

Half of a set: sharing a group fairly

CURRICULUM ALIGNMENT

NUM.FRC.2a recognise and name fractions according to their part-whole relationships.

INTERACTIVES Number Bonds · challenge, display, explore

WHAT THIS LESSON TEACHES

When you share a group fairly between two, each share is half of the group. Both shares must have exactly the same number with nothing left over.

→ Half of 6 sweets is 3 for Aoife and 3 for Sam.

→ Half of 8 is 4 and 4, not 5 and 3.

MODEL THIS ON THE BOARD

SHARING 10 COUNTERS WITH AOIFE AND SAM

- 1 Start with the whole group of **10** counters.
- 2 Give one counter to Aoife and one to Sam, again and again, until none are left.
- 3 Aoife's pile has **5** and Sam's pile has **5**. The two shares match.
- 4 So half of 10 is 5.

LESSON ARC

Open with six sweets for Aoife and Sam and quiet think-time on a fair share—do not confirm yet. On the number-bond interactive, deal counters one-for-you, one-for-me for 6, then 4, then 10 until both piles match; name that match as half. Pupils take turns splitting 4, 6, 8 and 10 into matching parts at the board. One copybook line (half of 6 is ____), then Class Challenge and Student Activity Book page 108.

TEACHING MOVES

1. **Getting Started.** Show the six sweets. Give five seconds of quiet think-time before hands go up. Take two or three answers and hold them—do not confirm. The fair share lands properly on the number-bond next.
2. **Watch and Notice.** On the number-bond interactive, deal counters aloud: one for you, one for me. Hold the class on the two matching piles before you name the half. Work 6 → 3 and 3, then 4 → 2 and 2, then 10 → 5 and 5. Revoice any pupil who says the two parts must match.
3. **Try It Together.** Reset both parts to 0 and change the whole before each turn. Order: 4, 6, 8, 10. One pupil makes the parts match; the class says whether both sides match before you move on. Rotate four pupils. If you see 5 and 3 for 8, stop and revoice: both shares must be the same number.
4. **Write half of 6 in your copy.** Pupils write half of 6 is ____ in their maths copy. Walk the row—most will write 3. A light cue is enough. No individual marking; this is whole-class copybook practice.
5. **Class Challenge.** Keep board work brisk. One pupil per target (4, 6, 8, 10). After Check, the class says the full sentence: half of 8 is 4. Catch any two parts that only add to the whole (3 and 5 for 8) and revoice the equal-parts rule.
6. **Paper Practice.** Pupils ring two matching shares on Student Activity Book page 108, then write the half. Circulate for unequal rings—let a pupil place real counters on the picture first, then ring. Before moving on, hear one full sentence together on the IWB.

7. **What Did We Notice?.** Ask why both shares must match and what would be unfair for Aoife and Sam. Listen for same number / one friend gets more. Revoice: a half is always one of two matching shares. Head off the idea that any split into two counts as a half.

COMMON MISCONCEPTIONS

⚠ Pupils offer any two parts that add to the whole—3 and 5 for 8—and call it a half because nothing is left over.

Point at the two piles on the number-bond. Ask: do both friends get the same? Rebuild one-for-you, one-for-me until the piles match, then say the sentence: half of 8 is 4.

⚠ Pupils say half of 6 is 6, pointing at the whole group instead of one share.

Cover one pile. Ask: how many does Aoife get? How many does Sam get? Half names one of the two matching shares, not the whole group.

DIFFERENTIATION

EMERGING

- Let the pupil place real counters on the Student Activity Book picture and deal one-for-you, one-for-me before ringing.
- Stay on half of 4 and half of 6 at the board while the class moves to 8 and 10.

DEVELOPING

- After a correct half, ask: how do you know the share is fair? Push for both sides match / same number.
- Give the sentence frame half of ____ is ____ and have them say it aloud after each Check.

PROFICIENT

- After page 108, pose: Aoife has 4. Is that half of 10? How do you know? Copybook moment, not a new interactive.
- Ask which groups from 4, 6, 8, 10 make the biggest half-share and how they know without recounting every counter.

✚ **Cross-curricular:** Tie to SPHE sharing—two children share classroom pencils fairly so each gets the same number.

ANSWER KEY

Q1: 2

Q2: 3

Q3: 4

Q4: 7

Q5: 6

Q6: $16 = 8 + 8$

a) Always : $1 + 1 = 2$, and the two shares match.

b) Never : Those shares do not match, so it is not a half.

c) Always : Matching equal piles is the rule for half.

d) Never : Ten shared fairly makes 5 and 5 with nothing left.

EXTENSION SHEET · STRETCH ANSWERS

S1: 7

S2: 3

S3: 7

S4: 5