

Concrete grouping activities



1 Make groups of two

Give students ten counters. They make groups of exactly two, one complete group at a time, then count the groups.

"Make groups of two — each group has exactly two. How many groups did you make?"

"What did we find out — how many groups, or how many in each?"

2 Change the group size, same total

Same total made into different group sizes — ten in twos and fives; stretch to twenty in twos, fours, fives, tens. Record how many groups each time.

"Same collection, different group sizes. How many groups each time?"

"Twenty in groups of two gave ten groups; in tens gave two. What do you notice?"

3 Not enough for another group

Make groups that leave a remainder — nine in groups of four; stretch to twenty in groups of three, or of six. Name the leftover.

"Keep making groups until you cannot make another. How many groups? How many left over?"

"Is the leftover enough for another full group? Then we stop."

4 Non-example: dealing when you should be grouping

Pose a groups-of question — eight counters, groups of four — then start dealing one at a time to imaginary plates. Ask what is wrong.

"Groups of four — but I started dealing one at a time. Where are my plates? The question gave a group size, not plates."

"What should I do instead? Make one complete group of four, then another."