Ms. Carter's Class
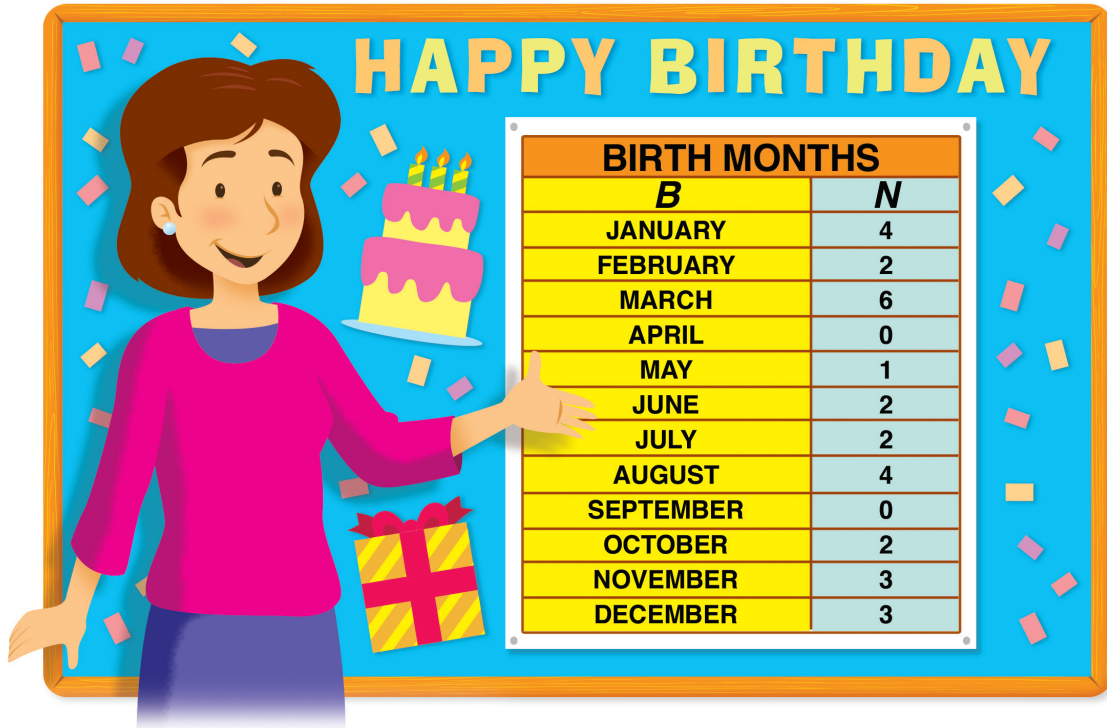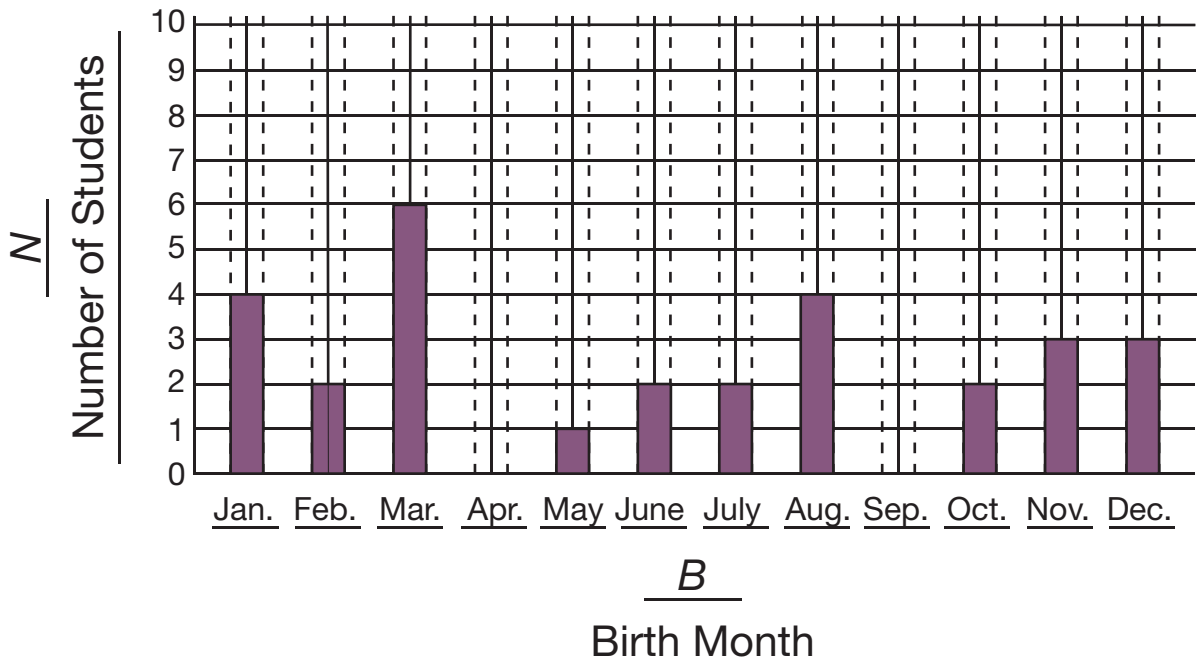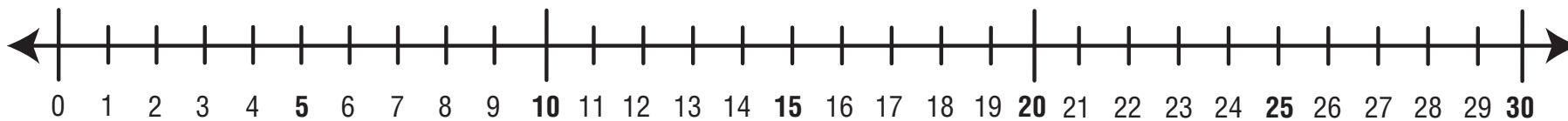
Ms. Carter's class recorded information in a data table.
The students used the data table to make a graph.

