



LEVEL: Elementary (4<sup>th</sup>- 6<sup>th</sup>)

SUBJECT: Math

DURATION: 30-45 Minutes

LESSON: Dividing the Booty

**Objectives:**

Building on the lesson “Multiplying Savings”, students will learn how the total savings can be divided up to feed a large number of hungry children.

**Materials Needed:**

pencil & paper for each student for calculations  
poster(s) from the “Multiplying Savings” lesson

**Procedure:**

1. **Division Introduction**

Discuss what a basic school lunch costs in the US. For simplicity, let’s round it to \$2. Looking at some of our examples from our poster (choose 2 or 3 of them), how many school lunches (at \$2 each) can you buy with the total savings collected in each of these examples? The students work the division problems with pencil and paper after the teacher has modeled the first example.

2. **How many meals could you purchase in Haiti?**

In Haiti, a nutritious meal costs only 10¢. Based on this, how many meals could we purchase in Haiti for just 1 dollar? Using the examples we looked at in Step #1, how many children in Haiti could be fed a nutritious lunch with the money from the same examples?

3. **Other Examples**

We can look at other totals from our poster(s) and divide to find the number of children in the US and in Haiti whom we could feed for these other totals. Choose one possibility and guide the children through the division.

For example, if we considered  $\$2 \text{ per week} \times 15 \text{ weeks} = \$30$ , we would then divide  $\$30$  by  $\$2$  per child's lunch cost to get 15 US children that could be fed from our savings. If we found the number of Haitian children we could feed, we would divide that same  $\$30$  by 10, which we would show as  $\$.10$ . Do the students know how to divide with decimals? If not, they need to realize that for every dollar, 10 Haitian children can eat a nutritious meal. Then  $\$30$  would feed  $30 \times 10 = 300$  Haitian children. Another way to look at it is that  $\$30$  could feed one child for almost 10 full months (e.g., the beginning of January until the end of October).

4. **Understanding the Math**

Have the students attempt one or two more examples testing their division skills. Help them through the math. Address any errors in calculation. Discuss the results of these examples. Do the children understand the math behind the lesson?

5. **Discussion**

What are the social aspects of this exercise? How hard is it for us in the US to save  $\$30$  (or whatever other quantity you choose to discuss)? How do the students feel about the number of children these dollars will feed in Haiti? How do they think they could make a difference?