

Making Doubles

Adult Guidance with Question Prompts



Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children identify which picture shows a double.

They then use counters to double quantities and accompany these with stem sentences and calculations. Children move on to use counters to investigate doubles of their own and record number sentences to match them.

What does 'double' mean? What would it look like?

Do the bananas/pears/tomatoes show doubles?

How do you know?

Do there need to be the same amount in each group?

Does it matter if they are arranged in the same way?

How can you use counters or cubes to help you?

Do you know any number facts that would help?

Can you finish the sentences and calculations and then read them out loud?

Have you noticed a number pattern on this page?

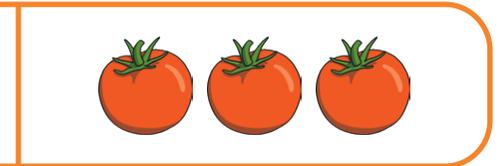
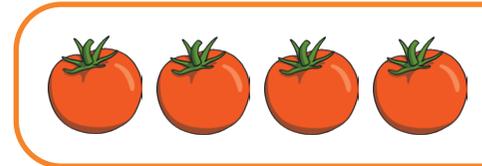
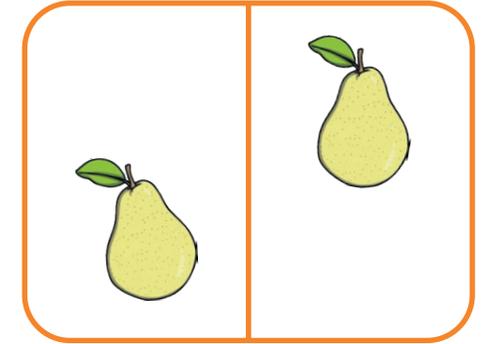
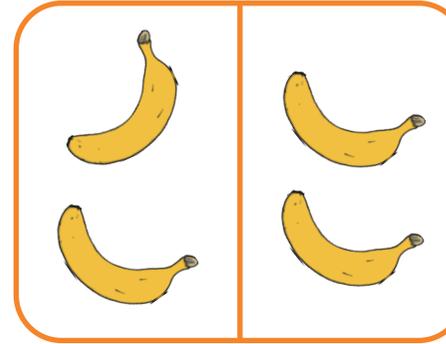
What could come next? Can you explain why?

Can you use cubes or counters to show more doubles?

Making Doubles



Which are doubles?



Use counters to make doubles.

Double 4 is

$5 + 5 =$

Double 6 is

What is next?



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Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children match a picture of a double with the correct calculation. They use what they know about doubles to look at misconceptions. They then find doubles with dice. Children would benefit from using counters or cubes for their working out.

Can you use stem sentences to describe the doubles?

'Double _ is _.'

Which calculation matches the picture? How do you know?

Can you count the bananas/cherries in the first picture? Does the next picture show double the amount?

How do you know?

How many different doubles is it possible to roll?

How can you check that you have found them all?

What's the smallest/greatest total you could find?

Can you explain your reasoning?



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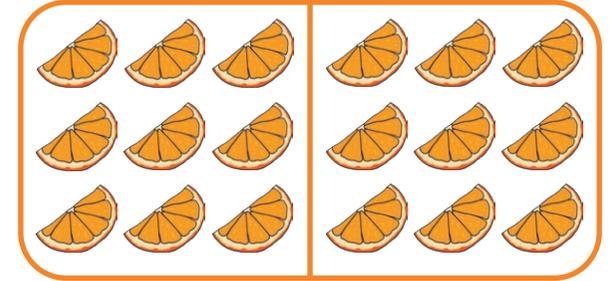


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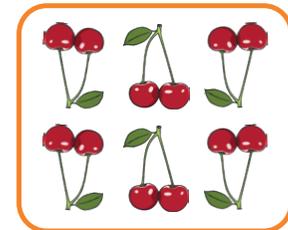
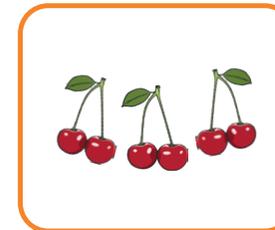
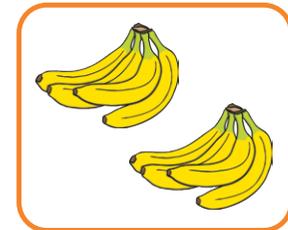
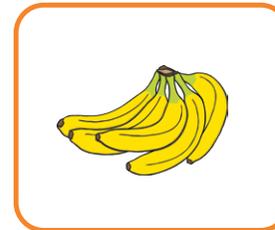
Circle the matching calculation.

$8 + 8 = \square$



Double 9 is

Are the doubles right? Tick or cross.



Roll 2 dice.

How many doubles can you make?



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Children use objects and images to double quantities. They complete addition calculations and stem sentences. In this activity, children choose the sentences or calculations that match the picture. They then double numbers in a sequence and describe the patterns that helped them, using the pattern to then find the next doubles in the sequence.

Children would benefit from using counters or cubes to help them solve these questions.

How many cubes are there?

How many cubes would you double to make 12? Can you show me?
Which statements does this match? ('6 + 6' and 'It is double 6.')

Does 12 + 12 match the picture? Why not?

What would you double to make 12? Does this match the picture? Why not?

Can you continue the number doubles sequence?

What is double 2? (3, 4, 5?) How can you work it out?

Which patterns will help you? What do you notice?

Can you use the pattern to find the next answer?

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Tick the sentences that match the picture.

$12 + 12$

$6 + 6$

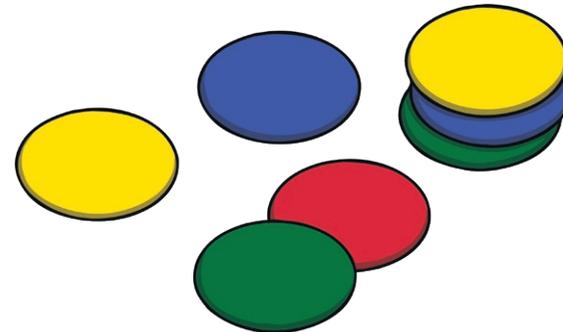
It is double 6.

Double it to make 12.



Finish the doubles.

1 → 2



2 →

3 →

4 →

5 →

What is the pattern?

How many more can you find?