Number and Algebra: Fractions and Decimals: Lunch!

Australian Curriculum
This lesson plan could be used to support the teaching and learning of the following Content Descriptions from the Australian Curriculum.

Y1 – Number and Algebra, Fractions and Decimals
Recognise and describe one-half as one of two equal parts of a whole (ACMNA016)

Child-Friendly Aim:	**Success Criteria:**	**Resources:**
I can find $\frac{1}{2}$ of an object, shape or quantity.	I can find $\frac{1}{2}$. I can say that $\frac{1}{2}$ is one of 2 equal sized groups or pieces. I can explain why 2 halves make 1 whole.	**Lesson Pack** Rescources
	Key/New Words: Fraction, half, halves, $\frac{1}{2}$.	**Preparation:** Differentiated **Lunch Activity Sheets** - one per child

Prior Learning: It will be helpful if children understand that half is one of two equal sized pieces or groups.

Learning Sequence

	Body Part Fractions: Children sit in groups of two, three or four. Call out an instruction such as 'half of eight'. Children choose how to display the answer such as holding up four hands or touching four knees.	
	Lunch: 'Poor Mrs _____ has forgotten her lunch. I said I would give her half of my lunch'. Share the slide on the **Lesson Presentation** to show children what is in the lunch. Explain that you have shared your sandwich, asking children if they agree or disagree. Do children have a secure knowledge that halves have to be the same size?	
Whole Class	**What Is a Half?** Emphasise that half is one out of two same size pieces. Ask children to repeat this phrase several times. Try whispering it, saying it in silly voices, or shouting it out!	
	Sharing My Lunch in Half: Let the children discuss with their partner how they would go about halving each of the items. Taking each item by turn, work out how much is half. If you have a real lunch you can use this to model sharing half the objects. Use equal sharing ('one for you, one for me') and known facts ('we know that half of six is three') as appropriate. Encourage children to recognise that the lunch needs to be split into two equal groups. How can we do this for the water and the apples? Show the next slide, asking children to explain how they know the lunch is shared fairly. When they have done this, show the slide that demonstrates how the shared lunch can come back together to make one whole.	
	Is It All Still There? Demonstrate that the whole lunch is still there, it has just been divided up into two parts. On each click the lunch will come back together so the children can see that the quantities have not changed.	
	2 Halves Make 1 Whole: Model that two halves can be written as $\frac{1}{2}$ and that $\frac{1}{2}$ is the same as 1 whole lunch.	
	Sharing My Lunch Activity: Children complete the differentiated **Lunch Activity Sheets**. ★ Children cut and stick the lunch to share it between Leo and Lucy. ★★ Children cut and stick the lunch to share it between Leo and Lucy and draw half to match a given half. ★★★ Children cut and stick the lunch to share it between Leo and Lucy then draw the whole from a given half.	
Whole Class	**Lucy's Lunch:** Can the children explain how they knew how much food Leo would have? Can they explain how to work out how much food there will be altogether?	

***Master**it*

***Cut**it:* Make playdough food and practise cutting it in half.

***Hide**it:* Get some classroom objects and hide half of them. Ask children to tell you how many you have altogether, working it out from the half they can see.

***Rule**it:* Children share an odd number of objects. Can they explain what happens? What if they have something they can cut in half?