



Name _____ Date _____


Counting Kids

Discuss 

- Four pups is the most common number of pups in an armadillo family. Make a prediction: what is the most common number of kids in a human family? _____

Collect 

- List and count the kids in your family.
- Collect the number of kids in each family in your class. As a class, make a line plot.

Graph 


- Make a bar graph using the information in the line plot. Label the axes and number the lines. Then fill in the bars.

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Name _____ Date _____

Explore 

Work with a partner to answer Questions 5–11.

- What is the total number of families? _____
- What is half of the total number of families? _____
- How many families have more than 3 kids? _____
- How many families have three or more kids?

 - Is this more or less than half of all the families?

- How many families have fewer than three kids?

 - Is this more or less than half of all the families?

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Student Activity Book

Counting Kids (SAB pp. 783–786)
Questions 1–13

1–4.* See the lesson for example responses and graph.

The answers for *Questions 5–11* are based on the sample data in the graph in Figure 4.

- 30 families
- 15 families
- 11 families
- 19 families
 - more
- 11 families
 - less
- 1–7
- 3 kids
- A–D. Answers will vary.
- Answers will vary.

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Name _____ Date _____

- What is the range of the number of kids?
_____ to _____
- What is the most common number of kids in a family?

- Compare your family with the other families in your class.
 - How many kids are in your family?


 - How many families have more kids than yours?

 - How many other families have the same number of kids as yours?

 - How many families have fewer kids than yours?

- Does your family have more than, less than, or the same number of kids as the most common number of kids found in the survey?

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Range is the smallest to largest number. 

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*Answers and/or discussion are included in the lesson.

Comparing Graphs (SAB pp. 787–789)

Questions 1–4

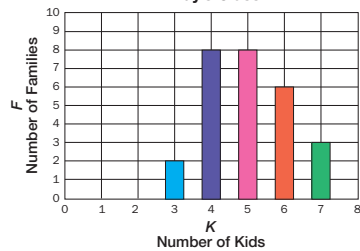
1. 4 or 5 kids
2. **A.** 16 families
B. More than half; 16 is more than half of 24.
3. **A.** Andy’s class
B. 3 families
C. Strategies will vary. Students might count the number of entries in the graphs and subtract to find the difference.
4. Answers will vary.

Name _____ Date _____

Comparing Graphs

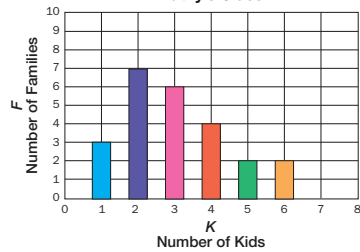
Kathy and Andy attend different schools. Information about their classes is shown in the graphs.

Andy’s Class



Number of Kids	Number of Families
3	2
4	8
5	8
6	6
7	3

Kathy’s Class



Number of Kids	Number of Families
1	3
2	7
3	6
4	4
5	2
6	2

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Name _____ Date _____

1. In Andy’s class, what is the most common number of kids in a family?

2. **A.** How many families in Kathy’s class have three or fewer kids?

- B.** Is this more or less than half the families? Explain.

3. **A.** Which class has more families? _____
B. How many more families?

- C.** Explain how you found your answer.


4. Does your class’s graph look more like Andy’s Class or Kathy’s Class? Tell how they are alike.

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Name _____ Date _____

Counting Kids at Home



The _____ family

Number of kids in my family including me:

Name	Age
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

Parent Initial _____

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Homework Master

TG • Grade 2 • Unit 15 • Lesson 1


Teacher Guide

**Counting Kids at Home (TG)
Homework**
Responses will vary.

Teacher Guide

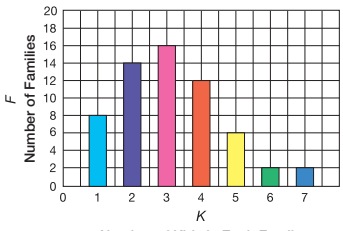
Name _____ Date _____

Cody and Derek Count Kids



Cody and Derek made a graph of their *Counting Kids* data.

Number of Kids in Each Family



1. What is the most common number of kids in a family? _____
2. How many families have five or more kids? _____
3. How many families have fewer than three kids? _____
4. What is the range of number of kids in the class's families?
_____ to _____
5. How many families were included in the survey? _____

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Homework Master

TG • Grade 2 • Unit 15 • Lesson 1

**Cody and Derek Count Kids (TG)
Questions 1–5**

1. 3 kids
2. 10 families
3. 22 families
4. 1–7 kids
5. 60 families

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Teacher Guide