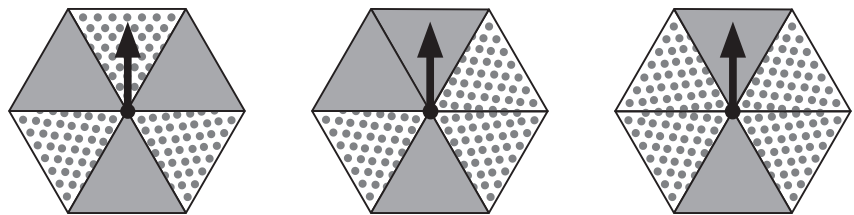
- h What was surprising about your results?

Chance – fair and unfair

When everyone has the same chance of winning a game, it is fair. When there is not the same chance for everyone to win, the game is unfair. Look at these spinners. If landing on black scores 1 point, then these spinners are unfair because there is a greater chance of landing on black with Spinner 2 than there is with Spinner 1.



- 1** Bec and Drew are about to play a game where if their spinner lands on dots, they score 1 point.



- Put a ring around the 2 spinners they should use for this game so it is fair.
- Cross out the unfair spinner.
- Why is the spinner that you crossed out unfair?

- 2** For this activity, you will need to look at a die.

- Complete this table to show the chance of rolling certain numbers:

Number rolled	Probability
A 2	1 out of 6
An odd number	
An even number	
A number greater than 4	

- Tom invents a game where if a die lands on an odd number you win a point and if the die lands on a number greater than 4 you win a point. Is this game fair? Why or why not?

Chance – coin investigation

If we toss 2 coins, we can expect 4 possible outcomes.

		Coin 1	
		H	T
Coin 2	H	HH	HT
	T	TH	TT

If we use a table to show the possible outcomes of tossing 2 coins 4 times, we would expect it to look like this:

		Possible outcomes			
		TT	TH	HH	HT
Toss	1				✓
	2			✓	
	3		✓		
	4	✓			

Would it be possible for the coins to land on HH 4 times? Yes it would, however, it would be a surprising result.



1 Complete these experiments:

a Toss 2 coins 8 times and show the results on this table:

		Possible outcomes			
		TT	TH	HH	HT
Toss	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

b Repeat this experiment again, and show the results on this table:

		Possible outcomes			
		TT	TH	HH	HT
Toss	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				

c Were your results in question a and b surprising? Why or why not?

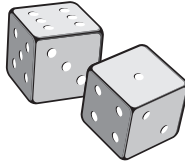
Chance – two dice investigation

We can work out all the possible outcomes of an event.

When we looked at what we could expect to happen when we tossed two coins, we saw that there are four possible outcomes.

What can we expect to happen when we roll two dice and add the numbers?

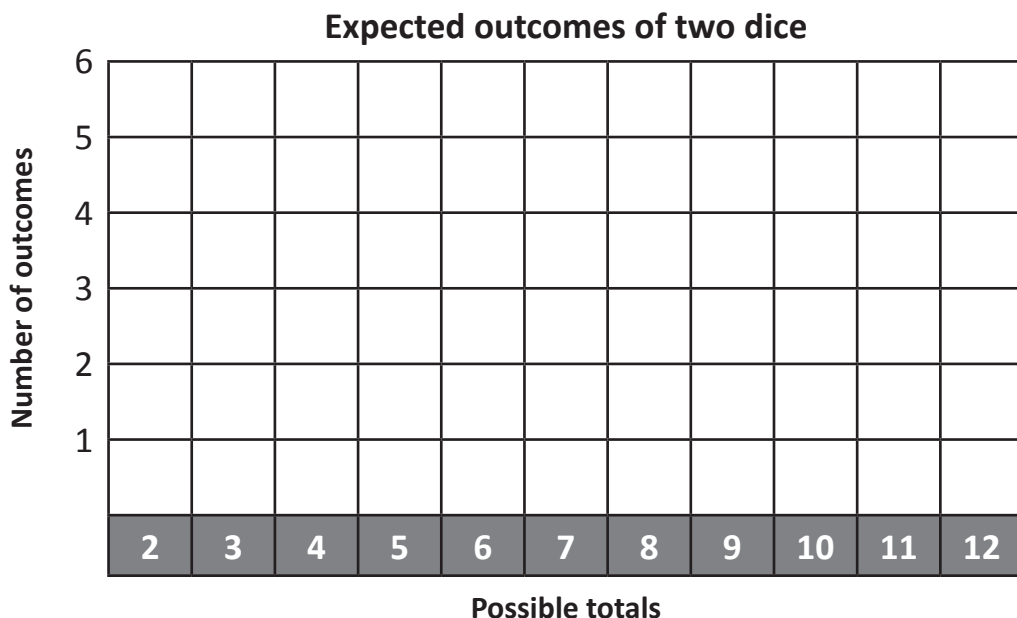
- 1 Fill in this table to show the possible outcomes when two dice are rolled and added together.



