

## Objective #5: Recognize doubles facts to 10.



Identifying doubles will help students with mental math strategies when adding and subtracting to 20. Ample time should be given working on the meaning of a doubles fact and subitizing skills to easily visualize doubles. This objective will be reviewed later in the Scope and Sequence by finding doubles within 20.

For additional information including student video and resources, check out the Developing Number Sense for Math Fact Fluency course. In this section of the manual, you will find the games and activities that are essential in assisting students to master these skills. Progress monitoring and assessment should be on-going using the checklist from the previous objective.

Students should be able to:

- Visually recognize a doubles facts as two identical addends.
- Represent doubles facts in different ways on ten frames, with manipulatives and by writing the equation.
- Begin to develop automaticity for  $1 + 1$ ,  $2 + 2$ ,  $3 + 3$ ,  $4 + 4$  and  $5 + 5$ .

The following activities and resources will help students to reach the goals listed above:

- Teacher Resource 5.1: Doubles Book
- Teacher Resource 5.2: Doubles Subitizing Cards and Activities
- Teacher Resource 5.3: Roll a Double Bingo
- Teacher Resource 5.4: Assessment Toolbox #5

### Teacher Resource 5.1: Doubles Book Student Directions

Materials:

- Doubles Book
- stickers

This is an activity that can act as a center or a small group activity.

1. Copy an entire book for each student.

2. Cut the pages in half and staple them on the left side to make a small book that opens from right to left.

3. Invite students to write their names on the front page.

4. Invite students to use stickers or other items to show each double and finish the matching equation.

# My Doubles Book

Name: \_\_\_\_\_


$$1 + 1 = \underline{\quad}$$


$$2 + 2 = \underline{\quad}$$


$$3 + 3 = \underline{\quad}$$


$$4 + 4 = \underline{\quad}$$


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

## Teacher Resource 5.2: Doubles Subitizing Cards and Activities

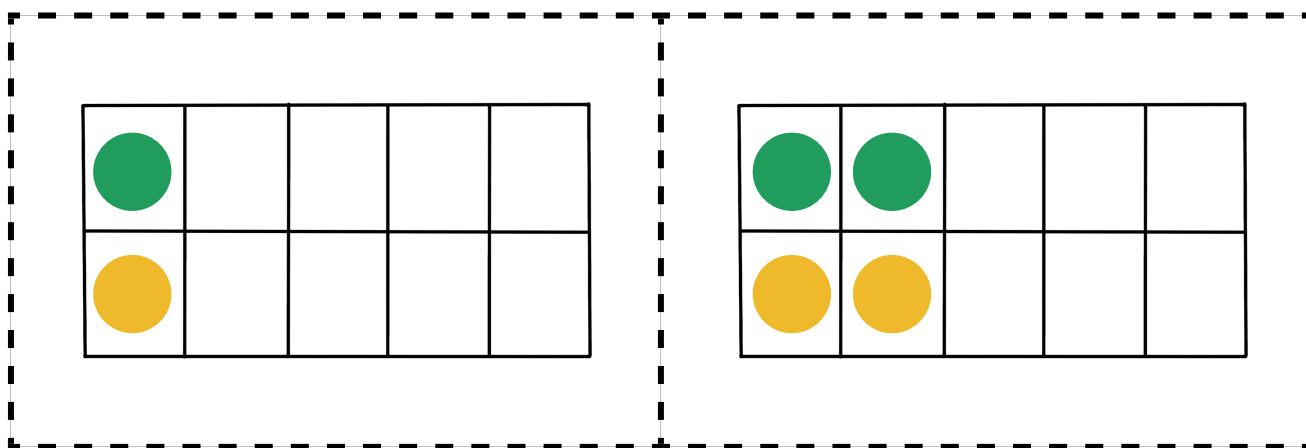
These cards work similarly to the other subitizing cards already presented in this manual. However, this deck helps students to recognize the double and begin identifying it in a ten frame. Copy and laminate a set for each student that can be placed in their math manipulative kit.

