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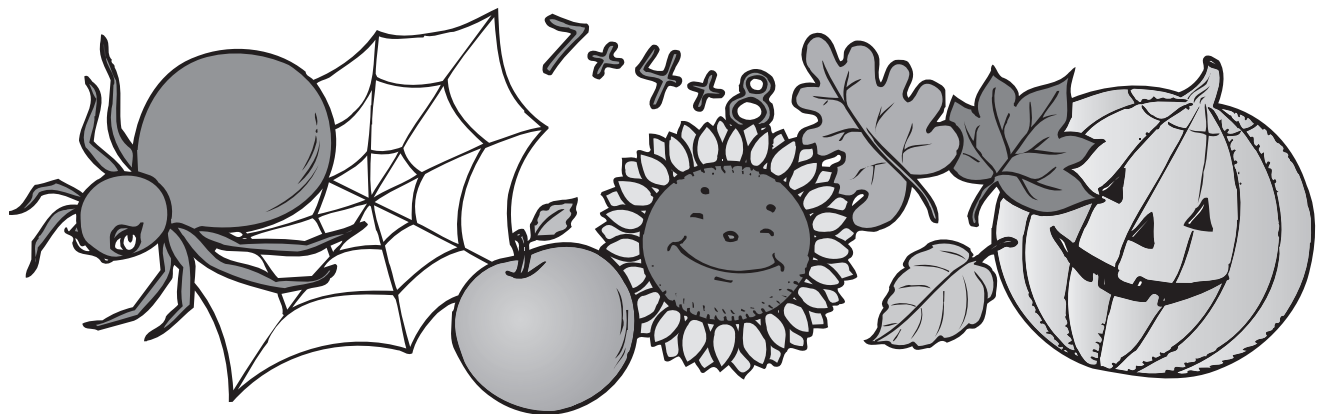
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Skills

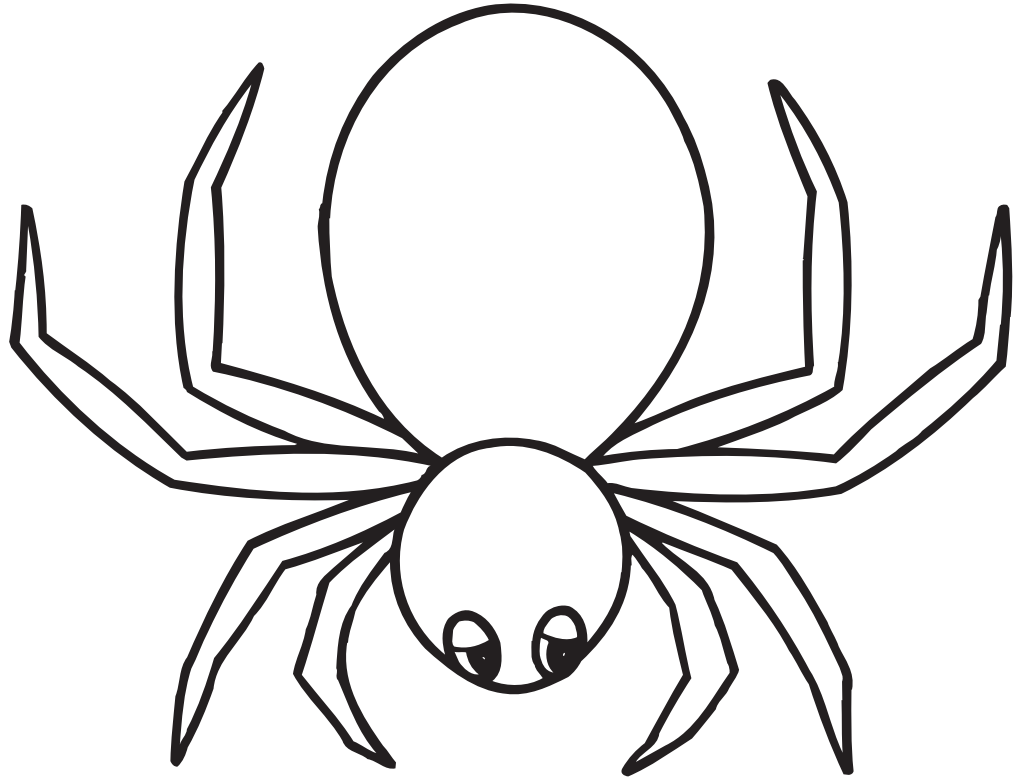
doubles facts
review/introduction

($1 + 1 = 2$, $2 + 2 = 4$,
 $4 + 4 = 8$, $3 + 3 = 6$)

Doubles Facts with Spiders

Materials

chalkboard and chalk
paper
pencils
crayons



Directions

1. Explain that you will use spiders to practice doubles facts.
2. Draw a spider on the board following the pattern above. Ask the students how many body parts it has (two).
3. Ask what number sentence you should write to show how many body parts it has ($1 + 1 = 2$). Write this on the board under the spider.
4. Ask students how many legs a spider has (eight).
5. Ask what number sentence you should write to show how many legs it has ($4 + 4 = 8$). Write this next to the spider.
6. Draw one row of two eyes on the spider. Ask students what doubles fact goes with the eyes ($1 + 1 = 2$).
7. Tell students to draw their own spiders and write the doubles fact number sentences to go with the body parts, legs and eyes. Let them choose the number of eyes, but no more than eight eyes should be allowed.
8. Have students do pencil work until you have checked their number sentences, then let them color their spiders with crayons.
9. Circulate to help students as needed.
10. Collect the completed spider pictures and display them.

