

Concrete sharing activities



1 Deal onto two plates

Give students two paper plates and a collection of eight or ten counters. They deal one at a time, narrating, then count each plate to check it is fair.

"One for this plate, one for that plate — keep the same direction. Don't stop until there are none left."

"How many on each plate? Did the dealing make it fair?"

2 Three plates, same rhythm

Three paper plates and nine, then twelve counters. Students deal in rotation across all three and count each plate.

"Three plates — one for each, going around. Keep the same rhythm."

"How many on each plate? How many times did you go around?"

3 More plates, fewer each

Deal the same counters onto different numbers of paper plates — twelve onto three, then four; stretch to twenty onto four, then five. Compare the share sizes.

"Same collection, more plates. What happened to how many each plate gets?"

"Twenty onto four — how many each? Any leftover onto five?"

4 Non-example: placing without dealing

With six counters and two paper plates, count out three and place them on one plate, then three on the other — all at once. Ask whether that was dealing.

"Is this dealing? Did I share them out one at a time, going around?"

"Both ways got three each — but only one was dealing. Why does the procedure matter?"