



Fair Shares: Halves & Quarters

LEARNING GOAL

Recognise halves and quarters as equal shares of one whole or a set in familiar contexts.

Study -> Practise -> Talk -> Make -> Reflect

Designed for short adult-supported sessions and independent return practice.

Purpose

Recognise halves and quarters as equal shares of one whole or a set in familiar contexts.

Suggested rhythm

Use 10-15 minutes. Model one example, let the child try, ask how they know, then stop while attention is still positive.

Feedback

Praise the strategy, careful observation or explanation. If an answer is wrong, ask the child to show their thinking before correcting it.

Transfer

Use the hands-on task before or after the printable page so the skill connects to real objects, talk and movement.

Safety & independence

Adult supervision is expected for cutting, small objects, outdoor exploration, water, torches or elastic bands. Adapt materials to the child.

Say the words, use them in conversation, then return to them during the activities.

Whole

Use it in your own sentence or explanation.

Equal

Use it in your own sentence or explanation.

Half

Use it in your own sentence or explanation.

Quarter

Use it in your own sentence or explanation.

Share

Use it in your own sentence or explanation.

Talk prompt

Which of these words feels newest? Explain what you think it means and give an example connected to early fractions.

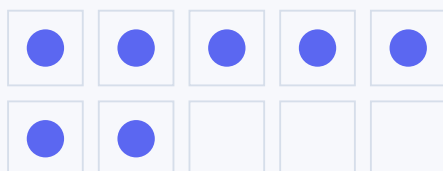
1

Fraction parts must be equal in size or amount.

2

Two halves make one whole; four quarters make one whole.

SHOW IT ANOTHER WAY



Use counters, drawings, words and symbols. Strong maths moves between representations.

Adult: model the first item. Child: explain what you notice or how you know.

- 1 Shade one half of a rectangle.

- 2 Circle one quarter of 8 dots.

- 3 Are two unequal pieces "halves"? Explain.

- 4 Share 12 counters equally between 4 people.

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Shade one half of a rectangle.

- 2 Circle one quarter of 8 dots.

- 3 Are two unequal pieces "halves"? Explain.

- 4 Share 12 counters equally between 4 people.

- 5 Which is larger: one half or one quarter of the same whole?

SHOW YOUR THINKING

Work carefully. Draw, mark, build or write when that helps your thinking.

- 1 Are two unequal pieces "halves"? Explain.
- 2 Share 12 counters equally between 4 people.
- 3 Which is larger: one half or one quarter of the same whole?
- 4 Can a long thin half and a short wide half still be equal in area? Discuss.
- 5 Shade one half of a rectangle.

SHOW YOUR THINKING

Talk 1 Which is larger: one half or one quarter of the same whole?

Talk 2 Can a long thin half and a short wide half still be equal in area? Discuss.

Talk 3 What strategy, clue or observation helped you most with early fractions?

Talk 4 What mistake might someone make here? How could you help them notice it?

A complete explanation is more valuable than a fast one-word answer.

DO SOMETHING REAL

Fold paper into two equal parts, then four equal parts. Unfold and compare the regions.

RECORD WHAT HAPPENED

What I did

What I noticed

What I would try next

CREATE CHALLENGE

Design a picnic plate divided into four equal quarters and draw one food in each quarter.

Use this space to draw, label, plan or draft.

Independent challenge

MATHEMATICS

Try without help first. Then explain or check your work with a grown-up.

- 1 Which is larger: one half or one quarter of the same whole?
- 2 Can a long thin half and a short wide half still be equal in area? Discuss.
- 3 Create one new example that would help another Grade 1 learner practise early fractions.

MY CHECK

☐ I tried a strategy ☐ I checked it ☐ I can explain one idea

ANSWER / REVIEW NOTES

- One half is larger than one quarter of the same whole.
- Yes, equal area can have different shapes.

LEARNER REFLECTION

One thing I understand better now:

One thing I want to practise again:

One real-life example I can think of:

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