

# Halving

***Purpose:** The process of equal sharing or division underpins the fraction concept (CMIT LFN, 2007, p.47).*

## **Discussion:**

Talk about sharing food. How could you equally share an apple? Explicitly explain that equal sharing is when each person gets the same amount. Draw a picture of an apple or orange on the board. Ask student to come up and draw a line where they think the apple might be cut to give equal shares. If possible, bring in some fruit and demonstrate how you might equally share a piece of fruit between two people. Cut some pieces into unequal halves so students recognise the difference between equal and unequal sharing. Hold up one half of a piece of fruit and explain that this is half of a whole. Push the two halves together and explain that this is a whole piece of fruit. Ask students why you might want to cut something into halves? Use examples that are contextually relevant to explain this.

## **Activity 1:**

### **You will need:**

- Enough playdough or plasticine for each pair of students to have a handful.

Give each pair of students a handful of playdough.

### **Say to students:**

I want you to break the playdough into two equal parts. One piece is for you, one for your partner. I want you to each have the same amount of playdough.

When the students have shared the playdough, ask each group to show their share of playdough to the class and explain why they think they

have shared equally – e.g ‘I know we have shared it equally because we both have the same amount of playdough’.

Move the students into different pairs and repeat the activity.

### **Activity 2:**

#### **You will need:**

- Enough square pieces of paper for each student
- Coloured pencils

Give each student a square piece of paper

#### **Say to students:**

We are going to practise halving this piece of paper.

Demonstrate how to fold the square in half. Hold up the folded paper and say that this is half of a square. Open the paper again and ask a student to come and point to half the square. Ask another student to come and colour in half the square.

#### **Say to students:**

I want you to fold your square in half.

After all students have done this, ask some students to show the class what their paper looks like.

#### **Say to students:**

Now I want you to colour in half of your square.

Repeat the above activity using a circle.

Use the students’ work to make a poster to display in the classroom.