

Double and halve

- Write the double of each number in the first box.
- Now write half of that number in the second box.
- The first one is done for you.

20	→	<input type="text" value="40"/>	→	<input type="text" value="20"/>
15	→	<input type="text"/>	→	<input type="text"/>
14	→	<input type="text"/>	→	<input type="text"/>
9	→	<input type="text"/>	→	<input type="text"/>
18	→	<input type="text"/>	→	<input type="text"/>
16	→	<input type="text"/>	→	<input type="text"/>



- Now try these.

$12 \times 2 = \boxed{}$

$24 \div 2 = \boxed{}$

$13 \times 2 = \boxed{}$

$26 \div 2 = \boxed{}$

$17 \times 2 = \boxed{}$

$34 \div 2 = \boxed{}$

$19 \times 2 = \boxed{}$

$38 \div 2 = \boxed{}$

- Write two of these for yourself.

$\boxed{} \times 2 = \boxed{}$

$\boxed{} \div 2 = \boxed{}$

$\boxed{} \times 2 = \boxed{}$

$\boxed{} \div 2 = \boxed{}$

Dear Helper

This activity helps your child to make the link between doubling and halving, and to recognise that division is the inverse, or opposite, of multiplication. If your child finds this difficult, double the tens digit, then the units digit and add the results in order to find the double. For halving, ask: *What do we double to make 34? Yes, 17. So half of 34 is 17.* Challenge your child to write some more difficult number sentences like these.