

Name: _____

Date: _____

Spending Story Circle Graphs

GRADE 7

MATHEMATICS

D1.3

D1.4

Use data display choices to tell a clear classroom economy story. Always justify graph type, labels, and source.

PART A: MATCH DATA TO DISPLAY

Match each data set with the best graph type for the story goal.

- | | | |
|---|-------|-----------------------------|
| 1. Percent of spending by reward category for one month | _____ | A Circle graph |
| 2. Balance at the end of each week | _____ | B Data table |
| 3. Total points earned by each classroom job | _____ | C Broken-line graph |
| 4. Two classes' spending categories side by side | _____ | D Histogram |
| 5. Table of monthly totals by category | _____ | E Bar graph |
| 6. Distribution of purchase prices in intervals | _____ | F Multiple-bar graph |
| 7. Parts of one monthly budget (save/spend/donate) | _____ | G Circle graph |

PART B: DATA STORY TASKS

8. A student's monthly spending is: Snacks \$30, Supplies \$20, Events \$10, Savings deposits \$40. Find each category percent for a circle graph.

SHOW YOUR WORK

Answer: _____

9. Class earnings by source are: Jobs 240, Bonuses 90, Badges 30. Which graph type best shows parts of the whole and why?

SHOW YOUR WORK

Answer: _____

10. You are designing an infographic on class economy trends. Name one table and one graph you would include, and explain what each contributes.

SHOW YOUR WORK

Answer: _____

PART C: MINI INFOGRAPHIC PLAN

11. Plan a one-page infographic about a classroom economy data set. List the table fields, graph type(s), title, source line, and one takeaway sentence.

SHOW YOUR WORK

Spending Story Circle Graphs

ANSWER KEY

1. A — Circle graph
2. C — Broken-line graph
3. E — Bar graph
4. F — Multiple-bar graph
5. B — Data table
6. D — Histogram
7. A — Circle graph
8. Total \$100, so percentages are 30%, 20%, 10%, 40%.
9. Circle graph, because the goal is showing parts of a single total (360).
10. Answers vary; must include a data table plus an appropriate graph with clear purpose and labels.
11. Answers vary. Check for coherent table fields, justified graph choice, clear source/title, and data-based takeaway.

TEACHER NOTES

Pair with actual transaction exports or student logs. Require students to defend design choices, not just calculate values.