The Martin Luther King Jr. activity pack is designed to supplement the video found below. Click to view: http://goosegooseduck.com/MLKVideo

To **PRINT** the worksheets and activity pages, please vist the link below to download your PDF copy: http://goosegooseduck.com/MLK532

GOOSE, GOOSE, DUCK LESSON EXTENSIONS

Martin Luther King Jr.

ACTIVITY:
Math

OBJECTIVE/SKILL BUILDING:
Practice greater than, less than and equal to with manipulatives

Materials:
Pizza Slice Sheets (Included)
Pizza Topping Sheet (Included)
Equality Signs Sheet (Included)
How to Write a Fraction Guide (Included)
Greater or Less Than Worksheet (Included)
Clear contact paper or laminator
Glue stick

Explain: Martin Luther King Jr. saw that everyone in his community was not treated the same as other members of the community. Some community members did not receive equal goods or services. When riding the bus, they did not have the same choices as the other riders and the service was not as nice. At restaurants, they did not receive service from the waitresses and the food they received was not the same quality. When some members of the community were working in the **roles** as garbage collector they were not given the same tools to help complete the work.

When something is the same it is equal.

Parent: In this exercise we will explore what equal means within the context of math. Unlike the concept of equality, we can visually show what is equal to, less than, or more than by using physical tools.

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INSTRUCTIONS:

Basic Instructions for visual comparison:
1. If your child is still learning to cut a straight line, laminate or cover the pizza sheets in clear contact paper.
2. Cut out the pizza and wedges.
3. For children who can cut in a straight line, laminate the pizzas and have them cut the lines so they can actively divide the whole into parts.
   a. Ask your child to cut the pizza in 2 parts. Show them that two halves make a whole.
   b. Next, ask your child to cut the pizza in 4 parts. Show them that four quarters make one whole.
   c. Ask your child to cut the pizza in 8 parts. Show them that 8 slices make one whole.
4. Cut out the green greater than, less than and equal to signs.
5. Show your child the symbols and explain, "These signs show if two numbers are greater than, less than or equal to each other
6. .Show the sign with the mouth open to the left and say, "This sign shows the first number is bigger than or greater than the second number"
7. Show the sign with the mouth open to the right and say, "This sign shows the first number is smaller or less than the second number"
8. Show the equal sign and say, "This sign shows that the two numbers are the same or equal to each other."
9. Tell your child an easy way to remember is that the sideways "v" opens to the larger number. They can think of the sign as an open alligator mouth. The alligator is very hungry and wants to eat the bigger or greater number.
10. Tell your child you want to compare which amount of pizza is greater than, less than or equal.

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INSTRUCTIONS:

11. Arrange the pizza portions on the table two at a time and allow your child to select the correct sign so the alligator can eat the bigger portion (See example).
   a. Whole pizza > half a pizza
   b. 1 quarter pizza < half of pizza
   c. 2 quarters = half a pizza
   d. 1 half and a quarter > half
   e. 2 eight slices= 1 quarter
   f. 2 halves = 1 whole
   g. 4 eights = 1 half
12. Use any combination you like. Use the words half, halves, quarter and whole when speaking about the pieces.
13. Allow your child to experiment with different combinations of what fractions of the pizza are greater than, less than or equal.
14. Congratulate your child for completing the worksheet.

Challenge instructions introducing numerical fractions:

1. Ask, "Do you know what a fraction is?" Allow them to answer. Say, " A fraction is a part of a whole."
2. Pull out the *How to Write a Fraction* guide. Count the total number of slices. Explain that a fraction is written with a top and bottom number.
3. You may tell them that the top number is the numerator and the bottom number is the denominator. However, memorizing the term is not as important as knowing what the terms represent**.**

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INSTRUCTIONS:

