Easter Baskets

For Easter, the Hershey's Chocolate Company makes Kisses® wrapped in colored foil.

The Easter Bunny has a bag containing the following candies:

Light Pink	15
Dark Pink	9
Silver	21
Green	13
Blue	12

The Easter Bunny is making up Easter baskets for Flopsy, Mopsy and Peter Cottontail. If he does his best to share the Kisses® evenly among the 3 bunnies, show what each of their baskets will contain.

Grade Levels Pre-K-2

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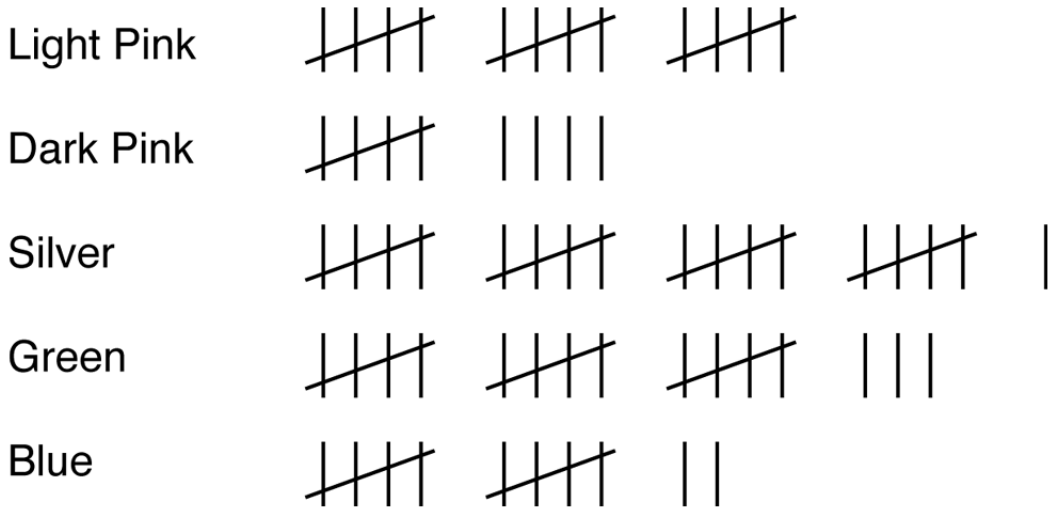

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Context

The week after Easter the students are full of stories about their Easter egg hunts and the Easter basket they received. This week as part of a reading unit, we read *The Tale of Peter Rabbit* by Beatrix Potter. This problem featuring Flopsy, Mopsy and Cottontail very nicely tied those two activities together.

What This Task Accomplishes

This task enables students to apply their knowledge of charts and tally marks. It challenges their organizational skills and their ability to keep track of a lot of data. It shows those students who have persistence and industry to complete the task in one work session and those who are overwhelmed by a lot of data. With the use of manipulatives to represent candy, the problem is accessible to students with different levels of calculation skill.

What the Student Will Do

Some students will solve the problem by grouping manipulatives and counting. Others will be able to draw on their knowledge of basic multiplication facts, their growing use of the addition algorithm and from their knowledge of coins (3 x 25 = 75). How students approach the task reveals their grasp of division as "even sharing".

Time Required for Task

45 minutes

Interdisciplinary Links

As noted, the problem is related to the Easter season. It can be related to reading *The Tale of Peter Rabbit*, which is a classic for this age level. A similar task could be written about a different group of three characters. The task also relates to many other occasions during the year when materials must be shared evenly for art projects, math activities involving manipulatives and the sharing of snacks.

Teaching Tips

In solving the problem students were shown a bag of the kind of candy that is wrapped in different color foil. They were told to read the problem through with a partner and then I read the problem aloud to the class and asked if there were any questions. Everyone in the class understood the use of tally marks. Some students were unsure of the meaning of the word "contain". This was explained. I told the students that they would be working on their own and that they could use math manipulatives. They thought bowls of rainbow cubes would be most helpful and many students used these. However, I told the class that they all needed to show and tell with a "math drawing" what the bunnies' baskets would contain and to try to use equations to prove their solutions. The class was familiar with the term "math drawing" from our work this year. I contrast "math drawing" with an art drawing. The former needs to be clear, quick, helpful and often has labels, numbers and symbols. Some students will simply want to add the total number of candies and divide by three. These students will need to be encouraged to share each color evenly among the bunnies.

Suggested Materials

A bag of color foil wrapped candy such as Hershey Kisses® or chocolate eggs and manipulatives to represent the candies.

Possible Solutions

25 eggs in each basket: 5 light pink, 3 dark pink, 7 silver, 6 green and 4 blue.

