"How much? How many?" Sorting Activity

Developed by Alison Symonds at Bedford LA

You will we hope want to expand this activity by producing more cards for sorting.
Now sound enabled by Mantra  www.mantralingua.com
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The webaddress for this activity is:
http://www.collaborativelearning.org/howmuchhowmany.pdf
Discrete or Continuous? How many? How much?

Teacher notes:
Aims for the activity:
- Know whether to use “How many?” or “How much?” when finding a quantity.
- Use the language of justification
- Work collaboratively

Children do the activity in pairs (after pairing activity)

Explaining the activity.

Ask pairs to explain to each other what they have to do before they start. OR Ask a pupil to explain to the class what they have to do. If only some groups did the activity they could explain it at the end to others.
How to do the “How much? How many?” Sorting Activity

You will be working in pairs

1. You have a sorting grid and a sentence frame to share.
2. Place the picture cards face down in a pile.
3. Take it in turns to turn over a picture card.
4. Decide whether you would say “How much?” or “How many?”
4. Justify your choice to your partner by saying:
   “I think it is.......... because.............”
5. Your partner can challenge your decision.
6. When you have agreed, put the card onto the sorting grid
<table>
<thead>
<tr>
<th>How much?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>How many?</td>
</tr>
</tbody>
</table>
I think it’s ………………… because ………………………

How many?  
- whole number (usually)
- countable
- discrete amount
- one finishes and another one
- starts
- exact
- separate parts

How much?  
- not countable
- continuous
- there are no gaps between
- joined together
cars
string
triangles
money
water
milk
material
kittens
children
time
paper
sand
music
paint
apples
tee shirts
pencils
leaves
coins
books