

Cambridge Primary Mathematics 0096 · Stage 1

CM1-B6

Albert Doubles the Fun

Ni Integers and powers · A 30-minute lesson with a 15-minute short version.

Learning intention

For learners

We are learning to know doubles up to double 10.

Success criteria

- I can show doubles with objects.
- I can draw or diagram the same maths.
- I can record my answer and explain how the story supports it.
- I can use TWM.02 while I work.

Learning objectives

1Ni.06

Know doubles up to double 10.

TWM.02

Generalising: spot a pattern that holds across many examples.

30-minute lesson

Governed source lesson: Say the Doubles Like Albert · Fluency · Doubles facts within 20

1

Find the maths in the story

4 min

1Ni.06

Read-along: Listen with highlighting and pause at the passage used by "Say the Doubles Like Albert".

Teacher: Read the printed passage where Albert takes two maps. Every learner builds it. One counter on the me mat, one on the Leo mat. Say the book's sentence with the build. Repeat with two and two by riding the pretend Ferris wheel twice for each friend.

Learners: Notice the story evidence and say the maths question in their own words.

2

Model it with objects

5 min

1Ni.06

Read-along: Replay the source passage while building the quantities, shapes or measures it supplies.

Teacher: Walk the story's doubles in order. Build each one on the two mats and say its sentence before moving on. Two plus two for the rides. Three plus three for the pie slices. Four plus four for the tokens. Five plus five for the action figures. The printed passage carries the pie double as the model sentence. Each new double stays built until the next one replaces it.

Learners: Build a concrete model and check that each part matches the read-along.

3

Try the concrete task

6 min

1Ni.06

Read-along: Keep the relevant story page visible as the class tests the model.

Teacher: The teacher calls doubles out of story order, three plus three, one plus one, five plus five. Learners build fast on the mats and answer aloud. Anyone stuck rebuilds the double slowly, counts all, and answers again without the count.

Learners: Change or compare the objects, then explain what stayed the same and what changed.

4

Draw the maths

5 min

1Ni.06

Read-along: Return to the same story evidence before learners make a pictorial record.

Teacher: Model a clear drawing, diagram or mark for the concrete work without adding a quantity the story does not supply.

Learners: Draw the model and label the important parts with maths language.

5

Record and solve

6 min

1Ni.06

Read-along: Use the read-along once more as the evidence check for the abstract record.

Teacher: Finish where the book does: ten counters on each mat. The class says the biggest double of the day together. Ten plus ten equals twenty. Learners point at the mats as proof, ten here, ten there, twenty in all.

Learners: Record the result with suitable numbers, words or symbols and link it back to the picture.

6

Reflect and convince

4 min

TWM.02

Read-along: Show the source passage and invite a final evidence-based check.

Teacher: Name the Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

Learners: Use the concrete model, drawing and record together to justify the answer.

Read-along routes

Shared maths question

How does Albert Doubles the Fun help us explore doubles?

Evidence required

Show the story evidence, a concrete model, a pictorial record and a matching abstract record.

Solo

Read independently, pause at the named source passage and complete the shared maths model.

Supported

Read with the audio and use the teacher's pause points, objects and response frame.

Listening

Listen with the text highlighted, build the same model and give the explanation orally.

Assessment check

The learner meets 1Ni.06 by showing and explaining the objective through the story model. Evidence for TWM.02 is visible when the learner demonstrates this Thinking and Working Mathematically focus: Generalising: spot a pattern that holds across many examples.

15-minute short version

1

Story question

4 min**1Ni.06**

Read-along: Listen to the passage used by “Say the Doubles Like Albert”.

Teacher: Read the printed passage where Albert takes two maps. Every learner builds it. One counter on the me mat, one on the Leo mat. Say the book's sentence with the build. Repeat with two and two by riding the pretend Ferris wheel twice for each friend.

Learners: Name the maths question and the story evidence.

2

Build, draw and record

7 min**1Ni.06**

Read-along: Replay the evidence while learners move from objects to a drawing and a record.

Teacher: Walk the story's doubles in order. Build each one on the two mats and say its sentence before moving on. Two plus two for the rides. Three plus three for the pie slices. Four plus four for the tokens. Five plus five for the action figures. The printed passage carries the pie double as the model sentence. Each new double stays built until the next one replaces it.

Learners: Make one concrete model, draw it and add numbers, words or symbols.

3

Check and explain

4 min

TWM.02

Read-along: Return to the source page for the final check.

Teacher: Ask learners to demonstrate: Generalising: spot a pattern that holds across many examples.

Learners: Explain why the model answers the story question.

Learner activity

Concrete, pictorial, abstract: Doubles

Use the read-along evidence for every part. Do not add a number or measure that the story does not give.

1. Build the story maths with objects.

2. Draw the same model and label its important parts.

3. Record the result with suitable numbers, words or symbols.

4. Explain how your evidence uses TWM.02.
