

## Mathematical routines: Sharing at snack time

### Discussion points/Reflection upon existing snack routine: How do you plan opportunities for children to share their own food or prepare snack?

#### Activities could include:

##### Division and sharing

- Cutting up food for correct number of people e.g. bread, apples, bananas.
- Modelling the use of the mathematical language for fractions when cutting snack foods in half/in quarters
- Encouraging the children to pour out half a cup of water, modelling the use of terms such as *full* and *empty*
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##### Weight and measure

- Measuring out portions of snack food, e.g. weighing out raisins using balance/weighing scales.
- Prompt discussion about length by using long and short bread sticks. Could you choose 2 short sticks or 1 long one?
- Discussion about size, can you find the largest apple in the snack bowl or order the bananas by length

##### Pattern and shape

- Folding napkins into 2D shape, selecting different sized or patterned plates/napkins or describing the pattern of the snack tablecloth.

##### Mathematical mark-making

- Using mark-making for a purpose to monitor choices of foods, written self-registration, tick- lists, write your name or add numbers labels for snack foods.

##### Counting and estimation

- Model one-to-one correspondence, the ability to match things up on a one to one, e.g. one napkin for each place setting, give out one cheese slice for each cracker, give each child a milk carton.
- Grab and count, take a handful of raisins, how many did you grab? Have you got more raisins than your friend? Why?
- Count snack foods in different ways, count the cherries or the tomatoes in steps of two, 2,4,6,8.
- Explore counting and estimation when using foods such as peapods or segments of an orange, guess how many peas will be in the pod and then check your answer by popping the pod and counting
- Counting and sorting a mixed fruit in the large bowl, how many apples do you think we have in our fruit bowl today?

