

The Cup is Half Full

Objective: *The children will be able to separate a whole into equal parts.*

Math Concept: separate whole into equal parts, sorting, problem-solving, logical reasoning, manipulatives, number sets, introduction to variables and equal sign


Music Concept: compare notes according to their value

Materials needed: puzzle boxes, Half Pictures (CT 54-56), Vase (CT 57), dry cereal

Introduction

Using the Vase picture, demonstrate how an object can be divided into two equal parts. (Fold the picture of the vase so that it is not in equal parts.) *Is this divided in half?* (Fold it in half and ask the same question.) Emphasize once again that “half” means two equal portions.

Lesson

 Tell the class you are going to give two children a small treat. Show them your handful of 8 pieces of dry cereal. Count out and place 6 pieces in front of one child, and then count out and place 2 pieces in front of the other child. *Is this fair? Have I given each child the same amount? Have I given half to one child and half to the other?* Then give one from the child with 6 to the child with 2. *Does each child have equal amounts now?* Now divide them equally with four pieces in front of each child. *Now does each child have equal amounts? Do they have half?* Give each child in the class 4 pieces of dry cereal, instructing them to not eat it yet. Have them put one piece in one pile and 3 pieces in another pile. *Are these equal amounts?* Have the children divide their cereal pieces into two equal piles. Count each pile to show that each has two pieces. Let the children eat their cereal.

From the puzzle box, have the children sort out one whole note, two half notes, and four quarter notes. Ask the children how many half notes it takes to equal one whole note. Line the puzzle pieces up vertically, with the whole note on top and two half notes linked below the whole note. Hold up the visual and point out that $1 \text{ whole note} = 2 \text{ half notes}$. *Have we divided the whole note into two equal portions?* Continue with two more equations: *How many quarter notes equal one half note?* *Have we divided the half note into two equal portions?* Hold up the visual and point out that $1 \text{ half note} = 2 \text{ quarter notes}$. *How many quarter notes equal one whole note?* Hold up the visual and point out that $1 \text{ whole note} = 4 \text{ quarter notes}$. Two halves would be made up of two quarter notes each.

Conclusion



Have the children stand in different parts of the room. Give each child a Half Picture card. Have them keep their card hidden until the activity begins. They must find the child that has the other half of their picture and match the halves together. Emphasize one final time that “half” means two equal parts.