4. Ask your child to count how many pieces of pizza there are in total. (Answer: 8) Tell them the bottom number tells how many pieces there are altogether. Ask them to write the number 8 in the bottom box.
5. Tell your child the top number shows how many pieces we are talking about. In this example we are talking about the pieces outlined in orange. Ask your child to count how many pieces of pizza are highlighted in orange (Answer: 4) and write it in the top box.
6. Explain no matter what fraction you're trying to write, you always write it the same way —with the number of parts on the bottom, and the parts you're talking about on the top.
7. Now you will have your child match the correct fraction for one piece of each whole pizza.
8. Lay out each pizza page separately. Starting with the pizza cut in half, have them count the number of total pieces (Answer: 2) and cut out and paste the matching fraction ingredient on each slice. You may then laminate the pages before having your child cut out the pieces.
9. Cut out the green greater than, less than and equal to signs.
10. Show your child the symbols and explain, "These signs show if two numbers are greater than, less than or equal to each other.
11. Show the sign with the mouth open to the left and say, "This sign shows the first number is bigger than or greater than the second number"
12. Show the sign with the mouth open to the right and say, "This sign shows the first number is smaller or less than the second number"
13. Show the equal sign and say, "This sign shows the two numbers are the same or equal to each other."

GOOSE, GOOSE, DUCK I BELIEVE
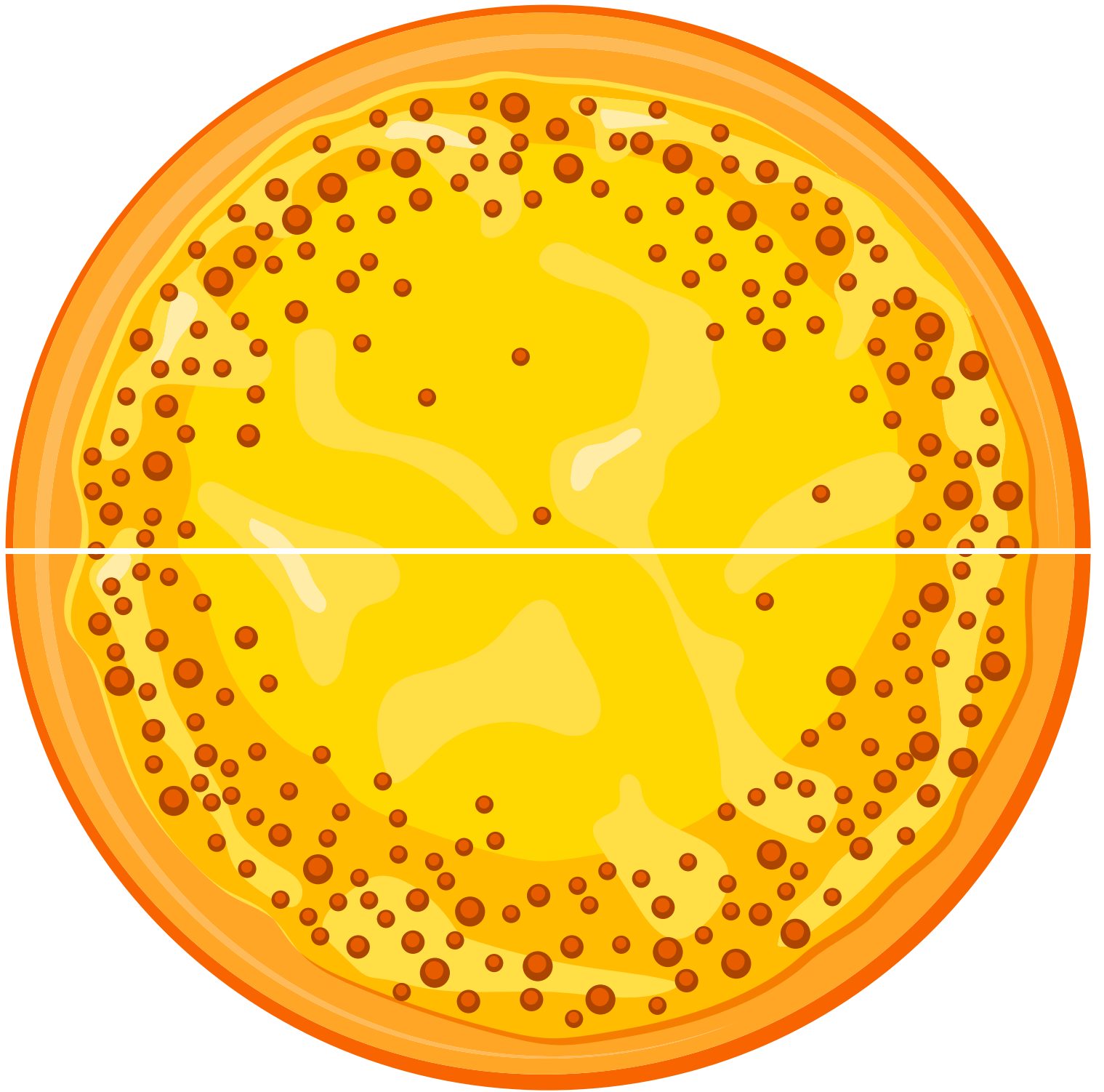
Martin Luther King Jr.

