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Make Equal Groups - Foundation

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Teacher quick-start

Make Equal Groups - Foundation

Purpose: Students build groups of a known size, count the groups and distinguish this from sharing among known recipients. Use physical and genuinely movable virtual materials, counting and recognising small groups.

Prepare: Large school-safe counters or blocks (up to 10 per student); group and recipient mats; chosen practice pages; whole-page task and pair cards; record pages, observation and rubric. Keep red keys covered. Cutting and lamination are optional. No food, small beads or real sharp tools.

Teach: Count the total. Name the required size. Build one full group, count, count full groups and check every group and all objects. For sharing, name recipients, deal one each in turn, count every share and check all objects. Ask the actual question: groups or in each?

Virtual setup: Use the teaching PPTX in Classroom Edit view. Counters on slides 9, 17 and 22 move individually. Teacher moves at the student's direction, or a student uses a school-approved device. Slide 9 starts with 10; use 6 and park 4, then reset for 10. Slide 17 starts with recipient 4 covered INACTIVE. For 2 recipients, copy the cover onto 3. For 4, move all inactive covers away. Change the short task wording and reset the pool for each case. Slide 22 has 8 tokens and 4 active recipients; do not reveal the result. This is not Slideshow drag-and-drop self-marking; no extra account or internet is needed.

Access: Adult reads every prompt. Students can move, point, speak, draw, direct a move, use a communication device or have an adult record. Space objects clearly; begin with small totals and choose taught pages. Reading, speech, handwriting, cutting and speed are not mathematics grades.

Individual evidence: Observe fresh physical grouping and virtual sharing after each skill is taught across lessons 2-5 and extra ordinary blocks. Allow about 4 minutes each, roughly 100 minutes for 25 students plus access time. The final 25-minute station cannot assess everyone alone. Record actual actions, strategy, checks and content prompts; partner or quiz success alone is insufficient. Normal access does not lower Secure. Optional leftovers are not required.

Lesson 1 - Build a group to its size

Foundation Mathematics | 45 minutes

Learning: Build full equal-size groups and tell groups apart from in each.

Success: Counts once, makes the required size, counts full groups and checks all objects.

Use: Teaching slides 2-7 and 9; grouping display; G1 rules, group mat and first task cards; selected W1; large counters; observation notes.

5 min - Quick look and count: Show 3 then 4 counters. Ask “How many? Show how you checked.” Observe one touch per object, last number as total and small numeral matching. Record the individual starting point.

8 min - Model: Start with 4. Say “Make groups of 2.” Build one complete group, then another. Count 2 groups, then count 2 in each. Repeat with 6 in groups of 2: 3 groups, 2 in each. Point at the whole groups and their members separately. Ask “Which number tells groups?”

12 min - Guided makers/checkers: Use 4 in 2s, 6 in 3s and 6 in 3s. Maker constructs; checker counts every group, checks the required size and all counters. Swap so each student constructs. Watch for counting counters when asked for groups. Ask “Point to one group. Now count groups.”

10 min - Practice: W1 challenge level. Build each exact task physically before drawing or recording numerals. Support page: 4 in 2s, 6 in 3s, 4 in 1s. Core: 6/8/10 in 2s. Extension: 10 in 4s, 10 in 3s, 10 in 5s after teaching. Keep the red key hidden.

5 min - Virtual action: On slide 9, use only 6 of the 10 counters; park 4 in the pool. A student directs one full group of 2 at a time. Count 3 occupied full groups and 2 in each. Empty zones do not count.

5 min - Exit: Student makes 6 in groups of 3. Ask “How many groups? How many in each?” Expect 2 and 3; accept pointing/action/adult recording. Note next teaching need.

Access and challenge: Read aloud, space counters, begin with 4, help keep track without giving quantities. Use changed arrangements to check counting. Challenge explains why each full group must have the named size. No speed or handwriting score.

Lesson 2 - Count groups and in each

Foundation Mathematics | 45 minutes

Learning: Count the groups and the number in each as different quantities, including totals to 10.

Success: Makes full groups, answers the question asked and checks all objects.

Use: Teaching slides 7-12 and 21; grouping display/worked model; G1 cards; selected W2; counters and group mat; individual observation record.

5 min - Retrieve: Make 6 in groups of 3. Ask “Groups? In each?” Expect 2 groups and 3 in each. Briefly show an empty pool: no counters for groups of 2 means 0 full groups. Empty mat zones are not made groups.

8 min - Model and challenge: Build 8 in groups of 2, then 10 in groups of 2. Count inside each group, then count full groups: $4/2$ and $5/2$. Show three full groups of 2 plus one stray counter. With size 2 required, the one-counter group is incomplete. Keep the stray counter but do not count it as a full group or remove it.

12 min - G1 stations: Use 8 in 2s, 8 in 4s, 10 in 2s and 5 in 5s. Each student makes and checks a turn, then swaps roles. Ask “Did every group reach its size? Where is every counter?” Recount rather than assume a longer row means more.

10 min - W2: Student counts the worked models, pointing to whole groups then within a group. Record in the separate Group and In each fields. Support uses 6 in 3s and 4 in 1s; core 8/10 in 2s; extension 9 in 3s and 5 in 5s. Keep key covered. When numbers coincide, still ask both questions.

5 min - Virtual: Repeat slide 9 to all 10. Student directs five full groups of 2, then counts 5 groups and checks to see if all 10 used.

5 min - Exit: Make 10 in groups of 5. Ask both quantities: 2 groups, 5 in each. Record the student's own counting/checking.

Evidence: Begin individual physical grouping observations now the skill is taught. Use fresh tool-counter transfer only when ready, answers withheld; continue across lessons and additional blocks.

Access/challenge: Adult reads, records or moves at student direction. Start with small totals and offer clear spaces; record mathematical prompts separately. Extension identifies a partial group without pretending all counters fit. No division symbols, skip-counting speed or timed attainment.

Lesson 3 - Same total, different groupings

Foundation Mathematics | 45 minutes

Learning: Compare two groupings of the same collection.

Success: Resets the same counters, counts groups and in each separately and checks the total is unchanged.

Use: Teaching slides 14-16 and 21; same-six worked model; complete G2 rules/pair cards; G1 mat and counters; selected W3; observation notes.

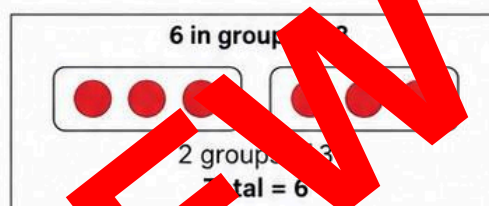
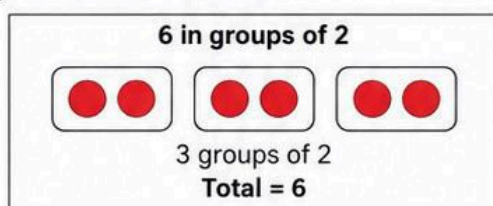
5 min - Retrieve

Count a collection once. Name the required group size; recall build, repeat, count groups and check.

Ask "What must stay the same between our two tries?" Keep the same total.

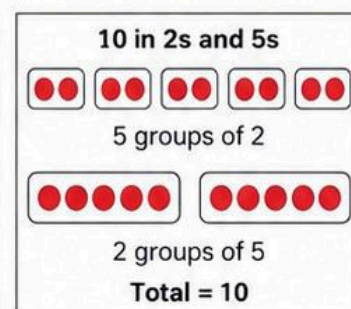
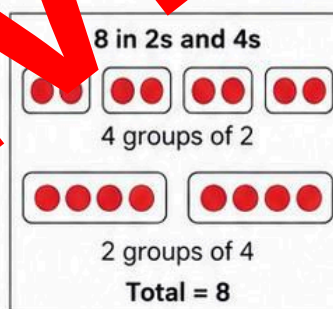
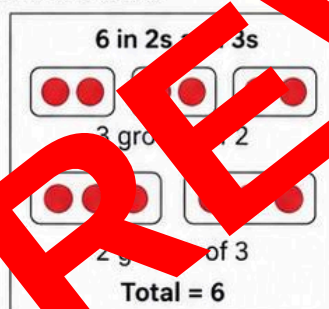
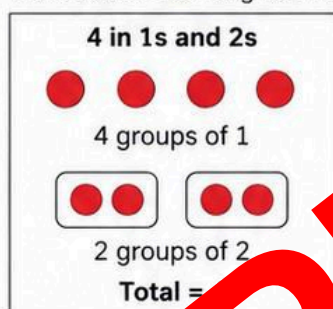
8 min - Model

Use the same 6. First make groups of 2: 3 groups/2 in each. Put all 6 back before making groups of 3: 2 groups/3 in each. Count all 6 again. Ask "What changed? What stayed?" Move members of one group into a new arrangement without adding/taking: still the same number.



15 min - G2 paired trials

Use all supplied pairs: 4 in 1s/2s gives 4/2 groups; 6 in 2s/3s gives 3/2 groups; 8 in 2s/4s gives 4/2 groups; 10 in 2s/5s gives 5/2 groups. Maker builds both trials from one reset collection; checker counts within/all groups, records and compares. Swap so every student makes both. Do not give two different totals.



7 min - W3

Choose one roomy pair at a taught level. Support same 4 in 1s/2s, core same 6 in 2s/3s, extension same 10 in 2s/5s. Physically build first, then show/draw/numerals. Keep red keys covered; no paragraph required.

5 min - Counting discussion

Look at a familiar small group. A student may recognise it; count by ones to verify. Ask "How did you check?" Instant recognition of 10 is not demanded. Avoid judging number from counter size or spacing.

5 min - Exit

Student shows/says "The group size changed; the total stayed the same" with an actual pair. Pointing or drawing is valid; note quantities and checking, not fluency.

Access/evidence

Adult reads/records; space and reset counters; use one pair at a time. Continue individual taught grouping observations through rotations.

Optional teacher challenge

7 counters in groups of 2 gives 3 full groups and 1 left over. Leave the extra outside. All 7 cannot be used in full groups of 2. Do not split/discard/add an object; not required for Secure.

Lesson 4 - Share among known recipients

Foundation Mathematics | 45 minutes

Learning: Share among a known number of recipients and distinguish this from known-size grouping.

Success: Deals one each, counts every equal share and accounts for all objects in both media.

Use: Teaching slides 17-20; contrast display; G1 recipient mat/sharing cards/two-turn record; selected W1/W2 rehearsal; large counters; observation record.

5 min - Contrast: With 6 counters ask "Make groups of 3" then "Share between 3 recipients." What is given? First the group size; second the number of recipients. Point to the known quantity before acting.

8 min - Model: Share 6 between 3 recipients, one each in turn until finished. Count every share: 2 each, all 6 used.

Share 8 between 2: 4 each, all 8 used.

Compare 6 between 3 with 6 in groups of 3: the first asks each (2), the second asks groups (2) and has 3 in each.

Equal numerical answers do not make the question identical.

12 min - Guided sharing: Use G1 sharing cards and recipient mat. Activate only the named 2 or 3 zones; cover unused zones.

Every student physically shares and checks all recipients, then swaps.

Ask "Does everyone have the same? What are all the counters?"

10 min - Record after action: Select taught W1/W2 page for brief grouping rehearsal, then use G1 two-turn record's sharing card between 3.

Deal real objects into shares; draw/count/check each.

Keep keys covered; teacher records if needed.

5 min - Virtual: Slide 17 first uses 6 of 10 between active recipients 1-3; park 4, keep 4 covered. Student directs one each/count/check.

Reset and use 8 between all 4: park 2 and move inactive cover away.

Change task wording; do not call a static printed picture virtual action.

Record actual directed movement and equality check.

5 min - Exit: Share 8 between 2.

Ask "How many each? Which 2 was given?"

Expect 4 each and 2 named recipients.

Access/evidence: Read aloud, point, direct movement or adult record.

Normal support does not lower Secure; record mathematical content prompts.

Continue individual transfers after both modes are taught.

Teacher moves native objects in classroom Edit view, not Slideshow drag-and-drop.

Lesson 5 - Pack, share and explain

Foundation Mathematics | 45 minutes

Learning: Independently represent a fresh grouping and a real virtual sharing problem, count and explain checks.

Success: Answers the actual question, checks every equal group/share and all objects.

Use: AS1/AS2 with keys hidden; teaching slide 22; 10 large tool counters (ordinary safe counters representing tools); G1/G2 stations; quiz; observation and four-level rubric.

5 min - Recall

Ask "What tells us the number in each group? What tells us the recipients?"

Students point/say how grouping and sharing begin; recall count/check/all used.

6 min - Rehearse

Use a different taught practice case, such as 4 in groups of 2 and 6 between 3

Model checking without showing the transfer sheets, their results or a complete solution.

25 min - Individual transfer station

Physical AS1: "Use 10 tool counters. Make packs of 2."

Observe actual building, counting groups/in each, all-used check and explanation; expected 5 groups/2 each.

Virtual AS2: On fresh slide 22, "Share 8 tokens between 4 recipients"

Student directs or makes independent token moves in first view, then counts/checks every share/all 8; expected 2 each.

Keep these teacher expectations out of the student's sight. Do not coach the quantities.

Record actual strategy/action, independence, normal access and mathematical content prompts; reset the panel between students.

Others use taught G1/G2 tools and short notes; not partner-supplied assessment answers.

6 min - Quiz for feedback

Adult reads selected taught question/answer pairs. Students handle counters/point/use numerals.

Discuss the checked model; this informs teaching and does not replace individual transfer.

3 min - Reflect

Each student points/says/draws one useful reason their groups or shares are equal and answer the question.

Evidence schedule

Adlow about 4 minutes per student for both transfers/explanation, roughly 100 minutes for 25 plus access time.

Collect across taught rotations in lessons 2-5 and extra ordinary blocks.

This 25-minute station alone is not a full-class assessment.

Combine individual transfers with taught zero, comparison and misconception evidence.

Judgment/access

Use representation, equal size/all objects, quantity counting and explanation criteria.

Adult read-aloud, pointing, communication/device support and recording do not lower Secure.

Record content prompts.

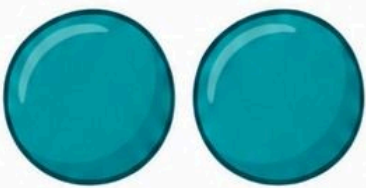
No speed, reading, cutting, handwriting or partner-correctness grade.

Optional leftover reasoning is not required for Secure.

Make equal groups.

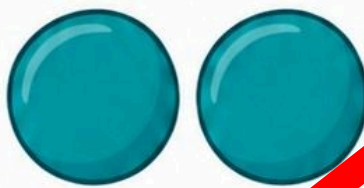
Start with 6 counters. Make groups of 2.

Group 1



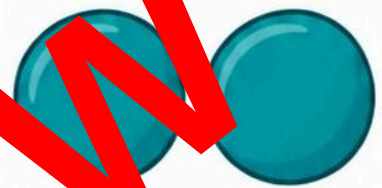
2 in this group.

Group 2



2 in this group.

Group 3



2 in this group.

3 groups. 2 in each.
6 counters altogether.

- 1 Count the total.
- 2 Build full groups.
- 3 Count the groups.
- 4 Check every group.
- 5 Use all 6.

Groups and in each

Use 10 counters. Make groups of 2.



How many groups?

5 groups

How many in each?

2
in each

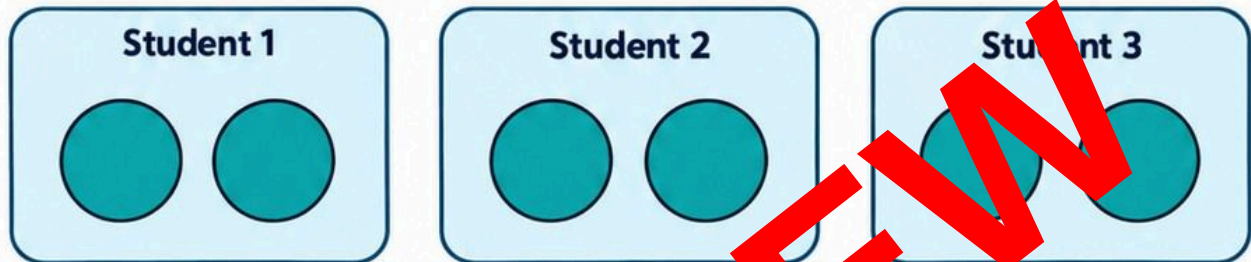
All 10 are used. Every group has 2.

Grouping or sharing?

The same number of objects can be shared or put into groups.
Look at the two different ways below.

Sharing

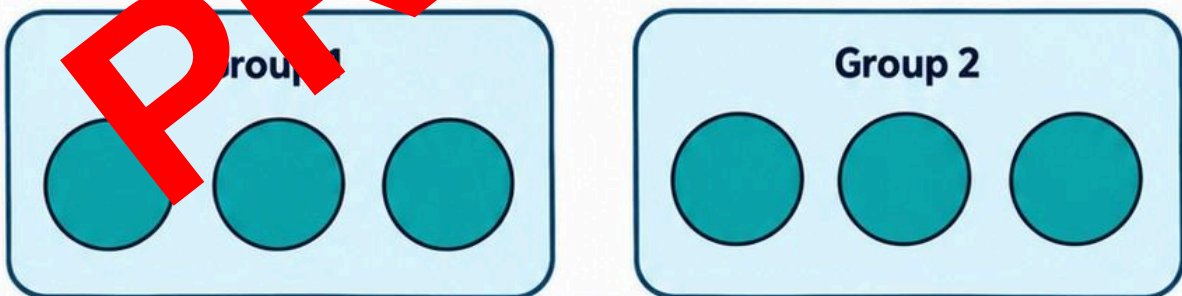
Share 6 between 3 recipients.
How many each?



2 each. All 6 used.

Grouping

Use 6. Make groups of 3.
How many groups?



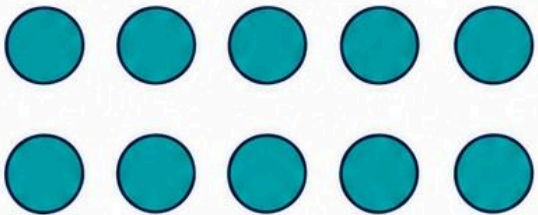
2 groups. 3 in each. All 6 used.

The same 6 objects can be shared between recipients
or put into equal groups.

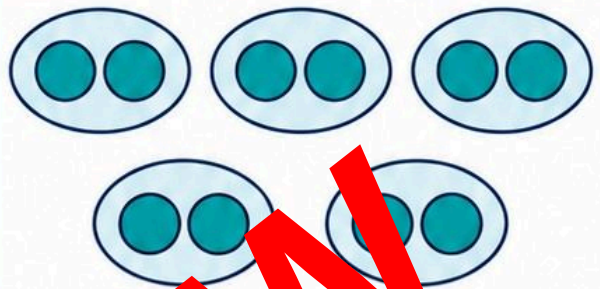
Build groups of 2

We can make **equal** groups.
Each group has 2.

Start: 10 counters



Build: 2 in every group



Count 5 groups. Check 2 in each. All 10 used.

1

Count the total: 10.

2

Make one full group of 2.

3

Repeat until the pool is empty.

4

Count the full groups: 5.

5

Check 2 in every group. All 10 used.

