

# Copycat

## Activity 1

**Focus of activity:** Finding doubles from double 1 to double 10.

### Working together: conceptual understanding

- Ask for a volunteer to be a 'copycat'. You and the 'copycat' have a whiteboard each. Draw three simple smiley faces on your whiteboard. The 'copycat' must do the same. *How many smiley faces did I draw?* Write 3 underneath your smiley faces. The 'copycat' must do the same! *How many altogether?* Model counting on from your 3 smiley faces. *The numbers are the same. This is a double.* Write **double 3 is 6** on the flipchart.
- Ask for another volunteer to be the 'copycat'. Draw five triangles on your whiteboard. The copycat does the same. *How many triangles have I drawn?* Write 5 underneath. The 'copycat' does the same. *How many altogether?* Record **double 5 is 10**.
- Repeat with a new 'copycat', drawing 10 squares. Record **double 10 is 20**. *That was a really big double!*

### Up for a challenge?

Play the copycat game again, but with just numbers up to 5, and no drawings. Do children know any of these doubles off by heart?

### Now it's the children's turn:

- Children work in pairs to spread out number cards 1 to 10 (two of each, shuffled), face up on the table. One child chooses a number. The other child (the 'copycat') must choose the same number. The first child builds a tower of cubes to match their number. The other child does the same. They fill in a double sentence (see child instructions). Swap roles and repeat.
- Go around the group and mark their doubles as they do them, e.g. initially after two examples. You may wish to take photographs as a record.

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

If children cope well, ask them to put the cards in pairs and see if they can remember any doubles without using cubes.

### Things to remember

*Remember that when we add two numbers which are the same, we call this a double. Hold up two number 1 cards. *Double 1 is...?* Children check their work if they don't know. Repeat for double 2, 3, 4 and 5. Do children know any of these doubles by heart yet? If so, well done them!*

*You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.*

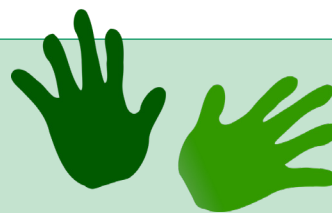
Resources	Outcomes
<ul style="list-style-type: none"><li>• Mini whiteboards and pens</li><li>• Cubes</li><li>• Two sets of 1-10 number cards per pair of children</li></ul>	<ol style="list-style-type: none"><li>1. Children can find doubles of each number from 1 to 10 using cubes to help.</li><li>2. Children begin to know doubles by heart.</li></ol>

# Copycat Activity 1

*Play in pairs, but write on your own sheet*

## Things you will need:

- Two sets of 1 to 10 cards, all muddled up
- Cubes
- A pencil



## What to do:

- Spread the cards out on the table, so that you can see the numbers.
- One person chooses a number. The other person is the copycat. They must find the same number.
- The first person makes a tower of cubes to match their number. The copycat does the same.
- How many cubes altogether? Fill in a double sentence.
- Swap roles and play again. Fill in as many doubles as you can.

Double  is

Double  is

Double  is

Double  is

Double  is

Double  is

Double  is

Double  is

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

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

## Learning outcomes:

- I can find doubles of each number from 1 to 10 using cubes to help.
- I am beginning to know doubles by heart.

## Be fair!

### Activity 2

**Focus of activity:** Halving even numbers up to 10.

#### Working together: conceptual understanding

- Say that two twins are obsessed with fairness. *Whenever they have anything, they must have exactly half each, whether it's toys or treats.*
- Choose two children to be the twins. Put 8 identical small toys on the table, e.g. cars, play people or trains. *The twins are going to share these cars.* Give 5 to one child and 3 to the other. Ask the twins if this seems fair. *No! They haven't got half each, because they haven't got the same number of cars.* Ask a child to share the cars fairly between the twins so that they have half each. Record **Half of 8 is 4.**
- Put 6 toys on the table. Ask another child to share them between the twins so that they have half each. The twins count them to check that they have the same number each. Record **Half of 6 is 3.**
- Repeat with other even numbers of toys up to 10.

#### Up for a challenge?

*Half of 8 is 4. What is double 4? Half of 6 is 3. What is double 3?*

#### Now it's the children's turn:

- Children pretend to be twins. They shuffle a set of five number cards (2, 4, 6, 8 and 10) and place face-down in a pile. They turn over the top one and take that number of £1 coins. They share them so that they have half each. They fill in a 'Half of' sentence (see child instructions). Repeat for each card.
- Go around the group and mark their sentences as they fill them in, checking that they realise that there must be the same number in each half.

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

If children cope well, ask them to write some doubles to go with their halves.

#### Things to remember

*Remember that the same number must be in each half – it must be fair.* Ask children to show double 1 by holding up a thumb on each hand. *What is half of 2?* They then show double 2 by holding up a thumb and forefinger on each hand. *What is half of 4?* Repeat for double 3, 4 and 5 asking children for the corresponding halves.

*You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.*

Resources	Outcomes
<ul style="list-style-type: none"><li>• 10 identical small toys on the table, e.g. cars, play people or trains</li><li>• 2, 4, 6, 8 and 10 number cards</li><li>• £1 coins</li></ul>	<ol style="list-style-type: none"><li>1. Children can find half of even numbers up to 10.</li><li>2. Children begin to relate doubling and halving.</li></ol>

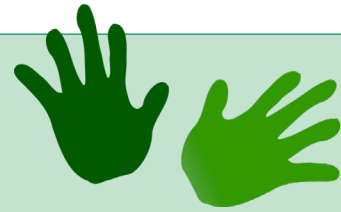
## Be fair!

### Activity 2

*Work in pairs*

#### Things you will need:

- Ten £1 coins
- 2, 4, 6, 8 and 10 number cards
- A pencil



#### What to do:

- You are the twins! Grandma has given you some £1 coins.
- Shuffle the number cards. Place in a pile face down.
- Turn over the top card. Take that number of £1 coins.
- Share them fairly so that you have half each.
- Fill in a number sentence.
- Carry on until you have used all the cards.

Half of  is

Half of  is

Half of  is

Half of  is

Half of  is

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

Write doubles facts to go with some of your halving facts,  
e.g. Half of 10 is 5, so double 5 is 10.

#### Learning outcomes:

- I can find half of even numbers up to 10.
- I am beginning to relate doubling and halving.