



**WORK IT
OUT****Using a double entry table****16-11****Level 1
Exercise 1****"Weather forecast"**












<i>Aims</i>	Practising finding your bearings in a table meant to be used or read by taking into account columns and rows.
<i>Applications (examples)</i>	<p><u>In class</u>: any activity involving:</p> <ul style="list-style-type: none">- using a double entry table to look for data.- filling a double entry table- making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...)</p>
<i>Materials</i>	A sheet of paper with a vertical column containing the thirty days of a month and a row with two drawings representing the moon and the sun. Inside the table, numbers indicate the temperature recorded during the month, at night and during the day.
<i>Instructions</i>	When they understand what the table means, (days of the month, day, night and temperature records), the students can draw a circle around the temperature for a day and time (day or night) indicated by the teacher, for example 24 th at night.
<i>Comments</i>	If the teacher uses the terms horizontal or vertical, s/he must make sure that the students understand those terms and do not confuse them.
<i>Variations (examples)</i>	<ol style="list-style-type: none">1. The teacher, after giving 2 or 3 days and time, could ask one of the students to take his/her place. Alternatively, each student could take a turn at giving a day and time indicating a particular temperature.2. The teacher could ask the students in what month, in their opinion, the temperatures were recorded. By changing the site (mountains, seaside, England, Pakistan, West Indies, Iceland etc...) the student will change the month and will explain the criteria on which they based their decision. If necessary, the teacher will photocopy a map of the world to give each student.3. The teacher could ask the students to draw a temperature graph, based on the data contained in the table (the co-ordinates must be prepared in advance on a sheet of paper given to each student).4. The students can record the temperatures of a month and place of their choice, for example their birthplace, the place where they were brought up or the place where they spent their holidays and the group can try to guess where the place is. This may be an opportunity to talk about countries in which some of the students were born.
<i>Individualisation</i>	Yes, but the teacher needs to be present.
<i>Answers</i>	No.














		
1	8	14
2	6	13
3	8	14
4	7	14
5	9	16
6	9	17
7	8	16
8	7	14
9	8	14
10	9	15
11	6	13
12	7	14
13	9	17
14	8	17
15	8	16
16	9	17
17	10	20
18	8	17
19	9	18
20	10	21
21	9	19
22	10	21
23	10	21
24	10	22
25	10	20
26	9	19
27	11	19
28	11	22
29	10	21
30	13	17












WORK IT OUT	Using a double entry table "A matter of time"	16-12 Level 1 Exercise 2
Aims	Practising finding your bearings in a double entry table.	
Applications (examples)	<p><u>In class</u>: introduction to arithmetic, reading, use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - filling a double entry table - making a double entry table (for example a timetable) or a graph. <p><u>At work</u>: introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board.</p> <p><u>In everyday life and leisure</u>: any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper.</p>	
Materials	A sheet of paper with a double entry table. The left- hand column contains the hours from 6am to 8 pm and the top row contains numbers representing minutes. Four crosses are already drawn in the table.	
Instructions	<ol style="list-style-type: none"> 1. The teacher, after explaining what the table means, asks the students to say or write what time the crosses represent. 2. The teacher dictates (or writes on the board for those who have difficulties reading numbers) a time in hours and minutes. The students draw a cross in the corresponding cell of the table. 	
Comments	The teacher could eventually propose a time which cannot be entered on the table, but he must warn the students beforehand that such a proposition is possible.	
Variations (examples)	<ol style="list-style-type: none"> 1. The students can take turns in proposing to the group times that must be entered in the table 2. The students can enter the significant times of their work day in the table. 	
Individualisation	No.	
Answers	No.	











	05	12	15	17	20	26	35	39	40	45	52	58
6am												
7am												
8am									X			
9am												
10am												
11am					X							
12 noon												
1pm												
2pm												
3pm												
4pm		X					X					
7pm												
8pm												

WORK IT OUT	Using a double entry table	16-13 Level 1 Exercise 3
"Washing"		
Aims	<ul style="list-style-type: none"> - Practising understanding simple symbols. - Practising understanding a double entry table. - Practising making marks in a double entry table according to instructions. 	
Applications (examples)	<p><u>In class:</u> introduction to conversions in arithmetic, chemistry and physics (symbols), reading and use of graphs in geography, technology and, in general, any school activity involving:</p> <ul style="list-style-type: none"> - using a double entry table to look for data. - completing a double entry table - making a double entry table (for example a timetable) or a graph. <p><u>At work:</u> introduction to the use of information tables and any task involving reference to data in a double entry table, completing or updating the data in a double entry table. Ability to understand time table and work shifts, organisation of work in general or a particular task, records of stock or production entered in a double entry table and put on a notice board. Introduction to the use of pictographs and other graphic communication.</p> <p><u>In everyday life and leisure:</u> any activity involving using, completing or making a double entry table to find or record data (for example records of sport meetings, sport results, activities in a club, schedules, timetables...) Also filing forms, the football pools, understanding tables and graphs in a newspaper. Understanding common household symbols and instructions booklets.</p>	
Materials	<p>A sheet of paper with:</p> <ul style="list-style-type: none"> - a double entry table with the pictographs used in washing and ironing recommendations. - a list of numbers corresponding to a particular programme of washing and ironing. 	
Instructions	<p>The students have to enter the numbers of the programme in the table, according to the washing and ironing recommendations they represent.</p>	
Comments	<p>The teacher has to make sure that the students understand what the dots on the iron mean, from the coolest temperature (one dot) to the hottest (three dots) and that the triangle represent bleach.</p>	
Variations (examples)	<ol style="list-style-type: none"> 1. The students could look at the labels in their clothes and enter the washing instructions in the table. 2. Students could take turn to give advice on washing, ironing or other household task. 	
Individualisation	<p>Yes.</p>	
Answers	<p>Yes.</p>	

1.  
2.  
3.   
4.   
5.   

						
			2			
		4			4	
		1				
				3		3
				5		5

1.  
2.  
3.   
4.   
5. 