The same 6 counters.

Here are
6 counters.



Trial 1

Make 3 groups of 2 with the same 6 counters.



Groups: **3**

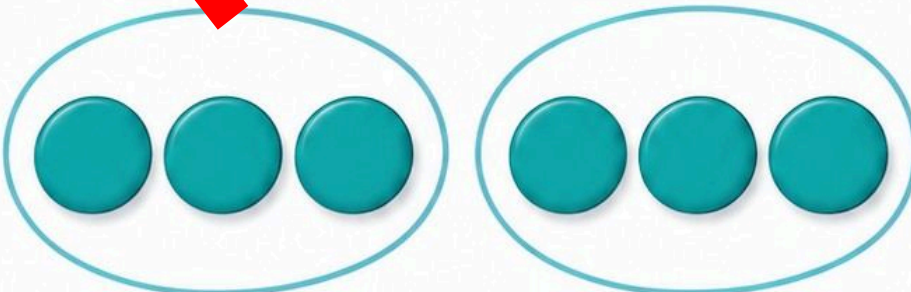
In each: **2**

Total: **6**

Put the counters back. Start again.

Trial 2

Make 2 groups of 3 with the same 6 counters.



Groups: **2**

In each: **3**

Total: **6**

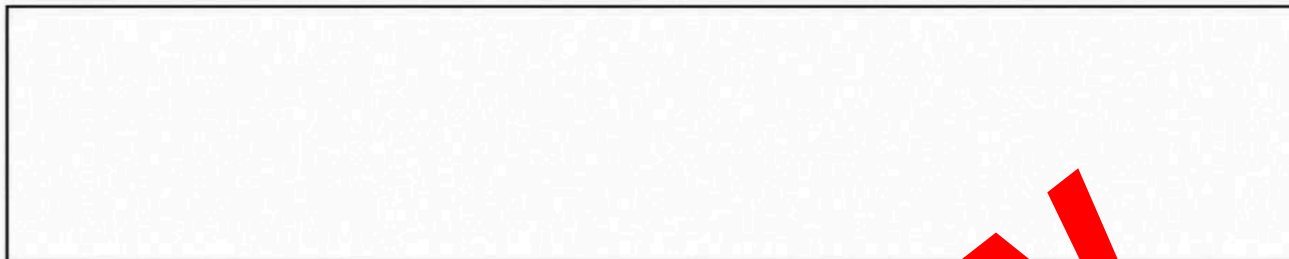
The group size changed. The total stayed 6.

Name: _____

Build and record.

Teacher reads. Use counters. Make groups. Draw your groups. Complete the sentences.

Use 4 counters. Make groups of 2.



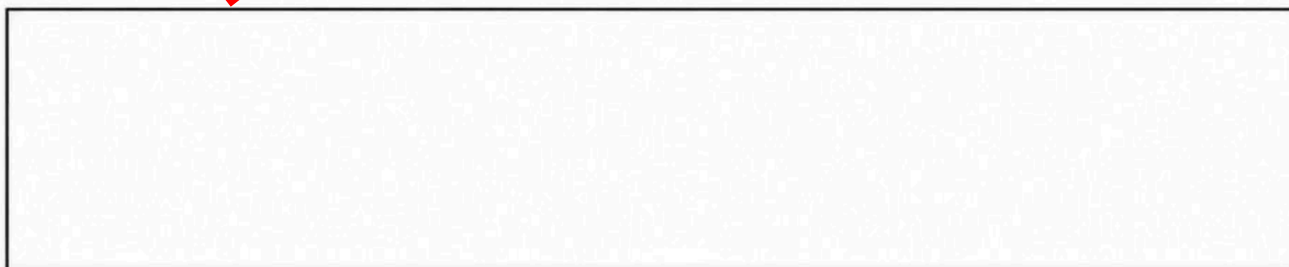
Groups: _____ In each: _____ I checked every group. ☐

Use 6 counters. Make groups of 3.



Groups: _____ In each: _____ I checked every group. ☐

Use 4 counters. Make groups of 1.



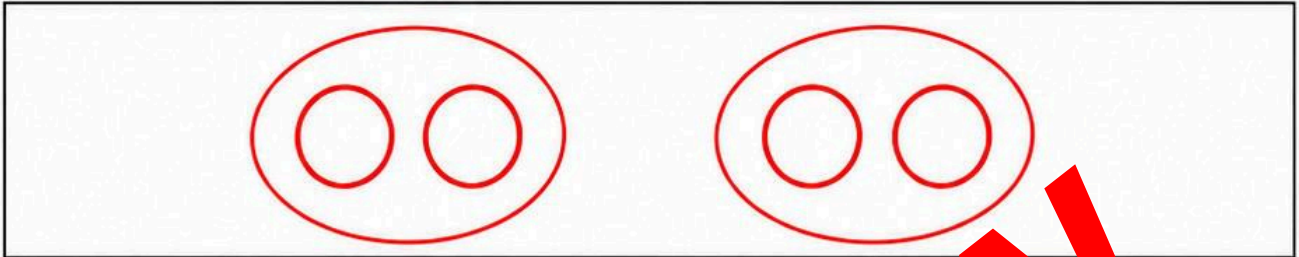
Groups: _____ In each: _____ I checked every group. ☐

Name: **ANSWERS**

Build and record.

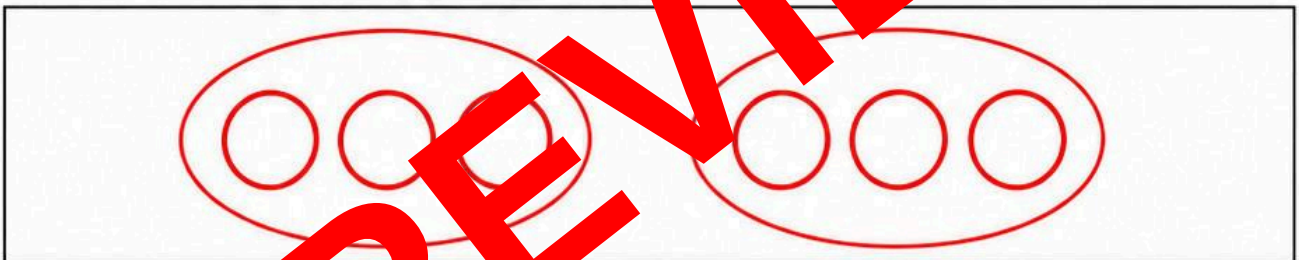
Teacher reads. Use counters. Make groups. Draw your groups. Complete the sentences.

Use 4 counters. Make groups of 2.



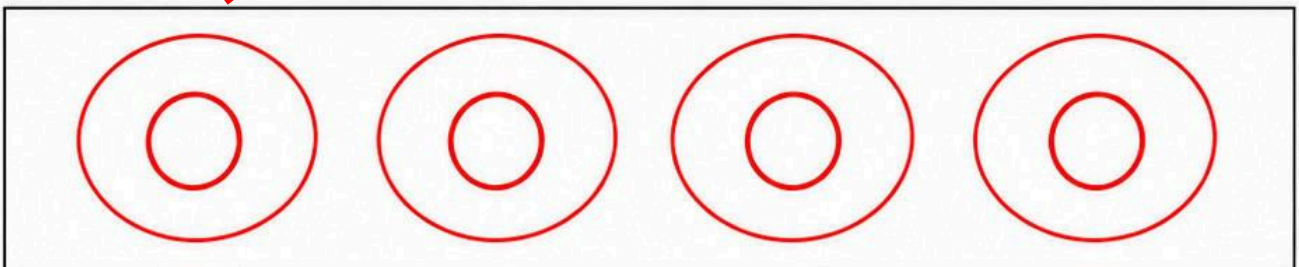
Groups: 2 In each: 2 I checked every group. ☒

Use 6 counters. Make groups of 3.



Groups: 2 In each: 3 I checked every group. ☒

Use 4 counters. Make groups of 1.



Groups: 4 In each: 1 I checked every group. ☒

Name: _____

Build and record.

Use 6 counters. Make groups of 2.

Groups: _____ In each: _____ I checked every group. ☐

Use 8 counters. Make groups of 2.

Groups: _____ In each: _____ I checked every group. ☐

Use 10 counters. Make groups of 2.

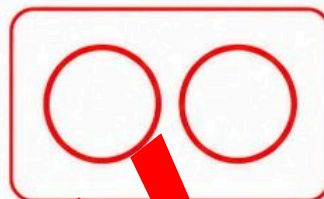
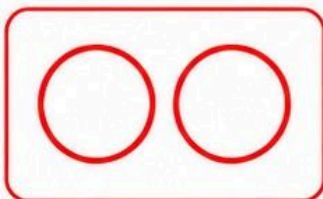
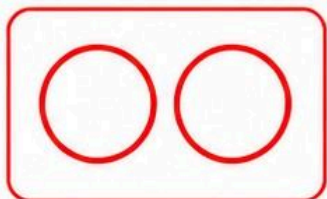
Groups: _____ In each: _____ I checked every group. ☐

Teacher reads.

Name: **ANSWERS**

Build and record.

Use 6 counters. Make groups of 2.

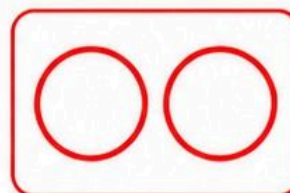
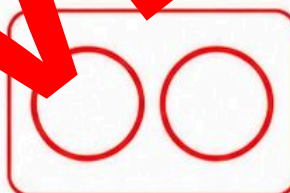
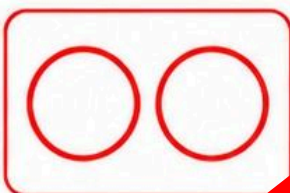


Groups: 3

In each: 2

I checked every group. ☒

Use 8 counters. Make groups of 2.

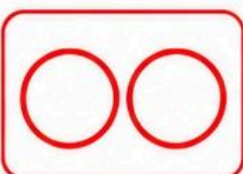
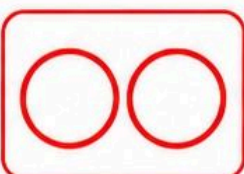
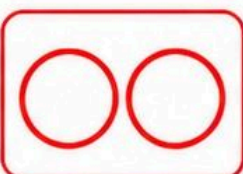
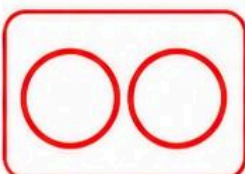
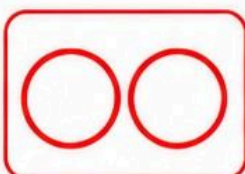


Groups: 4

In each: 2

I checked every group. ☒

Use 10 counters. Make groups of 2.



Groups: 5

In each: 2

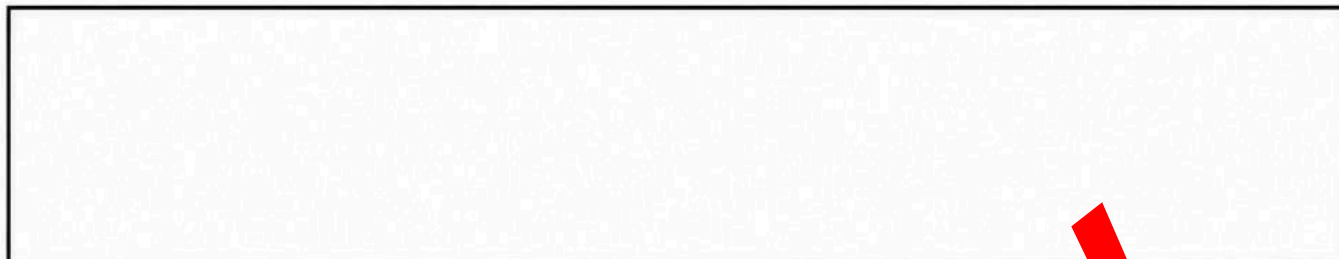
I checked every group. ☒

Teacher reads.

Name: _____

Build and record.

Use 8 counters. Make groups of 4.



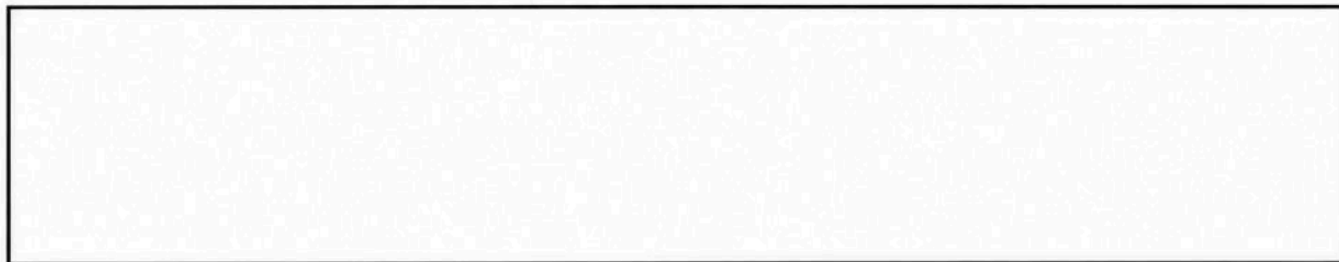
Groups: _____ In each: _____ I checked every group. ☐

Use 9 counters. Make groups of 3.



Groups: _____ In each: _____ I checked every group. ☐

Use 10 counters. Make groups of 5.

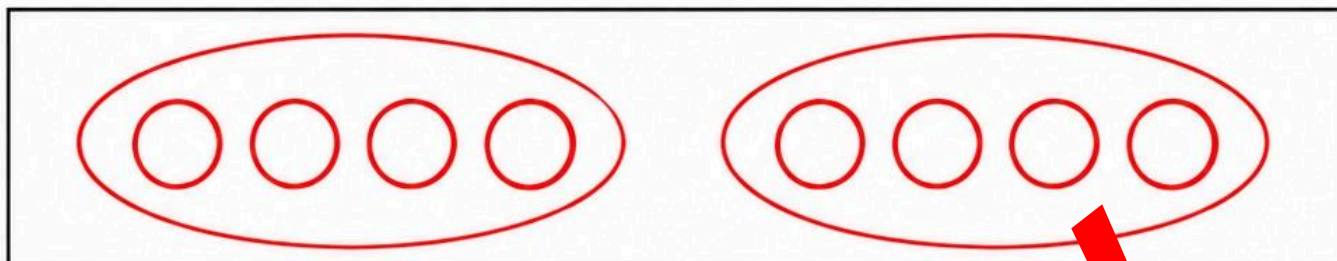


Groups: _____ In each: _____ I checked every group. ☐

Name: ANSWERS

Build and record.

Use 8 counters. Make groups of 4.



Groups: 2

In each: 4

I checked every group.



Use 9 counters. Make groups of 3.



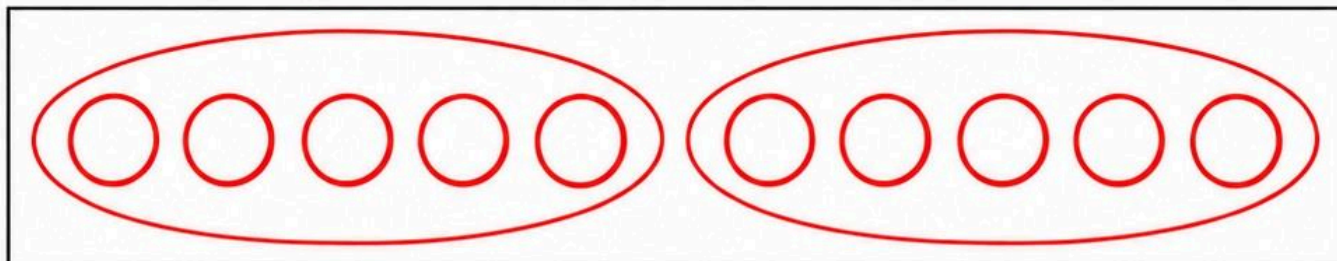
Groups: 3

In each: 3

I checked every group.



Use 10 counters. Make groups of 5.



Groups: 2

In each: 5

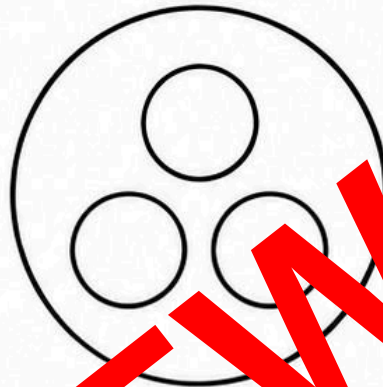
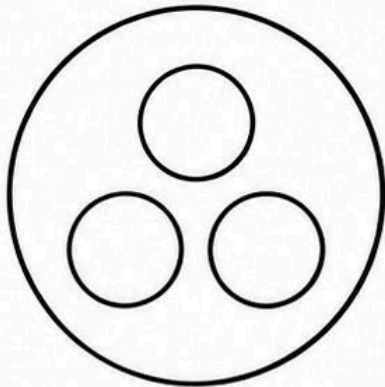
I checked every group.



Name: _____

Count groups and in each.

Count the groups. Count in each.

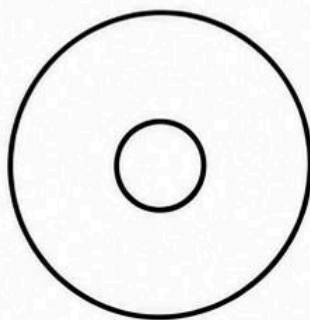
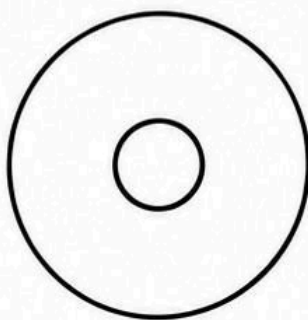
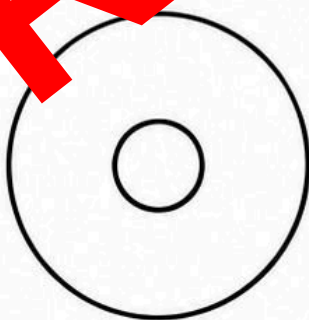
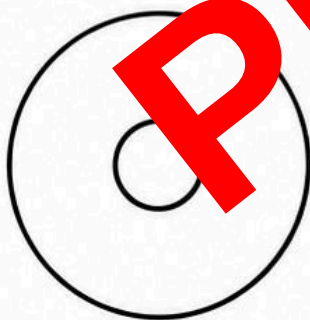


Groups: _____

In each: _____

All counters used? _____ Explain (if needed): _____

Count the groups. Count in each.



Groups: _____

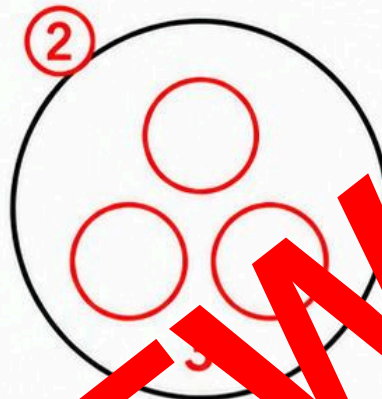
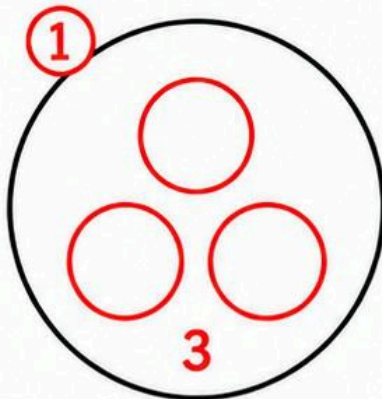
In each: _____

All counters used? _____ Explain (if needed): _____

Name: **ANSWERS**

Count groups and in each.