Benchmark Descriptors

Novice
The Novice will be unclear about how to go about the task or once started, will only deal with one part of the task. Notation will confuse rather than clarify and the use of diagrams will be rudimentary or unconnected to the solution.

Apprentice
The Apprentice will have an understanding of the task, but will make calculation errors or obtain only a partial solution. These students may determine that each bunny gets 25 candies, but do not identify how many of each color each bunny gets. The mathematical language the student uses will be basic, relying mostly on equations to communicate.

Practitioner
The Practitioner has a full understanding of the problem and an approach that addresses all aspects. The solution will be free of computation errors and will be systematic in the approach. The use of mathematical language and diagrams clarify the solution.

Expert
The Expert has a sophisticated understanding of the problem, along with an efficient approach. These students demonstrate their developing calculation skills by calculating mentally. These students tend to use paper and pencil as a way to verify their mental calculations. These students will also make mathematically relevant observations such as, "All candy amounts are multiples of three," or that, "There are twice as many green than light pink."

Novice

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light pink	𝍸 𝍸 𝍸
dark pink	𝍸 ||||
silver	𝍸 𝍸 𝍸 𝍸	
green	𝍸 𝍸 𝍸 |||
blue	𝍸 𝍸 ||

The student attempts to create a diagram with a key although it is incomplete.

He is making up baskets for Flopsy, Mopsy, and Cottontail. He does his best to share the candy evenly between the 3 bunnies. Show and tell what their baskets will contain.

Little math language is used to communicate.

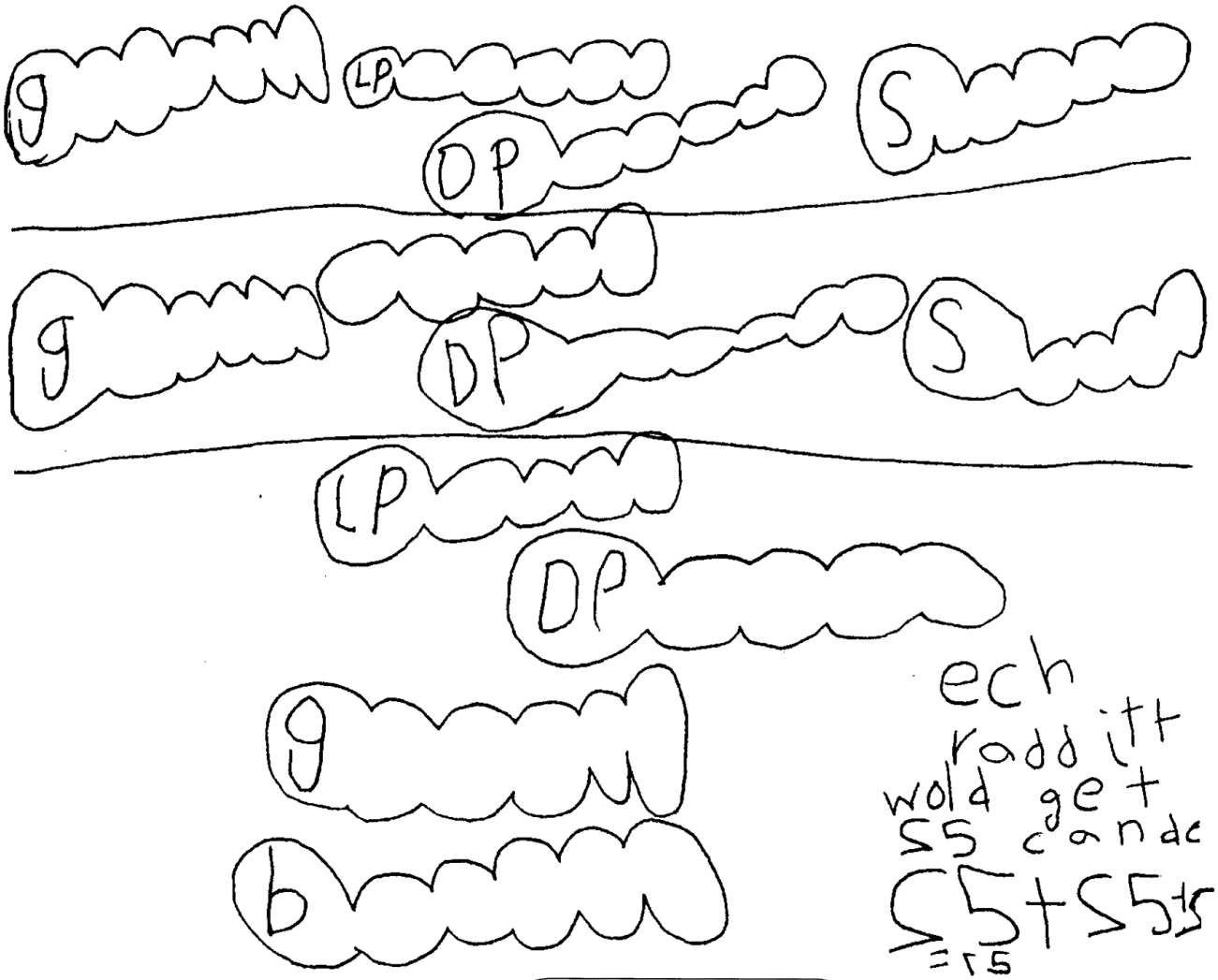
light pink is the fare ist caus it has 15 so Flopsy will get five and Mopsy will get five and Cottontail will get five.

