

Spotlight 1

Has difficulty with identifying doubles and with adding a small number to itself, for example $2 + 2$, to make twice as many

Opportunity for: developing mental images

Double Dudley

Time 10–15 minutes

Resources

- Dice and/or number cards to suit the child (Resource sheets 1 and 2)
- Bag or box
- Cubes or sweets

Key vocabulary

- double
- adding a number to itself

Teaching activity

Explain that today you are going to play a game called **Double Dudley** which will help them to learn more about doubles. Throughout the activity it would be helpful to ask the child about the pictures they have in their mind.

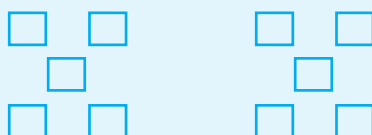
Each player needs to write down the numbers that are possible with the cards/dice they are using, so for cards 4–10 there are seven possible numbers to double.

Possible doubles						
4	5	6	7	8	9	10

How to play

1. The aim of the game is to throw the dice, or take a number card out of a bag (so it isn't possible to see numbers until they are taken out), and say double that number as quickly as possible. (Putting the card back in the bag makes the game last longer and keeps the same degree of chance.)

Support any numbers which the child is unsure of with cubes or sweets, laying out the doubles clearly.



? If you shut your eyes, can you see a picture of five added to another five?


2. At the end of their go, the player ticks the number they doubled. The winner is the first player to tick all their numbers. (So there is a large element of luck.)

Encourage the child to 'see' the picture of the cubes in their head.

? What did you do to work that out?

Variation

- Other doubles to practise include fifteen, eighteen, twenty, twenty-five and fifty.

 When the child is confident with doubling all the numbers fairly quickly, you could invite another child to play. This can be a class game in small groups. You can keep to the same rules at first, but adapt the game as confidence grows so that the winner is the child who says the double first. That child wins a point if they are correct.