# Begin to use the notation '$\frac{1}{2}$'

## ➡ Starting point

Show the first column of the graphic (or hold up real items split into halves). Ask:

● *How many equal parts has each whole object been cut into?* [2] Remind the children that the two parts must be exactly the same size for them to be called halves.

Reveal the next column showing one-half of each item. Ask:

● *What is one of these two equal parts called?* [one-half] Explain that one-half is 'one out of two equal parts'.

Reveal the column of fraction notation. Explain that one-half can be written using numbers – 'one out of two equal parts' is written with a 1 on the top and a 2 on the bottom. Ask the children to say 'one out of two equal parts' as you point to the 1 and the 2 of each half notation. Tell the children that if they see a 1 written with a 2 underneath, this means 'one out of two equal parts', which is a half. Point to the notation again and ask the children to say 'one-half'.

Use some of the ideas in the **Practical resources** box to reinforce the concept of a half and its notation.

> **Practical resources**
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> ● The 'Halves cards' at the back of the book can be used in matching activities. They include the words 'half' and 'not a half' and the notation '$\frac{1}{2}$' and 'not $\frac{1}{2}$', together with a range of pictures for sorting. Encourage the children to begin by matching the notation to the words. Then ask them to sort the picture cards into those that show one-half and those that do not.
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> ● Real items, such as apples, cakes, paper, plastic shapes or balls of modelling clay, could also be used with the word and notation halves cards.

> **Key point:** One out of two equal parts is called a half. It is written as $\frac{1}{2}$.

## 🔍 Spot the mistake

Ask:

● *What fraction is written here?* [one-half]

● *The statement says '$\frac{1}{2}$ is shaded'. Is this true?* [no]

● *Why isn't it true?* [The parts must be equal for one of them to be a half.]

● *Can someone draw another picture to show one-half?* Ask one of the children to draw a simple picture where one-half is shaded.
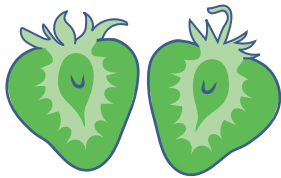
## ✔ Good to go?

**Answers: b)** and **c)**

> ## Pupil book practice                                    **Pages 6 and 7**
>
> When reading the notation '$\frac{1}{2}$' to the children, describe it both as 'one-half' and also as 'one out of two equal parts' to reinforce the meaning of the notation. They may already have encountered this type of notation in other contexts, such as scoring, so it is good to build on this knowledge. Observe which children are able to use a half in relation to the more abstract concept of time (question 18).
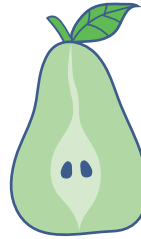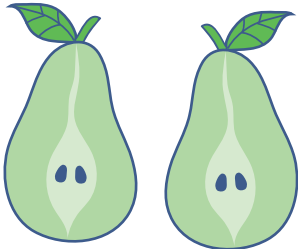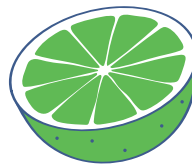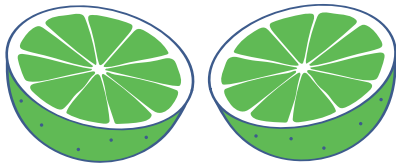
# ➡️ Starting point

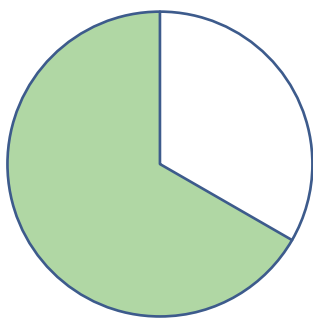two-halves　　　　　　　　one-half

　　$\frac{1}{2}$

　　$\frac{1}{2}$

　　$\frac{1}{2}$

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# 🔍 Spot the mistake

　　$\frac{1}{2}$ is shaded.

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# ✔️ Good to go?

Which of these show $\frac{1}{2}$ a pizza?

**a)**　　　　**b)**　　　　**c)**　　　　**d)**