Lesson 34

dividing a whole into halves, fourths, and eighths

lesson preparation

materials

8" construction paper circles (4 per child: 1 each of yellow, blue, red, and green)

plastic storage bags (at least 8" × 8")

scissors

playing cards (1 deck per 4 children—tens, jacks, queens, and kings removed)

Fact Sheet MA 6.0

the night before

- Cut out construction paper circles.

in the morning

- Write the following on a paper strip and post it on the bulletin board:

1, 2, ___, 4, ___, 6, 7, 8, ___, 10

Answer: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

- Write 74¢ on the money tag. Provide a cup of 10 dimes and a cup of 10 pennies.
- Allow time prior to The Meeting for the Student of the Day to fill in the date tag, put coins in the coin cup to match the amount on the tag, read the temperature to the nearest ten degrees, and record it on scrap paper. Assist the Student of the Day, if necessary.
- Collect homework from the previous day. Correct and review errors with the children individually.

The Meeting

"Today _____ is Student of the Day."

calendar

- Ask the children to spell the name of the month as the Student of the Day writes the date on the bulletin board date strip.
- Ask all of the children the following:

  days of the week, weekdays, days of the weekend

"What was the date three days ago?"

"What will be the date three days from now?"

- Ask all of the children the following:

  day of the week _____ days ago, day of the week _____ days from now

  months of the year, _____th month, month before, month after

patterning

- Ask all of the children to do the following:

  identify the pattern (repeating or continuing)

  identify the numbers to complete the pattern

  read the pattern together

counting

- Count forward and backward by 1's from 546 to 573.
- The Student of the Day writes these numbers on the chalkboard.
- Count by 10's to 200 and backward from 200 by 10's.
- Count by 5's to 100 and backward from 50 by 5's.
- Say the even numbers to 20 and backward from 20.
- Say the odd numbers to 19 and backward from 19.

weather graph

- The Student of the Day writes the temperature to the nearest ten degrees on the appropriate tag and graphs the tag.
- Ask all children questions about the graph.

money

"The Student of the Day put coins in the coin cup to show 74¢."

"How many dimes and pennies did the Student of the Day use?"

"Let's count to check to see if the correct amount of money is in the coin cup."

- Hold up each coin as the children count.

clock

- Ask the Student of the Day to set the clock on the half hour or hour.
- The Student of the Day shows the clock to the children and asks the following:

  time shown on the clock

  time one hour ago

  time one hour from now

  how to write the digital time

- The Student of the Day writes the digital time on a tag and posts it on the bulletin board.

lunch/attendance graph

- The Student of the Day gives the attendance and the lunch count report.
- The Student of the Day fills in the information on the bulletin board chart.

graph questions

- The Student of the Day asks 2–3 questions about any of the classroom graphs.

chart story

- Continue the chart story. Include the Student of the Day's birthday, the number of the day, the time for a special activity during the day, and the number of days until a special event or holiday occurs.

The Lesson

Dividing a Circle into Halves, Fourths, and Eighths

"We practiced dividing squares and other shapes in half."

"Today you will learn how to divide circles into halves, fourths, and eighths."

"Each person will have four circles."

- Give each child four construction paper circles (one each of yellow, blue, red, and green) and a pair of scissors.

"The yellow circle is the whole."

"Are the other circles the same size?"

"Fold the blue circle in half."

"How many pieces do you have?" ***2***

"Are they the same size?"

"How do you know?"

"Cut along the fold."

"Now fold the red circle in half."

"Fold it in half again."

"How many pieces do you think you will have?"

"Open the circle and count the pieces."

"How many equal pieces do you have?" ***4***

"What is each piece called?" ***one fourth***

"How many fourths are in one whole?" ***4***

"Cut along the folds."

"Now fold the green circle in half."

"Fold it in half again."

"How many pieces do you have now?" ***4***

"Fold it in half again."

"How many pieces do you have now?" ***8***

"When we had four equal pieces, we called each piece one fourth."

"What do you think we will call each piece when we have eight equal pieces?" ***one eighth***

"How many eighths are in the circle?" ***8***

"Cut along the folds."

"Cover the yellow circle with the blue pieces."

"How many pieces did you use?" ***2***

"What is each piece called?" ***one half***

"Cover the yellow circle with the red pieces."

"How many pieces did you use?" ***4***

"What is each piece called?" ***one fourth***

"Cover the yellow circle with the green pieces."

"How many pieces did you use?" ***8***

"What is each piece called?" ***one eighth***

"Hold up the piece that is one fourth of the circle."

"Hold up the piece that is one half of the circle."

"Hold up the piece that is one eighth of the circle."

"We will use our pieces again."

- Pass out a plastic bag to each child.

"Put your initials on each piece and put them in the plastic bag."

- Put a piece of paper with the child's name on it inside each bag. Collect the bags of pieces for use in Lessons 41 and 65.

Class Practice

number fact practice

- Allow children to play the card game "Making 10."
- Pass out **Fact Sheet MA 6.0**.
- Time the children for one minute.
- Review the correcting procedure, if necessary.
- Read the examples and answers slowly.

