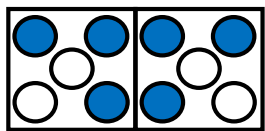


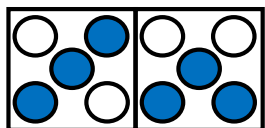
Five Dice Patterns

Activity 1:

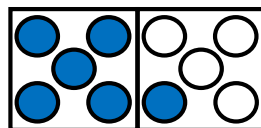
- Hold up six fingers or show a large numeral of the number six.
- Give the children print outs of the double five dice pattern on the pages below and ask them to show you the number six on the pattern in whichever way they choose to, using counters or by colouring the circles (the patterns are designed to fit counters or the page size can be reduced to two sheets per page if the children will be colouring).
- Ask the children to then show you the number 6 in a different way by moving the counters to a different space or colouring the same number of circles in a different way.



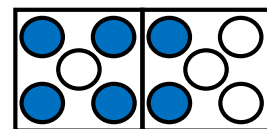
I see three and three



This three is like the dice three and this three is in the shape of a triangle.



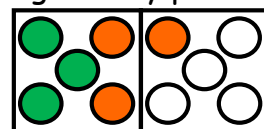
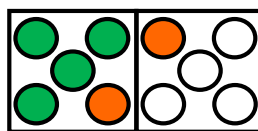
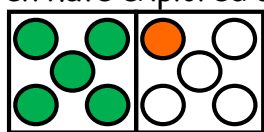
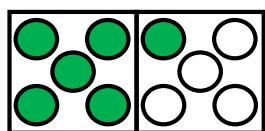
I have moved all the counters onto one side to make five and there is one left on the other side.



I have taken one counter away from the middle of the five and added it to the one and now there is four and two.

Activity 2:

- Similarly ask the children again to show you the number six on the pattern in whichever way they choose to using one colour.
- This time, ask the children to recreate their pattern again, but this time change one counter for a different colour.
- Encourage the children to record each representation in a way that is meaningful to them.
- Continue until the children have explored all possibilities and see if they recognise any patterns.



Questioning:

- Ask the children to **explain** how they made the number six in each example, **describing** what they see in each example.
- Ask the children to **reason** by telling you 'what is the same and what is different' and ask them how they know they are the same number (conservation).

Exploring the links

- Ask the children to link their examples to their fingers, showing the numbers that make six with their fingers (how the number has been composed).
- Have the children created any interesting patterns? Can the children spot and explain the pattern?
- Are there any other resources in the classroom that the children can link their examples to?

Recording

- Are the children able to record their examples using marks, drawing the pattern or using numerals?

Further activities: Some children may enjoy exploring patterns with the triple five dice pattern.

Begin to encourage the children to subitise and use counting to check.

All activities can be explored using the Spot On With Numbers concrete resources.
For more information, go to www.spotonwithnumbers.co.uk