+	1	2	3	4	5	6
1	2					
2		4				
3						
4						
5						
6						

- a How many possible outcomes are there?

- b Graph the expected outcomes in the grid below:



- c The chance of rolling a 7 is _____ out of 36.

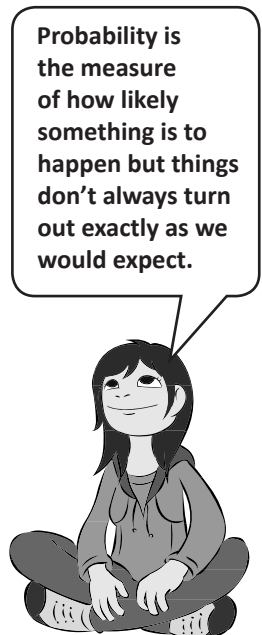
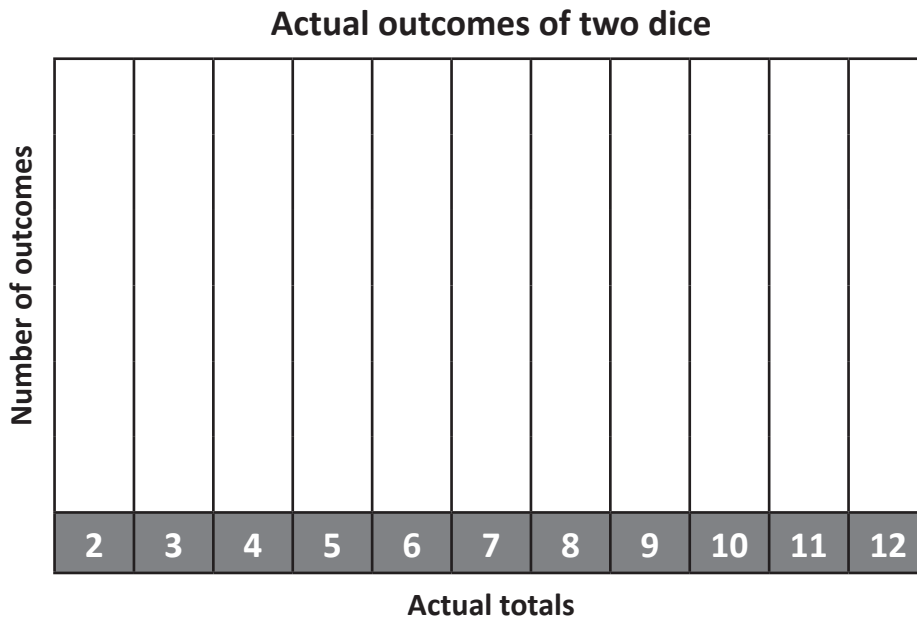
- d The chance of rolling a 2 is _____ out of 36.

Continued on page 24.

Chance – two dice investigation

Continued from page 23.

- e Now see what happens in real life. Work with a partner. Roll two dice 36 times. When an actual total comes up, tick the column.



- f Look at the difference between the 'Expected outcomes' graph (on page 23) and the 'Actual outcomes' graph (above).
What happened? Were the actual outcomes surprising?

- 2 Three kids were playing a bingo game where if you rolled two dice and added the numbers, you can cross out a number if it's on the bingo card. Put a ring around the card that you would expect to win.

2	4
3	5

9	10
12	11

7	5
6	8



Getting ready

This is a game for two players. Each player will need two dice, 12 counters and a copy of pages 25 and 26.



What to do

The object of this game is to be the first player to release all of the prisoners. Each player places all 12 counters (these are the prisoners) in the prison cells numbered 2–12. There can be any amount of prisoners in a cell.

Player 1 rolls the dice, adds the numbers and removes the prisoners from that cell. They must record the dice total they rolled by ticking the column on the recording grid after each turn.

Player 2 repeats this process. The winner is the player who releases all of their prisoners first.

Recording grid

2	3	4	5	6	7	8	9	10	11	12	

Total of dice



What to do next

Play this game several times. Look at the numbers that have the most ticks. How can this help you place your counters better next time so that you have more chance of winning? Or is there a better way to find out expected outcomes for the total of the dice?

Cell No.

2

Cell No.

3

Cell No.

4

Cell No.

5

Cell No.

6

Cell No.

7

Cell No.

8

Cell No.

9

Cell No.

10

Cell No.

11

Cell No.

12