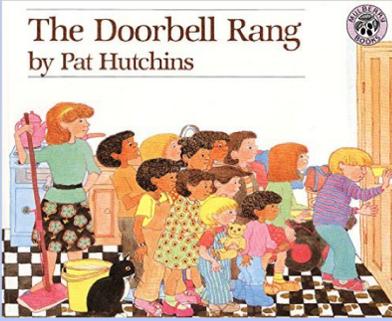


The Doorbell Rang
by Pat Hutchins

**AUTHOR:**

Pat Hutchins

Ma made a dozen cookies for Victoria and Sam, then suddenly the doorbell rang. Victoria and Sam split the cookies evenly as more and more guests arrive. Will the cookies Ma made be enough for everyone?

Ages: 4 to 8 years

Interest Level:

preschool to 3rd grade

Reading Level ATOS:

1.9

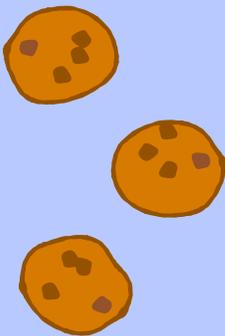
Lexile: 340L

ISBN: 9780688092344

Copyright: 1986

Genre: Fiction

Classification: Story
Picture Book



The Doorbell Rang

How many ways can 24 cookies be shared?

Topics: problem solving, patterns, multiplication, division

Math Connections: Use this book to discuss the different factors of a number. Some numbers have one set of factors; 13, for example, has only 2 factors, 1 and 13. But other numbers, like 24, have many factors: 1×24 , 2×12 , 3×8 , 4×6 . Discuss the relationship between multiplying and dividing.

If your child is beginning to learn about fractions, discuss question number 2, below. As the number of children got larger, each child's share of the cookies got smaller. This is how fractions work as well. As the number on the bottom of the fraction, *the denominator*, gets larger, the size of each fractional piece gets smaller. For example, $\frac{1}{2}$ of 24 cookies is 12; but $\frac{1}{4}$ of 24 cookies is only 6. One way to act out this story would be to have 24 items representing the cookies and have the children share them among the number of people each time the doorbell rings.

Extension Questions:

1. What are the different ways you could share 24 cookies?
2. As the children shared the cookies with more and more people, what happened to the number of cookies each person got?
3. What happened to the number of cookies each person got when Grandma brought more cookies?
4. How many cookies would you need to share among 6 people? Explain how you would share the cookies.

| | |
|---|--------------------------------------|
| Vocabulary for Building Math Concepts | one, two, three, six, between, share |
| Vocabulary for Extending Math Concepts | multiplication, division, fair share |
| Vocabulary for Reading Comprehension | enormous |



Early Math Project Resources:

- [Cookie Sharing](#) (English)
- [Compartir galletas](#) (Spanish)

Online Resources:

- [Act Out the Story](#)
- [Resources and lesson plans for a unit on The Doorbell Rang](#) Includes: Introduction to fractions, equal parts, and a science lesson.



| Age Level | Related Preschool Foundations and CA State Standards |
|--------------------|---|
| Infant/ Toddler | Not applicable. |
| Preschool/ TK | <p>Number Sense 1.0 Children begin to understand numbers and quantities in their everyday environment. 1.4 Count objects, using one-to-one correspondence. 1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality). 2.0 Children begin to understand number relationships and operations in their everyday environment.</p> <p>Algebra and Functions 2.0 Children begin to recognize simple, repeating patterns.</p> <p>Measurement 1.0 Children expand their understanding of comparing, ordering, and measuring objects.</p> <p>Mathematical Reasoning 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</p> |
| Kindergarten | <p>Counting and Cardinality K.CC.5 Count to answer “how many?” K.CC.6 Compare numbers.</p> |

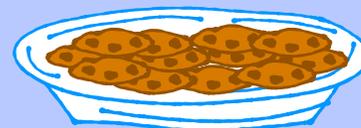
Spanish Title: *Llaman a la puerta*

Copyright: 1994

ISBN: 9781606172452

Related Books:
Divide and Ride by Stuart J. Murphy, *Spaghetti and Meatballs for All!* by Marilyn Burns

Find this book in your local library: https://www.worldcat.org/title/doorbell-rang/oclc/891136890&referer=brief_results



| Age Level | Related Preschool Foundations and CA State Standards |
|-----------|---|
| Grade 1 | <p>Number and Operations in Base Ten 1.NBT.2 Understand that the two digits of a two-digit number represent amounts of tens and ones.</p> <p>Geometry 1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words <i>halves</i>, <i>fourths</i>, and <i>quarters</i>, and use the phrases <i>half of</i>, <i>fourth of</i>, and <i>quarter of</i>. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.</p> |
| Grade 2 | <p>Operations and Algebraic Thinking 2.OA.3, 2.OA.4 Work with equal groups of objects to gain foundations for multiplication.</p> <p>Number and Operations in Base Ten 2.NBT.2 Count within 1000; skip-count by 2s, 5s, 10s, and 100s. CA (as a foundation for multiplication)</p> |
| Grade 3 | <p>Operations and Algebraic Thinking 3.OA.1, 3.OA.2, 3.OA.3 Represent and solve problems involving multiplication and division.</p> <p>3.OA.5, 3.OA.6 Understand properties of multiplication and the relationship between multiplication and division.</p> |

