

1

Lay them out from the same line

Tape a line across the table and stand the question card from last lesson above it, so the rows are answering something. Tip the yes tray into one row and the no tray into another, both starting at the tape, with each counter touching the next. Run a finger along each row and ask which one reaches further. The question at the top and the two labelled rows under it are the class display.

"Both rows start at the tape. Which row reaches further?"

"That row has more. Which row has fewer?"

Then slide one whole row along so it no longer starts at the tape, and ask the same question again. Nothing has been added or taken away, so the answer cannot have changed, and the tape is what students go back to in order to say so.

2

What did we find out

Read the question off the card at the top of the display, then name each row underneath it as the people who said yes and the people who said no, before asking the question again of the display.

"Our question was: do you have a pet at home?"

"More people said yes. So what is our answer?"

The answer is said as a whole sentence that carries the question inside it, because once the counters go back in the tray the rows are gone and only the sentence is left.

This activity should be done with real counters and cubes. These cards are what turn two rows into a display. Write last lesson's question on the top card.

Our question:

yes

One label at the start of each row.

no