

Find a Half (2)

Adult Guidance with Question Prompts



Children learn that 'half' means one of two equal parts and 'whole' means complete. Children investigate halving images, objects and quantities. They spot, describe and correct inaccuracies as they study representations of halves. Children could use groups of counters to show halves.

How much gold is in the whole group?

What do you need to do to find half?

How many equal groups do you need to make?

How can you do this?

Are the two groups equal?

Which numbers are missing from the stem sentence?

How many coins are in the whole group?

What can you do to find half?

Can you finish the stem sentence?

Each set of rings have been split into two groups.

Which sets of rings have been halved?

How will you know?

What clues are you looking for?

Split counters into two groups.

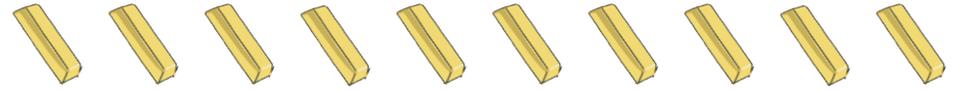
Can your friend spot the groups that have been halved?

What was the whole group? How many are in each half?

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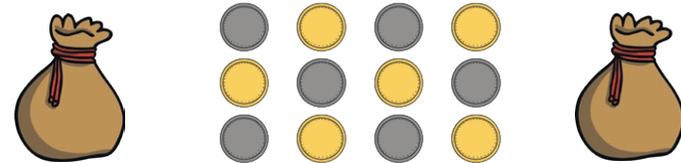


Draw a ring around half of the gold.



The whole is . Half of is .

Halve the coins.



The whole is . Half of is .

Tick the sets of rings that have been halved.



Split counter into 2 groups.

Can your friend spot the groups that have been halved?

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Children learn that 'half' means one of two equal parts and 'whole' means complete. Children investigate halving images, objects and quantities. They spot, describe and correct inaccuracies as they study representations of halves. Here, children explain if a group has been halved correctly. They correct a misconception, then halve a number. Children will look at half of a total to work out the whole group.

Has the treasure been halved? How do you know?

How many are in the whole group?

How many would be in each half?

Show me how you would have done it.

Do you think this is true or false?

Can you tell me why?

Will the groups show half?

What should half of ten look like?

How many coins are there altogether?

What can you do to find half?

How many are in each box?

How many necklaces can you see?

What can we do to work out the whole group?

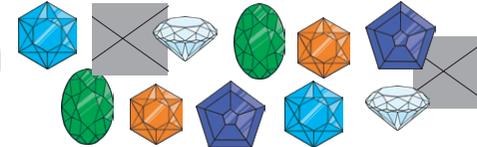
Find a Half (2)



Use counters to help you.

True or false?

We have 10 gems.
If we halve them, I get
7 and you get 3.



I have 8 gold coins.
I put half in each box.



How many are in each box?

This is half of my treasure.



How many do I have in total?

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Children learn that 'half' means one of two equal parts and 'whole' means complete. Children investigate halving images, objects and quantities. They spot, describe and correct inaccuracies as they study representations of halves. Here, children investigate different ways to present half a group. They then consider quantities that can be halved without splitting a whole number or leaving any remainders.

How many spaces are in the cabinet?

How many goblets are there?

Is that half?

How many ways can you find to show half?

How do you know you have found all the different ways?

How do you know you haven't repeated any ideas?

What can you do to keep track of your ideas?

Make a group of counters to match the number on a bag.

Can you halve them without breaking any or having any left over?

Try again with another number.

What do you notice?

Can you spot a pattern?

Can you explain what you have discovered?

Test your idea with some other numbers.

Find a Half (2)



I have filled half of the cabinet.



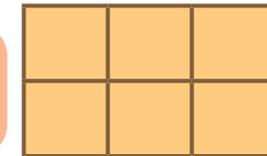
The whole cabinet has spaces.

Half of is .

How many ways can you find to show half?



Use counters to help you.



If we can't break the coins, which bags of coins can we halve?



Use counters to check.