ACTIVITY:
Math

OBJECTIVE/SKILL BUILDING:
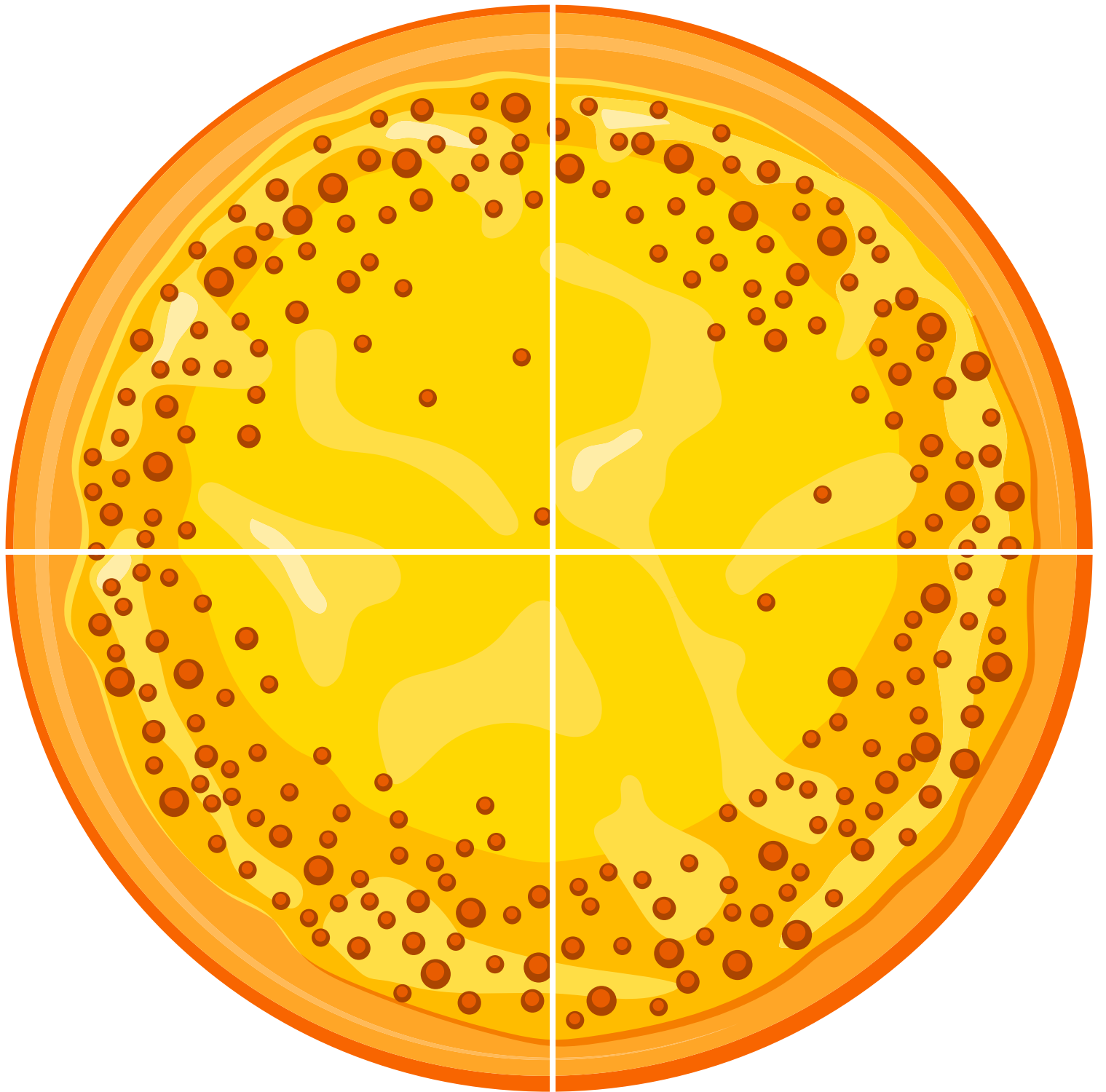Practice greater