Count the groups. Count in each.

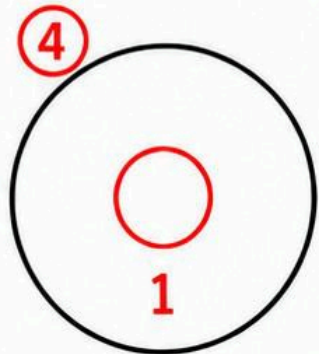
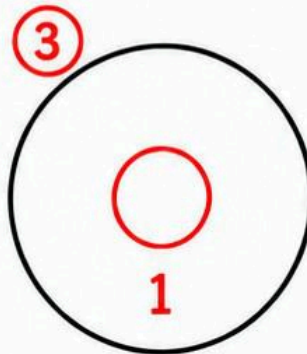
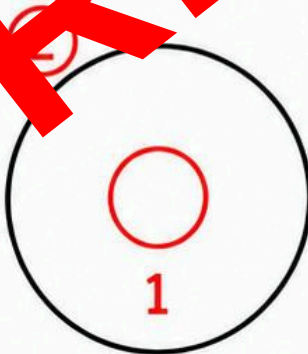
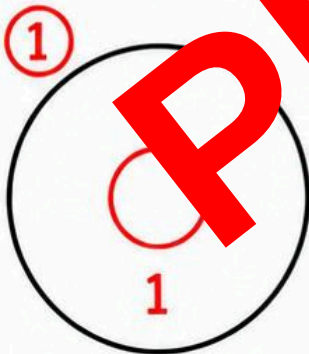


Groups: 2

In each: 3

All counters used? Yes Explain (if needed): Every group has the same number.

Count the groups. Count in each.



Groups: 4

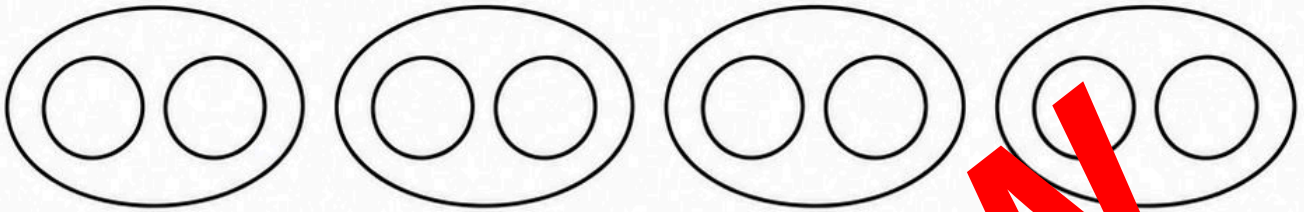
In each: 1

All counters used? Yes Explain (if needed): Every group has the same number.

Name: _____

Count groups and in each.

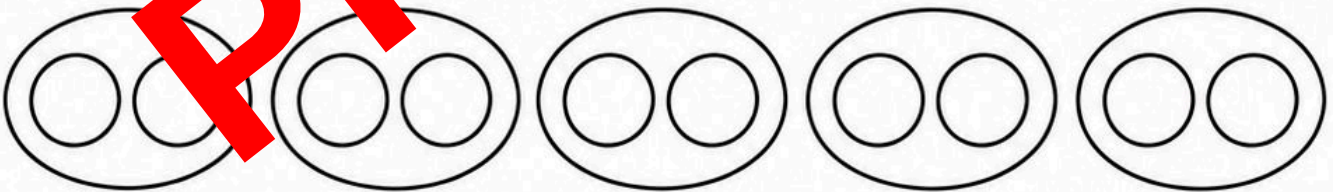
Count the groups. Count in each.



Groups: _____ In each: _____

All counters used? _____

Count the groups. Count in each.



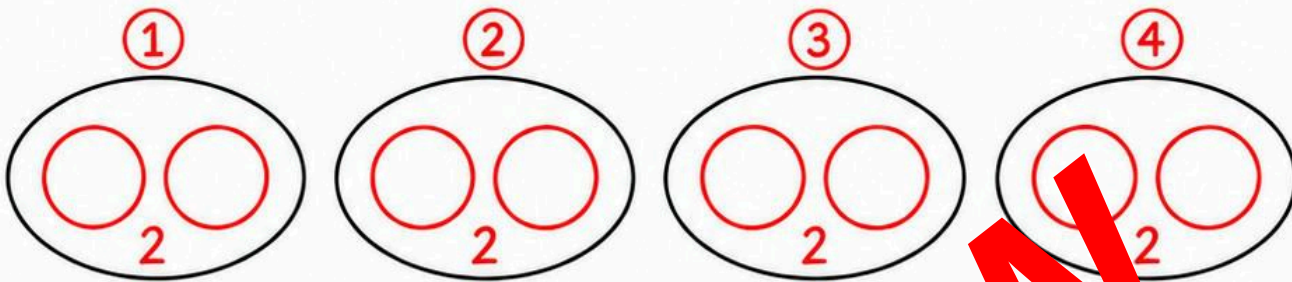
Groups: _____ In each: _____

All counters used? _____

Name: ANSWERS

Count groups and in each.

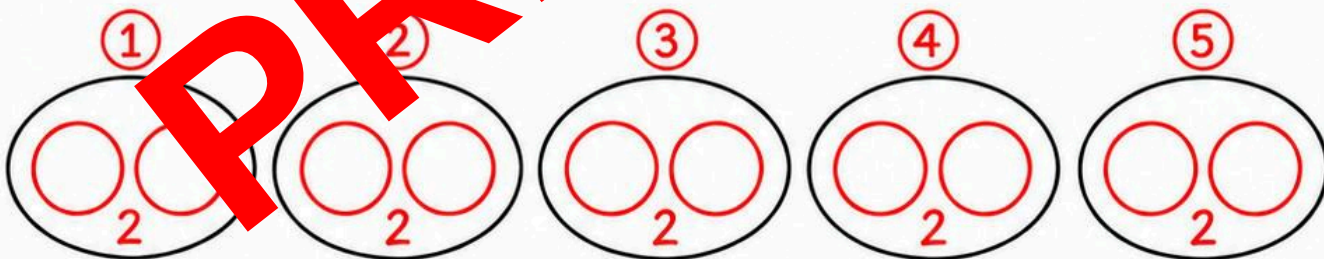
Count the groups. Count in each.



Groups: 4 In each: 2

All counters used? Yes

Count the groups. Count in each.



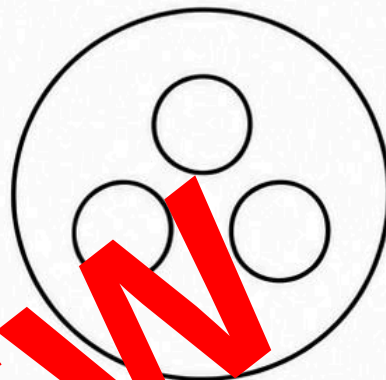
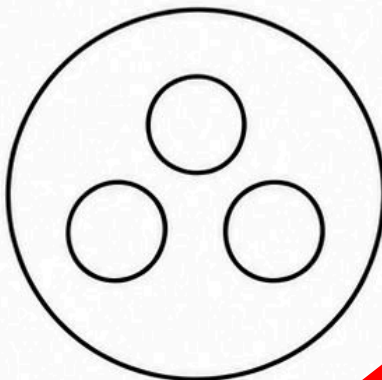
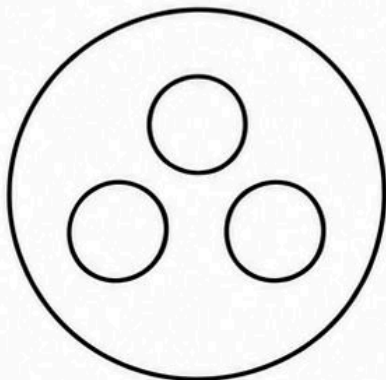
Groups: 5 In each: 2

All counters used? Yes

Name: _____

Count groups and in each.

Count the groups. Count in each.

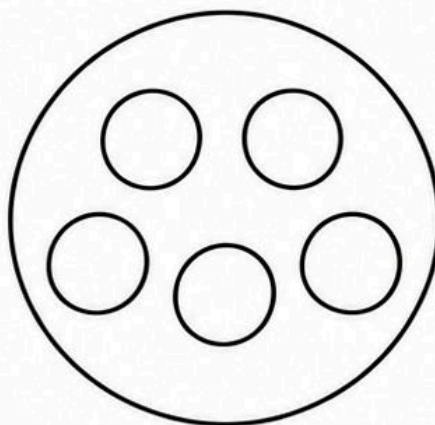


Groups: _____

In each: _____

All counters used? _____ Explain: _____

Count the groups. Count in each.



Groups: _____

In each: _____

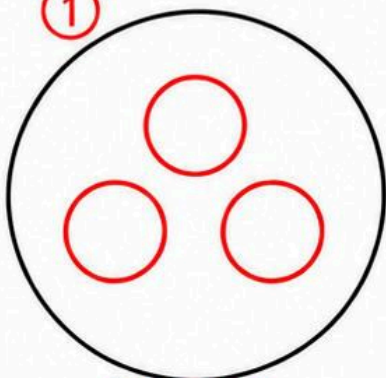
All counters used? _____ Explain: _____

Name: ANSWERS

Count groups and in each.

Count the groups. Count in each.

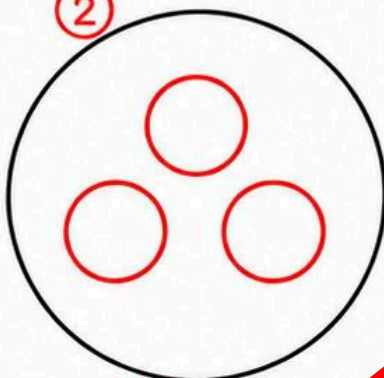
①



3 in each

Groups: 3

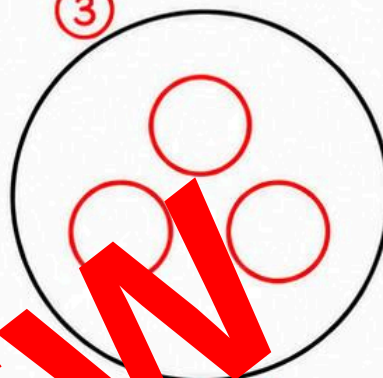
②



3 in each

In each: 3

③



3 in each

All counters used? Yes Explain: Every group has the same number.

Count the groups. Count in each.

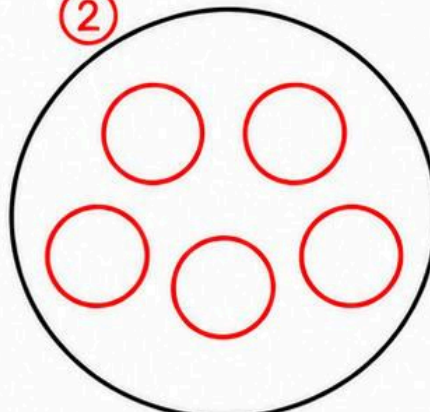
①



5 in each

Groups: 2

②



5 in each

In each: 5

All counters used? Yes Explain: Every group has the same number.

Name: _____

Same total, different groups.

Use the same 4 counters.

Trial 1: Make groups of 1.

Groups: In each: Total:

Put the same 4 back. Start again.

Trial 2: Make groups of 2.

Groups: In each: Total:

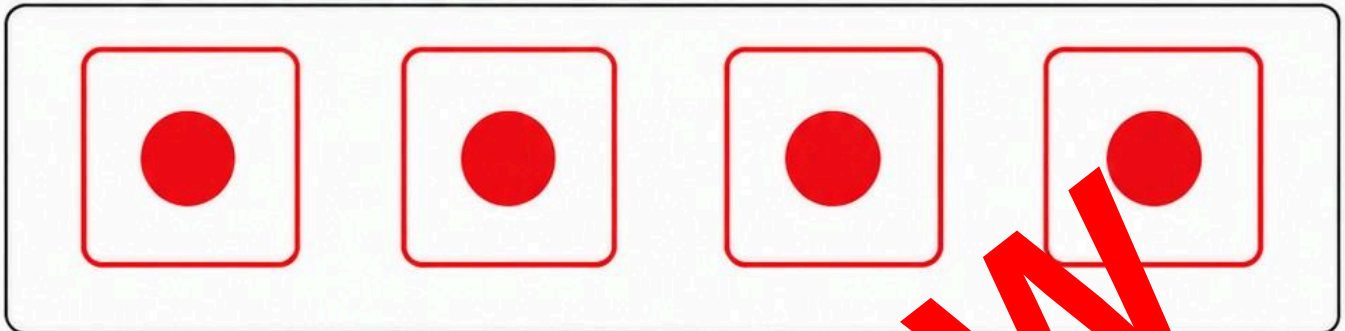
Did the total change? Show or tell.

Name: **ANSWERS**

Same total, different groups.

Use the same 4 counters.

Trial 1: Make groups of 1.



Groups:

4

In each:

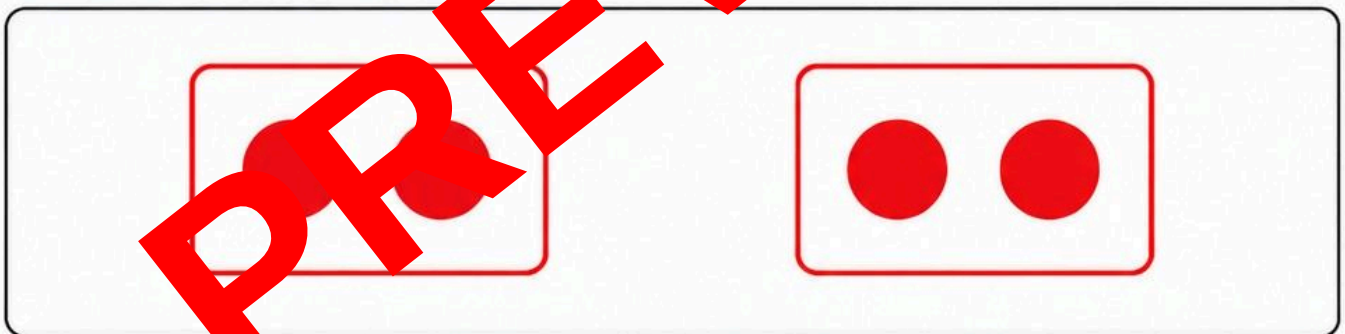
1

Total:

4

Put the same 4 back. Start again.

Trial 2: Make groups of 2.



Groups:

2

In each:

2

Total:

4

Did the total change? Show or tell.

No. We used the same 4 both times.

Name: _____

Same total, different groups.

Use the same 6 counters.

Trial 1: Make groups of 2.

Groups: In each: Total:

Put the same 6 blocks back in the bag.

Trial 2: Make groups of 3.

Groups: In each: Total:

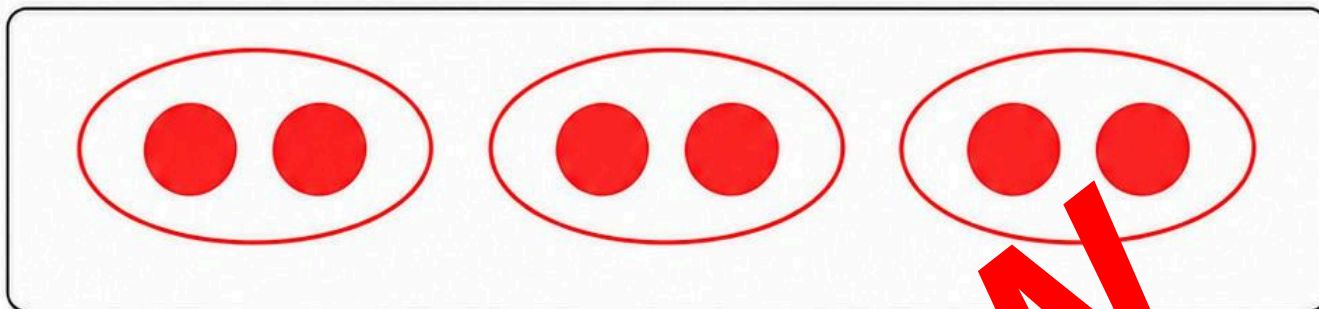
Did the total change? Show or tell.

Name: ANSWERS

Same total, different groups.

Use the same 6 counters.

Trial 1: Make groups of 2.



Groups: In each: Total:

Put the same 6 back. Start again.

Trial 2: Make groups of 3.



Groups: In each: Total:

Did the total change? Show or tell.

No. We used the same 6 both times.

Name: _____

Same total, different groups.

Use the same 10 counters.

Trial 1: Make groups of 2.

Groups:

In each:

Total:

Put the same 10 back. Start again.

Trial 2: Make groups of 5.

Groups:

In each:

Total:

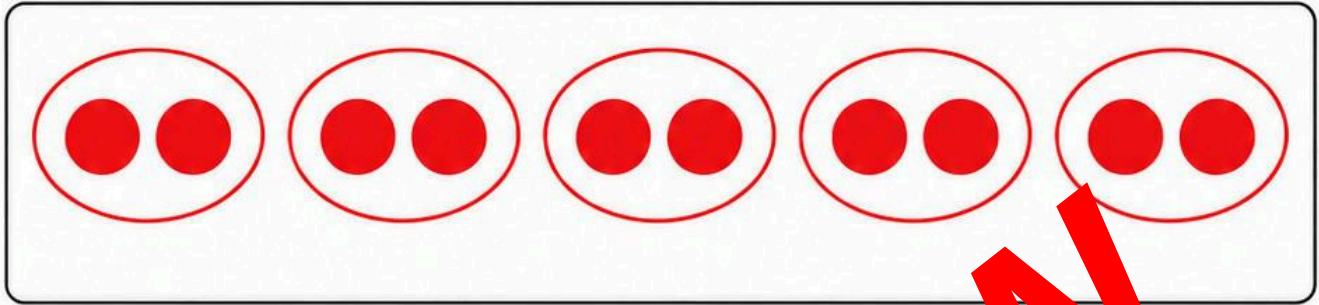
Did the total change? Show or tell.

Name: **ANSWERS**

Same total, different groups.

Use the same 10 counters.

Trial 1: Make groups of 2.



Groups: **5** In each: **2** Total: **10**

Put the same 10 back. Start again.

Trial 2: Make groups of 5.



Groups: **2** In each: **5** Total: **10**

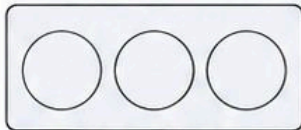
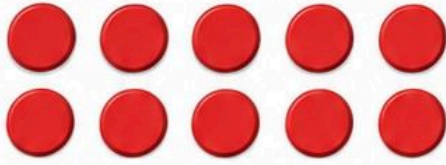
Did the total change? Show or tell.

