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Children's Bilingual Picture Books

Activity Guide #1

Counting Coconuts / Contando cocos

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Subjects
Math

Brief Description
In this math activity, children work individually or in groups to learn to count by sets. Multiplication and division activities can be incorporated.

Objectives
- Increase skill in counting by sets, multiplication, division with and without remainders
- Participation in group activities for problem analysis and problem solving
- Increase interpersonal skills

Key Words
Math concepts, counting by sets

Grade Level(s)
2-3

Materials Needed
Counters such as buttons, pennies, beans, macaroni, raisins, etc.
Bean bags, small balls

Activities
- In *Counting Coconuts / Contando cocos*, Monkey doesn't count by 4's. Why not?
- Have students use a number line or a 100 chart to practice counting by 1's, 2's, 3's, 5's and 10's. Give each child counters to represent coconuts (pennies, beans, macaroni, raisins, etc.). Have them place a counter on each number as they say it (every other number, every third…).
- Younger children may want to act out the story and do the counting that Monkey does. (For coconuts you could use beanbags, small balls, etc.).
- Give each child/group 24 counters to represent coconuts. Have them sort their "coconuts" into piles of two. How many piles are there? Write a word sentence and a multiplication problem to represent the piles. (E.g. Twelve piles of two coconuts is 24 coconuts; 12 x 2 = 24). Then have them sort their "coconuts" into piles of three, four, six, eight and twelve and do the same thing. Make a class chart of the multiplication problems created. If you are working on division you could have them write a division problem instead of/or in addition to the multiplication problem. (E.g. Twenty-four coconuts split into piles of 2 makes twelve piles; 24 ÷ 2=12).

- Do the same activity as above with 100 “coconuts.” Have each small group sort their 100 “coconut” counters into one of the following: piles of 2, 4, 5, 10, 20, 25. Make a chart of the multiplication and/or division problems created.
- If you are working on division with remainders you could reenact Monkey’s counting from the book with 100 “coconut” counters by sorting the “coconuts” into piles of 2, 3, 4, 5 and 10. Counting by which numbers produced even piles? Which ones had leftover coconuts (remainders)? What if Monkey tried sorting his coconuts into piles of 6? 7? 8? 9? Which would have remainders? Write division problems and answers to represent the sorting.

Activity Guide Source
Wendi Silvano, author
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