**1.** John made a tally table to record the animals he saw on a trip to Alaska.

| Animals Seen in Alaska | |
|---|---|
| **Name** | **Tally** |
| Fox | 𝍸 |
| Caribou | 𝍸 𝍸 \|\|\| |
| Bear | 𝍸 \|\|\| |
| Moose | \|\| |

For numbers 1a–1c, select True or False for each statement.

1a. John saw twice as many bears as foxes.

○ True ○ False

1b. John saw 5 more caribou than bears.

○ True ○ False

1c. John saw 4 fewer moose than foxes.

○ True ○ False

**2.** Kayla asked 26 students in her class how they traveled to school. The frequency table shows the results.

| Getting to School | | |
|---|---|---|
| | **Boys** | **Girls** |
| Walk | 5 | 3 |
| Bus | 4 | |
| Car | 3 | 5 |

### Part A

Complete the table and explain how you found the answer.

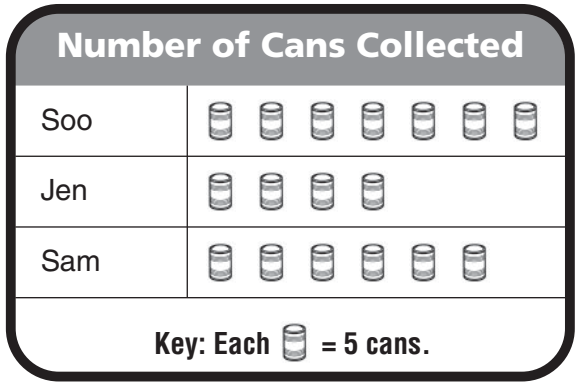
### Part B

How many more students are there who travel by car or bus to school than students who walk to school? Show your work.

GO ON

**Use the picture graph for 3–6.**

Three friends are collecting canned food for the food bank. The picture graph shows the number of cans collected so far.




**3.** How many cans were collected? Explain how you found the total.

**4.** Choose the name from each box that makes the sentence true.

Ten fewer cans were collected by [Soo / Jen / Sam]

than [Soo / Jen / Sam].

**5.** How many more cans did Soo collect than Jen?

_____ more cans

**6.** Jen collects 20 more cans. Draw a picture to show how the graph will change.

GO ON

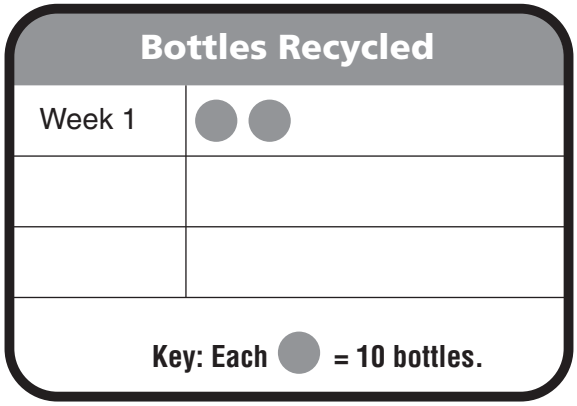
**Use the frequency table for 7–8.**

**7.** Ms. Green's class is recycling bottles to help the environment. The frequency table shows the number of bottles the class recycled each week.

| Bottles Recycled | |
|---|---|
| **Week** | **Number of Bottles** |
| Week 1 | 70 |
| Week 2 | 45 |
| Week 3 | 60 |

### Part A

Use the data in the table to complete the picture graph.




### Part B

How many pictures did you draw for Week 2? Explain.

**8.** The class has a goal of recycling 250 bottles during the month. How many more bottles do they need to recycle in Week 4 to meet that goal?

