

The Doorbell Rang: Teaching Ideas

Each student needs:

- one copy of the cookie manipulatives sheet
- a computer station or copy of the task cards
- to have heard or read the story ***The Doorbell Rang*** by Pat Hutchins

Procedure:

1. Students listen to a reading of the story *The Doorbell Rang* by Pat Hutchins.
2. Students use enlarger versions of the paper manipulatives to help the teacher retell the story using student names rather than the names of the children in the story. The teacher's name may replace the mother and the principal's name might replace the grandmother.
3. Students use the paper manipulatives to complete the student tasks. Students use the paper manipulatives to complete the student tasks.
4. Students use the think-pair-share strategy to compare their answers. Discuss the variety of ways to record the answers for the student tasks. Model drawing a picture, writing the solution in words and finally using "math language" or symbols to show the ideas. Students may show their ideas using multiplication symbols. Demonstrate that multiplying and dividing are related in that they both focus on using equal size groups.

CELS: Numeracy, CCT, Independent Learning

Big Questions:

- How will you be sure you have made equal groups?
- Why do you have to make the groups equal?
- Is dividing more like subtracting or multiplying? What makes you think so?
- How do we show the "left overs"? How might we draw it? How might we write it? How would we show with math symbols?
- Is it still dividing when we have equal groups but some are "left over"?

Is It Possible or Impossible?

- Students focus on the idea of dividing being a process of sharing a large number of items into smaller, equal-sized groups.