

Spot the half: halves all around us

CURRICULUM ALIGNMENT

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

INTERACTIVES Drag Sort · challenge, display, explore

WHAT THIS LESSON TEACHES

A half is one of two equal parts of a whole. Both parts must match exactly in size.

→ An orange cut into two matching pieces is two halves.

→ A strip of paper folded so both sides match is equal parts.

MODEL THIS ON THE BOARD

SORTING A CLASSROOM SNACK

- 1 Look at the sandwich picture: one piece is big and one is tiny.
- 2 Ask: are the two parts the same size?
- 3 They do not match, so it is not a half.
- 4 Put the card in the Not a half group.

LESSON ARC

Open orally with unfair snack shares — big bit versus tiny bit — then no board yet. Watch and Notice reveals four pictures one at a time; class votes half or not a half using the same-size test before each card lands. Try It Together rotates pupils at the sort interactive; sandwich and pizza catch piece-counters. Hands move to Student Activity Book page 109, then a copybook stem. Class Challenge runs two brisk mixed sets with Check after each.

TEACHING MOVES

1. **Getting Started.** Keep it oral and light — two quick thoughts about unfair shares, then move on. Do not define half yet; the unfair cake in Watch and Notice does that work.
2. **Watch and Notice.** Reveal one card at a time. Read the short label aloud, pause, take a class vote: half or not a half. Revoice the test each time: are the two parts the same size? Orange and folded paper go in Is a half; cake and counters go in Not a half.
3. **Try It Together.** Rotate four pupils at the board. Before each card, read the label aloud and have the class call half or not a half, then let the pupil place it. Watch sandwich and pizza — those catch anyone who only counts pieces.
4. **Sort on paper.** Pupils sort the six pictures on Student Activity Book page 109 alone. Circulate and listen for the same-size check. If a pupil sorts by piece count only, hold both parts up: same size, or is one bigger?
5. **Write a half at home.** Four minutes on the stem: blank cut into two matching pieces is a half because the parts are the same size. Accept a clear labelled sketch if spelling is slow. No marking — glance as you walk.
6. **Class Challenge.** Brisk practice only — two rounds, three then four pictures. Read each label aloud before the drag; pupil taps Check; class confirms. Keep pressing: are the two parts the same size? Do not re-teach each card.

7. **What Did We Notice?**. Ask what they always check before calling something a half. Listen for two parts the same size. Revoice: so we check the parts match before we say half.

COMMON MISCONCEPTIONS

⚠ Pupils say any two pieces are a half — they count parts and ignore size, so the sandwich or pizza with a big bit and a tiny bit lands in *Is a half*.

Stop and hold the two parts up side by side. Ask: same size, or is one bigger? Revoice: two pieces only count as halves when they match.

⚠ Pupils treat equal counts of objects as automatic halves even when piles differ — three counters and one, or sweets three and one, get called a half because there are two groups.

Point at both piles and ask which pile is bigger. Rebuild the test: halves need two parts the same size, not just two groups.

DIFFERENTIATION

EMERGING

- Stay with the clearest food splits first — apple and chocolate — and pre-point to both parts so the pupil only answers same size or not before placing.
- On page 109, cover the counters and sweets rows until the food pictures are sorted with the same-size check said aloud.

DEVELOPING

- After page 109, ask why the counters four-and-four is a half but sweets three-and-one is not — both have two groups.
- On the copybook stem, add the not-a-half sentence and name what made the cut unfair.

PROFICIENT

- In Class Challenge, when a card fools someone, ask the fast finisher to say what made it tricky before Check — then class agrees.
- Copybook stretch: sketch one half and one not-a-half from the room and label why each passed or failed the same-size test.

✂ **Cross-curricular:** Link to SPHE fair-share talk — splitting fruit at break only feels fair when both parts match.

ANSWER KEY

Q1: Yes

Q2: Yes

Q3: Yes

Q4: No

Q5: No

Q6: No

a) **Always** : Equal matching parts are the definition of a half.

b) **Never** : The parts are not the same size so it is not a half.

c) **Never** : The pieces must also match in size, not just be two pieces.

d) **Always** : Two matching pieces are two halves.

EXTENSION SHEET · STRETCH ANSWERS

S1: no

S2: yes

S3: yes

S4: 1