Ⓐ 100 bottles

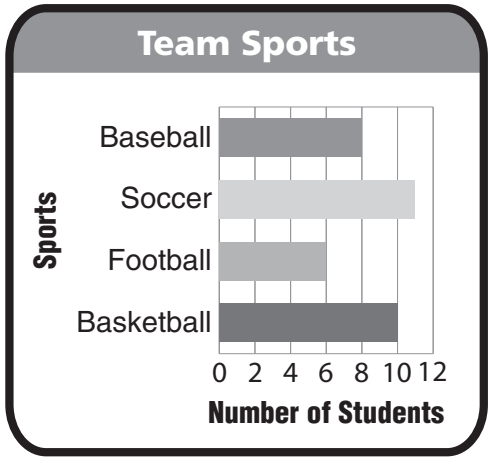
Ⓑ 175 bottles

Ⓒ 75 bottles

Ⓓ 55 bottles

GO ON

**Use the bar graph for 9–12.**




**9.** Two more students play basketball than which other sport?

_____

**10.** How many students play either baseball or soccer?

_____ students

**11.** For numbers 11a–11d, select True or False for each statement.

| | | | |
|---|---|---|---|
| 11a. | Ten more students play basketball than play football. | ○ True | ○ False |
| 11b. | Eleven students play soccer. | ○ True | ○ False |
| 11c. | 34 students play a sport. | ○ True | ○ False |
| 11d. | Five fewer students play football than play soccer. | ○ True | ○ False |

**12.** There are more students who play volleyball than play football, but fewer students play volleyball than play basketball. Explain how you could change the bar graph to show the number of students who play volleyball.

GO ON

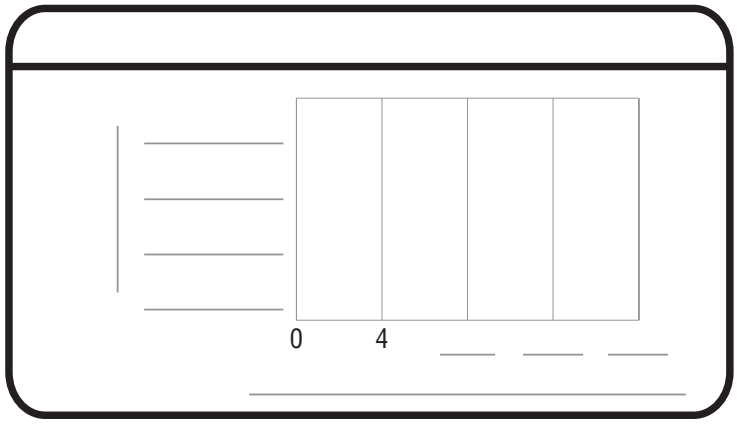
**Use the frequency table for 13–14.**

| Class Picnic Sandwiches | |
|---|---|
| **Sandwich** | **Number of Sandwiches** |
| Cheese | 8 |
| Ham | 10 |
| Tuna | 4 |
| Chicken | 14 |

**13.** For the class picnic people have a choice of four kinds of sandwiches. The frequency table shows the number of sandwiches chosen.

**Part A**

Use the data in the table to complete the bar graph.




**Part B**

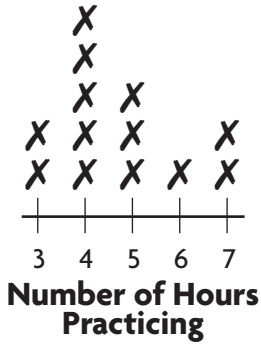
How do you know how long to make the bars on your graph? How did you show 14 chicken sandwiches? Explain.

**14.** How many more are there of the two sandwiches that were chosen the most than of the two sandwiches that were chosen the least? Explain how you solved the problem.

GO ON

**Use the line plot for 15–16.**

Yuji made a line plot to show the number of hours each student in his music class practiced every week.




**15.** For numbers 15a–15d, select True or False for each statement.

15a. Three students practiced exactly 5 hours each week. ○ True ○ False

15b. Seven students practiced 4 hours or less each week. ○ True ○ False

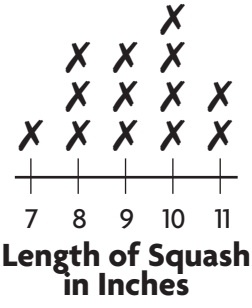
15c. Six students practiced exactly 1 hour each week. ○ True ○ False

15d. Two students practiced more than 6 hours each week. ○ True ○ False

**16.** What if two more students joined the class and each practiced 9 hours a week? Describe what the line plot would look like.

**Use the line plot for 17–18.**

Paige grew squash in her garden. She measured the length of each squash to the nearest inch and recorded the data in the line plot.




**17.** How many squash were 10 inches or longer?

_____ squash

**18.** How many more squash were 9 inches long than 7 inches long?

_____ squash