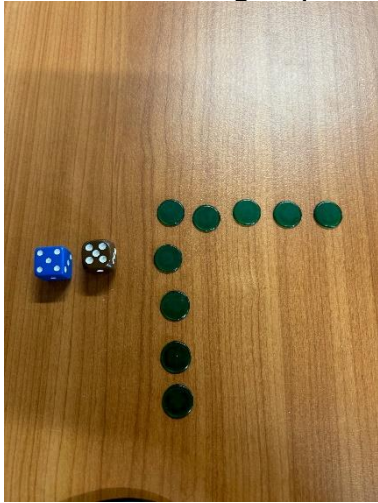
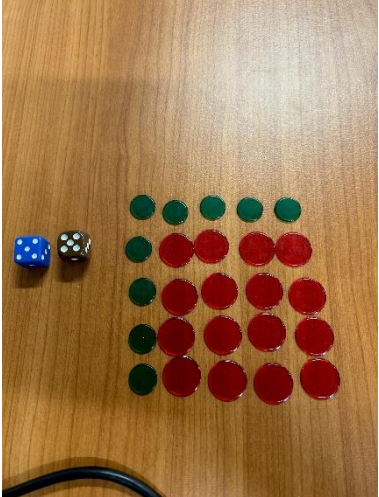


Missing Part Arrays

Learning Focus:	To be able to identify the total amount shown by an array that is partially shown
Equipment:	Counters - 11 of one colour per pair Counters - 25 of another per pair 6-sided dice - 2 per pair
Language:	Students to read the dice as a count of a unit - four fives, three sixes etc When identifying the total, the sentence prompt is: Six fives are 30
Activity:	<p>Student A will roll the two dice. This will identify the number of groups (down the array - the count) and the amount in each group (across the array - the unit).</p>  <p>Student B will then look at the array and use an efficient strategy (such as identifying the doubles) to determine the total amount shown by the array.</p> <p>Students will receive a point if they can successfully identify the total amount. If students are unsure if their answer is correct, they can check by filling the array in (see enabling).</p> <p>The first student to 10 points wins.</p>
Enabling:	Students may fill in the array before identifying the total using the other coloured counters.

	
Extending:	<p>Introduction of the strategies as required:</p> <p>1's - anything multiplied by 1 is itself (multiplicative identity)</p> <p>2's - doubles</p> <p>3's - doubles and 1 more group (2's and 1 more group)</p> <p>4's - double double</p> <p>5's - double double and 1 more group (4's and 1 more group)</p> <p>6's - 3's and double or 5's and 1 more (requires 3's and/or 5's to be known fluently)</p>