

Individual Activity Lesson Plan

Date: Wednesday 3rd June 2020

Activity Title: Doubling Games

Learning Intention: to find doubles of numbers 1 – 5.

Links to EYFS:

-They solve problems, including doubling, halving and sharing.

Resources:

-a mirror (or access to the camera function of a phone)
-2 hoops (or create your own by using string or the belt of a dressing gown)
-a set of counting objects (this any small item you have lots of e.g. counters, stones, marbles, Lego pieces, cars, buttons etc.)
-a dice

Activity Overview: play a range of practical doubling games.

Key vocabulary: double, doubling, count out, match, identical, the same, doubled, altogether.

ACTIVITY IMPLEMENTATION (including key questions)

Introduction:

*Follow the link below and invite your child to watch 'Numberblocks Double Trouble'.

<https://www.youtube.com/watch?v=6ZnNfVZda6Y>



Main Activity

*Explain to your child that today they are going to learn about doubling. Doubling is when you look at an amount and you take the identical and match it, so you have two of the same.

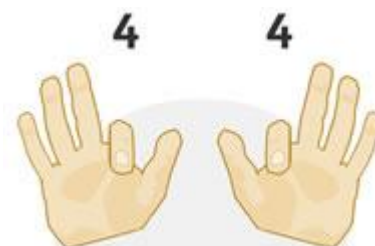
Game 1

*Locate a mirror (or use the camera function on a phone). Model holding up an amount on one hand (1-5), looking in the mirror and saying 'oh look I've made double. I'm holding up 2 fingers. I can see 2 fingers in the mirror. Double 2 is 1,2,3,4 – it's 4.'

*Invite your child to copy and explore with doubling by holding up different amounts in a mirror.

Game 2

*Next introduce a game. Hold up an amount of fingers (starts with 1-5) on one hand and invite your child to double the amount, by mirroring the number of fingers you are holding up. Work together and model counting the total amount e.g. 'I'm holding up 3 fingers. You doubled the amount by holding up exactly the same. Double 3 is 6.'



*Make the game more exciting by challenging your child to see how quickly he/she can double a number.



Game 3

*Gather 2 hoops, a set of counting objects (ideas listed above) and a dice.

*Take it in turns to roll the dice, count out the corresponding amount into one hoop and then double the amount, by placing the same amount in the 2nd hoop. Encourage your child to verbalise their thinking and explain what they are doing e.g. 'I've rolled the number 5. I'm going to put 5 buttons in hoop 1. Now I need to double the amount.

That means I will put exactly the same number of buttons in the 2nd hoop. Now I can see double 5 is 10.'

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Challenge:

- *Invite your child to record calculations to show the practical doubling activity they have completed. E.g. if he/she has placed 4 objects in one hoop and 4 in another they would record by writing $4 + 4 = 8$.
- *Or, you may invite your child to record their calculation in a way which makes sense to them e.g. they may want to draw out the objects and make symbols to represent amounts.

Additional ways to support your child:

Children often need lots of exposure to doubling in different contexts, before they become confident with it. Use everyday opportunities to notice and model doubling an amount.

Extension:

*Show your child an even amount of objects (no more than 10). Explain that you have just doubled an amount and this is what you have.

Ask e.g. *How many bears did I have to start with?*
How could we work that out?

*This is a challenging extension, allow your child lots of thinking time.