

# Sharing Candy

## Purpose

Students will recognize when a shape is divided into congruent (matching) parts.

## Materials

*For the teacher:* overhead projector, overhead pattern blocks

*For the students:* pencils; crayons; copies of Black Line Masters (BLMs) *Student Shapes 1*, *Student Shapes 2*, and *Sharing Candy*

## Activity

### A. Introduction

1. On the overhead projector, make a shape with overhead pattern blocks that can be divided into equal pieces.
2. Tell students that this is a candy bar and you want it to be divided equally so that each person receives an equal share.
3. Demonstrate the different ways to divide the shape into equal parts.

### B. Student Activity

1. Hand out copies of the BLMs *Student Shapes 1* and *Student Shapes 2*.
2. Have students cut out each whole shape. Ask the students to cut carefully along the inside lines.
3. Have students compare the pieces to see if they are equal (congruent).
4. Have students complete the BLM *Sharing Candy*.

**EXTENDING  
THE****ACTIVITY**

Make a shape on an overhead geoboard and have students make the same shape on their individual geoboards and divide them into congruent parts. Check to see that students' shapes are exactly the same shape and same size, making them congruent.

**INCORPORATING****TECHNOLOGY**

Have students use a drawing program to draw shapes and divide them into congruent parts.


**Standards Links**  
**1.4.1, 1.4.3**


## Questions for Review

---

### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

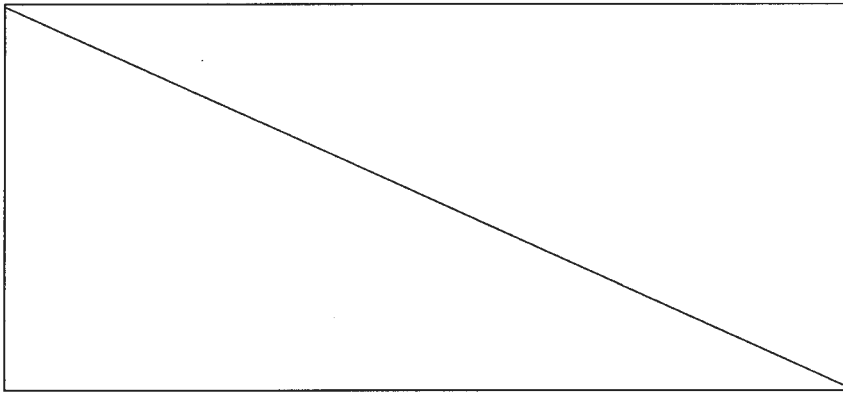
 Are these pieces equal?

 How can you tell whether or not the pieces are equal?

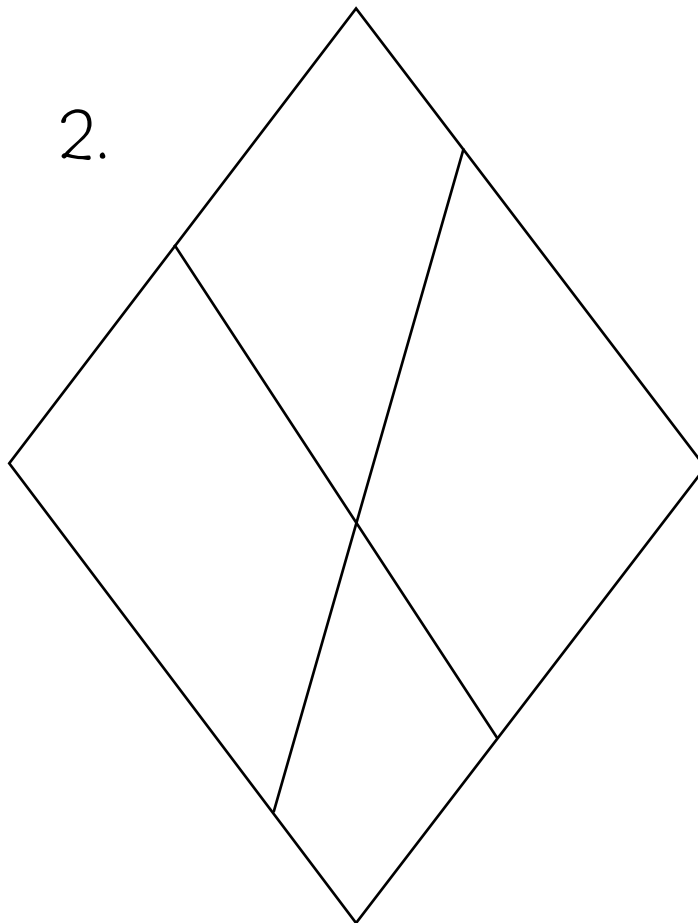
---

# Student Shapes 1

1.



2.



# Student Shapes 1

## Teacher Directions

---

Provide each student with a copy of the BLM *Student Shapes 1*. Have students cut out each shape and determine if the pieces are congruent.