than, less than and equal to with manipulatives
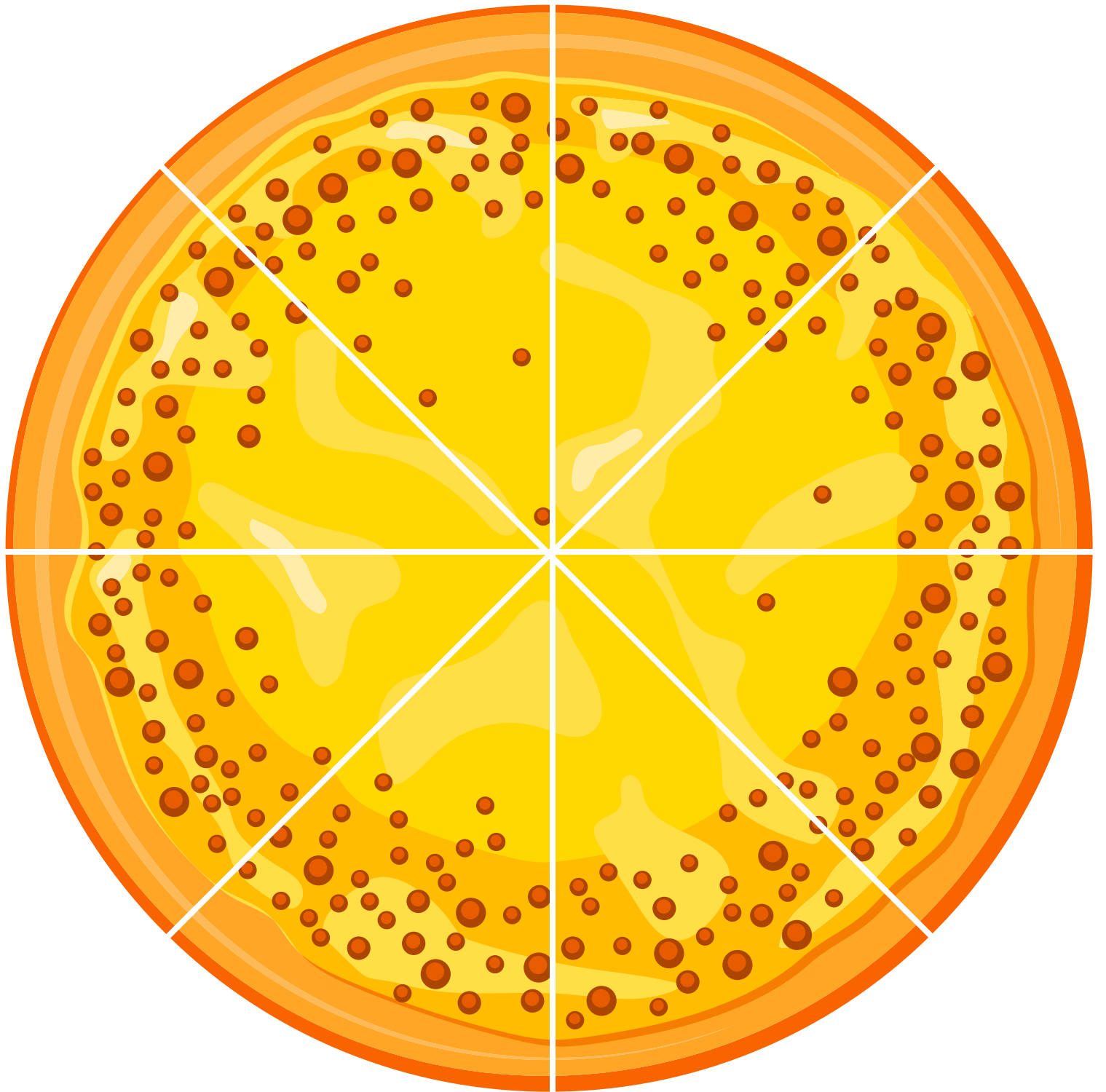
INSTRUCTIONS:

