

Title of Book: Each Orange Had 8 Slices
Author: Paul Giganti, Jr.
Publisher/Year: Harper Collins, 1992
ISBN: 978-0-8050-7298-3

Grade Levels for Recommended Use: 4th grade

TEKS: 4. 4D Use strategies and algorithms to multiply. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties.

Brief Summary: As the students listen to the story, they will be asked questions that require them to find the total number of objects in the pictures. Students will be given the opportunity to practice mental multiplication and combine story writing with multiplication.

Materials needed: *Each Orange Had 8 Slices: A Counting Book*, graphic organizer, pencils.

Suggested Activity: Mental Multiplication

1. Before reading the book, explain to the students that they will be writing their own multiplication mathematical problems after hearing the story.
2. After reading the first five pages, stop and allow the students to share their thoughts with a partner.
3. Ask, "Who would like to tell us what kinds of things you've noticed about the book so far?"
4. Ask, "Would you agree with your classmates ideas so far?"
5. Ask, "Do you agree that you could use multiplication to solve the problems?" and "What else do you notice about the book?"
Some sample answers you may hear are, "You have to multiply three times when you solve a problem."
6. Ask the students to give examples.
7. Stop reading when you get to the page with four trees, three birds' nests in each tree, and two spotted eggs in each nest.
8. Ask, "How many trees are there?"
The students should answer "four"
9. Ask, "How many birds' nests are there?"
The students should answer "twelve".
10. Ask, "How many spotted eggs are there in all?"
Say, "Raise your hand when you get the answer."
Sample answer could be "twenty-four spotted eggs".
11. Ask, "How do you know that?"
Sample answer, "Because four trees multiplied by three birds' nests is twelve."
"Then twelve nests multiplied by two spotted eggs is twenty-four."
12. When you get to the last page of the book, read the poem:

As I was going to St. Ives,
 I met a man with 7 wives.
 Every wife had 7 sacks.
 Every sack had 7 cats.
 Every cat had 7 kittens.
 Kittens, cats, sacks, and wives,
 How many were going to St. Ives?

13. Ask, "Does anyone have an idea?"
14. Read the last page again. Instruct the students to listen carefully to what the author says.
15. Pass out the poem and instruct the students to look at the poem and read along with you.
16. Instruct the students to discuss the poem with a shoulder partner.
17. After a minute or two look for raised hands to call on.
18. Listen to the explanations and poll the class to see if they all agree.
19. The author asked a different question at the end of this problem, It said, "What are the questions that he asks at the end of the other problems in the book?"

Sample answer:

<i>3 waddling ducks</i>	<i>4 baby ducks</i>	<i>Quack, Quack, Quack</i>	<ol style="list-style-type: none"> 1. <i>How many waddling ducks were there/</i> 2. <i>How many baby ducks were there?</i> 3. <i>How many quacks were there in all?</i> 	$3 \times 4 \times 3=36$
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20. Say, "Now, I want each of you to write your own story."
21. Say, "Remember that you need to include an illustration to go along with your story. Are there any questions?"
22. Students should share their stories upon completion.

References: Giganti, Paul Jr. 1999. *Each Orange Had 8 Slices: A Counting Book*. Illu. Donald Crews. New York: HarperTrophy.

Lesson adapted from:

Bresser, R. (2004). *Math and Literature, grades 4-6 (2nd ed.)*. Sausalito, CA: Math Solutions.

Adapted by: Rhonda Hall (2018)

Column 1	Column 2	Column 3	Column 4	Column 5