No. We used the same 10 both times.

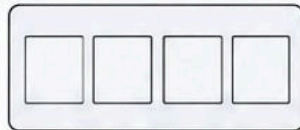
Pack a Set

Equipment:

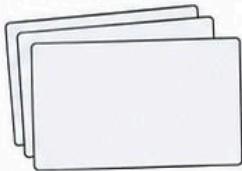
10 large counters, group mat, recipient mat, task cards and record page.



group mat



recipient mat



task cards



record page

Roles:

Maker builds.

Checker counts and checks.

Swap after every turn.



Swap after every turn.

Grouping steps:

- 1 Count the total.
- 2 Recognize how many in each.
- 3 Make one full group. Repeat.
- 4 Count full groups.
- 5 Check every group and all counters.

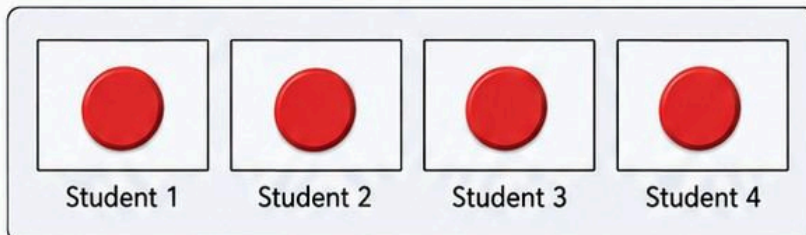
Worked model: exactly 3 groups of 2



6 total
3 groups
2 in each

Sharing branch:

If a card names recipients, use the recipient mat. Deal one to each in turn.
Count every share. Check all counters.



Deal one to each
in turn.
Count every share.
Check all counters.

Point to a card; cutting is optional. Everyone makes and checks. Empty zones are not full groups.

Group mat

Read the card for the number in each. Only full, occupied groups count. Leave unused zones empty.

Counter pool

Group zone

Group zone

Group zone

Group zone

Group zone

Group zone

PREVIEW

Recipient mat

The card names the recipients.

For 2, use recipients 1 and 2.

For 3, use 1, 2 and 3.

For 4, use all four.

Cover unused zones with paper.

Deal one to each active recipient in turn.

Counter pool

Recipient 1

Recipient 2

Recipient 3

Recipient 4

PREVIEW

Name: _____

Pack a Set cards

Teacher reads. Use large counters and group mat.

**Use 4 counters.
Make groups of 2.**



Groups: _____

In each: _____

All used? _____

**Use 6 counters.
Make groups of 2.**

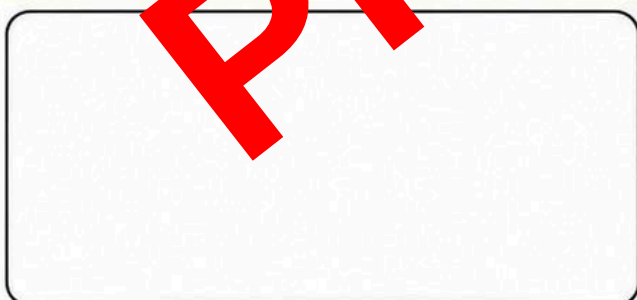


Groups: _____

In each: _____

All used? _____

**Use 6 counters.
Make groups of 3.**

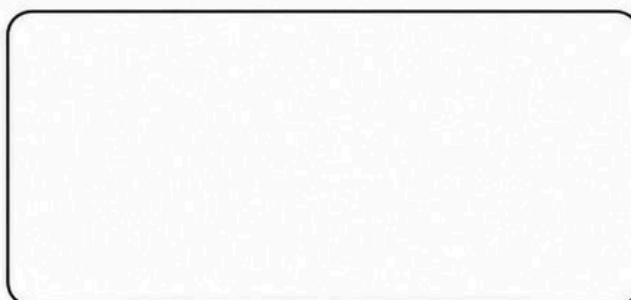


Groups: _____

In each: _____

All used? _____

**Use 4 counters.
Make groups of 1.**



Groups: _____

In each: _____

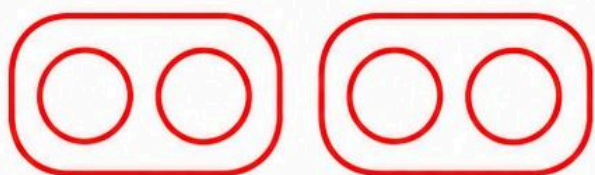
All used? _____

Name: **ANSWERS**

Pack a Set cards

Teacher reads. Use large counters and group mat.

**Use 4 counters.
Make groups of 2.**



Groups: 2

In each: 2

All used? Yes

**Use 6 counters.
Make groups of 2.**



Groups: 3

In each: 2

All used? Yes

**Use 6 counters.
Make groups of 3.**



Groups: 2

In each: 3

All used? Yes

**Use 4 counters.
Make groups of 1.**



Groups: 4

In each: 1

All used? Yes

Name: _____

Pack a Set

Use 8 counters.
Make groups of 2.

Groups: _____

In each: _____

All used? _____

Use 8 counters.
Make groups of 4.

Groups: _____

In each: _____

All used? _____

Use 9 counters.
Make groups of 3.

Groups: _____

In each: _____

All used? _____

Use 10 counters.
Make groups of 2.

Groups: _____

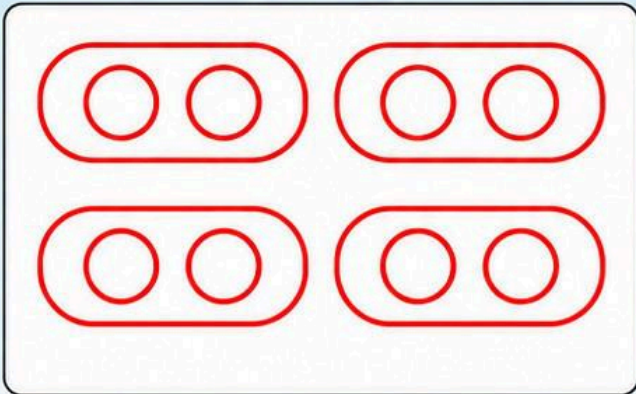
In each: _____

All used? _____

Name: **ANSWERS**

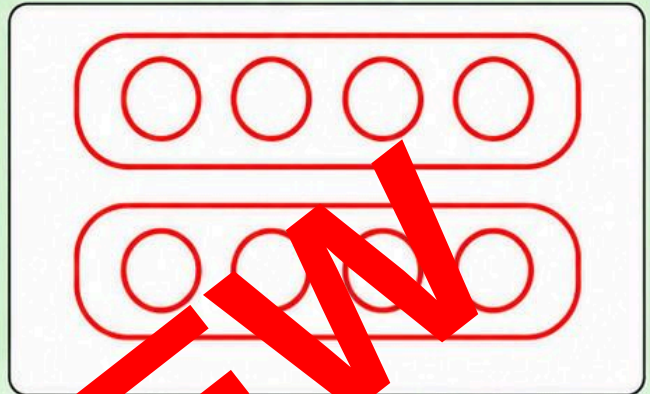
Pack a Set

Use 8 counters.
Make groups of 2.



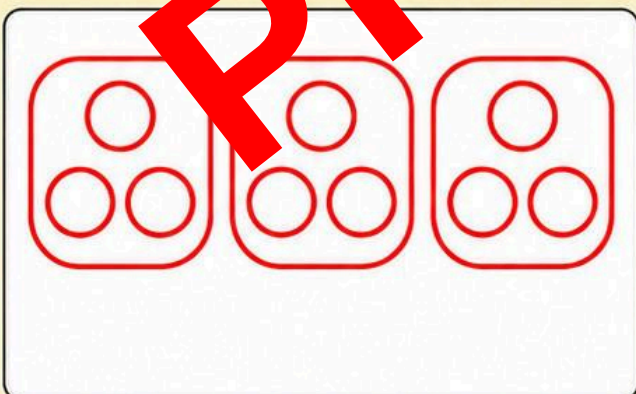
Groups: 4
In each: 2
All used? Yes

Use 8 counters.
Make groups of 4.



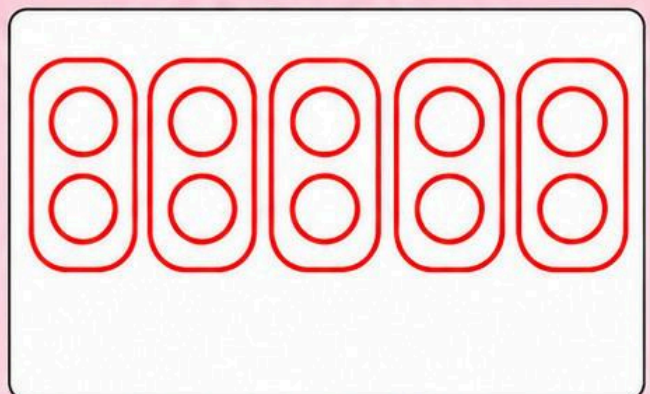
Groups: 2
In each: 4
All used? Yes

Use 9 counters.
Make groups of 3.



Groups: 3
In each: 3
All used? Yes

Use 10 counters.
Make groups of 2.



Groups: 5
In each: 2
All used? Yes

Pack or share cards

Name: _____

1 Use 10. Make groups of 5.

Groups:

In each:

All used:

2 No counters. Make groups of 2.

Full groups:

All used:

3 Share 6 between 3 recipients.

Student 1

Student 2

Student 3

Each:

All used:

4 Share 8 between 2 recipients.

Student 1

Student 2

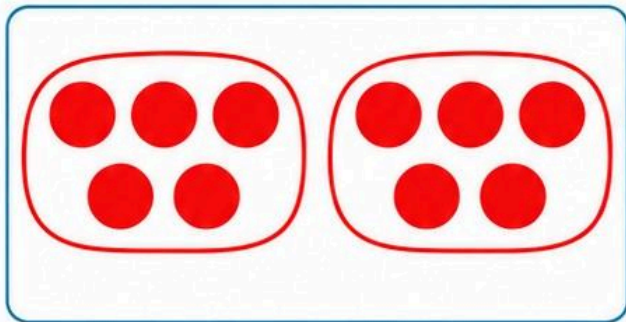
Each:

All used:

Pack or share cards

Name: **ANSWERS**

1 Use 10. Make groups of 5.



Groups:

2

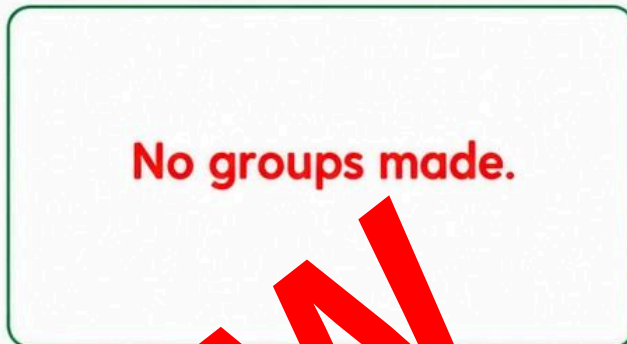
In each:

5

All used:

Yes

2 No counters. Make groups of 2.



No groups made.

Full groups:

0

All used:

Yes

3 Share 6 between 3 recipients.



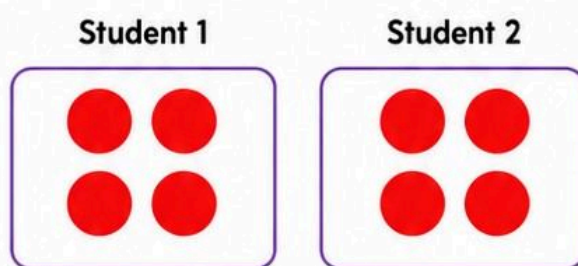
Each:

2

All used:

Yes

4 Share 8 between 2 recipients.



Each:

4

All used:

Yes

My two turns

Name: _____

Build with counters first. Then show, tell or draw.

Turn 1: Use 10 counters. Make groups of 2.

Groups:

In each

All 10 used?

☐

Turn 2: Share 6 between 3 recipients.

Each:

All 6 used?

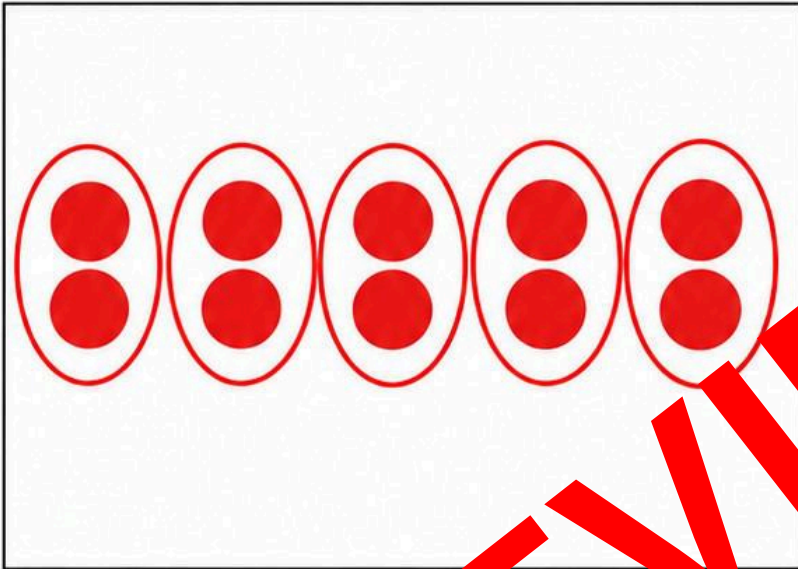
☐

My two turns

Name: **ANSWERS**

Build with counters first. Then show, tell or draw.

Turn 1: Use 10 counters. Make groups of 2.



Groups:

5

In each

2

All 10 used?



Turn 2: Share 6 between 3 recipients.



Each:

2

All 6 used?



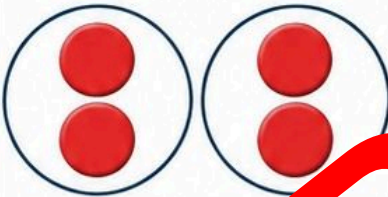
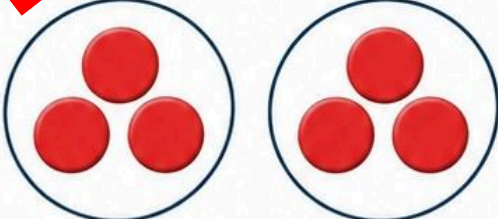
Same Total, Different Groups

Equipment: 10 large counters, group mat, pair cards and record page.
Maker builds both trials. Checker counts and checks. Swap.

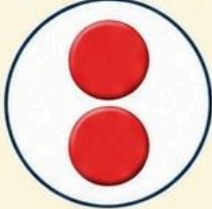
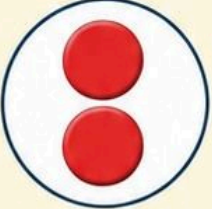
Steps:

1. Count the total.
2. Make groups of the first size.
3. Count groups and in each.
4. Put the same counters back.
5. Make groups of the new size.
6. Count and compare.
7. Check the total stayed the same.

A worked example with 6 counters.

First size: groups of 2	Result: same	Second size: groups of 3
	→	
3 groups 2 in each 6 total		2 groups 3 in each 6 total

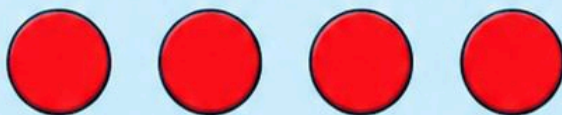
Optional teacher challenge: 7 in groups of 2 makes 3 full groups and 1 left over. All 7 cannot be used in full groups of 2. Keep the leftover outside.

			
3 full groups	2 in each	1 left over	7 total

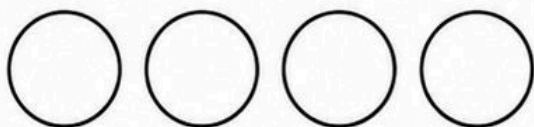
Name: _____

Same-total pair cards

Use the same 4 counters.



Trial 1: Make groups of 1.



Groups: _____

In each: _____

Total: _____

Trial 2: Make groups of 2.



Groups: _____

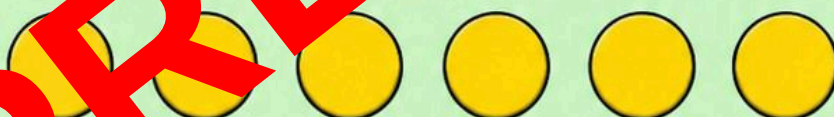
In each: _____

Total: _____

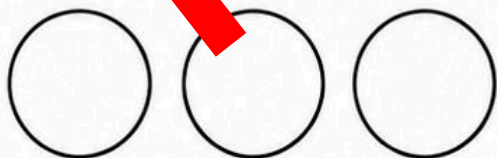
Reset the
same
counters.

Total stayed the same? _____

Use the same 6 counters.



Trial 1: Make groups of 2.

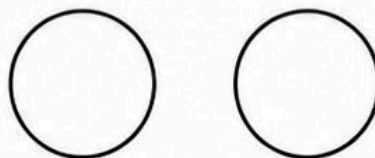


Groups: _____

In each: _____

Total: _____

Trial 2: Make groups of 3.



Groups: _____

In each: _____

Total: _____

Reset the
same
counters.

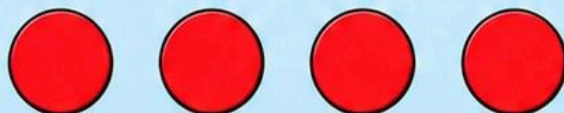
Total stayed the same? _____

Name: _____

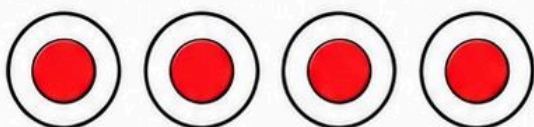
ANSWERS

Same-total pair cards

Use the same 4 counters.



Trial 1: Make groups of 1.



Groups: 4

In each: 1

Total: 4

Reset the
same
counters.

Trial 2: Make groups of 2.



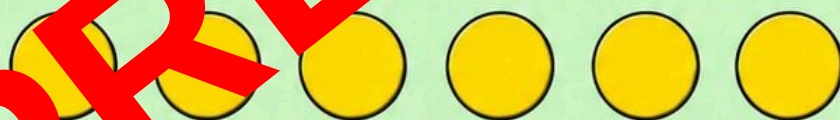
Groups: 2

In each: 2

Total: 4

Total stayed the same? Yes

Use the same 6 counters.



Trial 1: Make groups of 2.



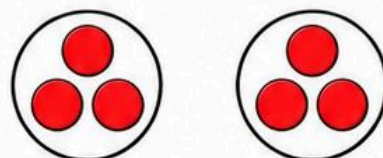
Groups: 3

In each: 2

Total: 6

Reset the
same
counters.

Trial 2: Make groups of 3.



