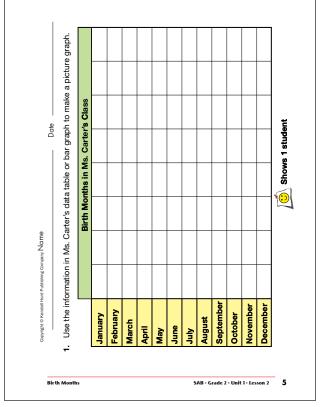
Student Activity Book

Ms. Carter's Class (SAB pp. 5–7) Questions 1–12

Ι.

			Birth Mo	nths in M	ls. Carte	's Class	
January	Ó	Ø	Ó	Ó			
February	Ó	Ø					
March	Ó	Ø	Ø	Ø	Ó	<u>o</u>	
April							
May	Ó						
June	Ó	Ó					
July	Ó	Ó					
August	Ó	Õ	Ó	Ó			
September							
October	Ó	Ó					
November	Ó	Ó	Ó				
December	Ó	Ó	Ó				
			<u> Č</u>	Show	s 1 stude	ent	

- **2.*** Answers will vary.
- **3.** 29 students
- **4.** Answers will vary. Possible response: 30 > 29
- 5. March
- **6.** April and September
- 7. February, June, July, and October have 2 children with birthdays; November and December have 3 children with birthdays; and January and August have 4 children with birthdays.



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Use	the data from Ms. Carter's class.	
	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 $=$.	CC
5.	What is the most common birth month in Ms. Carter's class?	Copyright © Kendall Hunt Publishing Company
6.	What are the least common birth months?	Publishing Company
7.	Which months have the same number of birthdays?	
6		

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^{*}Answers and or discussion are included in the lesson.

✓ (Check-In: Questions 8-12
solve	the data from Ms. Carter's Class. Show or tell how to e each problem. Write a number sentence. Use ten frames mber 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?
11. 12.	Number sentence
12.	Two students with November birthdays moved away. How many students have November birthdays now?
ŏ	Number sentence

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- **8.** 8 students; Possible response: 2 + 6 + 0 = 8 birthdays
- **9.** Responses will vary. I added up the students. 2 + 6 + 0 = 8
- **10.** 5 students moved in; Possible response: I counted back. I started at 2 and counted up to 7 and then counted 5 hops on the number line; 2 + 5 = 7
- 11. 5 more students; I counted back 1 from 6; 6-1=5.
- **12.** 1 student; 3 2 = 1