

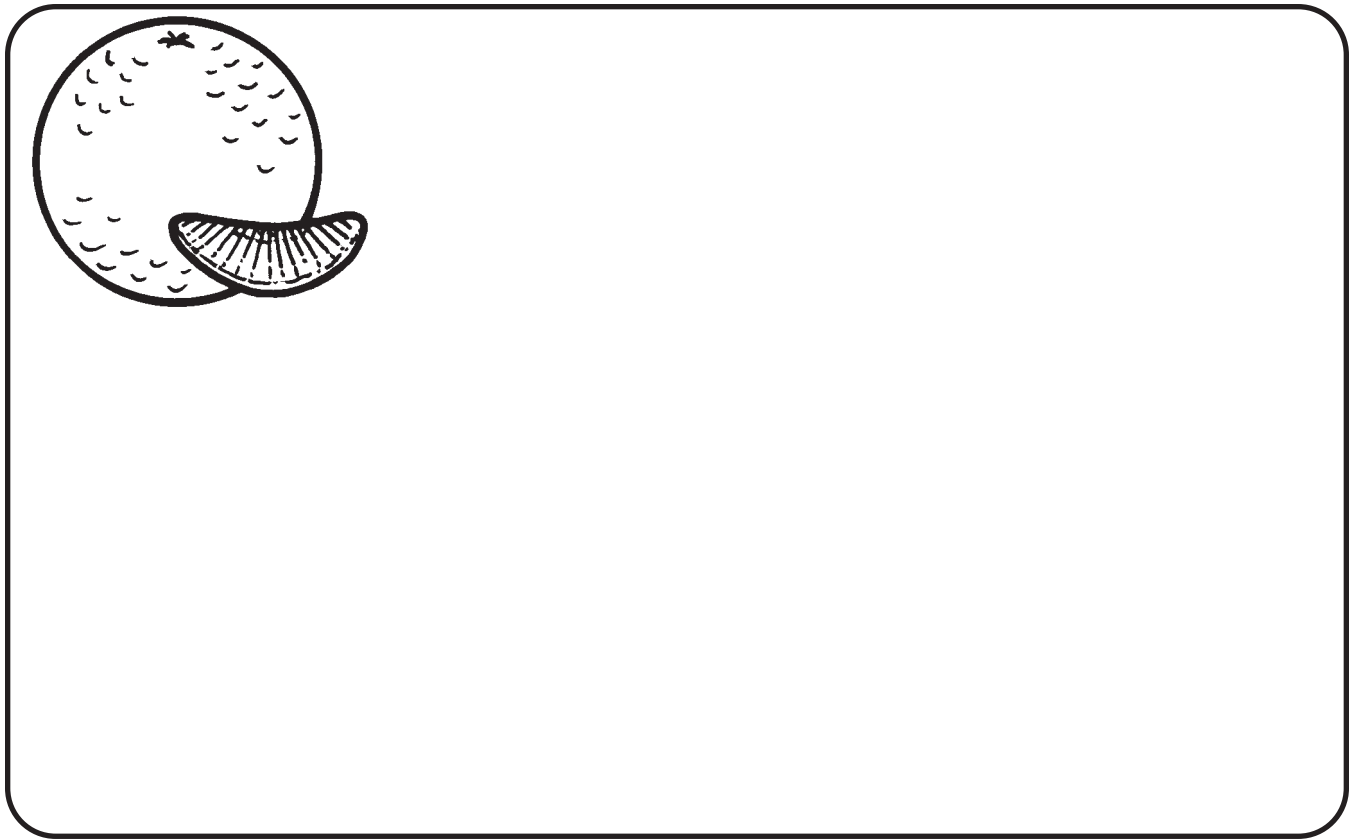
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# Awesome Oranges

**Food:** slices and one orange

We will have oranges for our math snack today. The shape of an orange is called a *sphere*. We can cut our orange sphere into slices. If every eight orange slices makes one sphere, how many spheres will 48 orange slices make? Draw a picture to help you solve this problem.



**Solution Sentences:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Number  
Answer

**Sphere Challenge:** Each orange slice has four seeds. How many seeds would be in our 48 slices? How many slices would there be if there were only 24 seeds?

# Creating Graphs

As an extension to the regular math snacks program, graphing a type of food or food preference can be effective. One effective method of graphing is to write a question on the board or on a poster. The question should be written exactly as it appears on the student's paper. Ask the students to create graphs using a variety of methods, depending upon what is most efficient in your classroom. For example, if you have a white board, you may write the question and have each student use a dry-erase marker to graph the information that provides the answer. If you use a chalkboard, you may write the question and provide students with sticky notes to use as data markers. They can then write their names on their sticky notes, come up to the board, and place their votes on the class graph.

Another effective method of creating a graph is to write the graph question on poster board or chart paper and have each student contribute to the graph by gluing on a piece of cut paper, coloring in the information on the graph, or using a sticky note to indicate a preference. An overhead projector can also be used as a means of creating a graph and presenting results. Students can actually contribute their data on an overhead transparency and share it with the class.

