

1

One square for each answer

Tape a grid of squares on the floor with a line running right along the bottom. Give six students a cube each and have them put one cube in one square, building up from the line.

"One answer, one square. How many squares did we use?"

"What happens to the column if two cubes share a square?"

2

Every column starts on the line

Build a second column beside the first, then take it apart and rebuild it starting three squares up. Ask the class which column looks bigger before anybody counts.

"Which one looks bigger? Now count them both."

"Why did the picture say one thing and the counting say another?"

3

Putting the names on

Hand out the category cards and have students put one at the foot of each column. Then cover the cards and ask what the display shows.

"With the names covered, what does this column tell us?"

"A display without names is a pile of cubes."

4

Most and fewest

Run your hand flat along the top of each column so the class sees which one reaches highest, then count each column and write the total under it.

"Which category had the most? Which had the fewest?"

"Say the name of the category, not just the number."

5

The column that was lifted

Lift the smallest column three squares off the line and leave it there. Ask whether the display is telling the truth, then slide it back down and ask what changed.

"This display says this one is the biggest. Is that true?"

"What has to be the same before we can compare the tops?"

Display grid. Print one for each pair.

One square for each answer. Every column starts on the line at the bottom.

Write the name of the category under each column.

Tally cards. Print one set and cut them out, one card for each pair.

 dog	 cat	 fish
/		/

 car	 bus	 bike
	/	

 apple	 banana	 grapes
/		/

 walk	 car	 bus
	/	

Category cards. Print one set for each pair.

dog

cat

fish

car

bus

bike

apple

banana

grapes

walk

milk

water