Review answers with students. Ask students how they decided if the shapes were congruent or not.

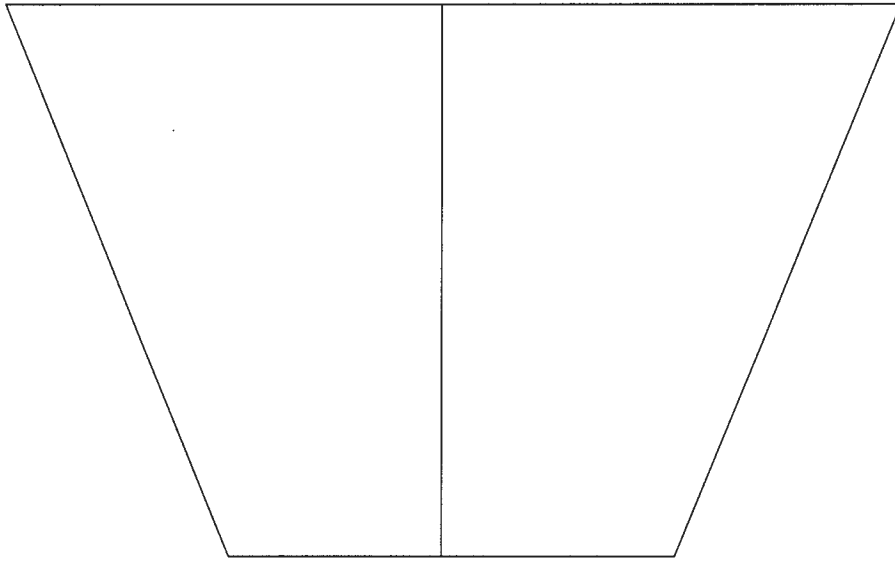
## Answer Key

---

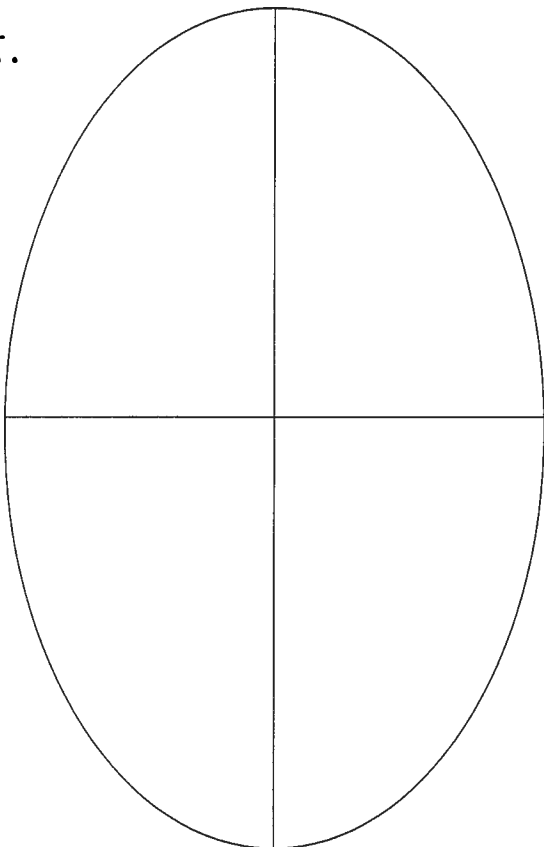
1. congruent
2. not congruent

# Student Shapes 2

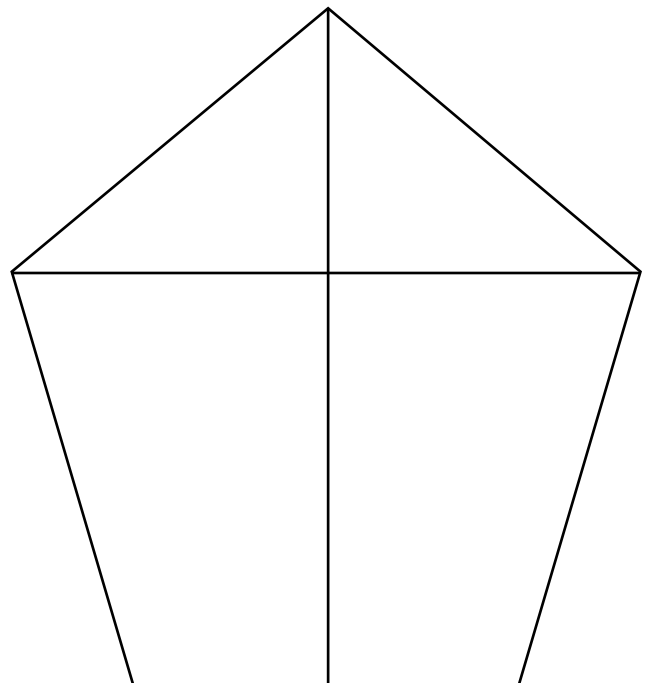
3.



