

Term 2 – Grade 1: 1-10 doubling and halving



'Doubles' Washing Line		CAPS
<p>L1 <i>Washing line; 5 pegs; 2,4,6,8,10 of the ten frame</i></p> <p>Whole class: Doubling</p> <ul style="list-style-type: none"> • Peg ten frames with 2,4,6,8,10 dots on separate sheets onto the washing line in order one by one. • Ask children to say the double they see, show this number on their fingers, and draw the number symbol in the air. • Spread out hand in a horizontal position and let children demonstrate the doubles 1,2,3,4,5 by first showing the number on one hand and then the double • Encourage children to record the double on the accompanying worksheet. 	<p>What to look for:</p> <ul style="list-style-type: none"> • Children can say the double that they see • Children can show the correct 'quantity' on their fingers in a single action in a horizontal stance, rather than with one-by-one opening. • Children can record the answer of a worksheet 	<p>TERM 2</p>
<p>L2 <i>Washing line; 5 pegs; 2,4,6,8,10 of the ten frame</i></p> <p>Whole class: Halving</p> <ul style="list-style-type: none"> • Peg ten frames with 2,4,6,8,10 dot on separate sheets onto the washing line in order one by one. • Ask children to say the half they see, show this number on their fingers, and draw the number symbol in the air. • Spread out hands in a horizontal position and let children demonstrate the half of 2,4,6, 8, 10 by first showing the total number then the half • Encourage children to record the half on the accompanying worksheet. 	<p>What to look for:</p> <ul style="list-style-type: none"> • Children can say the half that they see. • Children can show the correct 'quantity' on their fingers in a single action in a horizontal stance, rather than with one-by-one opening. • Children can record the answer of a worksheet 	<p>TERM 2</p>

'Doubles' Washing Line

<p>L1 <i>Washing line; 5 pegs; 2,4,6,8,10 of the ten frame</i></p> <p>Whole class: Doubling</p> <ul style="list-style-type: none"> With pegs demonstrate that a double is a number added to itself. Place pegs on the washing line and ask the learners to say the number of pegs. Ask children to double the pegs for numbers 1,2,3,4 and 5 and to put additional pegs on the line to show this. Peg ten frames with 2,4,6,8,10 dots on separate sheets onto the washing line in order one by one. Ask children to say the double they see, show this number on their fingers, and draw the number symbol in the air. Spread out hands in a horizontal position and let them demonstrate the doubles 1,2,3,4,5 by first showing the number with both hands, then the double 	<p>What to look for:</p> <ul style="list-style-type: none"> Children can say the double that they see Children can show the correct 'quantity' on their fingers in a single action in a horizontal stance, rather than with one-by-one opening. Children can show the doubles on their fingers 	<p>TERM 2</p>
<p>L2 <i>Washing line; 5 pegs; 2,4,6,8,10 of the ten frame</i></p> <p>Whole class: Halving</p> <ul style="list-style-type: none"> With pegs demonstrate how are halves are the undoing of doubles. Place 4 pegs on the washing line and ask the learners to say the number of pegs. Ask children to half the pegs by making two equal groups. Talk about 2 being half of 4 and 4 being double 2. Repeat for 6, 8, 10 and 2. Peg ten frames with 2,4,6,8,10 dot on separate sheets onto the washing line in order one by one. Ask children to say the half they see, show this number on their fingers, and draw the number symbol in the air. Spread out hands in a horizontal position and let them demonstrate the half of 2,4,6, 8, 10 by first showing the number on both hands and the half on one hand. 	<p>What to look for:</p> <ul style="list-style-type: none"> Children can say the half that they see. Children can show the correct 'quantity' on their fingers in a single action in a horizontal stance, rather than with one-by-one opening. Children can show the halves on their fingers 	<p>TERM 2</p>