Groups: 2

In each: 3

Total: 6

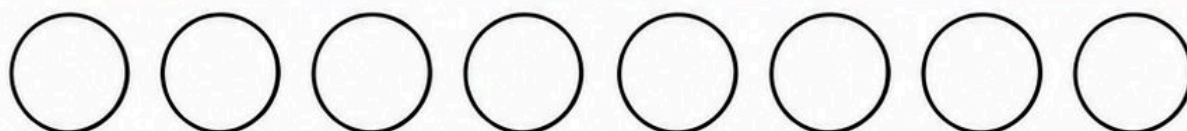
Total stayed the same? Yes

Name: _____

Same-total pair cards

Colour the counters. Complete each pair of trials. The total stays the same.

Use the same 8 counters.



Trial 1: Make groups of 2.

Groups:

In each
group:

Total:

Reset
the same
counters.



Trial 2: Make groups of 4.

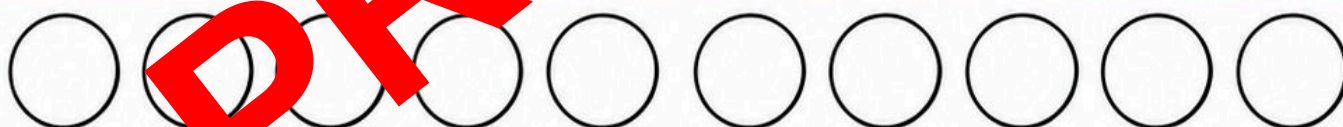
Groups:

In each
group:

Total:

Total stayed the same? ____

Use the same 10 counters.



Trial 1: Make groups of 2.

Groups:

In each
group:

Total:

Reset
the same
counters.



Trial 2: Make groups of 5.

Groups:

In each
group:

Total:

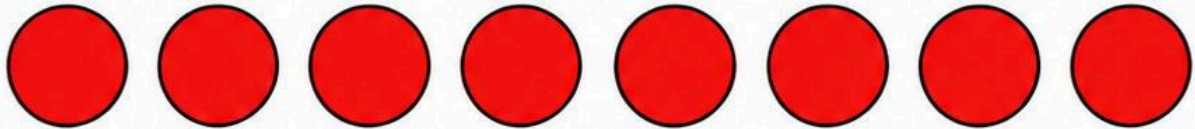
Total stayed the same? ____

Name: **ANSWERS**

Same-total pair cards

Colour the counters. Complete each pair of trials. The total stays the same.

Use the same 8 counters.



Trial 1: Make groups of 2.



Groups:

4

In each group:

2

Total:

8

Reset
the same
counters.



Trial 2: Make groups of 4.



Groups:

2

In each group:

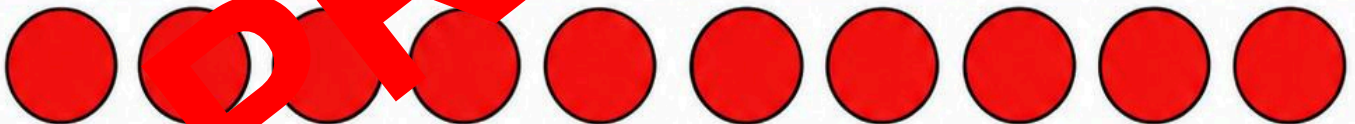
4

Total:

8

Total stayed the same? Yes

Use the same 10 counters.



Trial 1: Make groups of 2.



Groups:

5

In each group:

2

Total:

10

Reset
the same
counters.



Trial 2: Make groups of 5.



Groups:

2

In each group:

5

Total:

10

Total stayed the same? Yes

Name: _____

Compare my groups

Use the same 8 counters.

Trial 1

Make groups of 2.

Groups:

In each:

Total:

Trial 2

Reset the same 8 counters.
Make groups of 4.

Groups:

In each:

Total:

The total stayed the same? _____

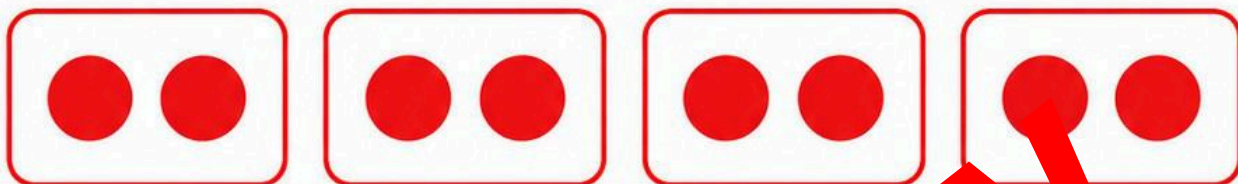
Show or tell what changed.

Name: ANSWERS

Compare my groups

Use the same 8 counters.

Trial 1 Make groups of 2.



Groups:

4

In each:

2

Total:

8

Trial 2 Reset the same 8 counters.
Make groups of 4.



Groups:

2

In each:

4

Total:

8

The total stayed the same? Yes

Show or tell what changed.

More in each, fewer groups. Still 8 counters.

Name: _____ Date: _____

Pack the tool counters

Use 10 large tool counters. Make packs of 2.

Groups: _____ In each: _____ All 10 used? _____

Show or tell how you checked every pack.

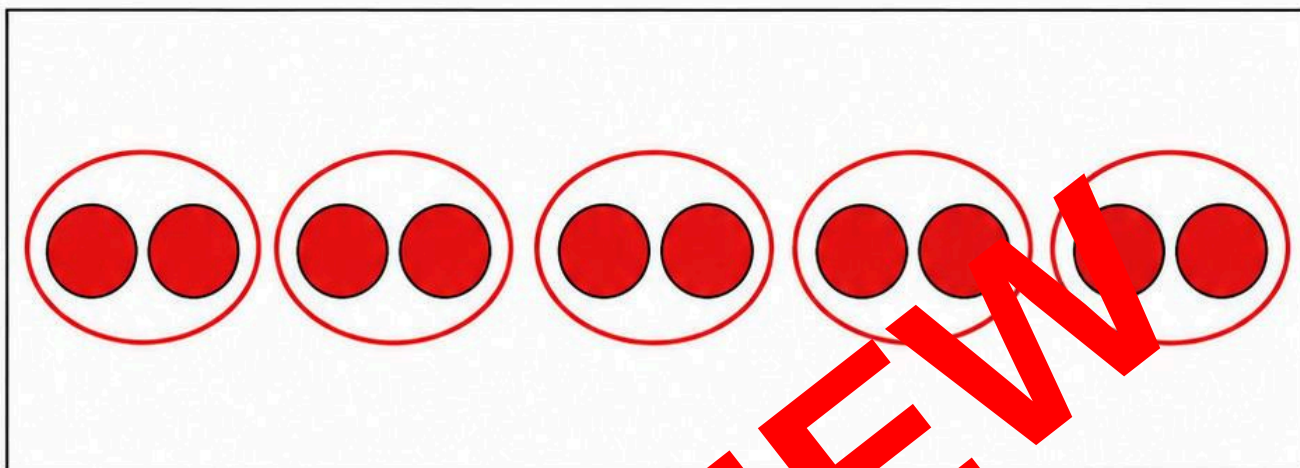
Teacher prompt:

Observe the student actually making packs. Record words or pointing.
Keep answers covered.

Name: _____ **ANSWERS** _____ Date: _____

Pack the tool counters

Use 10 large tool counters. Make packs of 2.



Groups: 5 In each: 2 All 10 used? Yes

Show or tell how you checked every pack.

Every pack has 2. There are 5 packs. All 10 are used.

Teacher prompt:

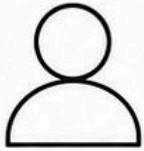
Observe the student actually making packs. Record words or pointing.
Keep answers covered.

Share tokens on the screen

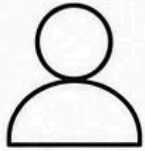
Name: _____

Date: _____

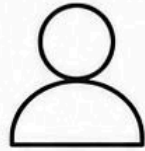
Share 8 tokens between 4 recipients on the screen.



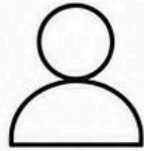
Student 1



Student 2



Student 3



Student 4

PREVIEW

Each: _____ All 8 used? _____

Every share equal? _____

Show or tell how you checked.

Teacher observation:

I saw the student direct or make the token moves: _____

Use the movable panel on teaching slide 22 in Edit view. Teacher moves tokens at the student's direction.
A printed picture alone does not show virtual action.

Share tokens on the screen

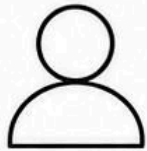
Name: Answer Key

Date: _____

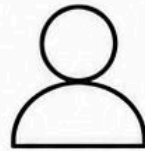
Share 8 tokens between 4 recipients on the screen.



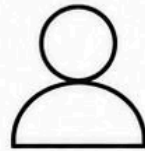
Student 1



Student 2

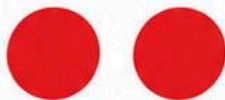


Student 3

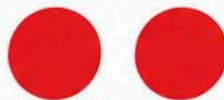


Student 4

Recipient 1



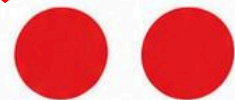
Recipient 2



Recipient 3



Recipient 4



Each: _____ All 8 used? Yes

Every share equal? Yes

Show or tell how you checked.

Each recipient has 2. All 8 tokens are used.

Teacher observation:

I saw the student direct or make the token moves:

Example only, if observed: dealt one to each, then counted and checked every share.

Use the movable panel on teaching slide 22 in Edit view. Teacher moves tokens at the student's direction.
A printed picture alone does not show virtual action.

Individual observation record

Name: _____

Date: _____

Physical grouping

Total	Required size	Groups	In each	All used	Observed action

Virtual sharing

Total	Recipients	Each	All used	Directed moves observed

Counting and checking

Counted once or recognised a small group	Checked every group or size	Distinguished groups from in each

Independence and access

Read aloud	Pointing	Access recording	Device support	Mathematical content prompts

Student explanation or demonstration

Next step

Normal access support does not lower attainment.
Record mathematical prompting.
Judge the individual action, not the partner or speed.

Equal groups assessment rubric

Represent the known question

Emerging	Developing	Secure	Deepening
Needs adult reconstruction of total, size or recipients.	Models one question with mathematical prompts.	Independently represents grouping and sharing in physical and virtual transfers.	Explains what is given and why the action fits the question.

Equal size and total accounted

Emerging	Developing	Secure	Deepening
Accepts partial or unequal groups or missing objects.	Checks some groups after a prompt.	Verifies full groups and equal shares and all objects accounted for.	Diagnoses a flawed grouping or explains a leftover without pretending all are used.

Count and distinguish quantities

Emerging	Developing	Secure	Deepening
Confuses groups and in each, or misses or recounts objects.	Counts some correctly with prompts.	Counts or subitises accurately, separates groups and in each, handles 10.	Compares two correct groupings of one total with valid checks.

Explain and check

Emerging	Developing	Secure	Deepening
Cannot connect action and result yet.	Points or says part of the routine with prompts.	Shows, says or draws why the checked result answers the actual question.	Gives a clear comparison or correction with a useful checking reason.

Normal read-aloud, access and adult recording do not lower Secure. Record content prompts.
 Use individual transfer and taught practice. No timed, reading or fine-motor score.
 Optional leftover reasoning is not required for Secure.

Name: _____

Date: _____

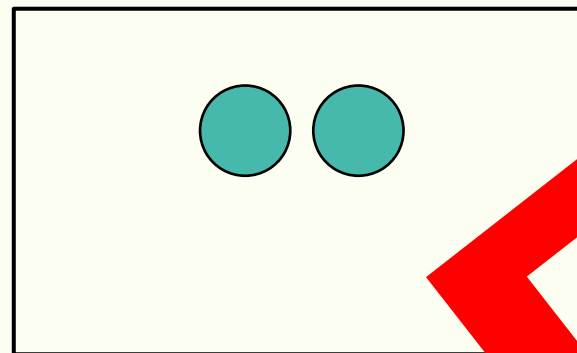
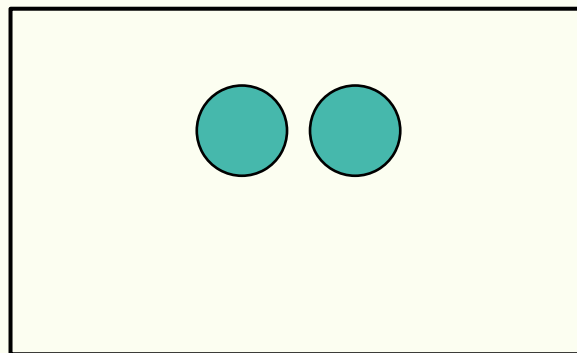
**Make Equal
Groups**

PREVIEW



Make. Count. Check.

Use 4 counters. Make groups of 2.



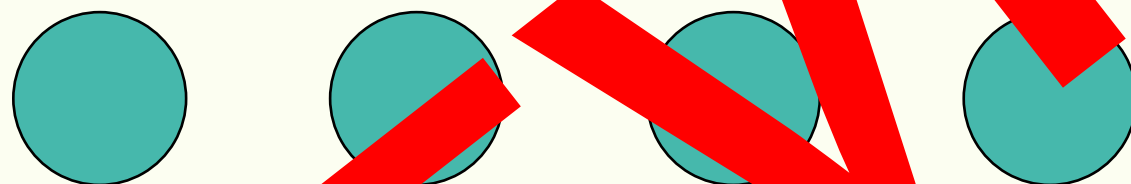
groups of 2 in each. All 4 used.

Count every counter. Check every group.



Count each counter once.

Touch each counter as you count it.

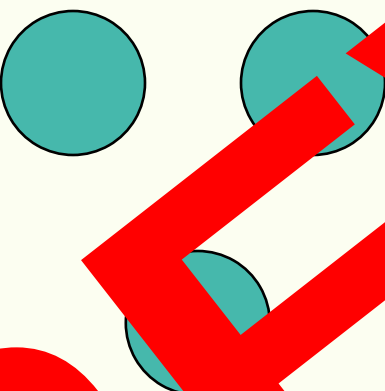


2, There are 4 counters.



See a small group

How many can you see? Count to check

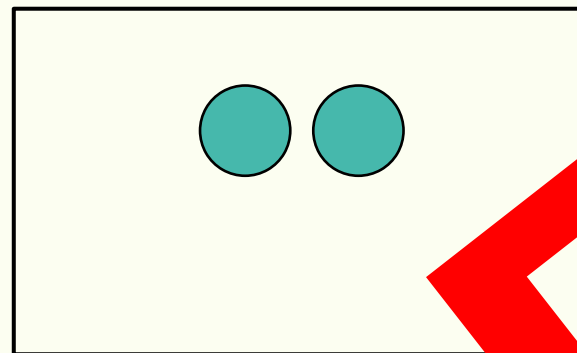
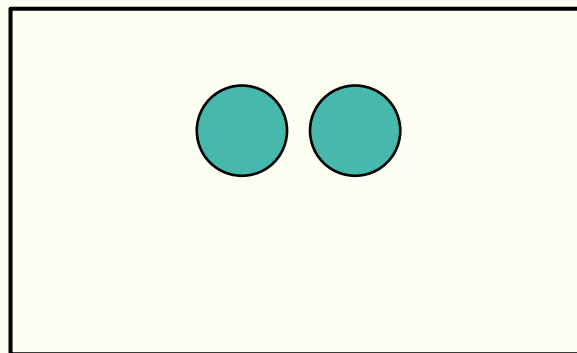


3 counters



Make groups of 2

Start with 4. Put 2 in a group. Repeat.



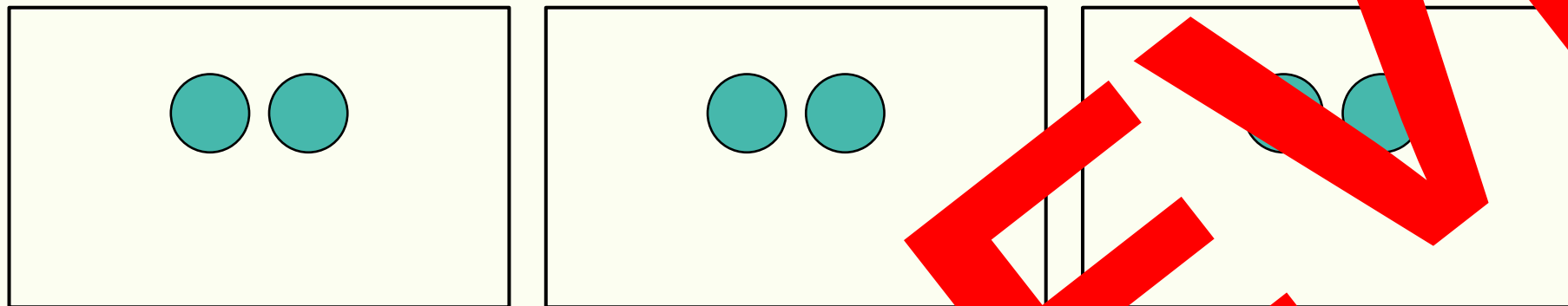
2 all counters 2 in each. All 4 used.

Count every counter. Check every group.



6 counters, groups of 2

Make one group of 2. Keep going.



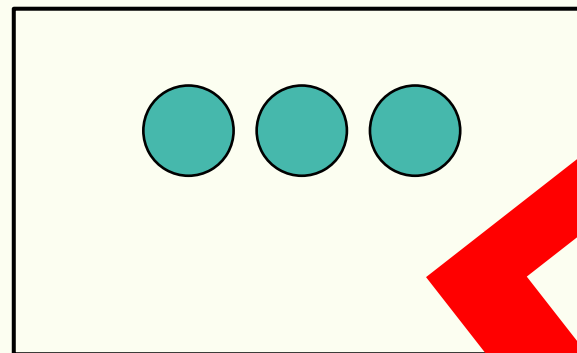
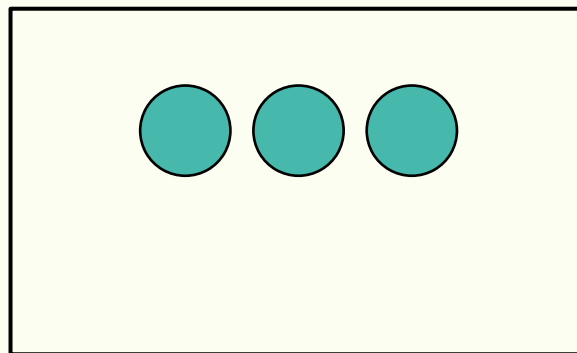
groups of 2 in each. All 6 used.

Count every counter. Check every group.



6 counters, groups of 3

Make one group of 3. Keep going.



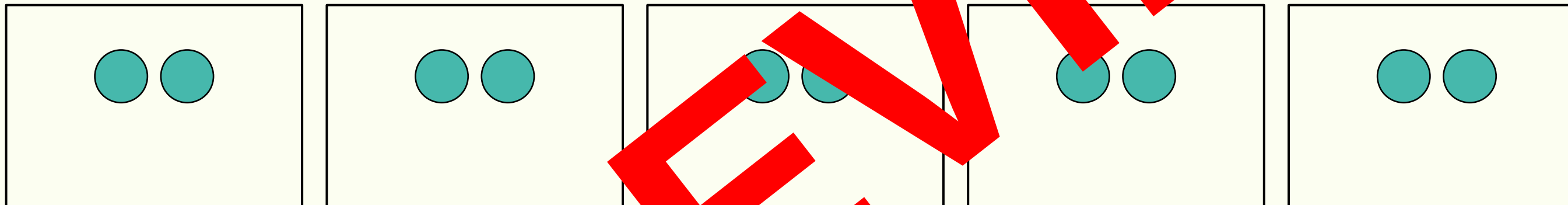
groups of 3 in each. All 6 used.

