

Lesson Title: Give Me Half
Course: Mathematics 2
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Learning Outcomes/Intentions

Formal Unit Outcome(s):
P2.3

Demonstrate understanding of equality and inequality concretely and pictorially (0 to 100) by:

- relating equality and inequality to balance
- comparing sets
- recording equalities with an equal sign
- recording inequalities with a not equal sign
- solving problems involving equality and inequality.

[C, CN, R, V]

(b) Construct two unequal sets using identical objects and verify orally and concretely that the sets are not equal.

(c) Analyze the impact of changing one of two equal sets upon the equality of the two sets.

(d) Analyze the impact of making changes (equal and unequal) to both of two equal sets upon the equality of the sets.

(e) Analyze and sort sets according to equality and explain the reasoning.

(g) Create statements of equality and non-equality and model the statements to verify the relationship.

Objectives:

I can identify what is an equal half and what isn't.

I can understand the difference between halves and quarters.

Mathematical Process:

[CN] Students will make connections by differentiating unequal and equal representations through shapes and discuss the differences and similarities between the forms.

Essential Question:

Why do we need to know when things are equal?

How does change affect balance?

First Nations Content

Assessment Evidence

Formative Assessments (Assessment for Learning):

Asking students questions throughout the lessons to understand how they are thinking about the lessons. They will also be assessed on how they cut and labelled their shapes (pizza/cookie) based on their ability of identifying if it is a quarter or a half.

Summative Assessments (Assessment of Learning):

N/A

Materials

Coloured paper, pizza/cookie templates, pencils, shapes (either blocks, drawings, or print outs), scissors.

Learning Plan**Learning Experiences & Instruction:****5-E's****Engage:**

- We begin by reading the book "Give me half" by Stuart J. Murphy
- After reading the book start asking the students some questions:
 - Have any of you had to share anything with your siblings before?
 - Do you know the difference between a half and a quarter?

Book link: <https://youtu.be/hVaxiJB6Fls?si=9Co66K0l5Y7KCYgp>

Explore:

- Students will get a few different cut out shapes (square, triangle, circle, rectangle)
- Get the students to start putting one line across each shape, making it into 2.
 - How can we split the shape into two pieces with a line?
- Have them make the lines in different directions (from side to side, top to bottom, some on the middle, some on the side)
 - Can we create our lines coming from different directions? What other directions can we start our line from?

Explain:

- After the students are done putting their lines on each shape they will get a piece of paper to make a chart.
- Have them put a line on the paper and on the right side but equal, and on the other put unequal.
- Then start asking them questions.
 - What makes a shape equal?
 - What makes the shape unequal?
 - What are you looking for to identify if the shape is equal or not?
- After the discussion is over, have them start to put their shapes on the equal and unequal charts they've made.
- When they are done ask if any of them want to share some of the shapes they had under equal and unequal, compare each side of the chart, and ask questions as they share:
 - Are all of the shapes split equally? Are any of the shapes split unequally?
 - How did you know that the shape you had was equal or unequal?
 - What did you notice about the placement of the line on the equal shapes?

Elaborate:

- The students will be given a coloured sheet of paper, a pizza or cookie templates, and a rectangle stating: "I cut my pizza/cookie in _____"
 - Do you want to cut out a pizza or a cookie?
- The students will be required to cut out the pizza or cookie template, and will decide whether they want to split their food item into halves or quarters

- What is a half?
- What is a quarter?

Evaluate:

- The students will present their pizza/cookie and explain whether they chose to split the item in half or into a quarter and why.
 - Why did you choose a pizza? Why did you choose a cookie?
 - Explain why you split pizza/cookie into a half. Explain why you split your pizza/cookie into a quarter.

I cut my pizza in

_____.

I cut my cookie in

_____.