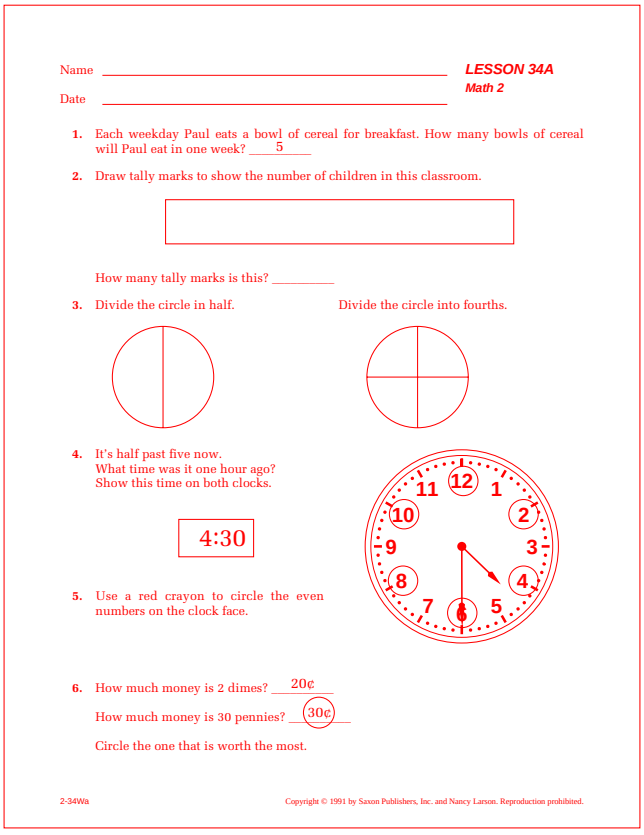
- Collect the fact sheets for recording. Return the sheets to the children after recording.

Written Practice

- Distribute **Worksheet 34A/34B**.
- Read and review each problem with the children.
- Assist children as they work.
- Correct Side A with the children.
- Read and review the directions for the problems on Side B.

  "Who would like to share something you learned in math today?"

- Provide 2–3 minutes for sharing. Allow as many children as possible to respond. Provide appropriate feedback and reinforcement.



Name _____ **LESSON 34A** *Math 2*

Date _____

1. Each weekday Paul eats a bowl of cereal for breakfast. How many bowls of cereal will Paul eat in one week? 5
2. Draw tally marks to show the number of children in this classroom.

   How many tally marks is this? _____
3. Divide the circle in half. Divide the circle into fourths.
4. It's half past five now.
   What time was it one hour ago?
   Show this time on both clocks.

   4:30
5. Use a red crayon to circle the even numbers on the clock face.
6. How much money is 2 dimes? 20¢

   How much money is 30 pennies? 30¢

   Circle the one that is worth the most.

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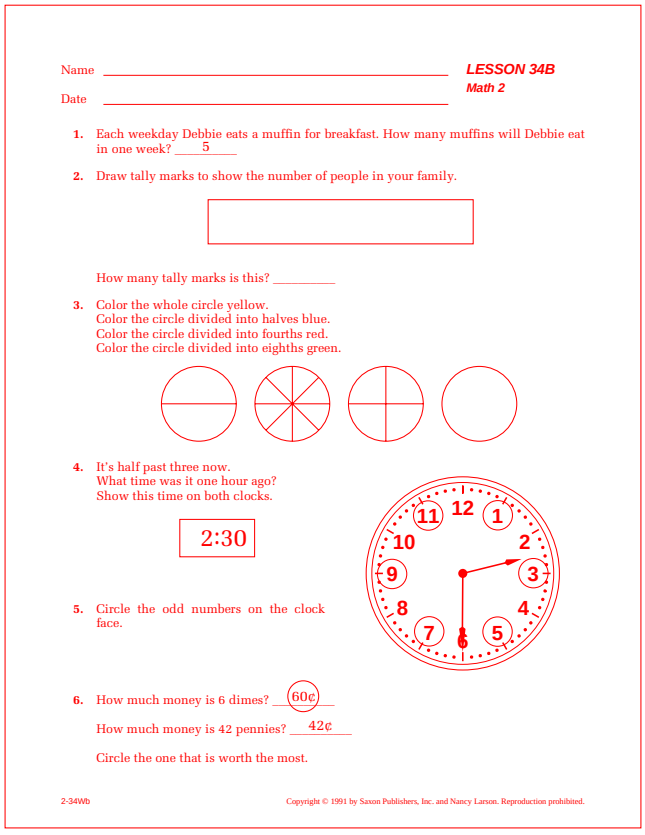

Name _____ **LESSON 34B** *Math 2*

Date _____

1. Each weekday Debbie eats a muffin for breakfast. How many muffins will Debbie eat in one week? 5
2. Draw tally marks to show the number of people in your family.

   How many tally marks is this? _____
3. Color the whole circle yellow.
   Color the circle divided into halves blue.
   Color the circle divided into fourths red.
   Color the circle divided into eighths green.
4. It's half past three now.
   What time was it one hour ago?
   Show this time on both clocks.

   2:30
5. Circle the odd numbers on the clock face.
6. How much money is 6 dimes? 60¢

   How much money is 42 pennies? 42¢

   Circle the one that is worth the most.

2-34Wb