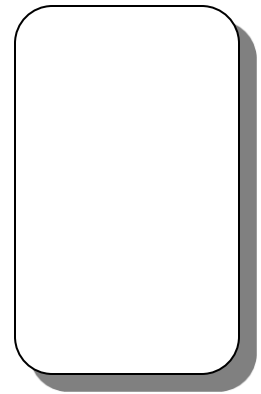
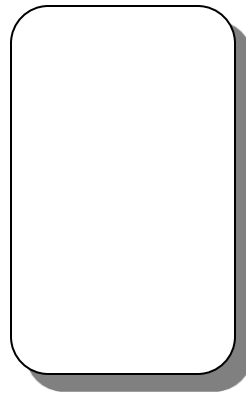
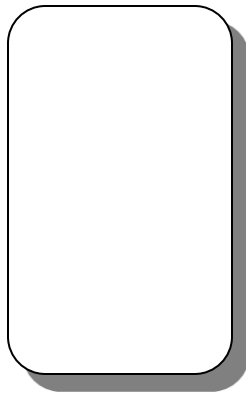
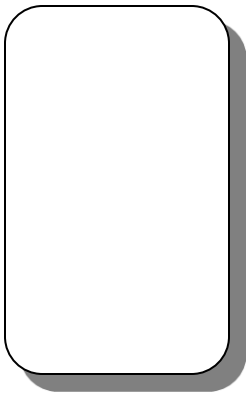
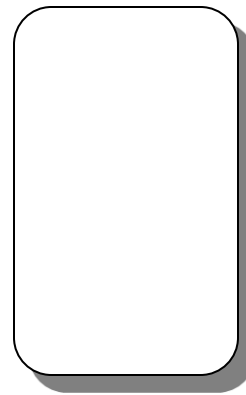
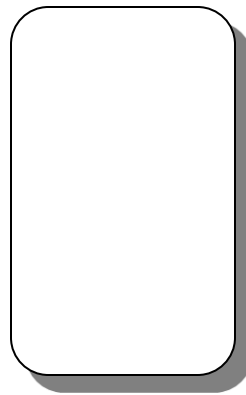
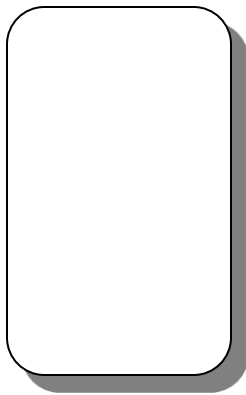


# Domino Doubles

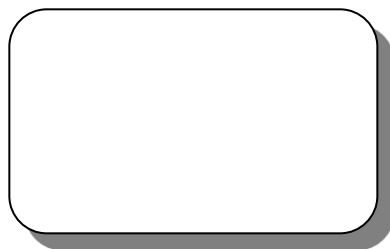
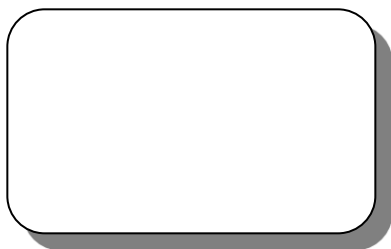
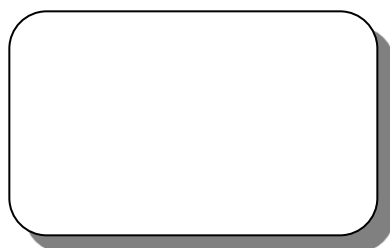
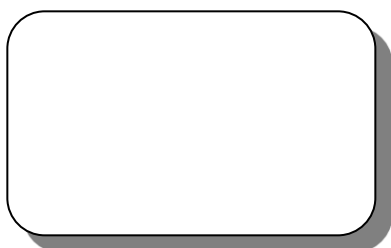
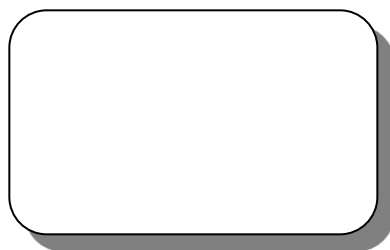
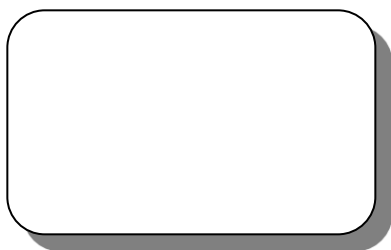
Put the domino doubles in order from lowest to highest.



Point to the domino doubles  
as you count in 2s.

# Near-double Dominoes

Find all the near double dominoes.



# Domino Doubles

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**Observe** your child as they select and place their dominoes. Some children will:

- touch count all dots as they find the doubles,
- subitize the number of dots on the domino as they find the doubles,
- use count all or count on strategies to identify how many dots altogether,
- know many or even all of the double facts,
- try counting in twos, possibly having difficulty bridging the ten to find double six.

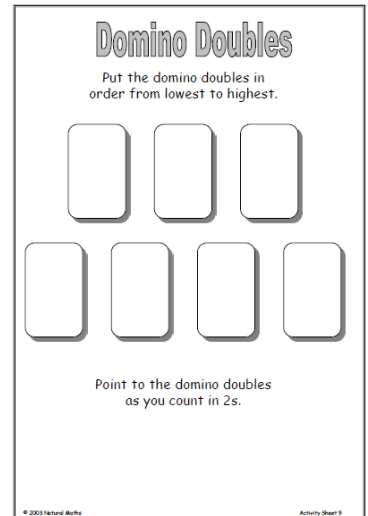
**Encourage** your child to:

- become fluent with count-by-twos as a quick method of counting and as the basis for later times table facts,
- arrange the dominoes in order by sight rather than by counting, checking afterwards if they need to,
- enjoy using doubles facts.

Allow time for your child to investigate, record and prove their answers as well as to ask similar questions of their own.

**Challenge** your child to turn the dominoes over and recall what each one had on its face. Also challenge your child to repeat the activity but this time arranging the numbers in descending order. Many children will find it difficult to use a count back strategy with the lowest number in first position. They will want to put the highest number in the last position again. Use this activity to show that numbers can also be sequenced from highest to lowest in a left to right sequence.

**Note:** Many children think that counting by 2s is the same as doubling. Use this activity to demonstrate that it is the number of dots on each half that is being doubled.



# Near-double Dominoes

Note: Near doubles are pairs of numbers like 4 and 5 that differ by 1.

**Observe** your child as they select and place their dominoes. Some children will:

- touch count all dots as they find the near doubles,
- subitize the number of dots on the domino as they find the near doubles,
- use a count all strategy,
- use a count on strategy,
- know many or even all of the near double facts.

**Encourage** your child to:

- become fluent with count-by-twos as a quick method of counting and as the basis for later times table facts,
- explain how the near doubles relate to their related doubles,
- enjoy remembering their near doubles facts.

**Challenge** your child to turn the dominoes over and recall what each one had on its face. Also challenge your child to name all the near doubles up to five plus six.

Some children will be interested in the pattern of odd numbers when the dominoes are sequenced in ascending or descending order. Ask your child to record the sequence of totals, 1, 3, 5, 7, 9, 11, that are made by the near doubles, and to look for something interesting in the sequence.

