Grade 1	Lesson: 4-2 Doubles	Reference to English

Math Standard(s): 1.OA.6, & 1.OA.8	Domain: Operations and Algebraic Thinking

Content Objective(s):	Language Objective(s):
Students will recognize doubles as a strategy for remembering sums. *I can add doubles to find the sum.*	Students will speak the numbers 1-10 while adding doubles. *I can speak the numbers 1-10 when adding doubles.*
Essential Understanding: Doubles facts can be associated with memorable real world situations.	**Academic Vocabulary for Word Wall:** **Listen:** doubles, addend **Read:** doubles, addition **Write:** **Speak:** doubles, addend, addition, plus, equals
Materials: • **Picture of a turtle** • **Connecting Cubes (1 2 per pair)** • **Dice (1 per pair)** • **Whiteboards and dry erase markers** • **Guided Practice page 122-123** • **Problem Solving page 124**	**Additional Lesson Vocabulary:** doubles, addend, addition, plus, equals, number sentence, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Lesson: Doubles	Instructional Time: 40 minutes

Opening: (2 minutes)
T: "You have learned several ways of adding. Now you will learn about adding doubles. Look at this picture of a turtle, how many legs does a turtle have?"
S: will say "4".
T: "Imagine we have 2 turtles. How could we find how many legs 2 turtles have?"
S: will say "we add" or "4 + 4 = 8".
T: "When you add two numbers that are the same, you are adding a double."
• Show the students the character for double with 4 + 4 = 8 written underneath.

Introduction to New Material (Direct Instruction): (6 minutes)
•Distribute connecting cubes, whiteboards, and dry erase markers to the students.
T: "Jan and Fran are twins. (draw Jan and Fran on the board) **They have the same number of toys. If they each have 3 toys** (write 3 under Jan and 3 under Fran)**, how many do they have in all? Use your connecting cubes to add their toys."**
•Guide the students through this activity. Encourage the students to use their connecting cubes to figure out the problem.
T: "How many toys does Jan have?"
S: will say "3".
T: "Right! Show me three connecting cubes."
S: will put 3 cubes together and hold them up.
T: "How many toys does Fran have?"
S: will say "3".
T: "Right again! Show me three more connecting cubes."
S: will put 3 more cubes together and hold them up.
T: "How many do they have altogether?"
S: will say "6".
T: "Let's count them together. 1,2,3,4,5,6."
•Have children count the cubes to find the answer.
T: "They have 6 toys altogether."
T: "Help me write the number sentence that goes with story."
• Teacher will write the number sentence on the board.
T: "Jan had 3 toys, I need to write 3 on the board. How many toys does Fran have?"
S: will say, "3."
T: "Yes, Fran also has 3 toys. I will write 3 plus 3 on the board."
• Teacher will write 3 +3 on the board.
T: "3 plus 3 equals …. What? Tell your neighbor."
S: will say "3 + 3 = 6."
T: "Please read the number sentence with me, 3 plus 3 equals 6."
•Write the number sentence 3 + 3 = 6 on the whiteboard.
T: "How do you read this number sentence?"

S: will say "3 plus 3 equals 6."

T: "This addition sentence we wrote is a double. What do you know about double?"

S: will say "same numbers" or "numbers are the same."

T: "Doubles are addition facts in which the addends are the same."

Guided Practice: (15 minutes)

Use the modeling cycle:

Teacher Does:

T: "For this activity I am going to use this die and these 12 connecting cubes. I am going to start by rolling the die. Then I am going to create a tower using the number of connecting cubes I just rolled on the die. If I rolled a 3, then I will create a tower with 3 cubes in it."

•Connect 3 cubes together to make a tower. Hold it up for the students to see.

T: "Count with me. 1,2,3. 3 cubes. Then I am going to create a second tower out of connecting cubes that has the same number of connecting cubes as the first tower. If my first tower has 3 cubes, then my second tower will also have 3 cubes."

•Make a second tower with 3 connecting cubes. Hold up the two towers for the students to examine.

T: "Tell your neighbor the addition sentence for the two towers."

S: will tell their neighbor, "3 plus 3 equals 6."

T: "Say the addition sentence with me, "3 plus 3 equals 6."

T: "Now I am going to roll the die. It landed on _____."

