***Purpose:*** *It is important for students to understand that maths is a part of their everyday lives. Providing students with story problems that relate to their own lives helps to reinforce this. Practice basic storytelling problems relevant to your region. You could use buttons, blocks or counters as objects. You could draw whatever container is used locally to collect things to represent groups – a dilly bag, a billycan etc. You could use names from your class or community to make the activity more relevant.*

**Discussion:**

Talk about what the words **‘sharing’**, **‘equal’** and **‘altogether’** 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. Altogether 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 1:**

**You will need:**

* Counters
* **People for sharing** sheet

Put a pile of **people for sharing** and a pile of counter***s*** on the floor in front of the students.

**Say to the students:**

If Enosh had 10 barramundi and had to share them equally with Bill, Justin, Jonah and Milly. How many Barramundi will Enosh get? First we need to think about how many people we have to share the barramundi between. Enosh,1, Bill, 2, Justin, 3, Jonah, 4, Milly, 5. So there are 5 people. I want one of you to get 5 **people for sharing** (hold up a copy of the people for sharing sheet) from the front here. Now, there are 10 barramundi to share, so the other person needs to come and take 10 counters from this pile – we will pretend that each counter is 1 barramundi. Spread your 5 people out on the ground. Now share the 10 barramundi equally between the 5 people.

Make sure that each group has understood what to do. If some students are struggling, suggest that they could give 1 barramundi to each person until there are no more left. Once all the groups have shared the barramundi, ask how many each person got. Then ask how many barramundi Enosh got.

**Repeat this task but say:**

Enosh had 12 Barramundi and had to share them equally with Bill and Bob. How many Barramundi will Kate get?

Make sure you get the class to identify how many people are sharing the items – this will assist them in identifying what part of a word problem represents groups later on.

**Activity 2:**

**You will need:**

* Counters
* **People for sharing** sheet

Repeat the task above but use counters to represent yams.

**Say to the students:**

Violet dug up 20 yams. She had to share the yams equally with Vanessa, Valerie, Rhianna and Wendy. How many yams will Violet get?

How many yams are there altogether? How do you know?

These activities are a good opportunity to encourage the students to trust-the-count. To know that even when you separate items into groups, they still make the same total altogether.

**Extension:**

Once students have become confidant with the concept of sharing items into groups, move from using the sheets provided to using counters on the floor. You are scaffolding their learning from concrete toward abstract.