Use the following activities to help students build fluency with doubles to ten.

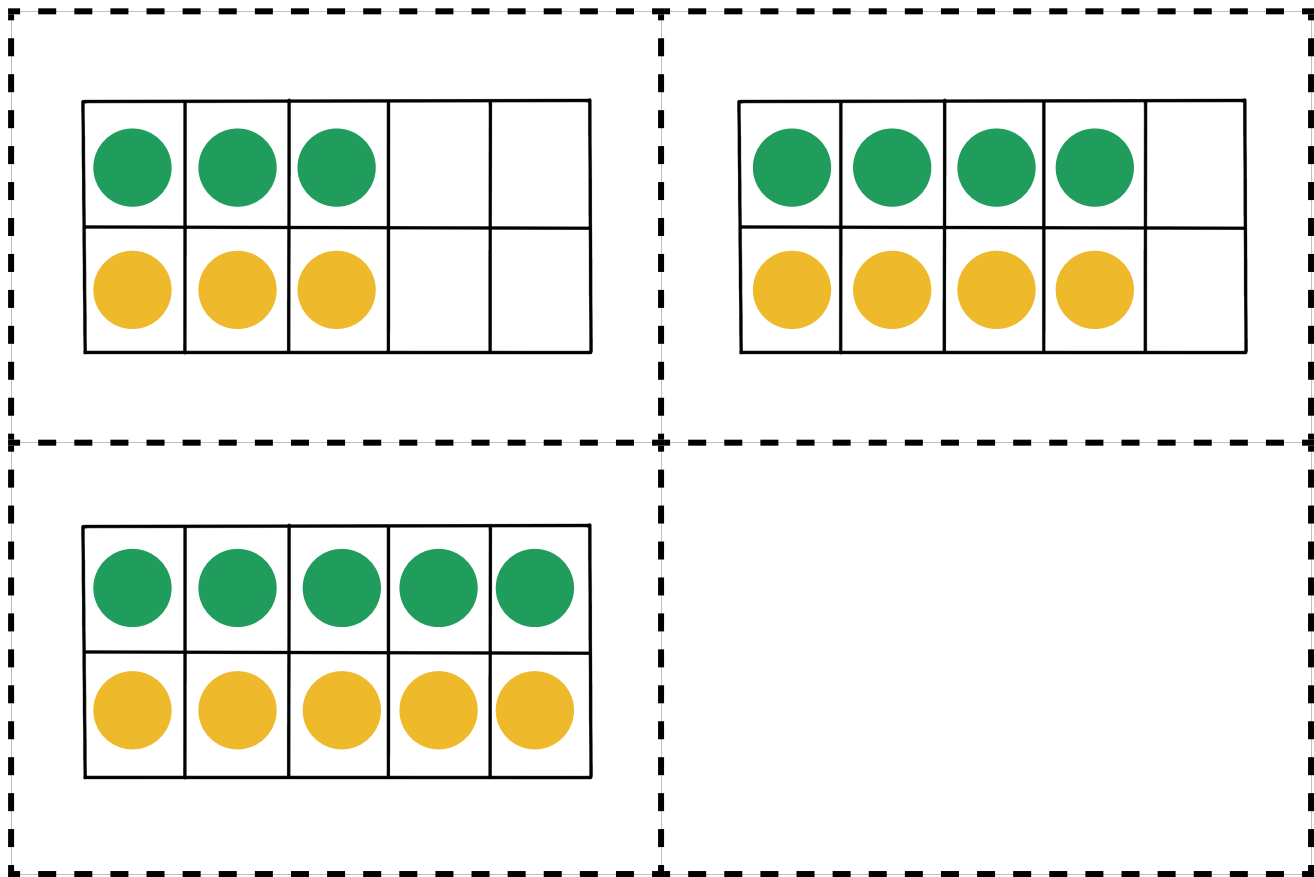
➤ Shuffle the cards and lay them face down on the table. Invite students to choose a card and write the matching math addition equation on a whiteboard. Students can also show it with their fingers or even just say it out loud as a modification.

