

"M&M'S" is a registered trademark of Mars, Incorporated on each of the activity sheets.

3. Next pass out the candy bags (one bag to each group). Have each student begin his/her task in the activity sheet. Have each student begin his/her task in the activity sheet. Have each student begin his/her task in the activity sheet.

3. The GRAPHER is to work with the single activity sheet that shows spaces for each color in five columns; have each GRAPHER show this activity sheet. GRAPHERS can prepare bar graphs by extending each column with additional paper glued to the top of the activity sheet. The GRAPHER can also prepare a chart showing the number of candies for each color by drawing small circles in each column.

b. The RECORDER is to work with the two activity sheets with the numerals 1-11 on them. Have the RECORDER show these two activity sheets. He/she will record the number of candies by color and will be assisted by others in the group; especially the SORTER. All three members of the group are to confirm that they know how many of each color of candies there are in the bag.

a. The SORTER will open the bag of candies (remember that you have not passed out the bags of candies yet) and sort them by colors. Have SORTER hold up the activity sheet that has the seven circles with colors printed in the centers—red, orange, green, yellow, blue, dark brown, and one empty set—so that everyone knows what sheet is being used and so that each SORTER knows his/her job.

2. Have children move to their groups. Explain that each group will be working together as a team and that they will complete their activity together. At this point, it would be good for them to receive the four activity sheets. Pass out one set of four activity sheets for the group. Explain that each person will have a very important job to perform for the group.

1. Assign the students to collaborative learning groups. You may do this by having the children "count off" by tens. If you have 30 children in your class—all of the ones form a group, etc. until all of the children are in a group.

Procedure

4. This activity should take approximately 40 minutes. You may want to extend this activity to another period of time with the whole class preparing whole class records, graphs, and predicting the number of candies that each group has.

- 1. Have the class work in groups of three or four pupils.
- 2. Assign a task to each child in the group:
 - a. A RECORDER to write the number of each color of candies, and to record answers.
 - b. A SORTER to separate the candies into colors.
 - c. A GRAPHER to prepare a picture or bar graph the number of candies in the group's bag.
- 3. You may want each child to complete the questions 1 through 10, or you may want each trio to turn in one completed paper for their group. If you do this, remember that each child's name should be on the completed activity sheets and be able to tell or report just what happened in each part of the activity.

Management

Materials
For each group:
one bag of plain "M&M'S" candies
colored pencils, markers, or crayons

Integrated Processes
Observing
Comparing and contrasting
Classifying
Gathering and recording data
Interpreting data

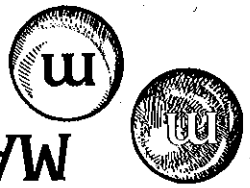
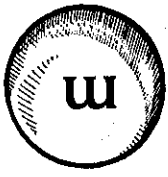
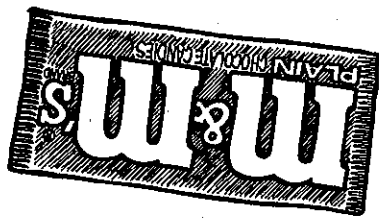
Math
Counting
Addition
Subtraction
Graphing

Focus
In this activity the students will estimate the number of "M&M'S" candies, and complete the activities of addition and subtraction. Students will also be asked to use letters to represent the colors of candies and perform operations of addition and subtraction or state relationships.

- 1. How many candies are there in one bag?
- 2. The color with the greatest number of candies is _____?
- 3. The color with the fewest number of candies is _____?