•Teacher will roll the die.

T: "Since I rolled a _____, then I am going to connect _____ cubes. Count them with me."

•Teacher will make a tower with _____ cubes.

T: "Since my first tower has _____ cubes, then my second tower needs to also have _____ cubes. Count with me as I make the second tower."

•Teacher will make a second tower with _____ cubes.

T: What is a number sentence matches these two towers? Tell your neighbor."

S: will say to their neighbor, "_____ + _____ = _____."

T: "When we added 3 +3 = 6 the two addends were 3 and 3. What are the two addends in this addition sentence?"

S: will say "_____ and _____."

T: "Is this a double?"

S: will say "yes".

Students Do with Teacher:

T: "I need a student to help me."

•Pick a student to come up and demonstrate the activity with the teacher.

T: "I am going to start by rolling the die. I rolled a _____. So, I am going to make a tower with _____ cubes."

•Teacher will make a tower with _____ cubes.

T: "I want you to make a tower with the same number of cubes as my tower. Since my tower has _____ cubes, then your tower should also have _____ cubes."

•The students volunteer will make a second tower with _____ cubes.

T: "What is a number sentence matches these two towers?"

S: will say "_____ + _____ = _____."

T: "Is this a double?"

S: will say "yes".

T: "I want you to write the number sentence that matches this story on the whiteboard."

•The student will write the number sentence on the whiteboard.

T: "Great job!"

2 Students Do:

T: "I need 2 students to help me. Raise your hand to help me show more doubles facts."

•Teacher will choose 2 students.

T: "You two are going to demonstrate this activity for us today. Student #1 will roll the die. She/he will then create a tower out of the cubes using the number rolled. Student #2 will make a tower with the same number of cubes as the first tower. Student #2 will also write the number sentence that matches this double."

•Student #1 rolls the die, and say the number they rolled "4." She/he will then create a tower with the cube. The number of cubes in the tower should match the number rolled on the die. Students will count the number cubes in the tower.

•Student #2 will make a second tower out of cubes that matches the first tower. The student then writes a doubles fact that matches the towers on the whiteboard. Student will read the number sentence to the class.

T: "Let's read it together. ___ + ___ = _____."

T: "Thank you for helping. You two may go back to your seats.

All Students Do:

T: **"Now you all know how to do the activity. I am going to separate you into groups of two. When I say your name take your supplies and find a place to sit with your partners. You will have 5 minutes to do this activity with your partners. Make sure you are switching roles, so that you each have an opportunity to roll the die. When I clap my hands I want your attention on me."**

•Teacher will walk around the classroom as the students do the activity and make sure they are on task.

T: **(Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."**

Independent Practice: (15 minutes)

T: **"Now it is your turn to do it on your own. Each of you will be given this worksheet. Let's do the first problem together."**

•Pass out guided practice page 122-123**.**

T: **"How many green legs does the spider have?"**

S: will say "4".

T: **"Trace over the first number 4. How many blue legs does the spider have?"**

S: will say "4".

T: **"Trace over the second number 4. So, what does 4 + 4 equal?"**

S: will say "8".

T: **"The sum is 8. So, trace over the number 8. Is this a double?"**

S: will say "yes".

T: **"Now it is your turn to do problems #2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14. You will have 5 minutes, when I clap my hands come back to the carpet."**

• Students do not need to finish all the problems, give them 5 minutes and see how far they can get. Do not exceed 5 minutes for independent practice.

•Students will get to work finishing pages 122-123. As they are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.

•Teacher claps hands and students return to the carpet. Do problems 15, 16, and 17 on the problem solving page together.

Closing: (2 minutes)

•Collect the papers and bring the class together on the floor.

• Write the number sentence on the board.

T: **"Let's look at question #9 on page 123. What is the first addend in this number sentence?"**

S: will say "6".

T: **"What is the second addend in this number sentence?"**

S: will say "6".

T: **"So, what is the addition sentence? Tell your neighbor."**

S: will turn to their neighbor and say, "6 plus 6 equals 12."

T: **"What is 6 plus 6? Write it in the air."**

S: will write 12 in the air.

T: **"The sum is 12. So, write a 12 on the third line. Is this a double?"**

S: will say "yes".

T: **"Great job today!**

Assessment:
Guided Practice