➤ Shuffle the cards and lay them face down on the table. Using the digit cards 1-5, invite a pair of students to play a matching game. Choose one of the doubles cards and lay it on the table. STUDENT 1 should put down one of the numbers that makes the double from STUDENT 1's digit cards. STUDENT 2 should put down the other double. For example, if the double shows 6, STUDENT 1 should put down a 3 and STUDENT 2 should put down the other 3. Both students should tell the total and check each other's answers by counting.

➤ Provide each student with one set of digit cards and one set of doubles subitizing cards. Invite students to match the doubles card with the digit card that shows how many in all. For example, the doubles card showing 2 and 2 would be matched to the digit card 4. This game can even be turned into a memory game where students place the cards face down and try to find the matches. Removing the odd numbers from the deck will make the game easier.



## Teacher Resource 5.2: Doubles Subitizing Cards and Activities



## Teacher Resource 5.3: Roll a Double Bingo Student Directions

Materials:

- 2 dice with dots
- counters
- Bingo Card

This is an activity students can play with a partner or in a small group.

1. Distribute a BINGO card to each student and some counters.
2. Invite STUDENT 1 to roll the two dice. If it rolls on a double, encourage the student to find the total and place a counter on the BINGO card. If it is not a double, the student should pass the dice to the next player.
3. Encourage STUDENT 2 to repeat the same process by rolling the two dice. If students are still working on fluency, provide them with counters to help them find the total.
4. The first player to get three in a row horizontally, vertically or diagonally wins.

*Note: The double  $6 + 6$  is included in this game. Students can preview this double and see that it's not on their BINGO card.*

<p><b>Roll a Double!</b></p> <p>2 10 6</p> <p>4 2 4</p> <p>10 6 8</p>	<p><b>Roll a Double!</b></p> <p>6 10 2</p> <p>8 2 2</p> <p>4 8 6</p>
<p><b>Roll a Double!</b></p> <p>8 10 4</p> <p>4 2 6</p> <p>10 8 6</p>	<p><b>Roll a Double!</b></p> <p>6 10 8</p> <p>4 2 2</p> <p>2 10 8</p>

## Teacher Resource 5.4: Assessment Toolbox #5

**Doubles to 10 Checklist:** This checklist specifically addresses the objective of adding doubles within 10. This will allow you to narrow in on the specific set of facts for each student. Use the following print or digital versions of this checklist to record student progress through observations. [You can find the digital version here](#) and force a copy of your own.

Observe students during games, activities or small group lessons. Use the following key to quickly record student progress:

\* Students rely heavily on physical manipulatives or drawings

- 1 Students are counting from 1 each time
- 2 Students count on from a given number to find the total
- 3 Students use a strategy
- 4 Students know the fact through automatic recall

*Adapted from Jennifer Bay-Williams and Gina Kling Fact Fluency.*

Don't forget to use the Milestone Checklist from the previous objective that highlights all the objectives for this set. This will be helpful when looking at the milestone as a whole.

### Interview or Journal Options for Assessment

The following prompts can be used to find more information from students as an interview or journal option. If using as an interview, pull students into a small group and ask them the following questions. Encourage students to draw pictures or act out the prompts using math manipulatives.

If using as a journal prompt, encourage students to use words, pictures and examples to explain their thinking. This can be completed in a math journal or on a small piece of paper, such as a sticky note, to serve as documentation of student progress.

- What is a doubles fact?
- How would you show a doubles fact using a double ten frame?
- How would you write a doubles fact with a number sentence?
- What is  $4 + 4$ ? How do you know?



Student Name												
1 + 1												
2 + 2												
3 + 3												
4 + 4												
5 + 5												