

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

Last updated 14th September 2009

The webaddress for this activity is:

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

## COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals throughout the European Union to promote inclusive education. We develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

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## BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

\*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers opportunities for assessment of speaking and listening.

\*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

\*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

\*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

\*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

\*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

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 many?

How much?

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

How many?

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

How much?

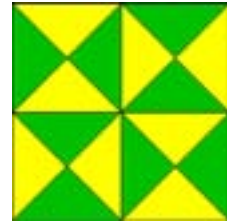
- not countable
- continuous
- there are no gaps between
- joined together



cars



string



triangles



money



water



milk



material



kittens



children



time



paper



sand



music



paint



apples



tee shirts



pencils



leaves



coins



books