Count every counter. Check every group.



10 counters, groups of 2

Count 10. Make full groups of 2.



5 groups of 2 in each. All 10 used.

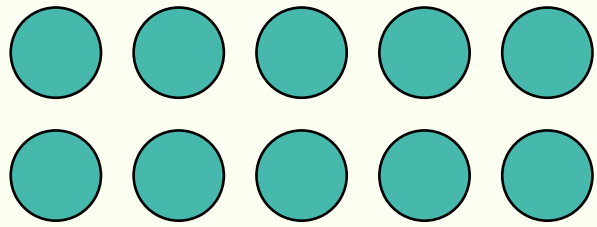
Count every counter. Check every group.



Make groups on the screen

Use 6. Make groups of 2. Leave the counter 4 in the pool.

Counter pool



Group zone

Group zone

Group zone

Group zone

Group zone

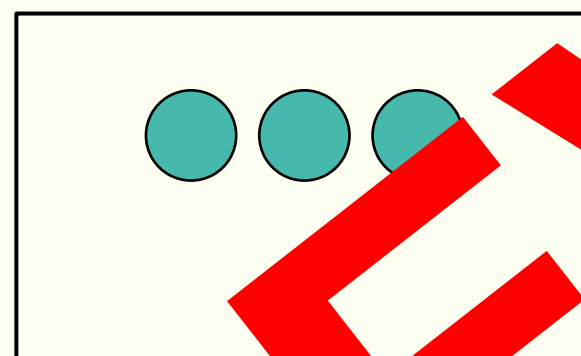
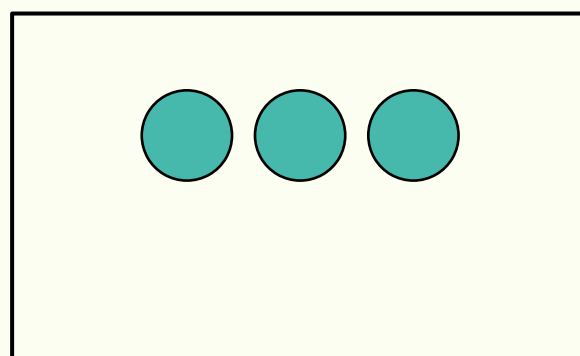
Group zone

Only fully occupied groups count. Next: reset and use all 10.



Groups and in each

Use 6 counters in groups of 3

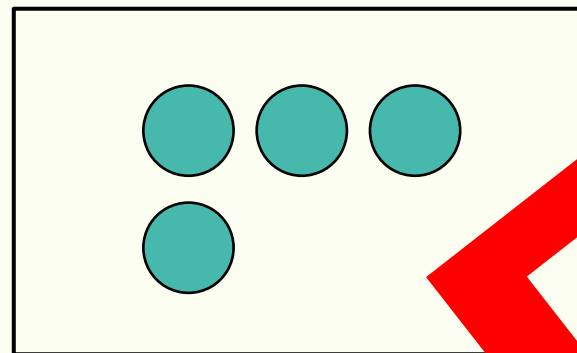
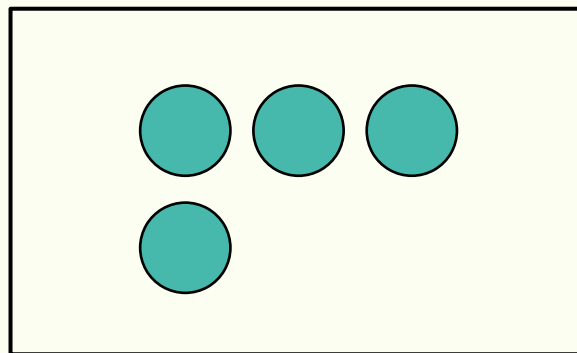


How many groups? 2 groups
How many in each? 3 in each



8 counters, groups of 4

Use 8. Put 4 in each group.



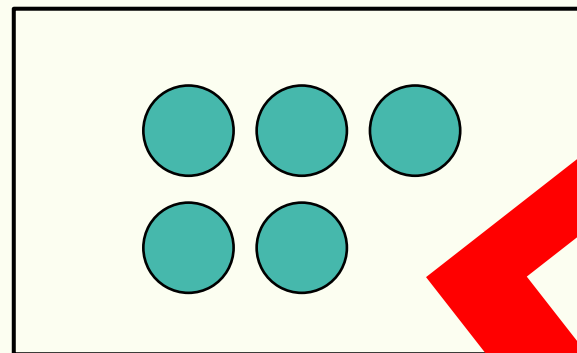
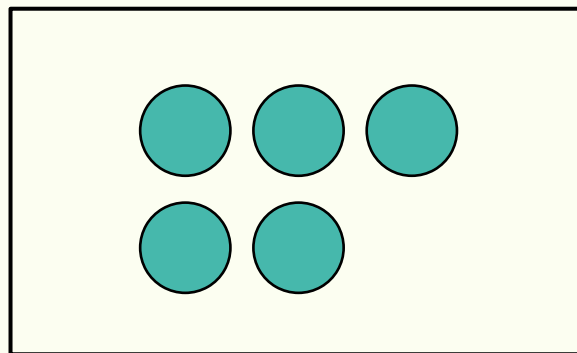
groups of 4 in each. All 8 used.

Count every counter. Check every group.



10 counters, groups of 5

Use 10. Put 5 in each group.



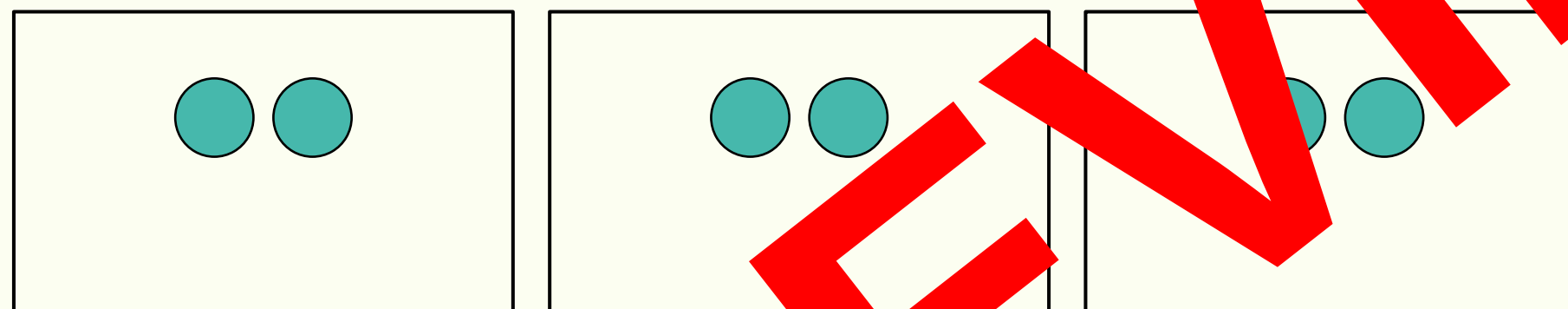
2 groups of 5 in each. All 10 used.

Count every counter. Check every group.



Pack a Set

Maker: build groups of 2 from 6 counters



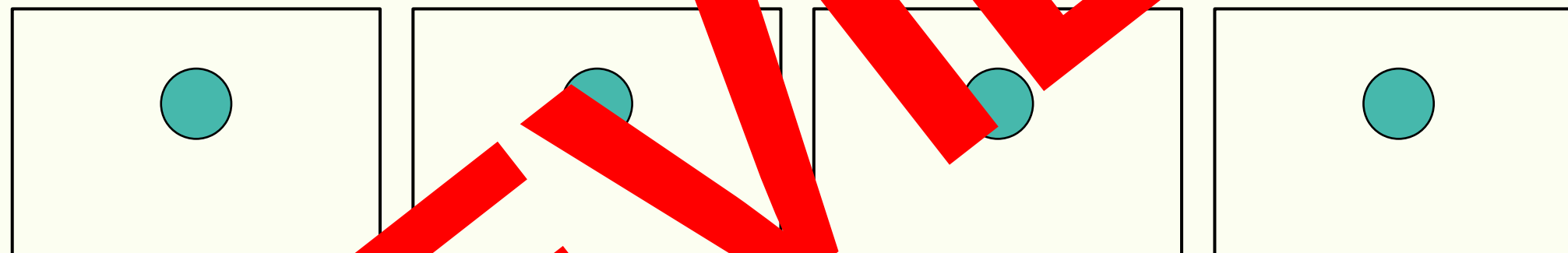
Checker: count groups. Check 2 in every group.
Use all 6. Swap jobs.



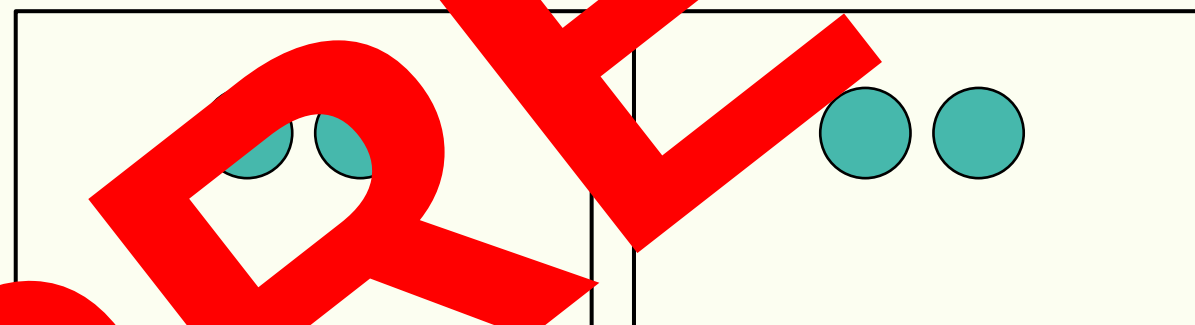
The same 4 counters

Use the same 4. Put them back between tries.

Groups of 1
4 groups / 1 in each



Groups of 2
2 groups / 2 in each



The group size changed. The total stayed 4.

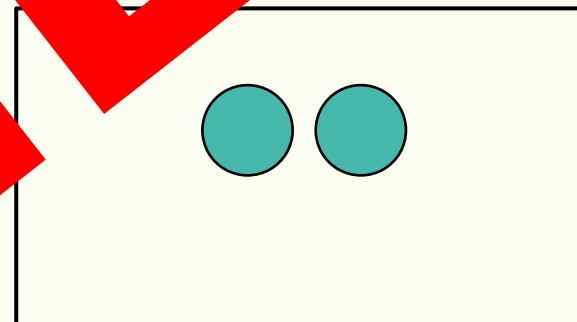
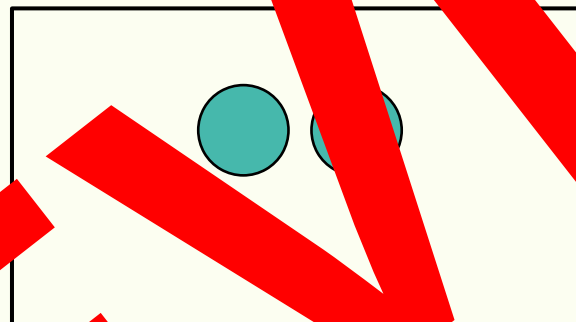
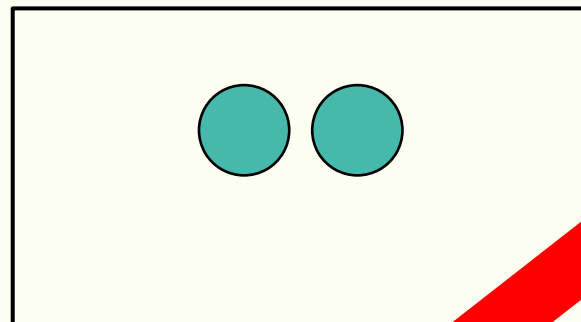


The same 6 counters

Use the same 6. Put them back between tries.

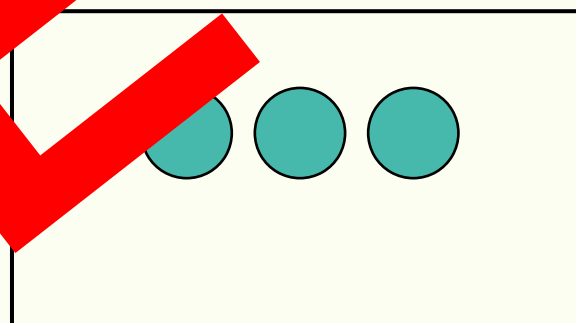
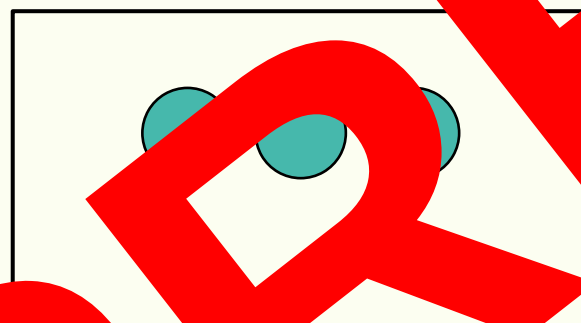
Groups of 2

3 groups / 2 in each



Groups of 3

2 groups / 3 in each



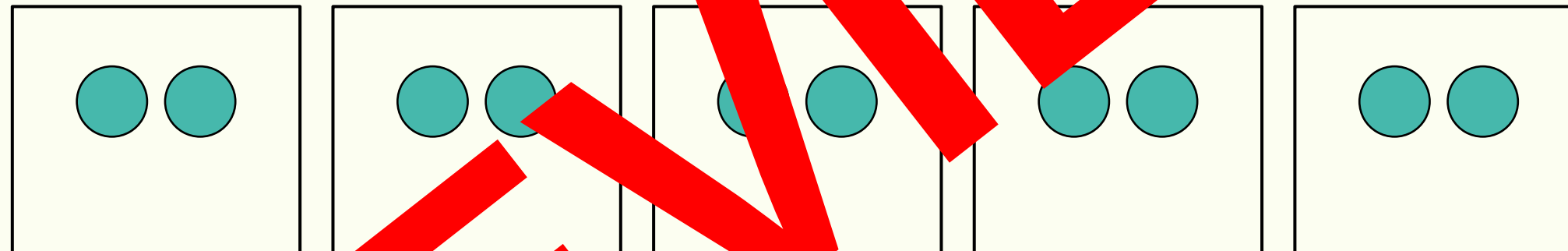
The group size changed. The total stayed 6.



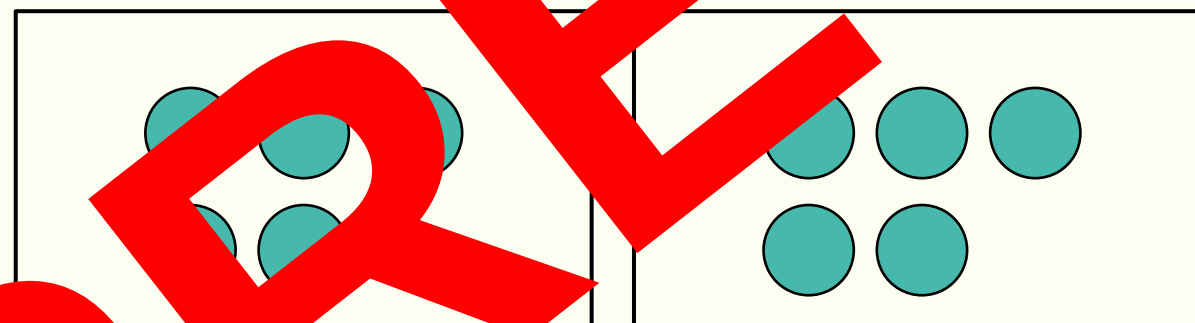
The same 10 counters

Use the same 10. Put them back between tries.

Groups of 2
5 groups / 2 in each



Groups of 5
2 groups / 5 in each

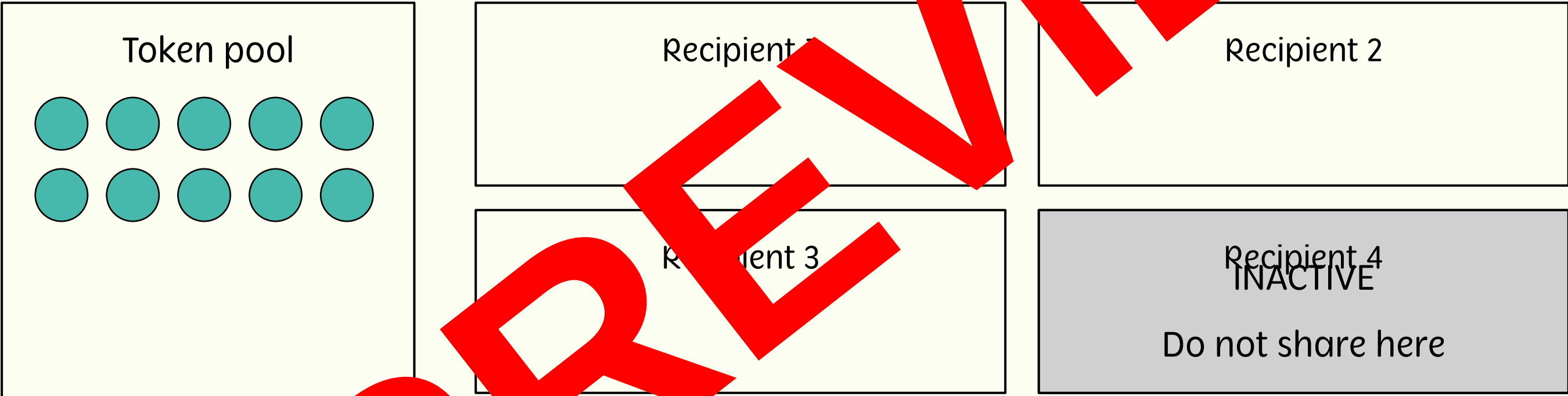


The group size changed. The total stayed 10.



Share on the screen

First: share 6 between 3. Park the cover 4 in the pool.



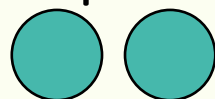
For 2: cover zone 3 too. For 4: move the cover off zone 4.



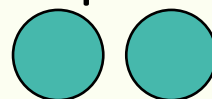
Share 6 between 3

Deal one to each recipient in turn.

Recipient 1



Recipient 2



Recipient 3



2 each. All shares are equal. All 6 used.

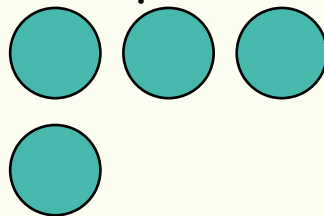
Count every counter. Check every group.



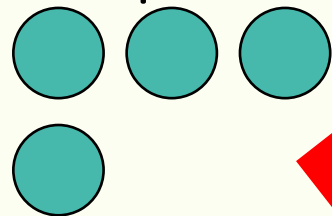
Share 8 between 2

Deal one to each. Keep going.