14. Pull out the *Greater or Less Than* worksheet.
15. Say, "Let's see what fractions are greater, less than or equal to using our pizza slices."
16. Demonstrate the first question. Tell them we want to know if ⅝ is greater than, less than or equal to ¼. Arrange five ⅛ pieces together counting each one as you place it down. Beside the ⅝ pizza place ¼ piece. Ask them to point to the pizza that is ⅝ and the pizza that is ¼.
17. Ask, "Is this ⅝ pizza greater than less than or equal to the ¼ pizza?" Allow them to answer and then place the ¼ piece on top of the ⅝ pizza to verify your child's answer.
18. Place the ¼ piece back to the right of the ⅝ pizza.
19. Ask your child to place the equality sign so the alligators mouth eats the largest pizza.
20. Have your child write the same sign on the worksheet.
21. Allow your child to finish the worksheet independently. Help check their answers using the answer sheet provided.
22. Congratulate your child for completing the worksheet.

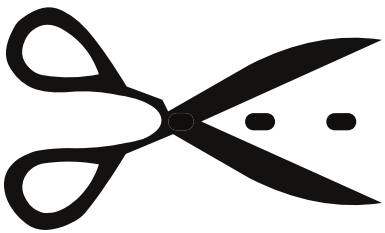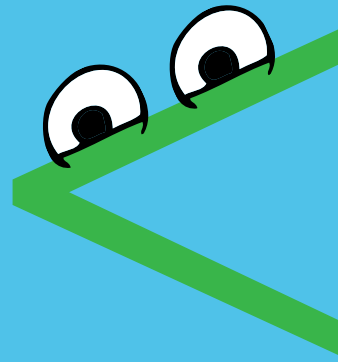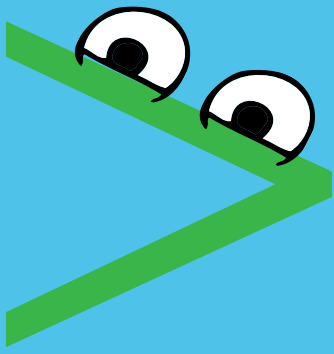**Final thought:** Martin Luther King Jr. wanted all people in the community to be treated equally.
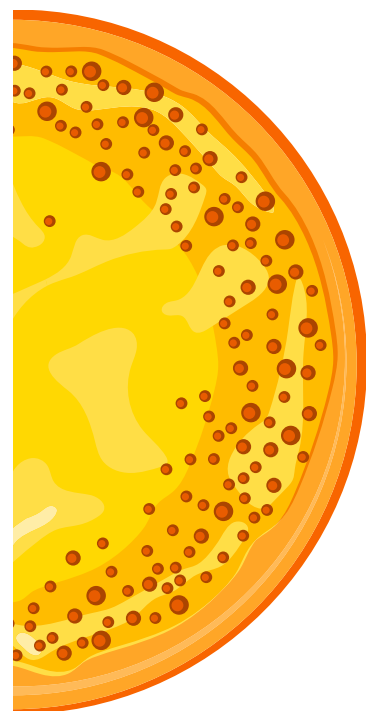
$\frac{1}{2}$ $\frac{1}{2}$ 1

