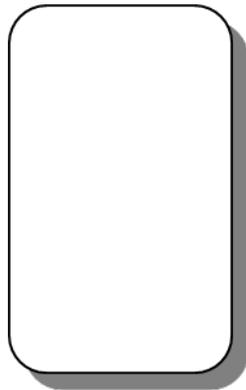
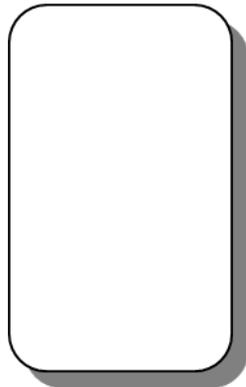
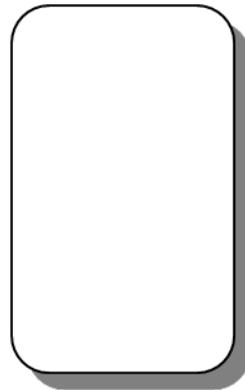


# Domino Pairs

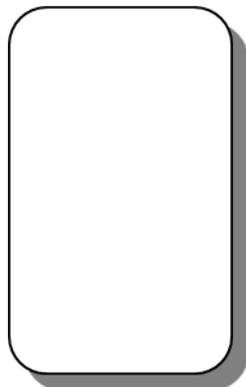
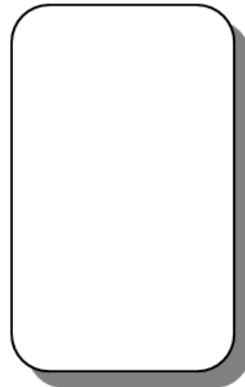
Find pairs of dominoes that together have 8 dots. How would you know if you had found all the pairs?



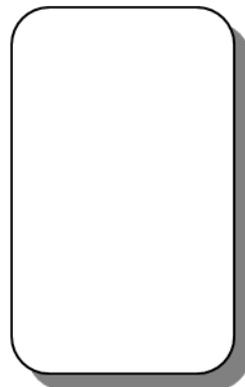
and



and



and



What if you had to find pairs that add to 12 or 16? Again, how would you know if you had found all the pairs?

# Domino Pairs to 8

**Observe** how your child selects the dominoes and the strategies that they use for adding. Some children will:

- use a random method of selecting dominoes combined with a count all (dots on the dominoes) strategy
- use a combination of subitising and counting on
- start from the largest number (using a turnaround) and then count on
- use known number facts
- work systematically, creating a pattern, possibly in list format that shows 1 and 7, 2 and 6, 3 and 5 and double 4.

**Encourage** your child to:

- count on instead of counting all by asking:  
“Do you have to count all the dots every time? What can you do instead?”
- use turnarounds when appropriate,
- think doubles and near doubles,
- work systematically by asking questions such as:  
“When you have found one domino how can use it to help you decide which one to look for next?”  
“How would you know if you had found them all?”

Allow time for your child to investigate, record and prove their answers as well as to ask similar questions of their own.

**Challenge** your child to find all the possible combinations and to name the best strategy for working out the pairs of dots each time.

### Domino Pairs

Find pairs of dominoes that together have 8 dots. How would you know if you had found all the pairs?

	and	
	and	
	and	

What if you had to find pairs that add to 12 or 16? Again, how would you know if you had found all the pairs?

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# Domino Pairs to 12

**Observe** how your child selects the dominoes and the strategies that they use for adding. Watch for evidence that your child is recalling the earlier activity where they had to make totals to twelve. Some children will:

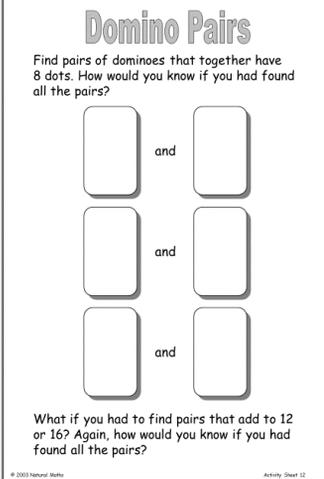
- use a combination of subitising and counting on
- start from the largest number (using a turnaround) and then count on
- use known number facts
- work systematically, creating a pattern, possibly in list format that shows all the possible combinations to twelve

**Encourage** your child to:

- reflect on what they did in the earlier activity and to explain a strategy that they can use this time
- use turnarounds when appropriate
- think doubles and near doubles
- work systematically by asking questions such as:  
“How would you know if you had found them all?”

Allow time for your child to investigate, record and prove their answers as well as to ask similar questions of their own.

**Challenge** your child to list all the possible combinations and to name the best strategy for working out the pairs of dots each time.



**Domino Pairs**  
Find pairs of dominoes that together have 8 dots. How would you know if you had found all the pairs?

and

and

and

What if you had to find pairs that add to 12 or 16? Again, how would you know if you had found all the pairs?

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# Domino Pairs to 16

**Observe** how your child selects the dominoes and the strategies that they use for adding. Some children will:

- use a friendly number strategy where they try to build on from dominoes that show nine or ten dots on the first tile used
- use known number facts to sixteen
- work systematically, creating a pattern, possibly in list format.

**Encourage** your child to:

- think doubles and near doubles beyond ten
- build on dominoes that show nine or ten to bridge into the teen numbers
- work systematically by asking questions such as:

“When you have found one domino how can use it to help you decide which one to look for next?”

“How would you know if you had found them all?”

Allow time for your child to investigate, record and prove their answers as well as to ask similar questions of their own.

**Challenge** your child to find all the possible combinations that make 16 when all the dominoes with a 6 have been removed. Your child should find out that the pairs {5-5, 5-1}, {5-4, 5-2} and {5-3, 4-4} can be made at once, and that the 5-1 can be replaced by the 4-2 or the 3-3, and the 5-2 can be replaced by the 4-3. This becomes evident if your child makes a stack use the Sorting mat and locate dominoes that add to 10, 9, 8, ... and so on.

