

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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**Student Activity Book - Page 783**

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 - Page 785**

### 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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**Student Activity Book - Page 786**

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?  
\_\_\_\_\_

Range is the smallest to largest number.

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786 SAB • Grade 2 • Unit 15 • Lesson 1 Counting Kids

**Student Activity Book - Page 786**

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

**Comparing Graphs (SAB pp. 787–789)**

**Questions 1–4**

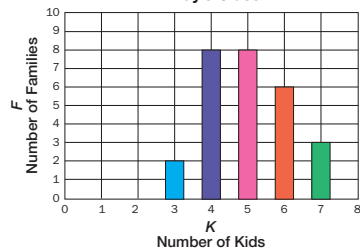
1. 4 or 5 kids
2. **A.** 16 families  
**B.** More than half; 16 is more than half of 24.
3. **A.** Andy’s class  
**B.** 3 families  
**C.** Strategies will vary. Students might count the number of entries in the graphs and subtract to find the difference.
4. Answers will vary.

Name \_\_\_\_\_ Date \_\_\_\_\_

### Comparing Graphs

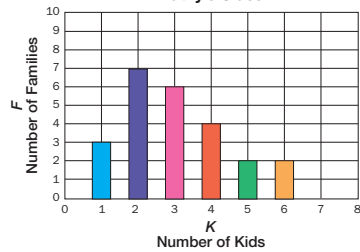
Kathy and Andy attend different schools. Information about their classes is shown in the graphs.

**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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**Student Activity Book - Page 787**

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.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Counting Kids SAB • Grade 2 • Unit 15 • Lesson 1 **789**

**Student Activity Book - Page 789**