The student is only able to address one aspect of the problem, and shows misunderstanding of the task as a whole.

Apprentice

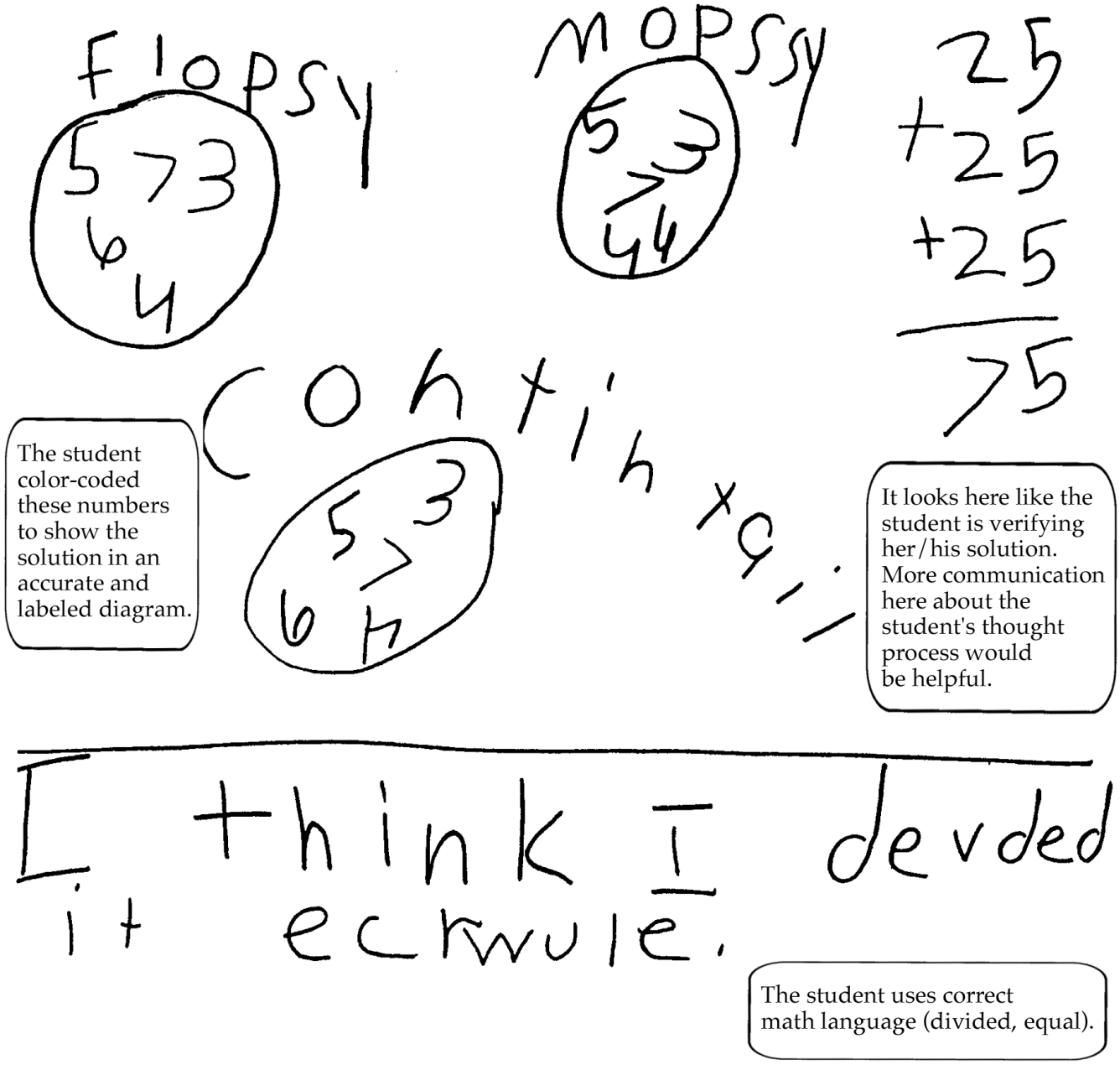
Diagrams lack labels, and it is difficult to determine what they are trying to communicate.