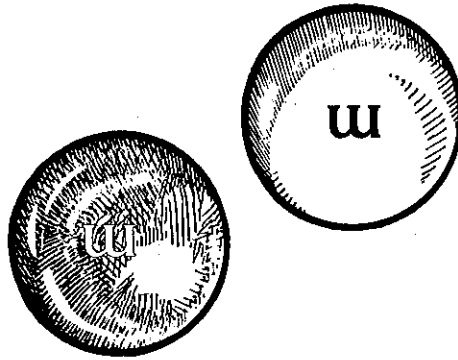
Key Questions

Topic
Process skills and collaborative learning



MATH WITH "M&M'S"® CANDIES

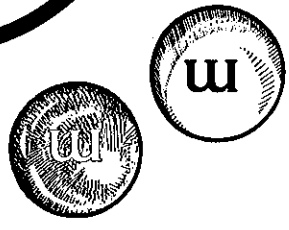
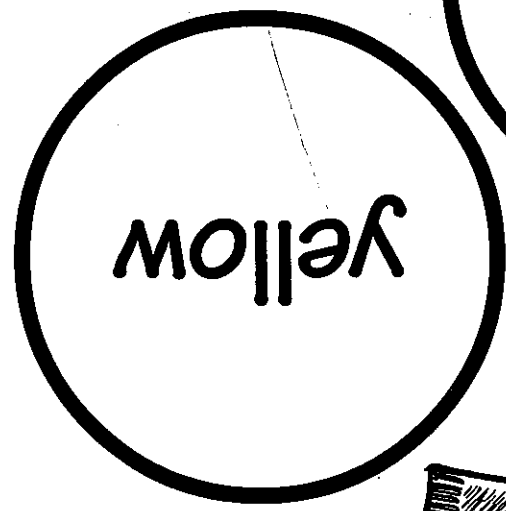
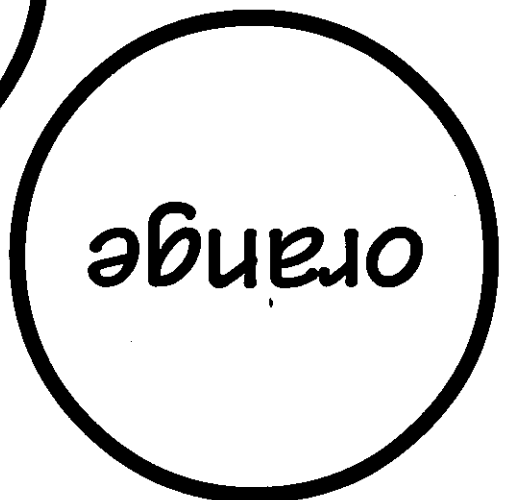
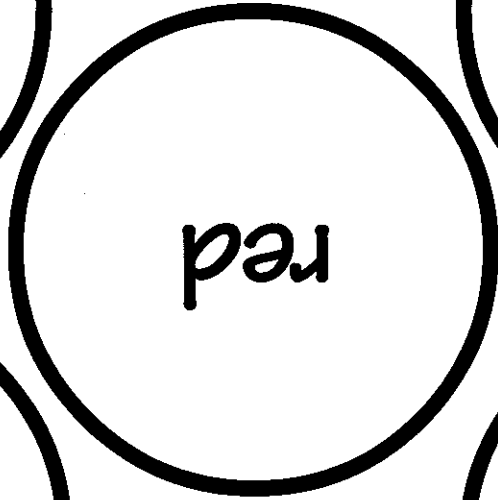
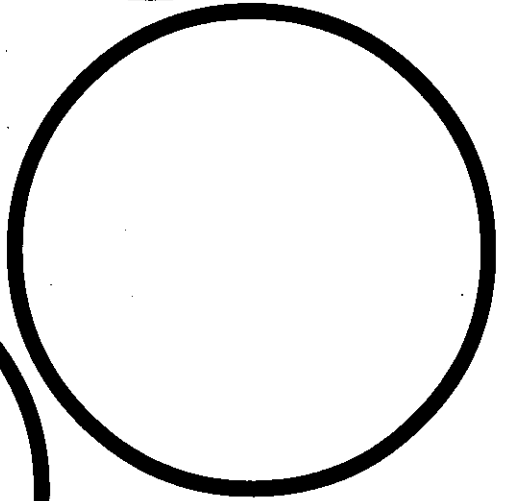
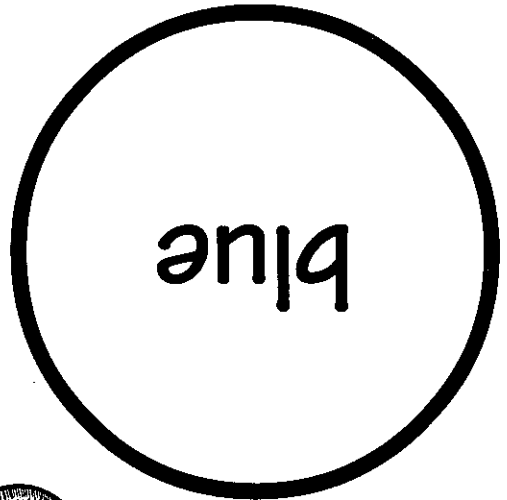
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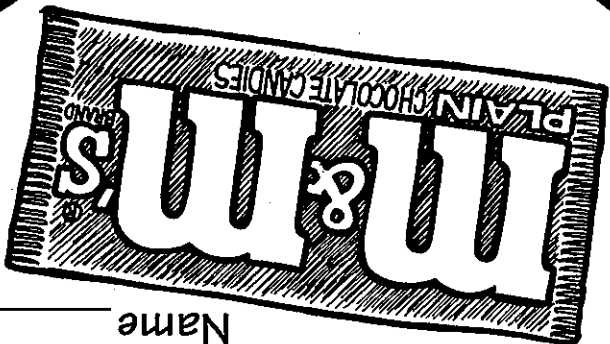
7. Complete the graph and post the results from each group.
- Discussion**
1. Do all of the candy bags used in this activity contain the same number of candies? How can you explain this?
 2. Which color had the most candies?
 3. Why do you think that there were more dark brown candies in the bag?
 4. What combination of two colors produce the greatest amount of candies?
 5. How does the number of dark brown candies compare with the number of all of the other candies together?
- Extensions**
1. There are other products that can be substituted for "M&M's"® candies, such as cookies, crackers, breakfast cereals and other candies (jelly beans).
 2. Prepare different types of graphs—picture graphs and bar graphs.
 3. Prepare graphs of other types of activities in the classroom—ages, birth months, favorite pets, or favorite books.

