Year 1: Week 3, Day 2 **Doubles**

Each day covers one maths topic. It should take you about 1 hour or just a little more.

Start by reading through the Learning Reminders. 1. They come from our *PowerPoint* slides.

Tackle the questions on the **Practice Sheet**. 2. There might be a choice of either Mild (easier) or Hot (harder)! Check the answers.

Finding it tricky? That's OK... have a go with a 3. grown-up at A Bit Stuck?

Have I mastered the topic? A few questions to 4. Check your understanding. Fold the page to hide the answers!





4. 4538 - 0.02

6.231 + 0.10

8. 5.846 - 0.211

10. 5.846 - 0.013

12. 4.789 + 0.00

4.538 + 0.2 3. 4538-0.004

6.231 + 0.11

7. 6.231 + 0.011

5.846 - 0.13

11. 5.846 - 0.20

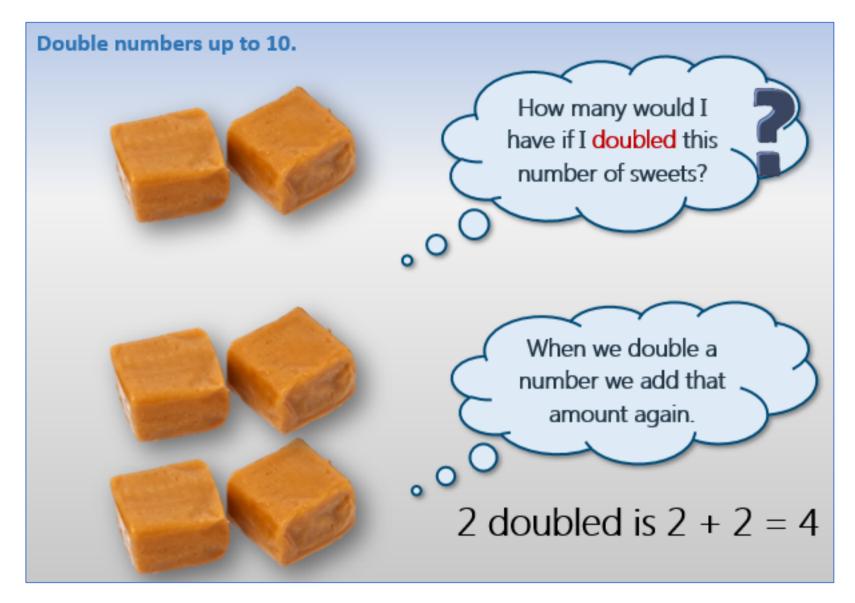
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photosic P	duce the decimal	-	15	0.001s
Work in pairs			b	
Things you will need: - Nise different coloured pencils - A piece value chart - A pencil	4			
What to de:			8	
 Without showing your portiee, w the DDDD 	rite down a number with three	decimal places like	<u> </u>	
 Use a coloured pencil to shade n your number. 	umbers on the place value cho	m which add to make	8	
 Stos your partner the chart. 			12 A	
Your partner looks at the shaded	numbers and writes the comp	leted number.	3 I.	
· Does what they have written, me	arch your number?		8	
 Swap roles and repeat. 			÷	
Use a different coloured pencil t already shaded cannot be re-use		vave gro. Namoch		
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			<i>3</i>	
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King numbers in only three or ever	we colored to make to make	with three decimal	S	
places which use 0 as a place hole	ter.		8	
			後	
Learning outcome: - Linov the value of each digit is numb - Lam beginning to use term or a place to	es with three decired pieces wide in numbers with three decired	pinces	\$	
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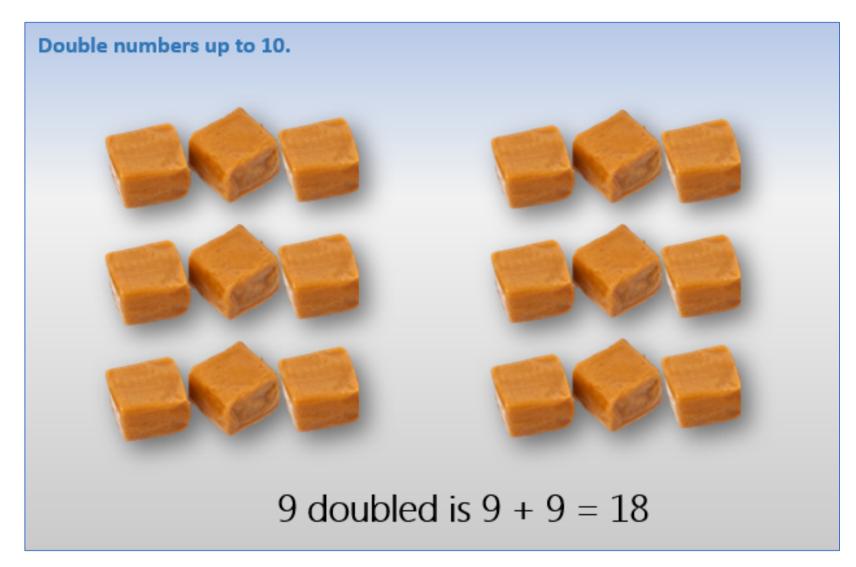
when white a Deduce the decimal with the head when the

Iden	tify the value of the '4' in the following numbers:
(a)	3.407
(b)	4.821
(c)	0.043
(d)	5.104
(e)	48,739
How	many times must Dan multiply 0.048 by 10 to get 48,0007
Wha	t number is one hundred times smaller than 0.4?