This part of the solution is correct, and shows some understanding of the problem.



Some math language is used to communicate.

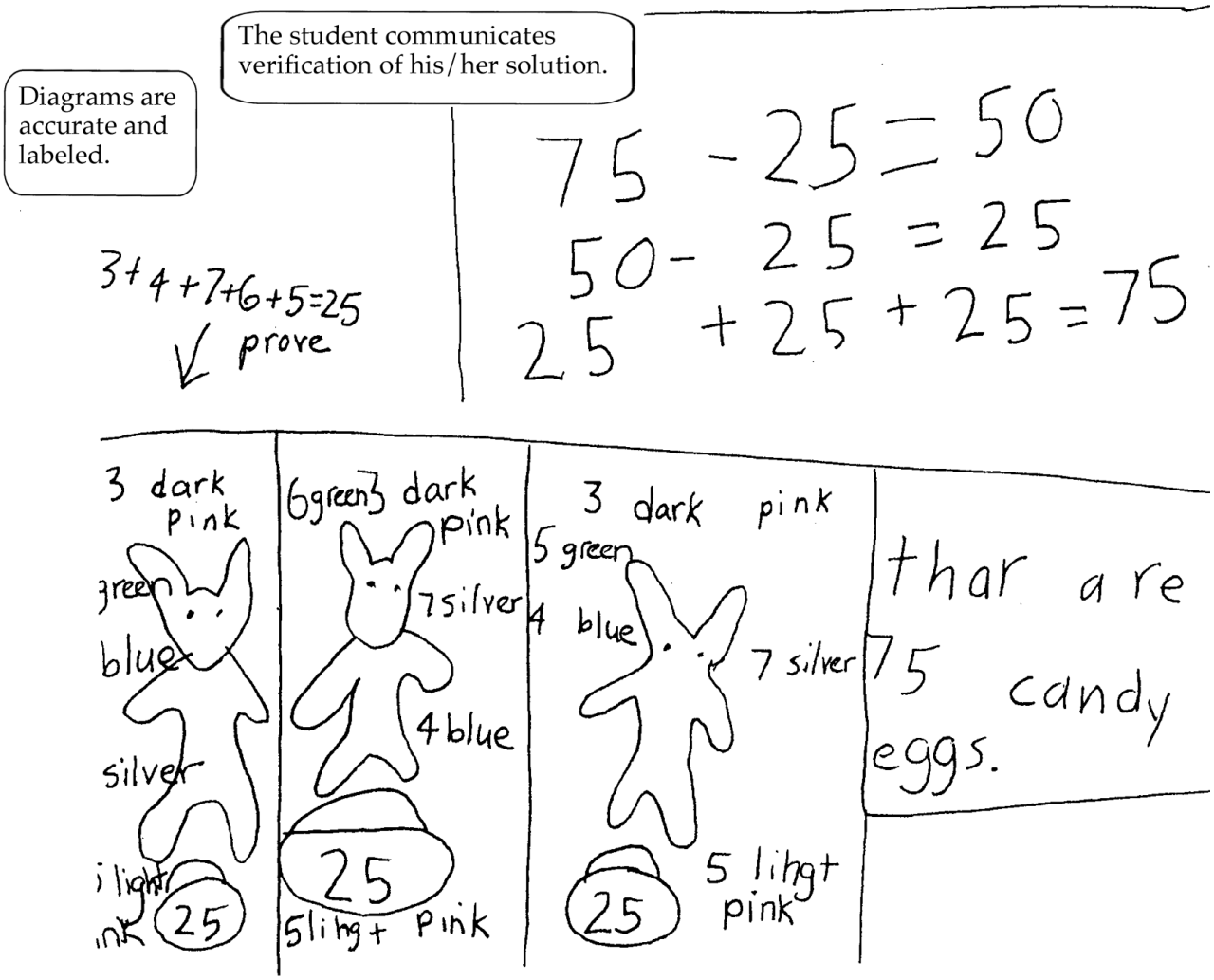
Practitioner



Expert

The student communicates verification of his/her solution.

Diagrams are accurate and labeled.



The reader is able to follow the student's thought process.

The student makes a mathematically relevant comment.

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