



ROLL IT!

OBJECTIVE: to begin to know multiplication facts for the two-times table

LEARNING LINK: visual

ORGANISATION: whole class, working in pairs

RESOURCES: photocopiable page 60 'Roll it!' gameboard, a 1–6 dice and two sets of different-coloured counters for each pair

WHAT TO DO

- Play 'Roll it!' in pairs. One of you rolls the dice and multiplies the number rolled by 2. You then cover the total on the board with one of your counters.
- Take it in turns to play until all of the numbers have been covered. If a player makes a number, for example 4, and all the fours on the board are already covered, they must miss a turn. The winner is the player with the most counters on the board at the end of the game.

NOW TRY THIS

1. Practise recall of other facts in the two-times table: play with a gameboard that includes all even numbers to 20. Take it in turns to select a 1–10 number card and multiply the number by two.
2. Adapt the game to practise facts for other times tables.

AT THE POST OFFICE

OBJECTIVE: to improve ability to count in twos, fives or tens; to understand multiplication as repeated addition

LEARNING LINK: visual

ORGANISATION: whole class; pairs

RESOURCES: a set of 2p, 5p or 10p stamps for each pair; a sack of parcels or letters for posting; scales

WHAT TO DO

- One child picks a parcel out of the sack and brings it to the post office.
- The cashier (your teacher) weighs the parcel on the scales. It needs 30p worth of stamps to send it.

- In pairs, work out how many stamps you need to send the parcel, using a set of 5p stamps.
- The cashier sticks six stamps on the parcel and says, *6 lots of 5p make 30p altogether.*
- Repeat the activity until the sack of parcels is empty.

NOW TRY THIS

Solve simple problems, using a set of 2p, 5p and 10p stamps. For example: make 20p using stamps of the same value. How many ways of making 20p are there? (10×2 , 4×5 , 2×10)



BEAD STRINGS

OBJECTIVE: to improve ability to count in twos; to understand the operation of multiplication as repeated addition

LEARNING LINK: visual

ORGANISATION: whole class

RESOURCES: a giant bead string of 20 beads (the beads should alternate in colour in groups of two, for example two red, two blue, two red and so on); smaller bead strings for the children to use; a list of even numbers up to 20 written on the board

WHAT TO DO

- Group all of the beads together at one end of the giant string. What do you notice about the beads? (They are grouped in twos; there are 20 beads altogether.)
- Count in twos in unison as one child slides the beads, two by two, to the opposite end of the string.
- One child moves 8 beads (in groups of two) to the other end of the string. How many groups of two make 8? This is clearly illustrated by the different-coloured beads.
- Repeat this activity for other numbers up to 20.
- Use your bead strings to work out how many groups of two are in a list of numbers written on the board.

NOW TRY THIS

Repeat the activity using towers of interlocking cubes instead of bead strings.