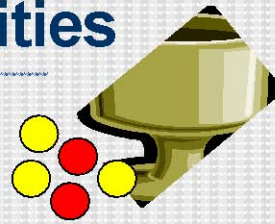
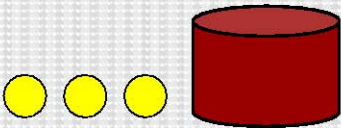


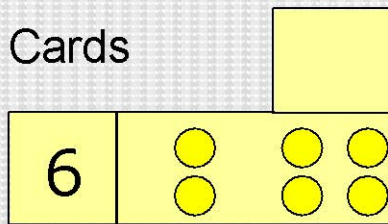
Part-Part-Whole Activities

- Spill the Counters



- Cover Up 

- Missing-Part Cards



Description of Spill the Counters -- Choose a designated number for the group. Have the children place that many counters in a canister. Shake and spill the counters. Using a recording sheet, have the students color in the appropriate number of counters. What do you notice about the number? Conversation may include, "I got 3 red and 2 yellow" or "5 can be 2 and 3." (*Developing Number Concepts*, Kathy Richardson)

Description of Cover Up – Choose a designated number and place that many counters under a cup or piece of tagboard. Next, pull some out from under the cup. Then the child will tell how many are hidden under the cup. For example, if there are 6 counters under the cup and 2 were pulled out, the child would respond, "2 and 4 is 6." (*Developing Number Concepts*, Kathy Richardson & *Teaching Student-Centered Mathematics*, John Van de Walle)

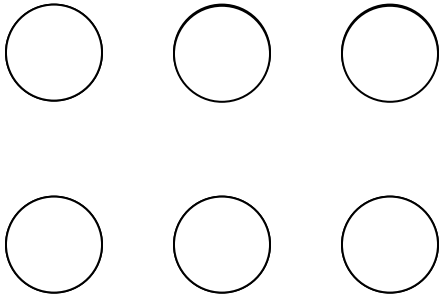
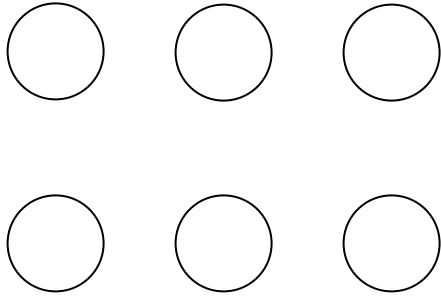
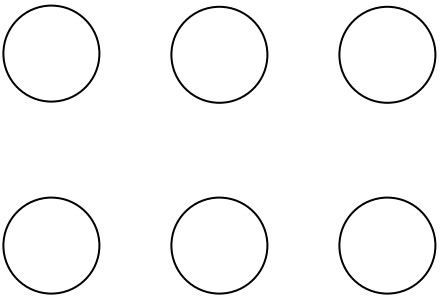
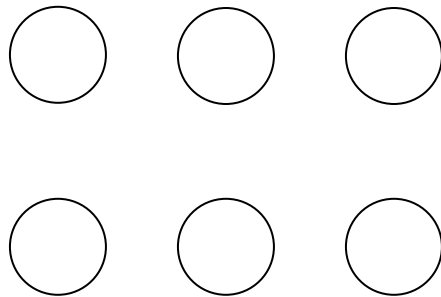
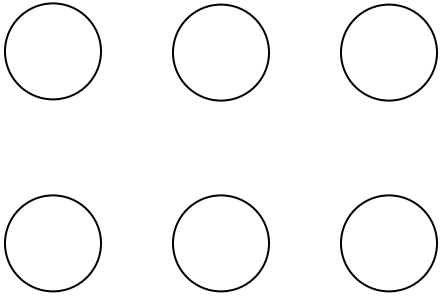
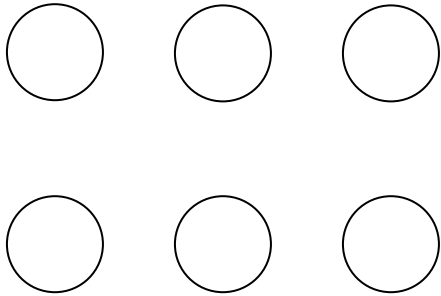
Missing Part Cards – Using card stock, create a set of flip cards for numbers 1-10. On each flip card, write the designated number in the first space, and use the remaining two spaces for dots. Cover up the last set of dots (or the first set of dots). Have children respond and then flip the cover to check. This can be read as 5 is 3 and ? or 5 minus 3 is ?. (*Teaching Student-Centered Mathematics*, John Van de Walle)

Note: Black line many of the black line masters used in this module can be downloaded.

Source: **Teaching Student-Centered Mathematics**
(<http://www.ablongman.com/vandewalleseries/>)

Spill the Counters for 6

Name _____

 <p>Equation: _____</p>	 <p>Equation: _____</p>
 <p>Equation: _____</p>	 <p>Equation: _____</p>
 <p>Equation: _____</p>	 <p>Equation: _____</p>

