

One One One One

Taking
Turns
to Halve
and
Double

One One One One

One One One One

One One One One

One One One One

This activity gets its title because the idea emerged in a truly social constructivist way in a conversation on the 1st November 2011, and also it is about number!

We wanted to come up with a group activity to practise halving doubling and generally moving numbers around in a variety of ways. We thought of follow me activities, but they tend to be whole class which means only two are engaged at the same time. Some follow me activities work well in groups and this is a variation on this theme. It can be made more difficult or easy by using different start and target numbers and by varying the quantity of what to do next cards. We have now added an extra page of trickier things to do next which you can decide whether you want to use. We have also been asked to add pages for putting in your own start numbers, targets and what to do next cards so here you are!

It works best with three or four players. If you print the different cards sets in different colours they will be easier to sort.

Last updated 14th May 2018

Webaddress:<http://www.collaborativelearning.org/oneoneoneone.pdf>

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops, swapshops and conferences throughout the European Union. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of oracy. They provide teachers opportunities for assessment of talk.

*They support differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

*They are generally adaptable over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work more effectively with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

One One One One

Instructions

You have set of starter cards, a set of target cards and a set of "what to do next" cards.

You also each have a Record Sheet to help you remember your calculations.

Shuffle your starter cards and place them face down on the table.

Shuffle your target cards and place them face down on the table.

Take turns to pick one starter card and one target card each.

Either spread your "what to do next" cards out face down or shuffle them and place them in a pile face down.

How to play

The aim is to reach a number as close as you can to your target number.

Take turns to pick TWO "what to do next cards".
Choose which card you prefer to help you reach your target number, record your calculation on your Record Sheet.

You each have four turns. If you manage to reach your target number first before all the turns are completed you are the winner.

Otherwise the player with the number closest to their target number after four turns is the winner.

Starter Card

**Your starting
number is**

11

Starter Card

**Your starting
number is**

12

Starter Card

**Your starting
number is**

13

Starter Card

**Your starting
number is**

14

Starter Card

**Your starting
number is**

15

Starter Card

**Your starting
number is**

16

Starter Card

**Your starting
number is**

17

Starter Card

**Your starting
number is**

18

Starter Card

**Your starting
number is**

19

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Target Card

**Your target
number is**

50

Target Card

**Your target
number is**

55

Target Card

**Your target
number is**

60

Target Card

**Your target
number is**

65

Target Card

**Your target
number is**

70

Target Card

**Your target
number is**

75

Target Card

**Your target
number is**

80

Target Card

**Your target
number is**

85

Target Card

**Your target
number is**

90

Target Card

**Your target
number is**

95

Target Card

**Your target
number is**

100

Target Card

**Your target
number is**

150

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Halve your
total**

**What to Do Next
Card**

**Double your
total**

**What to Do Next
Card**

**Double your
total**

**What to Do Next
Card**

**Double your
total**

**What to Do Next
Card**

**Double your
total**

**What to Do Next
Card**

**Double your
total**

**What to Do Next
Card**

**Double your
total**

<p>What to Do Next Card</p> <p>Add ten to your total</p>	<p>What to Do Next Card</p> <p>Add twenty to your total</p>	<p>What to Do Next Card</p> <p>Add fifteen to your total</p>
<p>What to Do Next Card</p> <p>Halve your total twice</p>	<p>What to Do Next Card</p> <p>Double your total twice</p>	<p>What to Do Next Card</p> <p>Round to the nearest 10</p>
<p>What to Do Next Card</p> <p>Add half your total</p>	<p>What to Do Next Card</p> <p>Multiply your total by three</p>	<p>What to Do Next Card</p> <p>Halve your total twice</p>
<p>What to Do Next Card</p> <p>Halve your total twice and add 10</p>	<p>What to Do Next Card</p> <p>Halve your total twice and subtract 10</p>	<p>What to Do Next Card</p> <p>Subtract 35</p>

<p>What to Do Next Card</p> <p>Round to the nearest ten and add a half of your total.</p>	<p>What to Do Next Card</p> <p>Subtract thirty and then double your total.</p>	<p>What to Do Next Card</p> <p>Add fifty to your total and then halve it.</p>
<p>What to Do Next Card</p> <p>Halve your total and then add one hundred.</p>	<p>What to Do Next Card</p> <p>Add half your total and then add another twenty.</p>	<p>What to Do Next Card</p> <p>Double your total twice and then halve it.</p>
<p>What to Do Next Card</p> <p>Multiply your total by ten and then halve it.</p>	<p>What to Do Next Card</p> <p>If your total is more than a hundred halve it, if less than a hundred double it.</p>	<p>What to Do Next Card</p> <p>If your total is more than fifty halve it, if less than fifty then double it.</p>
<p>What to Do Next Card</p> <p>Halve your total and then multiply by three.</p>	<p>What to Do Next Card</p> <p>Divide your total by ten and then double it.</p>	<p>What to Do Next Card</p> <p>Add a quarter of your total and then add another twenty.</p>

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Starter Card

**Your starting
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

Target Card

**Your target
number is**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

**What to Do Next
Card**

Record Sheet

Target number.....

Round 1.....

Round 2.....

Round 3.....

Round 4.....

Record Sheet

Target number.....

Round 1.....

Round 2.....

Round 3.....

Round 4.....

Record Sheet

Target number.....

Round 1.....

Round 2.....

Round 3.....

Round 4.....

Record Sheet

Target number.....

Round 1.....

Round 2.....

Round 3.....

Round 4.....