4.



5.



# Student Shapes 2

## Teacher Directions

---

Provide each student with a copy of the BLM *Student Shapes 2*. Have students cut out each shape and determine if the pieces are congruent.

Review answers with students. Ask students how they decided if the shapes were congruent or not.

## Answer Key

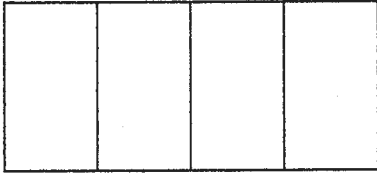
---

3. not congruent
4. congruent
5. congruent

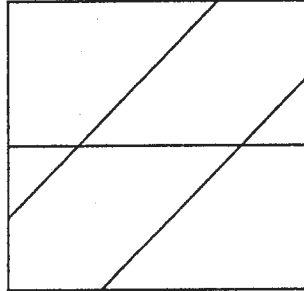
Name: \_\_\_\_\_

# Sharing Candy

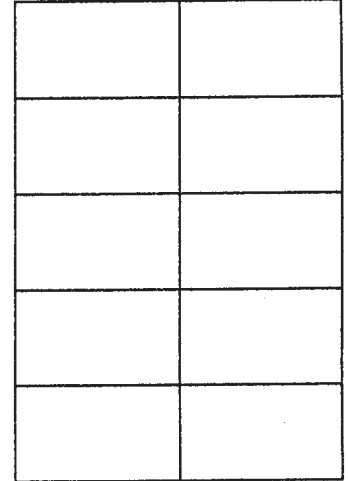
Look at the candy bars. If the parts are congruent, color the candy bar. If the parts are not congruent, put an "X" on the candy bar.



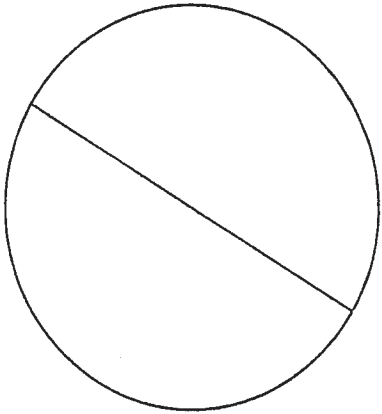
**Yum Bar**



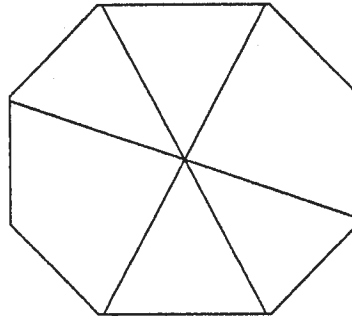
*sweet treat*



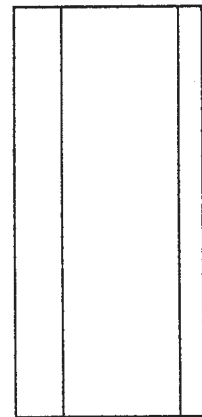
**Chunky Choco Bar**



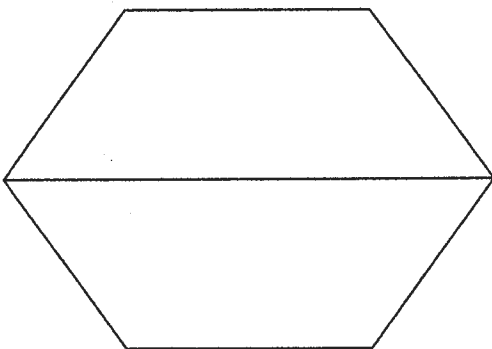
**Choco Pizza**



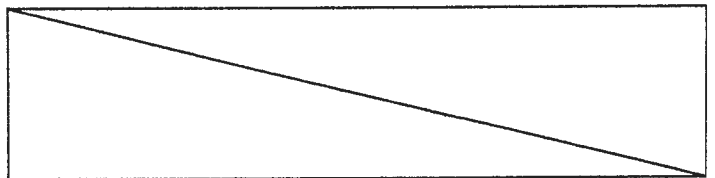
**Choctagon Bar**



**CHOCO CRUNCH BAR**



**Hexagon Crisp Bar**



**Foot of Chocolate Bar**

# Sharing Candy

## Teacher Directions

---

Provide each student with a copy of the BLM *Sharing Candy*. Have students read and follow directions for completing the BLM.

Review answers with students. Ask students how they decided if the shapes were congruent or not.

## Answer Key

---

Yum Bar – congruent

Sweet Treat – not congruent

Chunky Choco Bar – congruent

Choco Pizza – congruent

Choctagon Bar – congruent

Hexagon Crisp Bar – congruent

Choco Crunch Bar – not congruent

Foot of Chocolate Bar – congruent