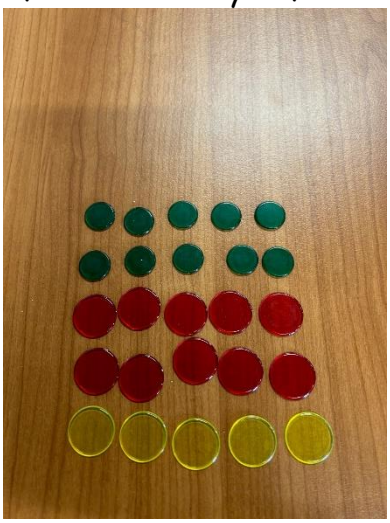
Where's the doubles?

Learning Focus:	To partition arrays using doubles
Equipment:	Counters – 12 counters of one colour per pair Counters – 12 counters of a second colour per pair Counters – 12 counters of a third colour per pair Workbook
Language:	Students to read array as a count of a unit – four fives, three sixes etc. When identifying the total, the sentence prompt is: Six fives are 30
Activity:	Students will work in pairs. Students will roll the 2 dice and make the array. When they make the array, they need to use different colours to represent the doubles that can be found in that array (see figure below). How many different sets of doubles can you find?  Students can then copy the array into their workbook, using either different colours to circle the doubles.
Enabling:	Initial concept – no enabling required
Extending:	Introduce the language of the strategies – for example fives would be – there is a double, double and 1 more in the array. Students can explore what happens when the number of groups stays the same but the amount in it changes (fives of anything is double double and 1 more).