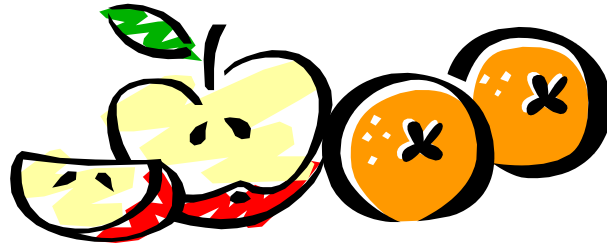


# Apples and Oranges



## Suggested Group Size

Small Group

## Objective

The children will separate a set into a maximum of four parts.

## Activity

Children will separate a set of objects (e.g., chairs, apples, oranges) into a maximum of four parts with teacher support.

## Targeted Florida Early Learning and Developmental Standards for Four-Year-Olds

- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **Number and Operations**
      - **A.b.3.** Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time

## Materials

- Table with no chairs underneath
- A set of four child-sized chairs stacked next to table
- Apples
- Oranges
- Small paper plates
- Large paper plate
- Knife for adult to cut apples and oranges
- Apple corer (optional)

## Procedures

1. Prior to the lesson, stack four chairs and place them next to the table where you will be conducting your lesson. Invite a small group of children (no more than four) to sit with you at the table. When the children arrive at the table they should notice that they don't have anywhere to sit. You might say, "It looks like you don't have any chairs to sit in. What should we do to solve this problem?" (Wait for their responses.) Someone will likely suggest that you need to get some chairs.

## Procedures (continued)

2. Point to the stack of chairs and say, “We have a set of chairs right here. Can you help me separate the set of chairs, so that everyone gets a chair?” As you give a chair to each child, you might say, “We have one chair, two chairs, three chairs, four chairs. We just separated the set of chairs into four parts. Does everyone have a chair? (Wait for their responses.) Yes. Now everyone has a part of the set of chairs.”
3. Explain to the children that you have some fruit (e.g., apples and oranges) that you would like to share with them. Pass out a small paper plate to each child.
4. Take an apple and place it on the large paper plate where everyone can see it. Cut the apple into four parts. Then you might say, “Look, I have a set of apple slices. How can we separate the set of apple slices, so that everyone gets a part of the apple?” Someone will likely suggest that you can give each child an apple slice.
5. As you give each child a slice of the apple, you might say, “We have a part of the apple for \_\_\_\_\_, a part of the apple for \_\_\_\_\_, a part of the apple for \_\_\_\_\_, and a part of the apple for \_\_\_\_\_. We just separated the set of apple slices into four parts. Does everyone have a part of the apple? (Wait for their responses.) Yes. Now everyone has a part of the set of apple slices.”
6. Next, take an orange and place it on the large paper plate where everyone can see it. Cut the orange into four parts. Then you might say, “Look, I have a set of orange slices. How can we separate the set of orange slices, so that everyone gets a part of the orange?” Someone will likely suggest that you can give each child an orange slice.
7. As you give each child a slice of the orange, you might say, “We have a part of the orange for \_\_\_\_\_, a part of the orange for \_\_\_\_\_, a part of the orange for \_\_\_\_\_, and a part of the orange for \_\_\_\_\_. We just separated the set of orange slices into four parts. Does everyone have a part of the orange? (Wait for their responses.) Yes. Now everyone has a part of the set of orange slices.”

## Adaptations

- Use verbal, visual, and physical cues to help children know what to do.

## Extensions

- Use language related to separating sets into parts throughout the day as the opportunity presents itself (e.g., while on the playground, you might say, “Look, I have a set of balls. How can we separate the set of balls, so that everyone gets a ball?”).

## Checking for Understanding

Children will demonstrate their understanding of the lesson by:

- separating a set of chairs, apple slices, and orange slices into a maximum of four parts with teacher support.

## Related Standards for Four-Year-Olds

- **I. Physical Development**
  - **A. Health and Wellness**
    - **A.8.** Actively takes part in basic health and safety routines

## **Related Standards for Four-Year-Olds (continued)**

- **II. Approaches to Learning**
  - **A. Eagerness and Curiosity**
    - **A.1.** Shows curiosity and is eager to learn new things and have new experiences
  - **B. Persistence**
    - **B.1.** Attends to tasks for a brief period and seeks help when needed
  - **C. Creativity**
    - **C.1.** Approaches daily activities with creativity
  - **D. Planning and Reflection**
    - **D.1.** Shows initial signs of planning and learning from their experiences
  
- **III. Social and Emotional Development**
  - **A. Self-Regulation**
    - **b. Life/Adaptive**
      - **A.b.3.** Adapts to transitions with increasing independence
  - **B. Relationships**
    - **b. Peers**
      - **B.b.1.** Interacts with and develops positive relationship with peers
    - **c. Adults**
      - **B.c.1.** Develops positive relationships and interacts comfortably with familiar adults
  
- **IV. Language, Communication, and Emergent Literacy**
  - **Listening and Understanding**
    - **A.1. Increases knowledge through listening**
      - **A.1.a.** Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.
  
- **V. Cognitive Development and General Knowledge**
  - **A. Mathematical Thinking**
    - **Number Sense**
      - **A.a.1.** Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time