4. Be certain that the students know what each of the symbols mean on the activity sheet.
 Q represents green colored candies
 R represents red colored candies
 B represents blue colored candies
 O represents orange colored candies
 Y represents yellow colored candies
 DB represents dark brown colored candies
 < means greater than
 > means less than
 = means equal
 B & DB means the number of blue candies plus the number of dark brown candies equals _____.
5. Remember that each student is part of the learning group and that the candies can be used to actually count and solve the problems. Allow the students to manipulate the candies and check each others problems.
6. In doing problem number 8, please make certain that each student has 15 candies and that the left-overs are set aside or placed in a container until the activity is completed. This part of the activity is an excellent place for cooperation to take place and confirmation of right answers to happen. Encourage each child in the group to do his/her part.

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Sort your candies by color.



Name

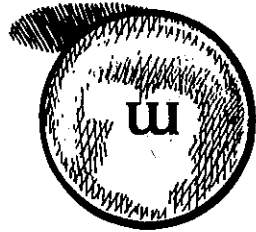
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$R + G =$ _____
 $R + O =$ _____
 $B + DB =$ _____

$Y + B =$ _____
 $R + Y =$ _____
 $O + G =$ _____

$G + B =$ _____
 $O + B =$ _____

7. Do these problems:

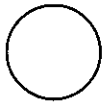
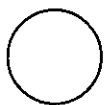
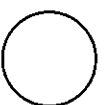
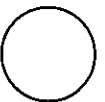
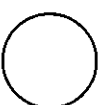
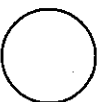


G _____ B _____
 O _____ G _____
 G _____ R _____
 Y _____ DB _____
 DB _____ B _____
 Y _____ DB _____
 Y _____ B _____

6. Using > or < or =, show the relationship between these sets.

set $O =$ _____
 set $G =$ _____
 set $R =$ _____
 set $Y =$ _____
 set $DB =$ _____
 set $B =$ _____
 set $DB =$ _____

5. Write the number of candies in each set.

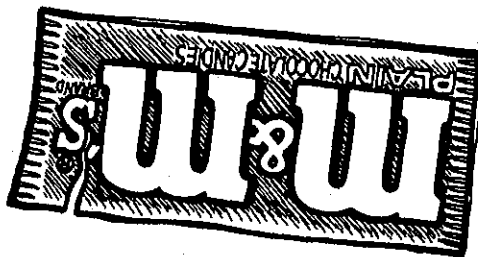
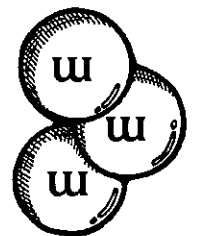
orange = O 
 green = G 
 red = R 
 yellow = Y 
 blue = B 
 dark brown = DB 

4. Now put your candies into sets by color:

3. How far off was your guess?

2. Open your bag, and count the candies. How many candies are in the bag?

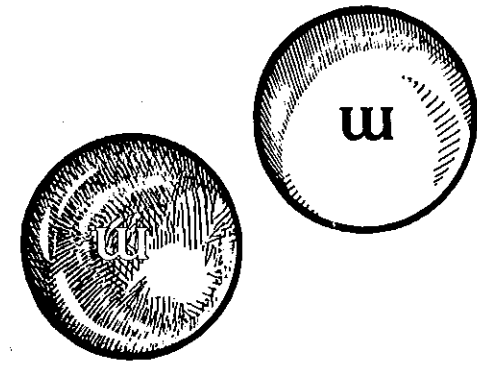
1. Do not open your bag yet. Guess how many of the candies are in your bag.



Math

Name _____

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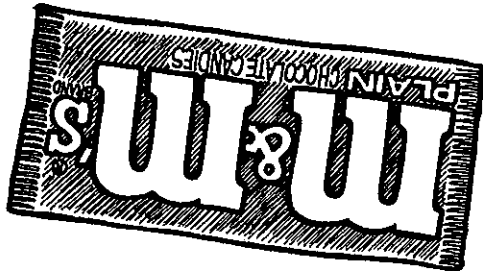
Have fun and have a great day!!

met!!!

11. Do what you wish with the rest of your candies: eat them now, save them, take them home OR hold them in your hand and see if they

How many candies do you have left now? _____

10. Eat four more.



9. Put two of the candies in your mouth.
How many are left? _____

How many are left?
How many piles of two can you make? _____

How many are left?
How many piles of five can you make? _____

How many are left?
How many piles of seven can you make? _____

How many are left?
How many piles of four can you make? _____

problems.

8. Put 15 candies in a pile in front of you. Use them to do these



