

Eating Fractions

Author & Illustrator: **Bruce McMillan**
Scholastic Inc.

Materials

Various snacks, paper plates, plastic knives and forks, napkins, disposable camera.

Activities

In the classroom, form groups of two, three and four. Place the snacks and utensils on the tables and ask the children to determine a way in which they could share the snack with their group members. Take a photograph before any sharing begins. Have each group tell how they shared the snack

and if they can, what fraction they ate ($\frac{1}{2}$, $\frac{1}{4}$). One of the group members should point out an example of the fraction from the book. Take another photograph of each group sharing their snacks.

At home or with smaller groups, the snack activity can be accomplished on a smaller scale. For example, a parent and a child might work together to find how they can share the snack so that each has one serving, two servings, and so on.



Create a book of eating fractions using the photographs. Have the children include their favorite recipes to share in the back of this class book.

Joel Says

Before the book is read, ask...

What do you do when you and a friend only have one snack?

Stop during the book and ask...

How are the two friends sharing?
Which foods would you like to share?

After reading the book, ask...

Which foods are shared equally?
Which are not? Do you share food at school or at home?



Eli's Night-Light

Author: **Liz Rosenberg**
Illustrator: **Joanna Yardley**
Scholastic Inc.

Materials

CDs of soothing music, such as *Lullaby* by Brahms, and lively music, such as a Sousa march.

Activities

Talk to children about listening to music as another way to help them go to sleep. Play a lullaby and ask how it

makes them feel. Now play the lively music. How does that music make them feel? Which music would help them march or clap? Try it! Discuss what they like to see, hear and touch to help them sleep.

Ask the children to act out the story, making up words for what Eli might have been thinking and using the facial and body expressions Eli might have used to describe what was happening. Try to act them out in the order Eli found the lights.

Let older children read the story together or take turns reading a page to each other. Discuss other ways Eli might have used to help him go to sleep. Ask the children to draw and/or act out some of the new ideas. What if it was a dark, stormy night and Eli could not see the stars or moon? What might he have done?

Joel Says

Before the book is read, ask...

Do you like a light on when you go to bed? If the room is too dark, what do you do?

Stop during the book and ask...

What do you think Eli will do when his night-light burns out?

After reading the book, ask...

What were some of the ways Eli found to make a new night-light?
Did Eli use any of the ways you thought of before we read the book? What other ways might have helped him go to sleep?