Task Title: Dividing Wholes into Halves

OALCF Cover Sheet – Practitioner Copy

Learner Name: _____

Date Started: _____

Date Completed: _____

Successful Completion: Yes ☐ No ☐

Goal Path: Employment ☐ Apprenticeship ☐

Secondary School ☐ Post Secondary ☐ Independence ☐

Task Description: The learner will distinguish between a half and a whole, and will divide units in half.

Main Competency/Task Group/Level Indicator:

- Understand and Use Numbers/Use measures/C3.1
- Manage Learning/E.1

Materials Required:

- Pen/pencil and paper and/or digital device

Notes for Instructors/Practitioners

If needed, you may read the questions to the learner. This is not a reading activity. They should write the number answers. They are not expected to know their two times table, although this would be helpful. The point of this activity is to show that they really understand what a half is and can divide a given amount in half.

Learner Information

We often need to divide things in half. For example, you may want to divide a recipe in half or split something evenly between two people.

Work Sheet

Task 1: You order a pizza for two people. Each person eats an equal amount and there is none left over. How much of the pizza did each person eat?

Answer:

Task 2: You have ten candies to divide evenly between your two children. How many candies will each child get?

Answer:

Task 3: What number on the clock does the big hand point to when it is "half past" any hour?

Answer:

Task 4: A recipe calls for two cups milk and one teaspoon vanilla. You are dividing the recipe in half. How much milk and how much vanilla will you add to your mixture?

Answer:

Task 5: An apple pie is cut into eight slices. After dinner, there is half a pie left. How many slices were eaten?

Answer:

Task 6: Complete the Learner's Self-Reflection questions below.

Learner's Self-Reflection

1. I can tell the difference between a whole and a half. Yes ❑ No ❑

2. I know that two halves make a whole. Yes ❑ No ❑

3. I can solve real life problems involving halves. Yes ❑ No ❑

Answers

Task 1: You order a pizza for two people. Each person eats an equal amount and there is none left over. How much of the pizza did each person eat?

Answer: ½ pizza.

Task 2: You have ten candies to divide evenly between your two children. How many candies will each child get?

Answer: Five candies each.

Task 3: What number on the clock does the big hand point to when it is "half past" any hour?

Answer: 6.

Task 4: A recipe calls for two cups milk and one teaspoon vanilla. You are dividing the recipe in half. How much milk and how much vanilla will you add to your mixture?

Answer: 1 cup of milk and ½ teaspoon of vanilla.

Task 5: An apple pie is cut into eight slices. After dinner, there is half a pie left. How many slices were eaten?

Answer: Four pieces.

Task 6: Complete the Learner's Self-Reflection questions.

Answers will vary.

Performance Descriptors

Levels	Performance Descriptors	Needs Work	Completes task with support from practitioner	Completes task independently
C3.1	interprets and represents measures using whole numbers, decimals, and simple, common fractions			
	identifies and performs required operation			
E.1	begins to use a limited number of learning strategies (e.g. bag of objects to divide)			
	begins to monitor own learning (checklist)			
	uses feedback to improve performance			

This task: Was successfully completed ☐ Needs to be tried again ☐

Learner Comments:

Instructor (print): _____

Learner (print): _____