$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{1}{4}$ $\frac{1}{4}$ $\frac{1}{8}$ $\frac{1}{8}$

$\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$ $\frac{1}{8}$

EXAMPLE
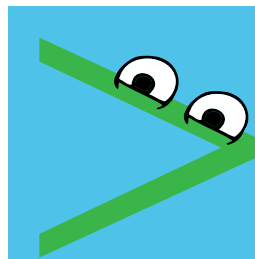
HOW TO WRITE A FRACTION
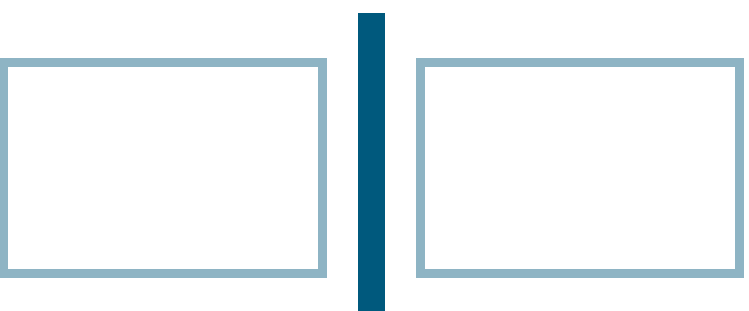
$$\frac{\text{THE NUMBER OF PARTS WE ARE TALKING ABOUT}}{\text{THE NUMBER OF TOTAL PIECES}}$$

GREATER OR LESS THAN

Compare the numbers and write <, >, or =

$\dfrac{5}{8}$ ◯ $\dfrac{1}{4}$	$\dfrac{2}{2}$ ◯ $\dfrac{3}{8}$
1 ◯ $\dfrac{4}{4}$	$\dfrac{2}{8}$ ◯ $\dfrac{2}{8}$
$\dfrac{3}{4}$ ◯ $\dfrac{6}{8}$	$\dfrac{1}{2}$ ◯ $\dfrac{3}{4}$
$\dfrac{1}{2}$ ◯ $\dfrac{2}{4}$	$\dfrac{2}{4}$ ◯ $\dfrac{4}{8}$
$\dfrac{2}{2}$ ◯ $\dfrac{8}{8}$	$\dfrac{7}{8}$ ◯ 1

GREATER OR LESS THAN

Compare the numbers and write <, >, or =

$\frac{5}{8}$ $>$ $\frac{1}{4}$	$\frac{2}{2}$ $>$ $\frac{3}{8}$
1 $=$ $\frac{4}{4}$	$\frac{2}{8}$ $=$ $\frac{2}{8}$
$\frac{3}{4}$ $=$ $\frac{6}{8}$	$\frac{1}{2}$ $<$ $\frac{3}{4}$
$\frac{1}{2}$ $=$ $\frac{2}{4}$	$\frac{2}{4}$ $=$ $\frac{4}{8}$
$\frac{2}{2}$ $=$ $\frac{8}{8}$	$\frac{7}{8}$ $<$ 1