

Doubles

Adult Guidance with Question Prompts



Children learn what is meant by the term double and find doubles within 20. They complete various representations of doubles. Children may need counters to help them. They then represent double four with equipment. Encourage children to use different pieces of equipment to represent double four.

Look at the part-whole model, what do you know?

What is double 6?

What can you use to help you complete the calculation?

How can you show $5 + 5$ on a ten-frame?

What is double 5?

What does the bar model show?

What is important about the bottom two bars? (They are equal.)

What number do you double to make 14?

Prove it.

What could you use to represent double 4?

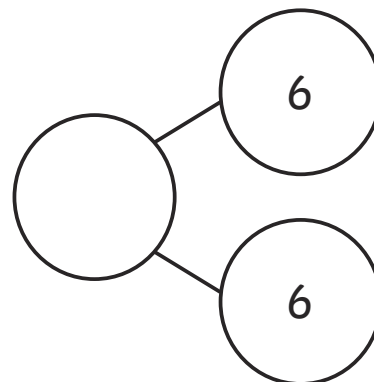
What is double 4?

Show me using different equipment.

Doubles

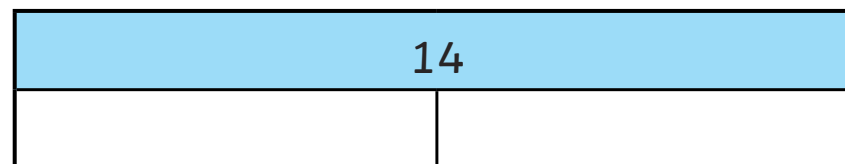
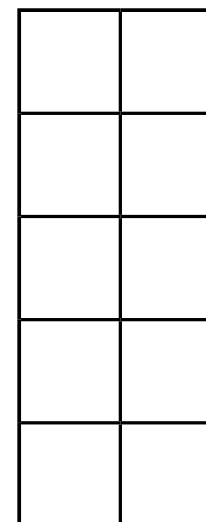


Complete the representations showing doubles.



$$6 + 6 = \underline{\quad}$$

$$5 + 5 = \underline{\quad}$$



$$14 = \underline{\quad} + \underline{\quad}$$

Represent double 4 with equipment.

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Children learn what is meant by the term double and find doubles within 20. In this activity, children prove whether a statement about doubling is correct and look for patterns when doubling numbers.

How many birds does Kev have?

How many does Josh have?

What does Kev think?

What is double the amount of Josh's birds?

Prove it.

Does Kev have that many?

Show me.

Is Kev correct?

Complete the table by doubling each number.

What do you notice in the numbers you have written?

Has your friend noticed anything different?

Can you double the numbers past 7?

Do you think you will notice the same thing?

Doubles



Kev's birds



Josh's birds



Kev

I have double
Josh's birds.

Is Kev correct? **Prove it.**

Complete the table by doubling each number.
What do you notice?

1	2	3	4	5	6	7

Can you double the numbers past 7?

Doubles

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Children learn what is meant by the term double and find doubles within 20. Children investigate the combinations when rolling two 1-10 dice. They see when the number shown on one dice is double that of the other. They then investigate what number is doubled to make six.

Roll the two dice. What numbers do you get?

Is one number double the other number?

Prove it.

What numbers could you get from the first dice?

What could you get from the second?

Which pairs could you make where one number is double the other?

How can you make sure you have found them all?

How many worms did the blackbird end up with?

What number do you double to make 6?

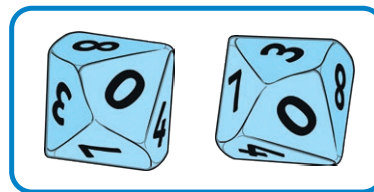
Prove it.

What if the blackbird started with 4 more worms, what would this be doubled?

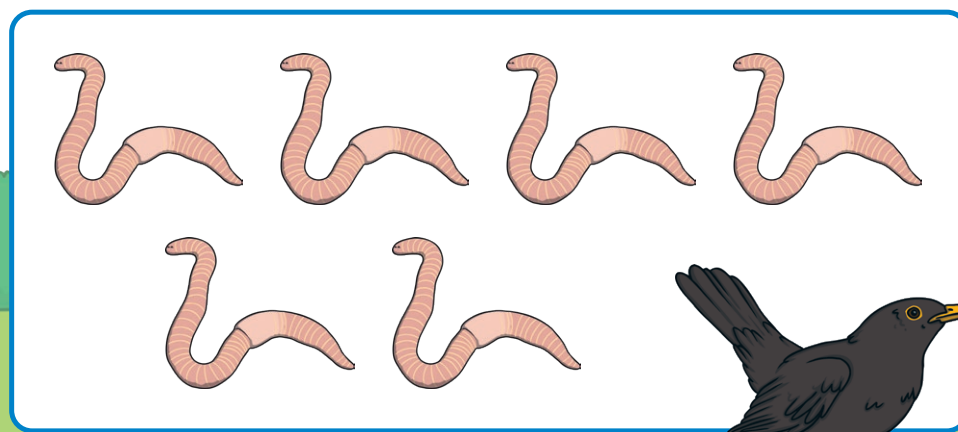
Doubles



Roll 2 1-10 dice and write down when the number shown on 1 dice is double other.



The blackbird doubles his worms and this is what he ends up with:



How many did he start with? **Prove it.**