

Double trouble

Focus of activity: Finding doubles up to double 5.

Working together: conceptual understanding

- Ask two children to pretend to be twins. *These twins insist that they have the same number of everything!*
- Give one twin 3 toy cars. *Now the other twin will want three cars!* Ask a child to give the other twin 3 toy cars. *How many cars have they got altogether?* Encourage children to count on from the first number. Write $3 + 3 = 6$. *This is a special sum as both numbers are the same. We call this a double.* Write double 3 is 6 by the side.
- Take the cars back.
- Give one twin 5 other small toys, e.g. play figures. *Oh-oh, the other twin will want five of those now!* Ask a child to give 5 small toys to the other twin. Write: $5 + 5 = 10$ double 5 is 10.
- Repeat with 1, 2 and 4 toys for each twin.

Up for a challenge?

There are 8 cars for the twins to share. How many cars can they have each? Look at the doubles we have written to see if there is a clue there.

Now it's the children's turn:

- Give each pair two sets of 1 to 5 cards. They spread them out on the table and turn them face down. They take it in turns to pick up two cards. If they form a double, they build a pair of towers to match, find the total and record the answer (see child instructions). They keep the pair of cards. If they don't match, they return both cards. The winner is the child with the most pairs of cards.
- Go round the group and mark their doubles as they write them.

S-t-r-e-t-c-h:

If children cope well, ask them to put the cards in pairs and see if they can remember any doubles without using cubes.

Things to remember

*Remember that when we add two numbers which are the same, we call this a double. Show children how to hold up their thumbs side by side. 1 add 1 is 2. Children hold up thumbs and index fingers. 2 add 2 is 4. Continue, showing $3 + 3$, $4 + 4$ and $5 + 5$. Repeat, this time saying *double 1 is 2, double 2 is 4... double 5 is 10.**

[You may want to add something that has emerged from the activity. This may refer to misconceptions or mistakes made.](#)

Resources	Outcomes
<ul style="list-style-type: none">• Small toys, e.g. cars, play figures, counting dinosaurs, farm animals• 1 to 5 cards• Cubes	<ol style="list-style-type: none">1. Children can find doubles of each number from 1 to 5 using cubes to help.2. Children begin to know a few doubles by heart.

Double trouble

Work in pairs

Things you will need:

- Two sets of 1 to 5 cards
- Cubes



What to do:

- Spread the cards out face down on the table.
- Take it in turns to pick up two cards.
- If they make a double, build a pair of towers to match.
- Find the total and fill in the answer. That person keeps the pair of cards.
- If they don't match, put both cards back.
- The winner is the person with the most pairs of cards.

Double 1 is

Double 2 is

Double 3 is

Double 4 is

Double 5 is

S-t-r-e-t-c-h:

Put the cards in pairs. Are there any doubles that you can remember?

Learning outcomes:

- I can find doubles of each number from 1 to 5 using cubes to help.
- I am beginning to know a few doubles by heart.