

Hide and reveal activities



1 Cover and confirm

Count a collection of 3 to 5 together, then cover it entirely with a cloth or cup. Ask how many are hiding, with a reason. Reveal to confirm.

"We counted four. Now they are hiding — how many are hiding? How do you know?"

"Were you right? Did hiding them change the number?"

2 Screen without touching

Place a screen or book in front of a counted collection — hiding it from view without touching or moving anything. Ask how many are behind the screen (see resource).

"I put a screen in front — I did not touch them. How many are behind the screen?"

"I did not touch them — did hiding them change how many there are?"

3 Students are the hidiers

A student counts a collection and then hides it while the class watches. The class says how many are hiding and explains how they know.

"They counted and then hid their collection. How many are hiding? How do you know?"

"Did they add anything while hiding it? Could they have? What did you see?"

4 Non-example: changed while hidden

Count four together and cover them. While covered, secretly remove one and pocket it. Ask how many are hiding — students may say four. Reveal three.

"We said four — because hiding does not change the number. But there are three. What happened?"

"Was the principle wrong — or did I take one away while it was hidden? How could you be sure next time?"

Hide and reveal — stand-up screen

Print on A4 landscape and cut out. Fold along the orange line so the base folds back and the screen stands up. Stand it in front of a counted collection — without touching the objects — and ask how many are hiding.



How many are hiding?

you do not need to see them to know how many there are

fold here so it stands up

base — fold back along the orange line