

How many bees?

Purpose: *The process of equal sharing or division underpins the fraction concept (CMIT LFN, 2007, p.47).*

Discussion:

Talk about what the words **'sharing'**, **'equal'** and **'all together'** mean. You could say sharing is when we give other people some of what we have. Equal is when we have the same amount of something as someone else. All together is when we look at the total number of things. Use examples of what these words mean using contextually relevant items. Role play what each of these words mean.

Activity:

You will need:

- Enough **Beehive templates** for 2 hives per student
- 10 bees per student from the **Bees template**

Hand out 2 blank beehives and 10 bees to each student.

Say to the students:

-Here are some bees
-Share the bees equally between the bee hives

When the students have done this say:

How many bees are in each beehive? How do you know?

Say to the students:

How many bees are there all together? How do you know?

If the students are counting each bee, ask what a quicker way might be to find a total. They could count 2 bees at a time. Demonstrate how to do this. If students are confident, they can try it.

Repeat the activity but hand out **5 hives** and **10 bees**.

Explain that as long as no bees are taken away, the total of bees does not change when the bees are separated into groups. If you have 10 bees and put them in 5 groups you will still have 10 bees altogether. Repeat the activity and encourage students not to count all the bees individually after they are shared into groups, but to know that there still must be 10 because none have been taken away.

