

# “How much? How many?” Sorting Activity



How much?



How many?

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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](http://www.mantralingua.com)

Last updated 3rd May 2020

The webaddress for this activity is:

<http://www.collaborativelearning.org/howmuchhowmany.pdf>

## **Basic principles behind our talk for learning activities: Oracy in curriculum contexts!**

**Build on children's own prior knowledge.**

**Move from concrete to abstract.**

**Ensure everyone works with  
everyone else.**

**Extend social language towards  
curriculum language.**

**Provide motivating ways to go over the  
same knowledge more than once.**

**It's empowering to talk an idea through  
before you write about it!**

**Good for all pupils!  
Vital for EAL pupils!**

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate  
accessible talk-for-learning activities in all subject areas and for all ages.

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Website: <http://www.collaborativelearning.org>

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Discrete or Continuous? How many? How much?

Teacher notes:

Aims for the activity:

- o Know whether to use "How many?" or "How much?" when finding a quantity.
- o Use the language of justification.
- o 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
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**How much?**

**How many?**

I think it's ..... because .....

How many?

How much?

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

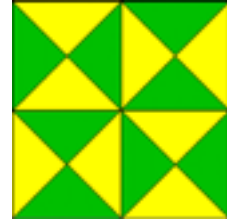
- not countable
- continuous
- there are no gaps between
- joined together



cars



string



triangles



money



water



milk



material



kittens



children



time



paper



sand



music



paint



apples



tee shirts



pencils



leaves



coins



books

tissues

forks

packets

sugar