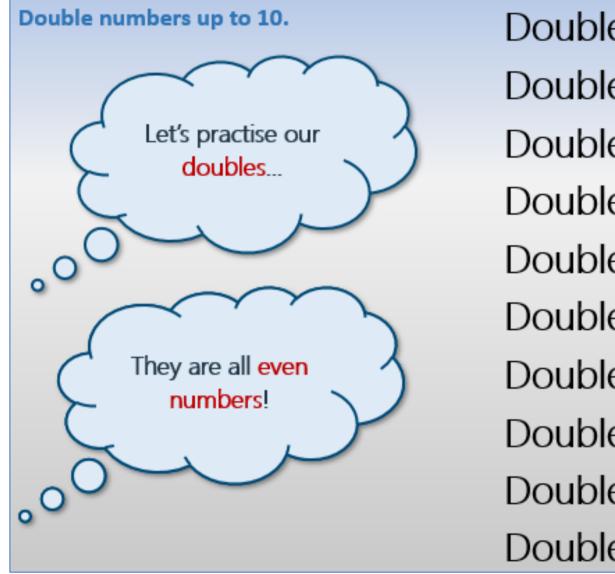
Learning Reminders



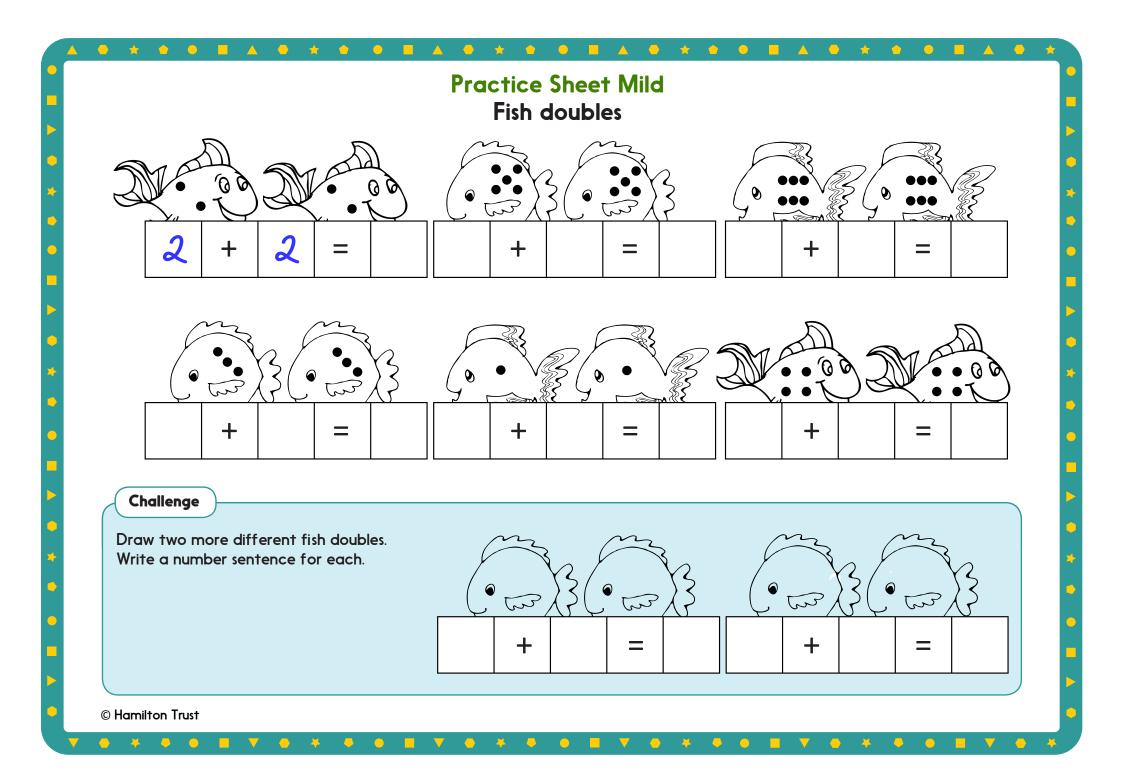
Learning Reminders

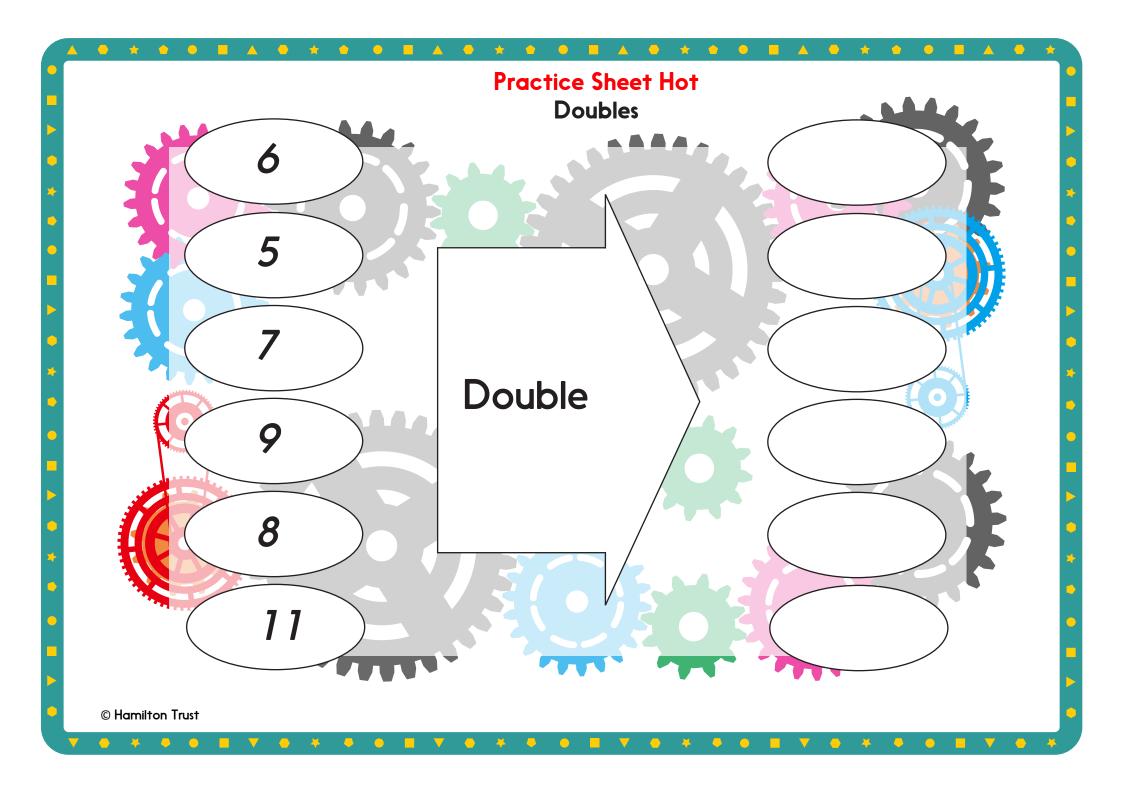


Learning Reminders



Double 1 is 2 Double 2 is 4 Double 3 is 6 Double 4 is 8 Double 5 is 10 Double 6 is 12 Double 7 is 14 Double 8 is 16 Double 9 is 18 Double 10 is 20





Practice Sheets Answers

Fish doubles (mild)

2+2=4 5+5=10 6+6=123+3=6 1+1=2 4+4=8

Challenge

Accept answers where children's drawings and number sentences match up. Sums could include 7 + 7 = 14, 8 + 8 = 16, and so on.

Doubles (hot)

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6	double	12
5	double	10
7	double	14
9	double	18
8	double	16
11	double	22

A Bit Stuck? Double trouble

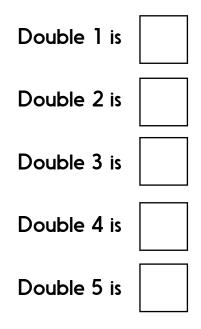
Work in pairs

Things you will need:

- Two sets of 1 to 5 cards
- Cubes

What to do:

- Spread the cards out face down on the table.
- Take it in turns to pick up two cards.
- If they make a double, build a pair of towers to match.
- Find the total and fill in the answer. That person keeps the pair of cards.
- If they don't match, put both cards back.
- The winner is the person with the most pairs of cards.



S-t-r-e-t-c-h:

Put the cards in pairs. Are there any doubles that you can remember?

Learning outcomes:

- I can find doubles of each number from 1 to 5 using cubes to help.
- I am beginning to know a few doubles by heart.

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Check your understanding Questions

What do you have to do when you double? How do you know a number is a double?

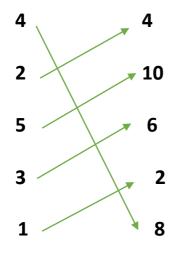
Draw arrows to match numbers on the left to their double on the right.

4	4
2	10
5	6
3	2
1	8

Check your understanding Answers

What do you have to do when you double? Find two lots of the number, or add the number to itself. How do you know a number is a double? It is even/can be split into two groups (e.g. of cubes) with the same number in each, with none left over. Some children may be able to model this without being able to articulate it.

Draw arrows to match numbers on the left to their double on the right.



Do children have a strategy, e.g. using their thumbs and fingers, to check?

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