Recipient 1



Recipient 2



4 each. Both shares are equal. All 8 used.

Count every counter. Check every group.



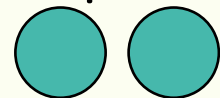
Listen to the question

Share 6 between 3.

How many each?

2 each

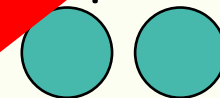
Recipient 1



Recipient 2



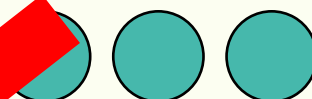
Recipient 3



Make groups of 3.

Use all 6 counters.

How many groups? 2.



The question tells us what to do.



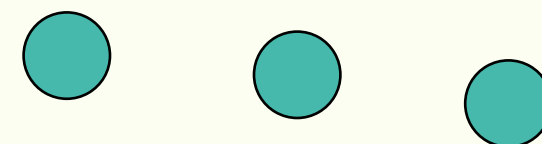
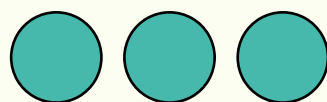
No counters / move a group

No counters. Make groups of 2.

Empty pool

0 full groups

Move the same group. Do not add or take away.



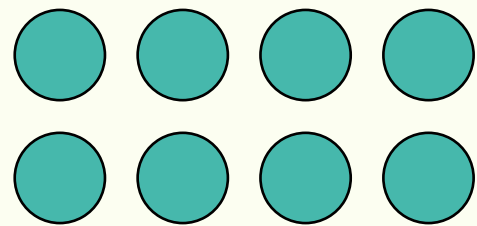
Still 3 in the group



Share 8 tokens between 4

Share 8 tokens between 4 recipients. How many each?

Token pool



Recipient 1

Recipient 2

Recipient 3

Recipient 4

Move one token to each in turn. Count and check every share.



Check your work

Did you use every counter?

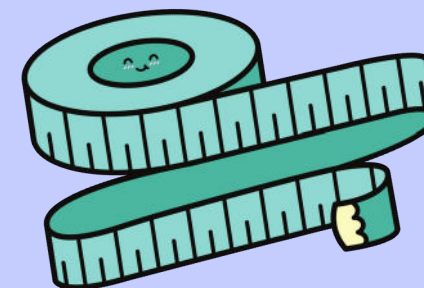
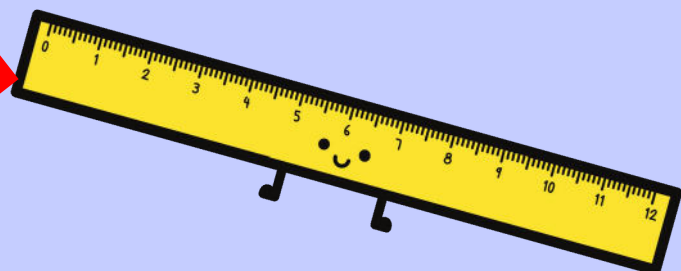
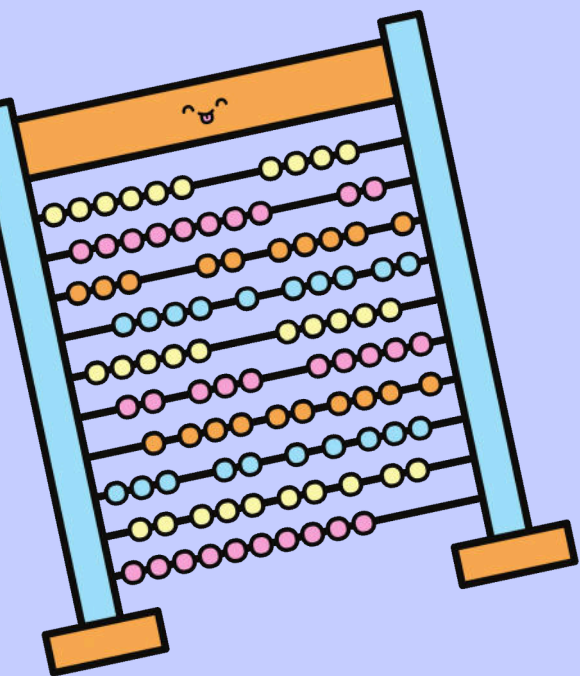
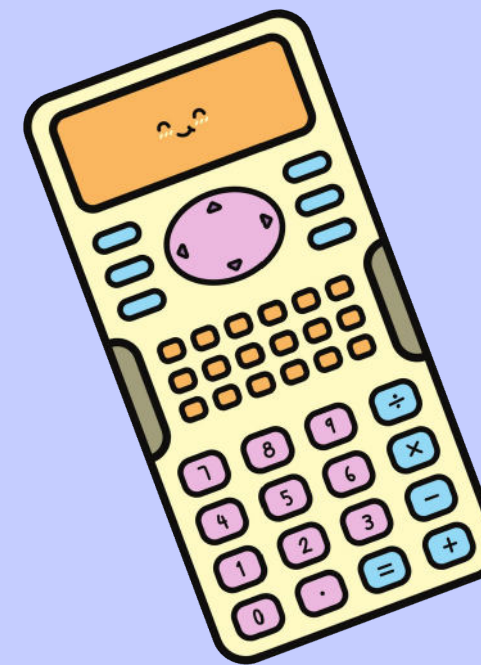
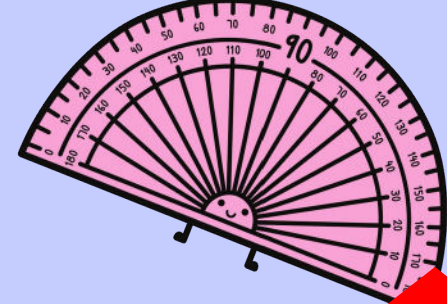
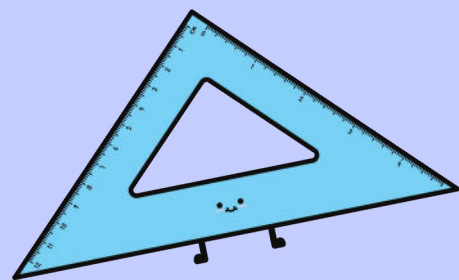
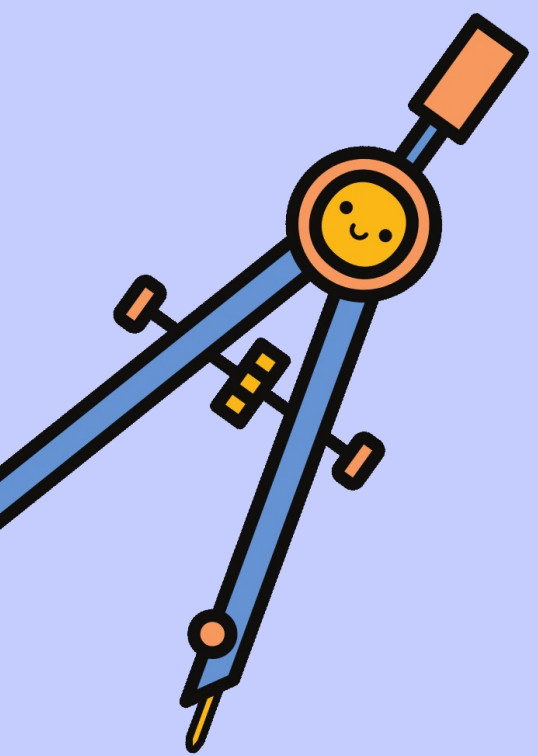
Is every full group the right size?

Is every share equal?

Did you count what the question asks?

Show, tell or draw how you know.





Well done!

PREVIEW

Make Equal Groups Quiz

PREVIEW



Question 1

Make groups of 2 from 4. How many groups?

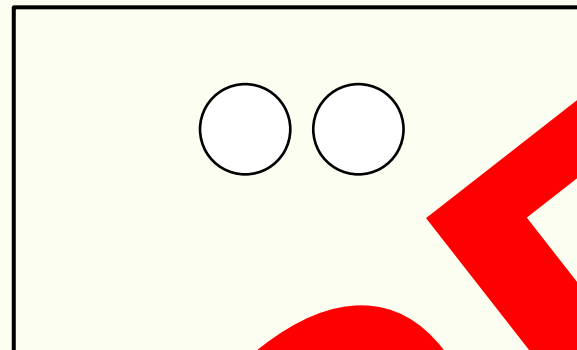
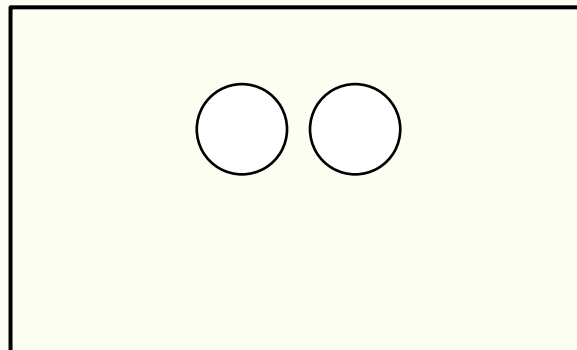


Use counters, point or say your answer.



Answer 1

2 groups. 2 in each. All used.

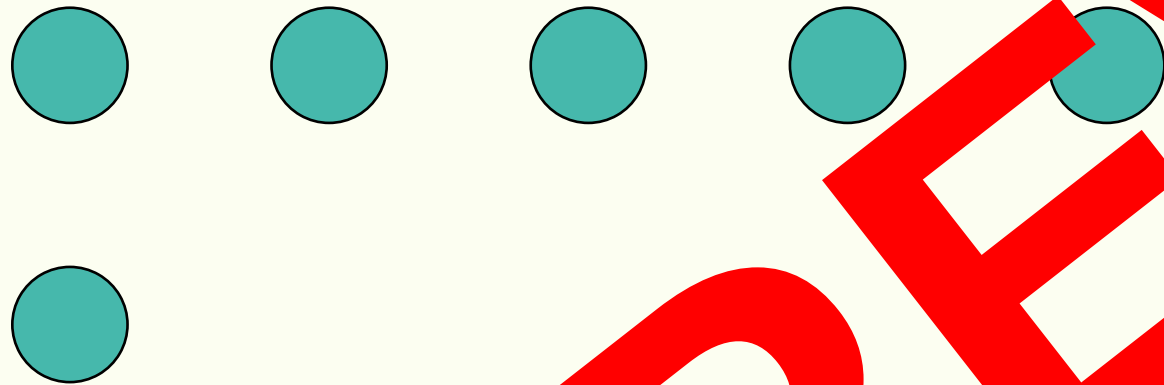


Count and check the model.



Question 2

Make groups of 2 from 6. How many groups?

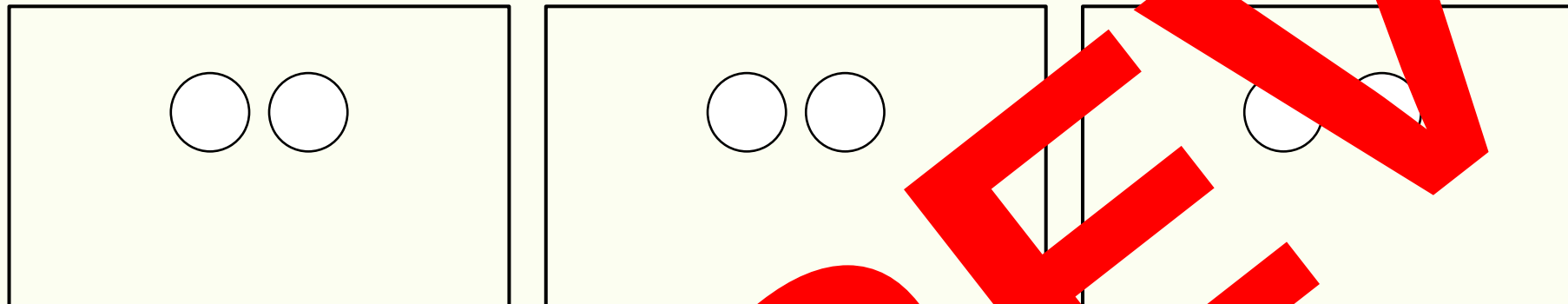


Use counters, point or say your answer.



Answer 2

3 groups. 2 in each. All used.

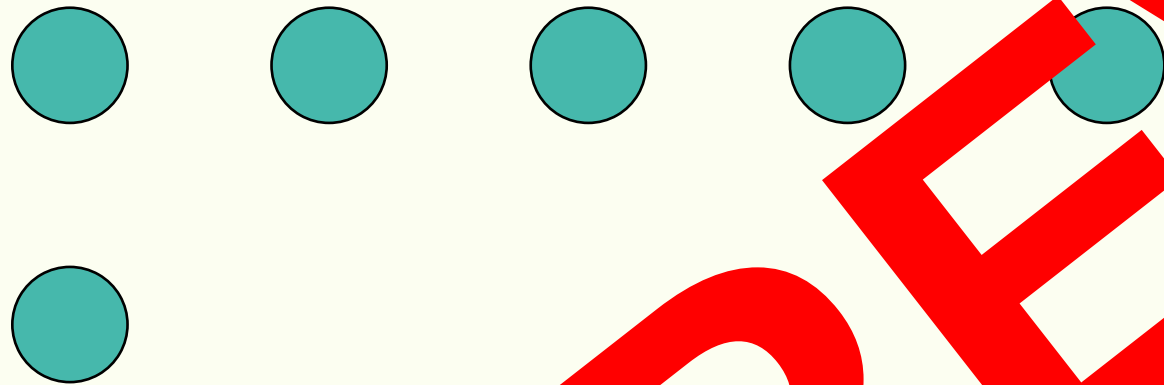


Count and check the model.



Question 3

Make groups of 3 from 6. How many groups?

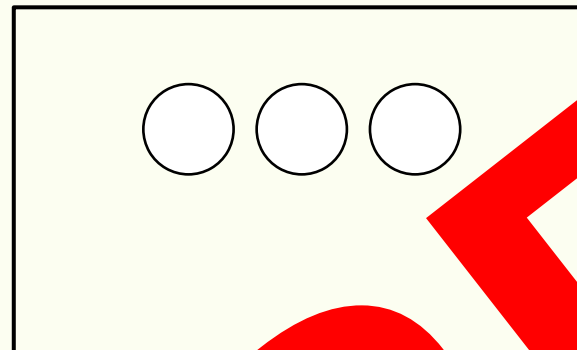
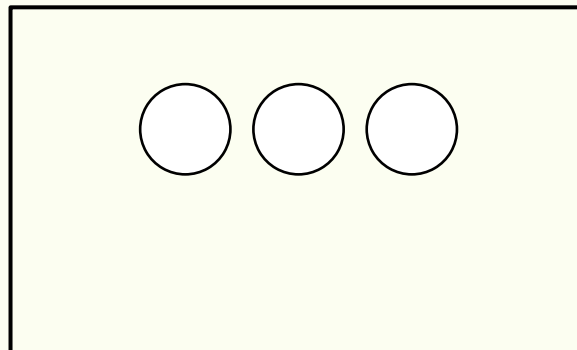


Use counters, point or say your answer.



Answer 3

2 groups. 3 in each. All used.

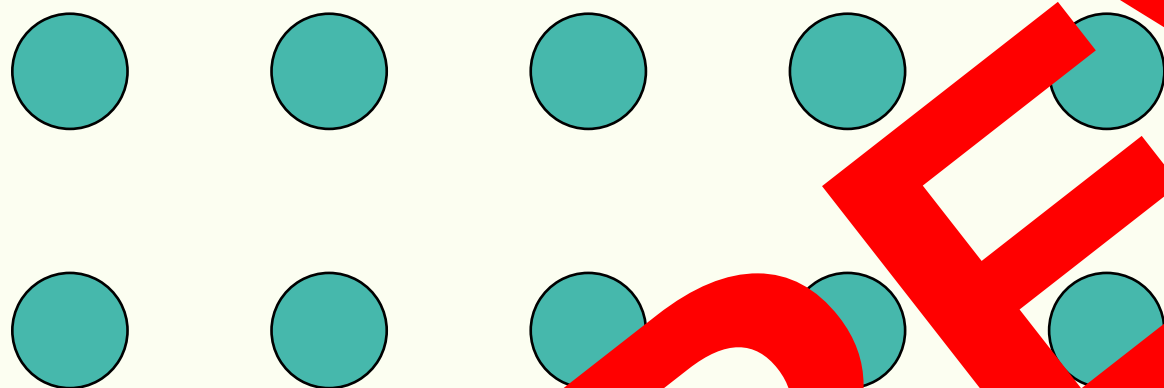


Count and check the model.



Question 4

Make groups of 2 from 10. How many groups?

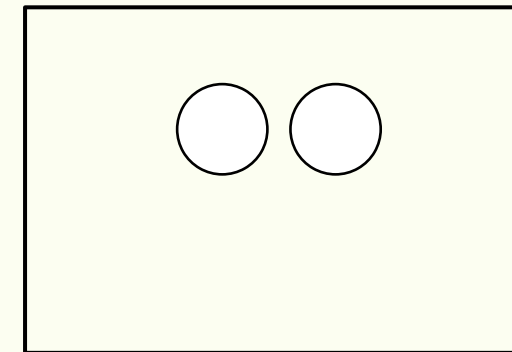
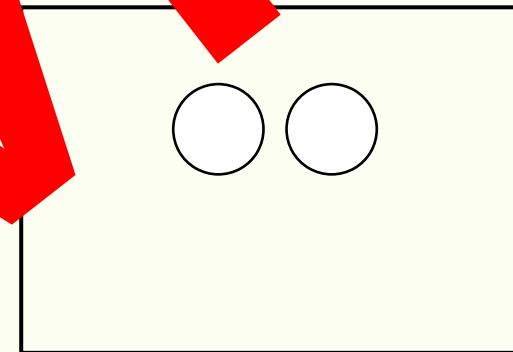
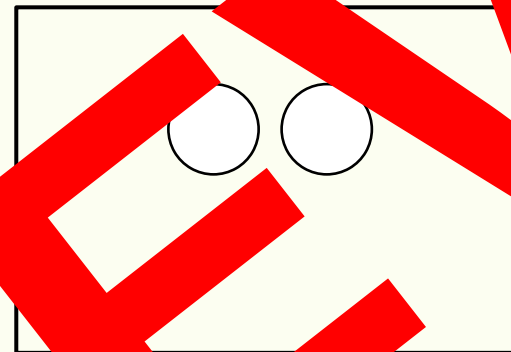
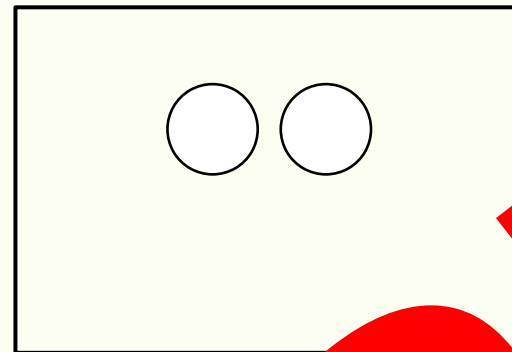
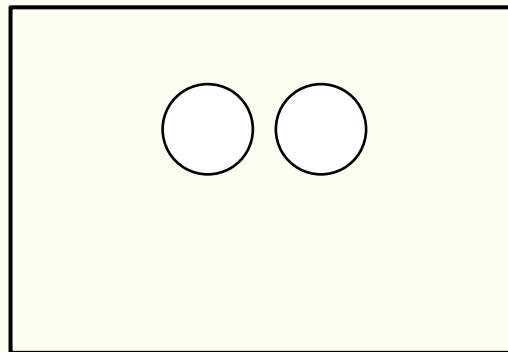


Use counters, point or say your answer.



