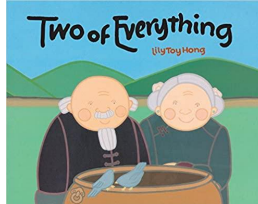


The Doubling Pot



Task

If you dropped your gold coins into the pot, how many would come out?
How do you know?

Standards and Learning Targets

Standard 1.OA.6: Add and subtract within 20.

- a. Use strategies such as counting on; making ten (for example, $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (for example, $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (for example, knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (for example, adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Learning Target: Explore doubles to 20

Lesson Outline

Anticipate Strategies: Before you begin this lesson, be sure to anticipate the strategies your students might use to double their coins using the [Picture Book Problem Monitoring Chart](#). For example, students might use counters to represent both coins and count all of them, get one set of coins and count by twos, count on from the number, or notice patterns for doubling.

Launch: Read aloud *Two of Everything* by Lily Toy Hong. Ask students to think about what they notice or wonder that could be answered using math.

Gather student ideas. If you dropped gold coins into the pot, how many would come out? How do you know? Be ready to explain your thinking.

[Doubling Pot Recording Sheet](#)

Explore: Students work independently or in pairs to figure out how many coins they would have if they put their coins in the pot for each number 1-10. Provide students with manipulatives such as yellow counters to represent coins. As students work, use the monitoring chart to identify strategies students are using as they solve the problems to help facilitate the discussion. Purposefully select students to share how they solved each of the double problems.

Summarize: Once students have completed the chart, purposefully select students to share how they solved each double. As students share their thinking, create a doubles anchor chart as a class. Then ask students what they notice about the number sentences.

Extension Ideas: What if the pot doubled the coins and then added one?

Thank you for using one of our Picture Book Tasks! We would love to know more about your students' strategies when solving the problem, ideas you had for improving the task, and other math problems you and your students noticed or wondered about after reading the book.

Please complete our [Picture Book Task Survey](#) so that we can learn more about your experience teaching, how students solve problems, and improve our Picture Book Task Bank.