

Equal Spaces for Equal Objects

Purpose

Students will practice dividing objects and shapes into equal parts.

Materials

For each student: paper, paper clips, large coffee filters, plain paper folded into thirds

Activity

A. Pre-Activity Discussion

Discuss with students the concept of dividing objects and shapes into equal parts.

B. Student Activity

1. Provide each student with a sheet of paper and eight paper clips.
2. Ask the students to fold the paper in half.
3. Have them divide the paper clips equally between the two sections of the paper.
4. Have the students fold the paper in half again so they have four equal sections.
5. Have the students divide the paper clips equally among the four sections of the paper.
6. Ask the students: "How many paper clips are in each section now?" Ask them if their method for dividing the paper clips changed.
7. Repeat using the paper divided into thirds (with nine paper clips), as well as the coffee filters, in order to show students that different types of shapes can be divided into equal parts.

MEETING INDIVIDUAL



NEEDS

Some students may have difficulty folding the paper into equal sections. Watch these students as they fold the paper or coffee filter and offer suggestions as to how to make folding easier.

EXTENDING THE



ACTIVITY


Have students fold a sheet of paper into eighths and then cut out each section. Provide students with an $8\frac{1}{2} \times 11$ inch sheet of paper with an off-center line drawn on it. Ask the class to see how many pieces of paper fit in each section, and ask students if those figures are equal.


Standards Links K.1.2, K.1.6


Questions for Review

Basic Concepts and Processes

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

 Do you have the same number of paper clips in each section?

 How did you decide to divide the paper clips?

 Does the number of paper clips in each section change when you go from two to four sections?
