M&M Math Lesson Plan

**Anticipatory Set**

1. Show the children a funny M&M commercial to get them excited about working with M&M’s (<https://www.youtube.com/watch?v=kUJjvwkcWcg>)
2. Explain to the children that we already know that M&M’s are good to eat, but today we are going to learn that M&M’s are also good tools to do math with!
3. Explain that we are first going to use the M&M’s to do Math and then after we are finished doing all the math we can eat them.
4. Remind students that the M&M’s need to stay on the table, not on the ground or in the air.

**Procedure:**

1. Read *The M&M’s Brand Chocolate Candies Counting Book* by Barbara Barbieri McGrath
2. Handout M&M math packets and packages of the candies
3. Have the student’s estimate how many M&M’s are in their bag—then, let them open their bag and count how many M&M’s there actually are.
4. Then, they can count how many colors of M&M’s there are.
5. Next, have the students count out different numbers of M&M’s—do this several times.
6. Ex: Can you count out 6 M&M’s? Can you count out 8 blue M&M’s? Etc.
7. **Patterns:**
8. Explain what a pattern is—ABAB and ABCABC Patterns
	1. Give a few examples: Blue, Red, Blue, Red or Yellow, Brown, Green, Yellow, Brown, Green, etc.
9. Create a pattern on the board and ask the students to create and extend the pattern in the packet, using their M&M’s.
	1. Do this several times.
10. Give the students a chance to make their own patterns (they can do this 2 times).
	1. Have them create it first with their M&M’s and then color in the page in their packet with crayons.
	2. Have a few students share their patterns—come up to the board to manipulate large M&Ms
11. **Graph:**
12. First, ask the students to sort their M&M’s by color (see sorting sheet in the packet).
	1. Have the students count how many of each color they have.
13. Show the students how to fill out a graph.
	1. We color in one graph for each M&M—Ex. If I have 6 red M&M’s, I color in 6 of the squares in the Red Column with a red crayon.
		1. MODEL THIS
	2. Have the students complete their graphs.
14. Then, have the students come up and add to the class graph (Will show which color M&M they had the most of).
	1. They will choose a premade paper M&M to add—if they had more blues than any other color, they choose a blue paper M&M and add it to the chart.
	2. Once complete, count the M&M’s on the chart.
		1. Discuss—which color did we have the most of? The least?
15. Now do another class graph—What is Your Favorite Color M&M?
	1. Each student will add one M&M—go through the previous process (count and discuss).
16. If there is time leftover, see if they can make the first letter of their first name out of their M&M’s.

**Conclusion:**

a. State “You’ve just enjoyed M&M’s as a math tool, now you can enjoy them as a snack!”