

In this story, three siblings try to figure out how to share their delicious Chinese dim sum lunch. It lends itself to discussing sharing in fair, equal parts.

### CORE SKILL OBJECTIVES

### INTENTIONAL TEACHING PRACTICES

#### THINK-MATH



#### Children will:

- ◆ Consider how to share objects equally between two or more people

#### Teachers will:

- ◆ Prompt children to consider sharing fairly
- ◆ Model addition and subtraction strategies

### TEACHING TIP

Learning how sharing fairly works is a concept that is tied to operations – the idea that something can be split evenly in two or more parts. Support this concept during moments that are meaningful to children so that it feels relevant (e.g., during excitement over new toys, sharing of a special treat, etc.). Narrate and define how separating and sharing objects fairly works when these moments arise. Be sure to reinforce that sharing fairly means that each child has the same number of pieces after splitting them up.

### 1. INTRODUCE

- ◆ “When we need to share things, we can count them to make sure we split them all up so everyone gets the same amount. Today we are going to read *Luna’s Yum Yum Dim Sum*. We will see how Luna and her brothers try to share pork buns fairly.”

### 2. READ THE BOOK

- ◆ Pause occasionally to narrate moments when the siblings could share, or how they could share fairly.
- ◆ Ask children to think about other ways they could share/divide up the pork buns.

### Prompt Children to Consider Sharing Fairly

**Read:** “‘Three pork buns in each basket,’ Luna says.”

**Narrate:** “It looks like there are two baskets, and each has 3 buns. There are 3 siblings. They can each get the same amount if they share.”

**Ask:** “How can they share the buns fairly? How many should each sibling get?”

**Read:** “‘How about we cut the half in half?’ says Kai.”

**Ask:** “How many pieces would they have if they split the half in half? Would each of them get a piece of the bun?”

**Narrate:** “Yes, they are still left with only 2 pieces for 3 people! That isn’t enough to give everyone the same amount, so it doesn’t feel fair to them.”

**Read:** “‘Let’s divide the half into three pieces.’”

**Ask:** “Do you think dividing the half in three pieces will solve the problem? Is that a fair way to share? Can you think of any other ways they might be able to split up the last half?”

### 3. REVIEW

- ◆ “When we share fairly, we make sure that everyone has the same amount, just like Luna did. We can make sure it’s fair by counting and passing out one thing at a time to each person.”

### 4. KEEP IT GOING

- ◆ Extend the use of basic operations skills throughout the parts of the day. Encourage children to share fairly during Meals, or during Choice Time (e.g., pretend play). Involve children in passing out items and ensuring that all children receive the same number of items, or prompt them to consider splitting materials and sharing as a solution to conflict.