

**Story:** [Pezzettino](#)  
**Author:** Leo Lionni

**Teacher:** [Martyn Yeo](#)

**Setting of the class / school:** A Mixed ability 3-form-entry infant school in Warwickshire, UK

**Age group:** 6–7 years old (Year 2)

**Number of children in the class:** 30

**Learning intention:** To consolidate understanding of fractions of numbers

**Key mathematical vocabularies:** fraction, half, quarter

**Resources needed:** A copy of 'Pezzettino', multilink cubes, square paper, colouring pencils

### Synopsis by the publisher:

Pezzettino lives in a world in which everyone is big and does daring and wonderful things. But he is small, just a "little piece," which is the meaning of *pezzettino* in Italian. "I must be a piece of somebody. I must belong to someone else," he thinks. How Pezzettino learns that he belongs to no one but himself is the joyous and satisfying conclusion to this beautiful mosaic style picture book.

### Starter / Teaching input (20 minutes):

I introduced the whole story to the children and spent time discussing their ideas about the different creatures and their thoughts about which one Pezzettino may be from (see Figure 1). As the story progresses, Pezzettino discovers he is not a part of any creature when he falls and breaks into pieces. This opened up the discussion about fractions and how Pezzettino was actually a whole creature that could be divided into many parts.

Following the story, I shared some examples of the creatures I created (see Figure 2). I then asked the children what they noticed about my creatures, and quickly they made the connection of fractions with numbers (e.g. the first creature is half blue and half red).

### Main activity (30 minutes):

The children were then given three different levels of challenge to create their own creatures using the following parameters:

- Create a creature with 8 squares using 2 colours
- Create a creature with 16 squares using 4 colours
- Create a creature with 24 squares using 4 colours

They were given multilink cubes to construct their creatures (see Figure 3) and then encouraged to record them in their square paper books (see Figures 4 and 5). They all wrote a fraction sentence for each of their creatures using mathematical language (e.g. "it is half green" or "half of 16 is 8")

### Plenary (10 minutes):

We examined the creatures created by the children and listened to their sentences. We also discussed if we agreed or disagreed with some of their sentences. This provided an opportunity for formative assessment and to rectify any misconceptions (e.g. when one child said "quarter of 24 is 12", another child disagreed and explained that was a half.)

### Reflection:

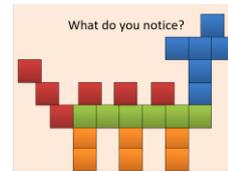
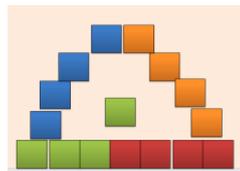
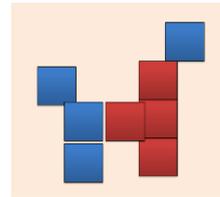
Although the story is great for illustrating fractions, it should be done so with caution as the creatures illustrated are not all exact squares and use lots of different colours. I ensured the examples I shared (see Figure 2) were using the criteria that I wanted to set the children. The children greatly enjoyed this lesson and were encouraged to create as many creatures as possible. This made the task very open-ended and a great opportunity for children to use mathematical vocabulary. The story really hooked the children into the lesson and was a great cross-curricular opportunity.



**Figures:**



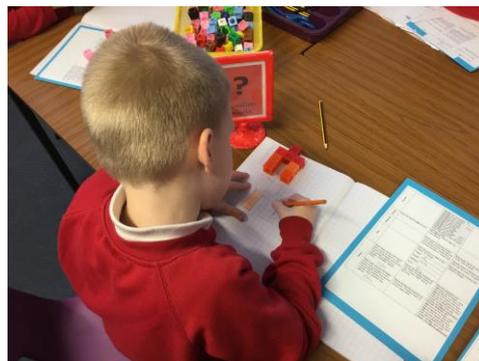
**Figure 1:** Introducing the story to the class using screen so all children could see



**Figure 2:** Examples of creature shown to the children



**Figure 3:** Children exploring making own creatures using multilink cubes



**Figure 4:** Children recording their creatures using square paper books



**Figure 5:** Some children even named their creatures