Objectives

The “Adding Doubles” song reinforces the number sentences for the addition of single-digit numbers with themselves.

Student will complete the activities using Math-U-See's Build, Write, Say method in order to practice the Doubles facts (e.g. 0 + 0, 9 + 9).

Double the Trains

Materials

• Addition Facts Sheet (see page 3)
• Dry erase board, marker, and eraser or paper and pencil
• Highlighter
• Integer Blocks

Set Up: Have your student circle or highlight all the Doubles facts on the Addition Facts Sheet.

Strategy: This activity is based on Math-U-See's Build, Write, Say method used in Alpha to help students master addition facts. Equations are modeled concretely, written in numerals, and verbalized.

Directions:

1. Build:
   • Have your student select an Integer Block from 1 through 9 and place it horizontally on the dry erase board. This block will be the “train,” and each unit can be thought of as a car in the train. For extra fun, a destination for the train can be chosen.
   • Ask your student to double the train by taking another of the same value of Integer Block and placing it next to the first.
   • Then have the student find the Integer Block that has the same length as the first train. For example, if the student selected two 3-blocks, they are the same length as the 6-block. Now there are two trains the same length.
Double the Trains (Cont.)

2. Write:
   - Underneath the trains, have the student write the Doubles fact (e.g. \(3 + 3 = 6\)).
3. Say:
   - Say the equation aloud together (“three plus three is the same as six”).
4. Continue play by having the student build all the Doubles trains.
5. Finally, have the student write the sums for the Doubles facts found on the Addition Facts Sheet.

Note: You can extend this activity by asking your student whether a particular train has greater or fewer cars than another.

Beach Ball Doubles

**Materials**

- Addition Facts Sheet (see page 3)
- Beach ball
- Permanent marker
- Pencil and highlighter
- Timer (optional)

**Set Up:** Write the numbers 0-9, evenly distributed, on the beach ball. Each numeral should be written at least twice. Decide whether to play for a certain number of turns, use a timer, or neither. Ask your student to circle or highlight all of the Doubles facts on the Addition Facts Sheet.

**Directions:**

1. While you hold the beach ball, you and your student should stand and face one another.
2. Then, toss the beach ball to your student.
3. After catching it, the student finds the numeral on the beach ball that is closest to his or her right thumb.
4. Your student says the number and doubles it. If correct, he or she earns a point.
5. Continue tossing and solving doubles facts.
6. Whoever has the most points at the end is the winner.
7. You may wish to have your student conclude by writing the sums for the Doubles facts found on the Addition Facts Sheet.
<table>
<thead>
<tr>
<th></th>
<th>0 + 9</th>
<th>0 + 8</th>
<th>0 + 7</th>
<th>0 + 6</th>
<th>0 + 5</th>
<th>0 + 4</th>
<th>0 + 3</th>
<th>0 + 2</th>
<th>0 + 1</th>
<th>0 + 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 + 0</td>
<td>0 + 9</td>
<td>0 + 8</td>
<td>0 + 7</td>
<td>0 + 6</td>
<td>0 + 5</td>
<td>0 + 4</td>
<td>0 + 3</td>
<td>0 + 2</td>
<td>0 + 1</td>
<td>0 + 0</td>
</tr>
<tr>
<td>1 + 0</td>
<td>1 + 9</td>
<td>1 + 8</td>
<td>1 + 7</td>
<td>1 + 6</td>
<td>1 + 5</td>
<td>1 + 4</td>
<td>1 + 3</td>
<td>1 + 2</td>
<td>1 + 1</td>
<td>1 + 0</td>
</tr>
<tr>
<td>1 + 1</td>
<td>2 + 9</td>
<td>2 + 8</td>
<td>2 + 7</td>
<td>2 + 6</td>
<td>2 + 5</td>
<td>2 + 4</td>
<td>2 + 3</td>
<td>2 + 2</td>
<td>2 + 1</td>
<td>2 + 0</td>
</tr>
<tr>
<td>1 + 2</td>
<td>3 + 9</td>
<td>3 + 8</td>
<td>3 + 7</td>
<td>3 + 6</td>
<td>3 + 5</td>
<td>3 + 4</td>
<td>3 + 3</td>
<td>3 + 2</td>
<td>3 + 1</td>
<td>3 + 0</td>
</tr>
<tr>
<td>1 + 3</td>
<td>4 + 9</td>
<td>4 + 8</td>
<td>4 + 7</td>
<td>4 + 6</td>
<td>4 + 5</td>
<td>4 + 4</td>
<td>4 + 3</td>
<td>4 + 2</td>
<td>4 + 1</td>
<td>4 + 0</td>
</tr>
<tr>
<td>1 + 4</td>
<td>5 + 9</td>
<td>5 + 8</td>
<td>5 + 7</td>
<td>5 + 6</td>
<td>5 + 5</td>
<td>5 + 4</td>
<td>5 + 3</td>
<td>5 + 2</td>
<td>5 + 1</td>
<td>5 + 0</td>
</tr>
<tr>
<td>1 + 5</td>
<td>6 + 9</td>
<td>6 + 8</td>
<td>6 + 7</td>
<td>6 + 6</td>
<td>6 + 5</td>
<td>6 + 4</td>
<td>6 + 3</td>
<td>6 + 2</td>
<td>6 + 1</td>
<td>6 + 0</td>
</tr>
<tr>
<td>1 + 6</td>
<td>7 + 9</td>
<td>7 + 8</td>
<td>7 + 7</td>
<td>7 + 6</td>
<td>7 + 5</td>
<td>7 + 4</td>
<td>7 + 3</td>
<td>7 + 2</td>
<td>7 + 1</td>
<td>7 + 0</td>
</tr>
<tr>
<td>1 + 7</td>
<td>8 + 9</td>
<td>8 + 8</td>
<td>8 + 7</td>
<td>8 + 6</td>
<td>8 + 5</td>
<td>8 + 4</td>
<td>8 + 3</td>
<td>8 + 2</td>
<td>8 + 1</td>
<td>8 + 0</td>
</tr>
<tr>
<td>1 + 8</td>
<td>9 + 9</td>
<td>9 + 8</td>
<td>9 + 7</td>
<td>9 + 6</td>
<td>9 + 5</td>
<td>9 + 4</td>
<td>9 + 3</td>
<td>9 + 2</td>
<td>9 + 1</td>
<td>9 + 0</td>
</tr>
</tbody>
</table>

This page may be reproduced for individual student use.