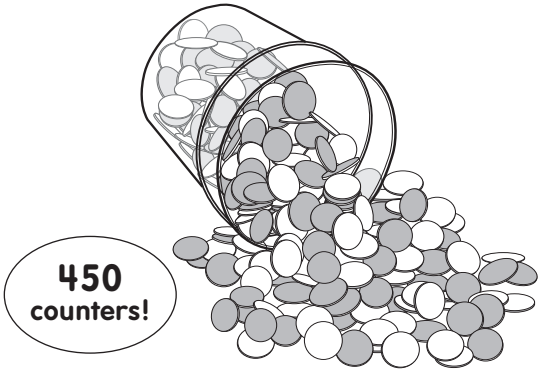
Double-Sided Counters



You'll find dozens of ways to use these handy counters in your classroom! They're perfect for hands-on math practice at your learning center—or for demonstrating math concepts to your entire class. To help you get started, try some of the engaging activities described in this guide.

⚠ WARNING:

CHOKING HAZARD—Small parts.
Not for children under 3 yrs.

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RA522
Ages 4+

Designed to meet these objectives:

Math

- Students will demonstrate an understanding of numbers and quantities by counting and comparing sets of objects.
- Students will use manipulatives to demonstrate an understanding of basic operations.
- Students will explore probability and identify events as "certain," "possible," "unlikely," "impossible" and so on.
- Students will use data to make predictions.

Activities

Numbers and quantities

Direct students to take a specific number of counters, such as 5. Then, have everyone count aloud together as they point to their own counters. Repeat with other numbers.

Counting and comparing

Have each student take a double handful of counters. Invite them to count the number of counters they grabbed. How many of the counters are lying with

the red side facing up? How many have the white side facing up? How many are there altogether?

Encourage children to compare their counters. Who has the fewest counters? Who has the most counters?

Operations

- Have students each take 5 counters. Then, have them take another number, such as 2. How many counters do they have altogether? (7) Explain how to write a number sentence to show this problem and its solution: "5 + 2 = 7." Repeat with other problems, having students write a number sentence for each one.
- Model subtraction in a similar way. Have students each take 6 counters, and turn them red-side-up. Then ask them to turn 2 counters over to show the white side. Ask: "How many red counters are left?" (4) Help children discover that this problem can be written as "6 – 2 = 4."
- Demonstrate multiplication as repeated addition. For example, say, "If you have 3 groups of counters, and each group has 2 counters in it, how many counters do you have altogether?" Explain that the problem can be stated as "3 groups of 2 is 6," and written as "3 x 2 = 6."

- Teach simple division by using the idea of sharing. You might say, "How can 2 students share 8 cookies equally?" Have children use the red side to represent one child's cookies and the white side to represent the other child's cookies. How many cookies does each child get? (4) When students solve the problem, help them write the number sentence as "$8 \div 2 = 4$."

Probability and Predictions

- Invite children to examine the counters and flip them. Explain that each flip is called an *event*. The color that faces up is called an *outcome*. If we flip 10 counters at once, is it *possible* for all 10 outcomes to be red? (Yes) Is it *likely*? (No) Is it possible to have a green outcome? (There are no green sides, so green is an *impossible* outcome.)

- Label 2 columns "Red" and "White." Then, have a volunteer flip one counter and make a tally mark to show the outcome. Repeat for a total of 10 events. How many white outcomes were there? How many red? Have children predict the outcomes for a total of 20 events, then test their predictions. Can they predict the outcomes for 100 events? (Approximately 50 red and 50 white.)