






Topic: Number and place value

Exploring the concept of sharing

Lesson concepts

-  **Number** — Quantity
-  **Multiplication and division** — Sharing
-  **Multiplication and division** — Part-part-whole (partitioning)
-  **Fractional understanding** — Equal parts
-  **Equivalence** — Language

Today students will:

- ▶ share collections of objects
- ▶ describe the sharing process.

Resources

Digital

eBook — *The nest ... a Rosie and Wallace story*

Find and prepare

Sheet — 'Sharing' card games

A pack of playing cards (remove the jacks, queens and kings)

Helpful information

Equal groups and sharing

Key terms

share, give out, equal, parts, shares, collection, total, same, more, less, fairness, each, groups, whole

For definitions and explanations of terms, please see the [Glossary](#).

Lesson

Introduce the lesson

Note

It is important to highlight and develop the following vocabulary throughout this lesson.

share, give out, equal, parts, shares, collection, total, same, more, less, fairness, each, groups, whole

Describing familiar sharing experiences

- Tell students that you are going to play a game of Snap, using playing cards. Explain that, in this game, they will match the numbers on the cards and the winner is the player with the most cards at the end of the game.
- **How to play**
 - The dealer deals the cards evenly to the players. Players pick up their pile without looking at them.
 - Decide who will go first. Player 1 takes the top card from their pile and places it face up on the table.
 - Players then take turns to take their top card and place it face up on top of the previous card.
 - If the top two cards represent the same number, players slap their hand onto the cards as quickly as possible and call 'Snap'. The player who has their hand directly on top of the matching cards (i.e. was the first to 'snap') takes all of the cards in the pile and adds them to their own cards. That player begins play again, by placing their top card face up on the table.
 - Play stops when only one player has any cards left to turn over, or after a certain amount of time. The winner is the player with the most matching cards at the end of the game.

Focus questions

Q: *How did we make sure that this game was fair?*

A: Each player started with the same number of cards.

Q: *Did the dealer give each player the same number of cards?*

A: Yes

- Explain to students that when they were playing the game Snap, they shared the cards so that each player had the same amount. That made sure that the game was fair.

Discuss the process and the importance of sharing

- Ask questions to help students to talk about their experiences with sharing.

Focus questions

Q: *When have you seen sharing at home or when playing with your friends?*

Q: *What sorts of things do you share at home?*

A: For example: toys, games, food, books

Q: *What sort of things do you share when you are away from home?*

A: For example: toys with friends, a seat at school or in the park

Q: *Why do you need to share?*

A: For example: so that it is fair

Q: *What do you think 'fair' means?*

A: For example: Everyone gets the same; no one misses out.

Q: *When would it be fair to share? Why?*

A: For example: When one person has all of the toys in the sandpit, they could share them so that everyone has some.

Q: *Have you ever seen sharing that is not fair?*

A: For example: When one person has all of the toys but only shares with one other person; when one person has more toys than the others.

- Explain to students that in Maths, when we talk about sharing, we are dividing things into equal groups so that everyone gets an equal share.

Observe and describe sharing

- Explain to students that they are going to play a different card game.

Focus questions

Q: *When is sharing important when playing games?*

A: For example: In a card game, everyone has to have the same number of cards to start with.

Q: *Why is sharing important in a game?*

A: So that it is fair.

Q: *What might happen if sharing wasn't fair in games?*

A: For example: If players didn't all get the same number of cards, the game wouldn't be fair.



- Choose a game from the **Sheet** — [‘Sharing’ card games](#).
- Follow directions to play the game with students.

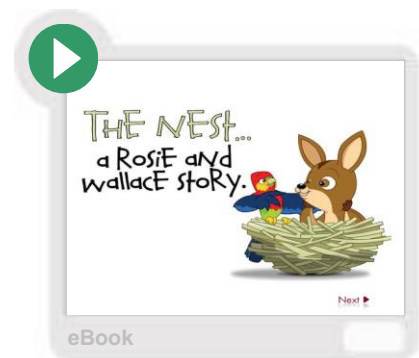
- As you are playing, help students to see when sharing was required in the game and discuss whether the sharing was equal and fair.

Focus questions

- Q: *What might have happened if the cards had not been shared equally?*
A: For example: If everyone didn't get the same number of cards, the game wouldn't work. One person would win easily.
- Q: *Is that good or bad? Why?*
A: For example: It is better if it is fair, then everyone can enjoy the game.

A Rosie and Wallace story

- Read or have students view the eBook — *The nest ... A Rosie and Wallace story.*



- After reading, ask questions to help students to talk about the sharing in the story.

Focus questions

- Q: *Was there any sharing in this story?*
A: Yes
- Q: *When?*
A: For example: When Rosie shared her nest with Wallace.
- Q: *Why do you think that was sharing?*
A: Rosie and Wallace were both able to use the nest together.

Plan and represent a sharing experience

- Ask students to think about how they can share with a friend or family member today.
- Have students draw a picture to show what they will do to share today.
- Assist students to write a sentence to describe the sharing that they will do today (for example: I will share the cupcakes with Harry.).