BIRTH MONTHS	
B	*N*
JANUARY	4
FEBRUARY	2
MARCH	6
APRIL	0
MAY	1
JUNE	2
JULY	2
AUGUST	4
SEPTEMBER	0
OCTOBER	2
NOVEMBER	3
DECEMBER	3

Birth Months Graph

Number of Students / N

Jan. Feb. Mar. Apr. May June July Aug. Sep. Oct. Nov. Dec.

B

Birth Month

Ten Frames and Number Line

Birth Months

Name _____ Date _____

1. Use the information in Ms. Carter's data table or bar graph to make a picture graph.

Birth Months in Ms. Carter's Class							
January							
February							
March							
April							
May							
June							
July							
August							
September							
October							
November							
December							

😊 **Shows 1 student**

Use the data from Ms. Carter's class.

2. How is the data from your class different from Ms. Carter's class data?

_____

_____

3. How many students are in Ms. Carter's class?

_____

_____

4. Is Ms. Carter's class larger, smaller, or the same size as your class? Write a comparison statement using $<$, $>$, or $=$.

_____

5. What is the most common birth month in Ms. Carter's class?

_____

6. What are the least common birth months?

_____

7. Which months have the same number of birthdays?

_____

✔ Check-In: Questions 8–12

Use the data from Ms. Carter's Class. Show or tell how to solve each problem. Write a number sentence. Use ten frames, a number line, or connecting cubes.

8. How many students have birthdays in February, March, and April?

Number sentence _____

9. Show or tell how you solved Question 8.

10. Some new students join Ms. Carter's class. There are now 7 birthdays in June. How many new students joined the class?

Number sentence _____

11. How many more students have birthdays in March than May?

Number sentence _____

12. Two students with November birthdays moved away. How many students have November birthdays now?

Number sentence _____

Name _____ Date _____

Ms. Carter's Class Check-In: Questions 8–12 Feedback Box	Expectation	Check In	Comments
Represent addition and subtraction situations using number sentences. [Q# 8–12]	E1		
Use addition and subtraction to solve one- and two-step word problems involving join [Q# 8], separate/ take away [Q# 12], part-whole [Q# 10], and compare [Q# 11] situations.	E3		
Read a table, bar graph, or picture graph to solve problems about a data set. [Q# 8–12]	E6		

	Yes . . .	Yes, but . . .	No, but . . .	No . . .
MPE5. Show my work. I show or tell how I arrived at my answer so someone else can understand my thinking.				