

Comparing many collections activities



1 Which group has the most?

Give students three groups of counters with easy amounts — for example three, six, and four. They check all three and name the group with the most. The answer is a group, so they point to or name it.

“Which group has the most? Check them all first.”

“Point to it — say ‘the group with the most is this one.’”

2 Which group has the least?

Give students three then four groups. They put the groups in a row or label them to keep track, and name the group with the least — the one with fewer than all the others.

“Line the groups up so you do not lose track. Which group has the least?”

“How did you keep track of the ones you had already checked?”

3 All equal, or not?

Set out groups that are all the same amount, then a set where one is different. Students decide whether the groups are all equal, or name the most and the least.

“Are these groups all equal? How can you tell?”

“This set is not all equal — which is the most? Which is the least?”

4 Non-example: only checking some of the groups

With three groups out, compare only the first two, point to the bigger of those and say “this one has the most” — without checking the third group, which actually has more. Ask whether that answer can be trusted.

“I only looked at these two. Can I be sure this one has the most?”

“What did I forget to do? The most means more than every group — check them all.”

Most and least mat



Print on A4 landscape. Laminate for repeated use. Put one group in each space and count it, then name the group with the most and the group with the least – or tick if they are all equal.

Group A

put a group here

count

Group B

put a group here

count

Group C

put a group here

count

Group D

put a group here

count

The group with the MOST _____

The group with the LEAST _____

☐ or tick here if the groups are all equal