Answer 4

5 groups. 2 in each. All 10 used.

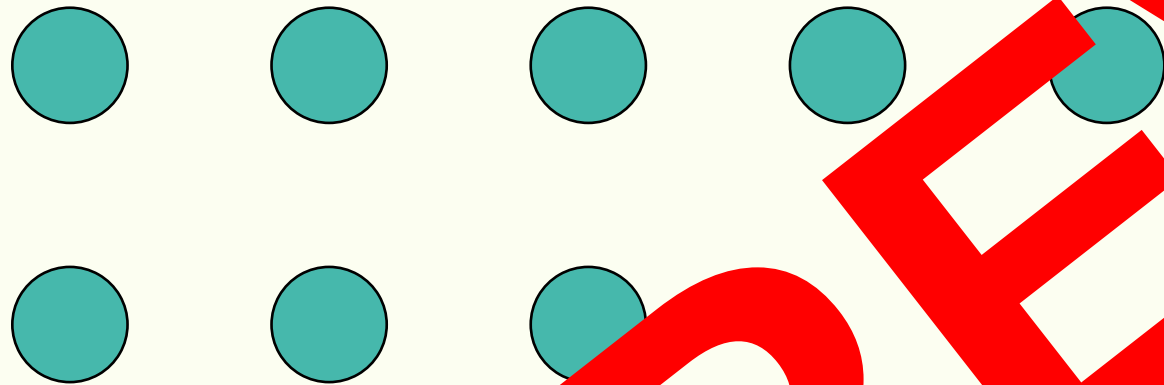


Count and check the model.



Question 5

Make groups of 4 from 8. How many groups?

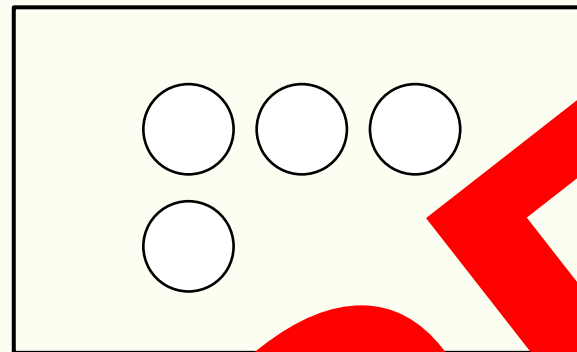
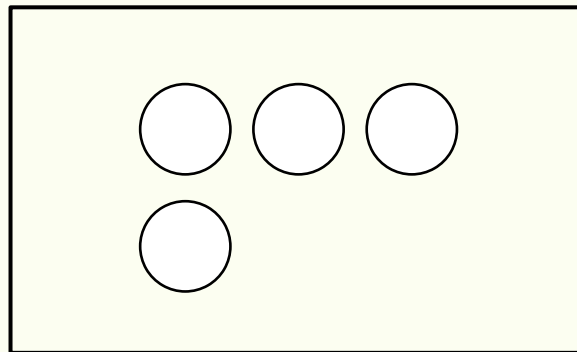


Use counters, point or say your answer.



Answer 5

2 groups. 4 in each. All used.

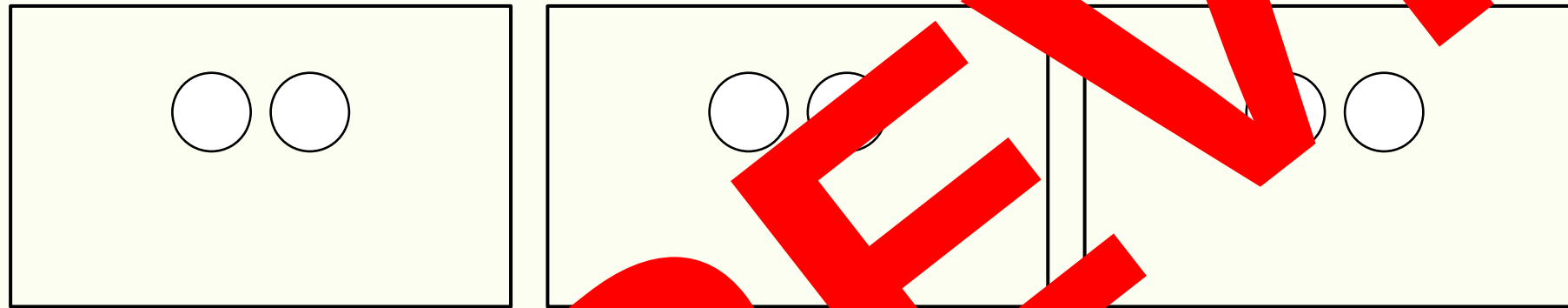


Count and check the model.



Question 6

How many counters are in each group?

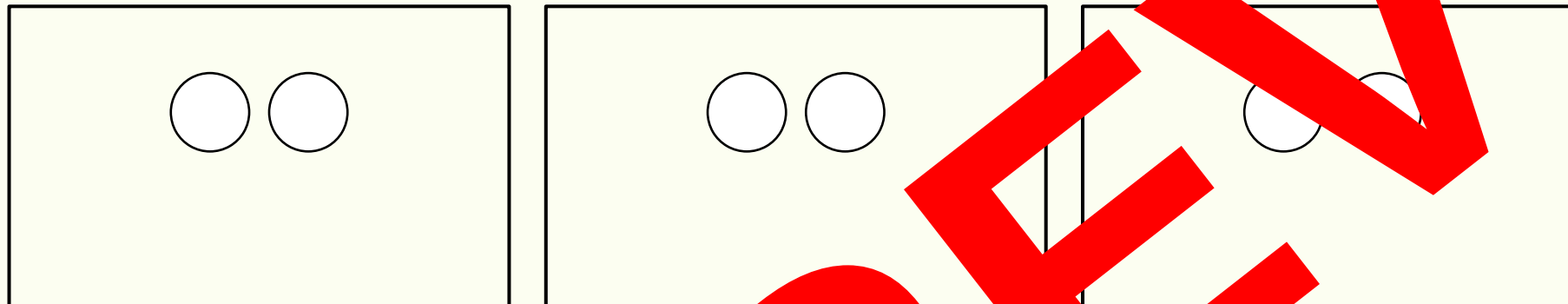


Use counters, point or say your answer.



Answer 6

2 in each. There are 3 groups. All 6 used.



Count and check the model.



Question 7

Use the same 4. Make groups of 1, then 2. How many groups each time?



Use counters, point or say your answer.

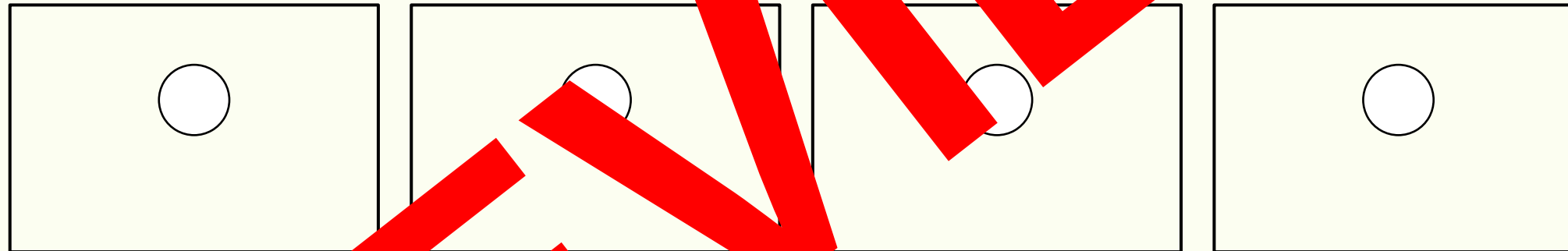


Answer 7

Use the same 4. Put them back between tries.

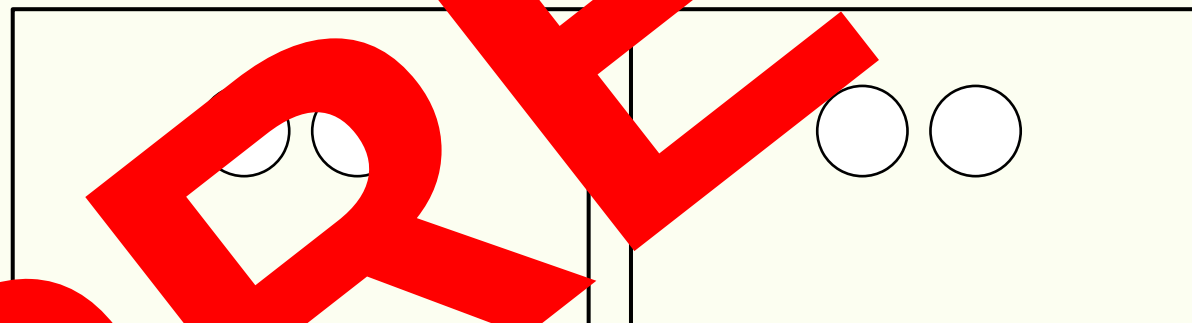
Groups of 1

4 groups / 1 in each



Groups of 2

2 groups / 2 in each

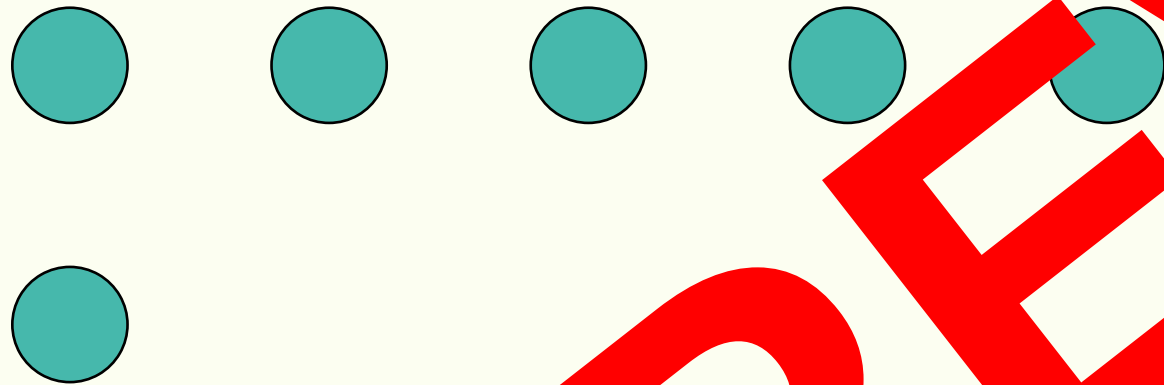


The group size changed. The total stayed 4.



Question 8

Share 6 between 3 recipients. How many each?



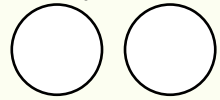
Use counters, point or say your answer.



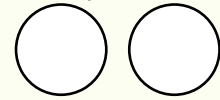
Answer 8

2 each. Check all 3 shapes. All 6 used.

Recipient 1



Recipient 2



Recipient 3

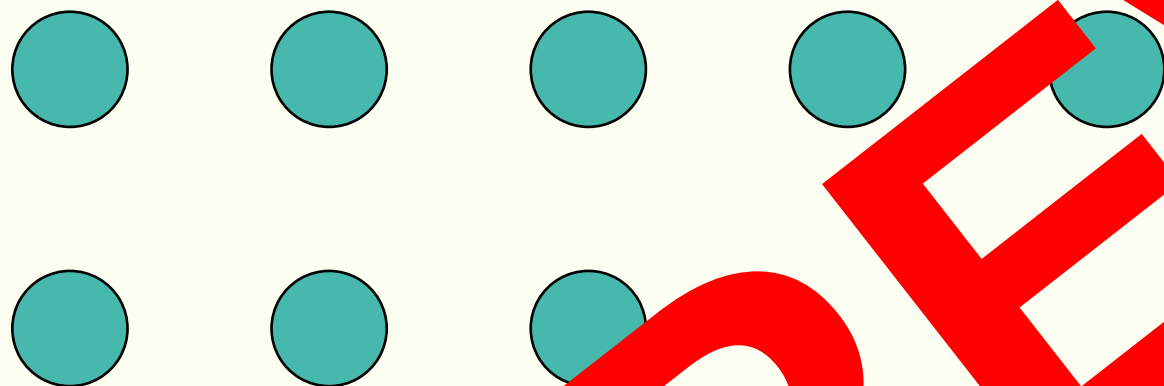


Count and check the model.



Question 9

Share 8 between 2 recipients. How many each?



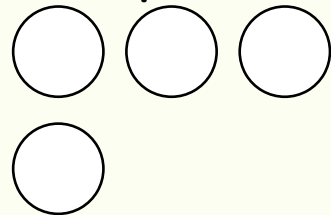
Use counters, point or say your answer.



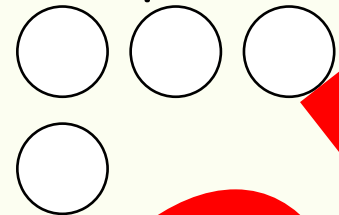
Answer 9

4 each. Check both sides. All 8 used.

Recipient 1



Recipient 2



Count and check the model.



Question 10

No counters. Make groups of 2. How many full groups?

Empty pool

Use counters, point or say your answer.



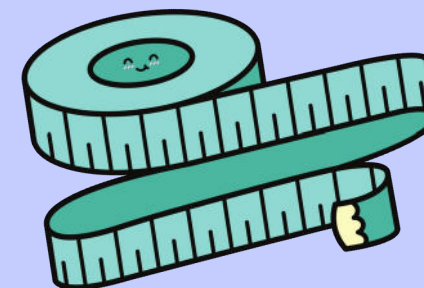
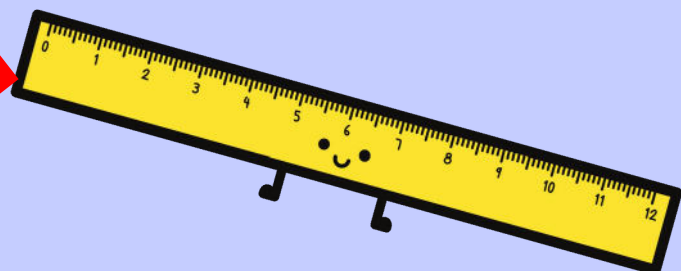
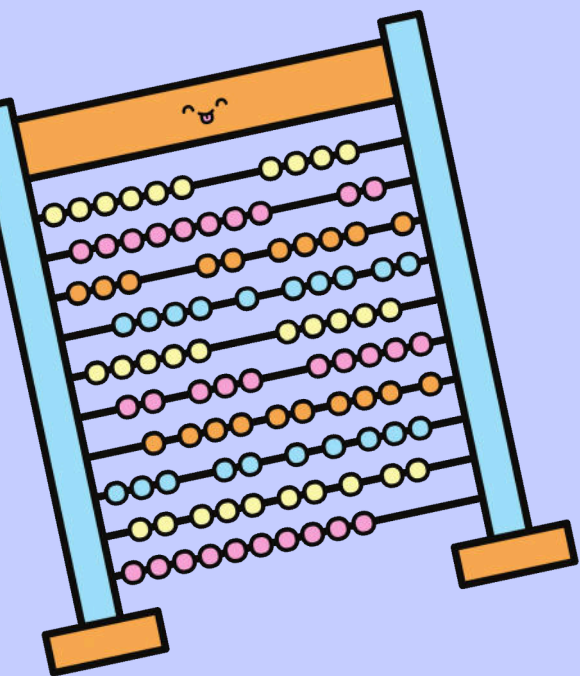
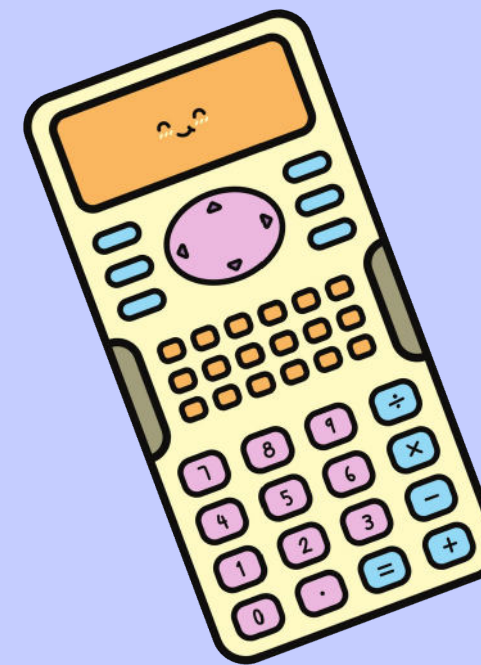
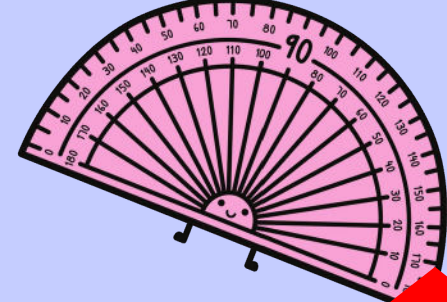
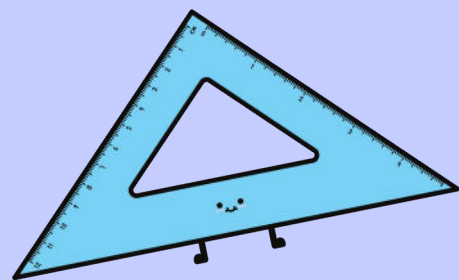
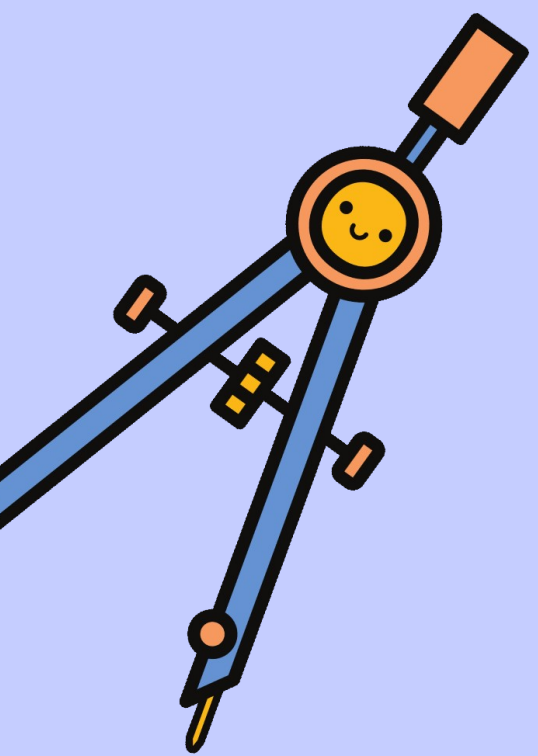
Answer 10

0 full groups. No groups were made.

0 full groups

Count and check the model.





Well done!

PREVIEW