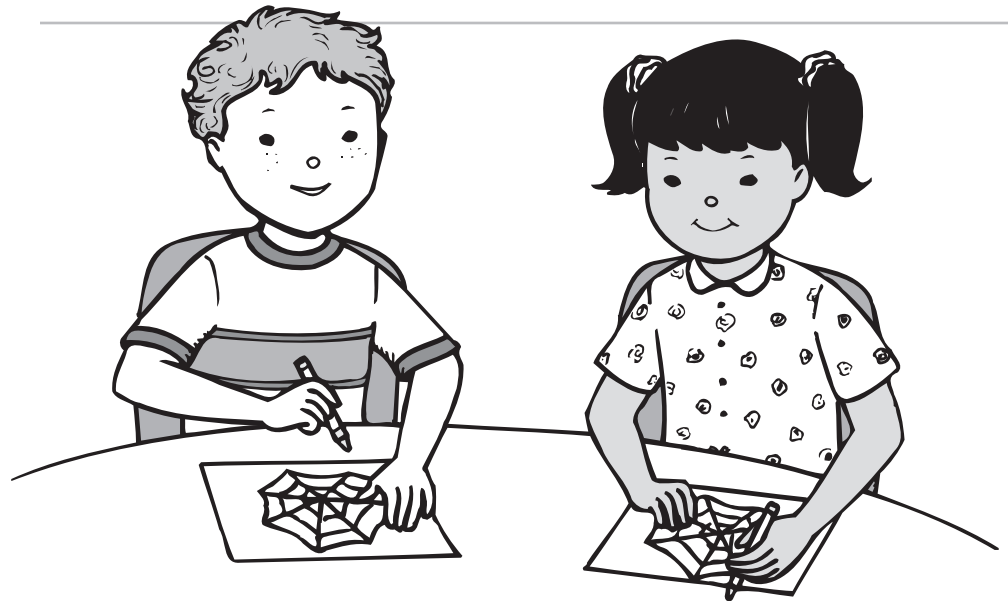




Spiderweb Counting Activity

Materials

worksheet, page 7
pencils
yellow crayons
chalkboard and chalk



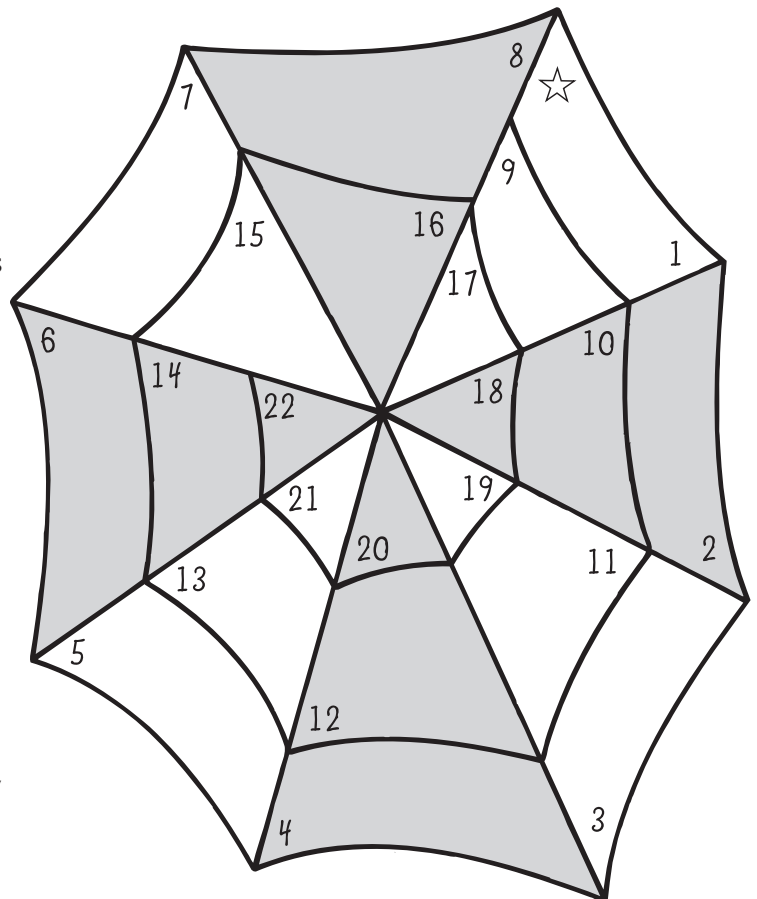
Directions

Part 1

1. Draw a large orb web on the board.
2. Review counting by ones out loud with the class.
3. Hand out the Orb Web Worksheet, page 7.
4. Number the spaces in the web starting in the space with the star. Count out loud as the students number the spaces. Do this on the board as students do it on their papers.
5. Have students finish numbering the remaining spaces. Circulate and check their work.
6. Collect the webs and hold them for Part 2.

Part 2

1. Count the spaces together, reading the numbers on the web out loud.
2. Have students use yellow crayons to color these spaces as you read them out loud: 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22.
3. When they finish coloring, have students put away their crayons and look at their webs.
4. Ask the class for their observations (skip counted by twos, colored only even numbers, made a pattern on the web, etc.).



Name _____

Date _____

Orb Web Worksheet

