

Doubles: two of the same

CURRICULUM ALIGNMENT

NUM.OPS.2

select, make use of and represent a range of addition and subtraction strategies.

ALG.PRR.2

identify and express relationships in patterns, including growing or shrinking shape patterns and number sequences.

INTERACTIVES Ten Frame · challenge, display, explore

WHAT THIS LESSON TEACHES

A double is the same number twice: two matching parts that make one total.

→ $4 + 4$ is a double. Both parts are 4, and the total is 8.

→ $2 + 2 = 4$, $3 + 3 = 6$

MODEL THIS ON THE BOARD

DOUBLE ON THE TEN-FRAME

- 1 Double 4 means two matching rows of 4 counters on a ten-frame.
- 2 The top row has 4 counters.
- 3 The bottom row has the same 4 counters.
- 4 Add the two matching parts: $4 + 4 = 8$.

LESSON ARC

Open on the matching-ends domino and butterfly; pull out same, match, equal in under three minutes. On the ten-frame interactive, build $2+2$, $3+3$ and $4+4$ as two matching rows of two-colour counters, listing 4, 6, 8 where the class can see. Pupils take turns building double 2 through double 5 together, write $4+4=8$ and $5+5=10$ in their copybooks, then recheck the same doubles in Class Challenge. Close on the climb-by-twos pattern before the Student Activity Book page.

TEACHING MOVES

1. **Getting Started.** Show the matching-ends domino and the butterfly wings. Take three hands-up answers fast. Revoice any same, match or equal — those are the words you want hanging before the ten-frame appears.
2. **Watch and Notice.** Build $2+2$ on the ten-frame interactive as two matching rows; point and ask what is the same. Write $3+3=6$ under the next build. Pause for a class prediction before revealing $4+4=8$. List 4, 6, 8 visibly — the climb-by-twos is the point of that list.
3. **Try It Together.** Rotate four pupils at the board. Before each build, have the class say the double sentence out loud (three plus three). Watch both rows really match in two colours — stop and rebuild if someone fills one colour only. After double 5, add 10 to the answer list.
4. **Write the doubles in your copy.** Pupils write $4+4=8$ and $5+5=10$ one under the other. Walk the rows glancing at the + and = signs and the matching addends. Whole-class copybook practice, not marking.
5. **Class Challenge.** Keep board turns brisk: pupil builds, class checks, move on. Before each check ask do the two rows match? After double 5, glance at 4, 6, 8, 10 and ask what is climbing — do not re-teach the builds.

6. **What Did We Notice?.** Point at 4, 6, 8, 10. Listen for climbing by twos or each total is two more. Revoice: so the doubles make a pattern we can know by heart, like counting in twos. Stay with climb-in-twos language unless a pupil offers even first.

COMMON MISCONCEPTIONS

⚠ A pupil fills the ten-frame in one colour only, treating the double as a pile of counters rather than two matching rows.

Stop and rebuild with two colours — one colour on top, the other underneath. Ask which two parts match, and point to each row until both look the same.

⚠ Pupils say a nearby total but write unequal parts, e.g. $4+5$ or $3+4$ — they lose the same-number-twice rule.

Cover one row on the ten-frame and ask how many are hidden. A double means the hidden row matches what you can see.

DIFFERENTIATION

EMERGING

- Stay on double 2 and double 3 at the ten-frame; place the top row yourself so the pupil only builds the second row to match.
- In the copybook, give $4 + \underline{\quad} = \underline{\quad}$ so they only fill the matching addend and the total.

DEVELOPING

- Once 4, 6, 8, 10 is listed, ask what double comes next and what total it makes — still in ten-frame language.
- Cover one row of a built double and ask the pupil to say the double sentence from the visible row alone.

PROFICIENT

- If double 5 is 10, what is double 6? How do you know without placing every counter? Keep it oral at the IWB.
- Ask which doubles fill one ten-frame exactly, and which would need counters past ten — still from the answer list, no new kit.

✂ **Cross-curricular:** Return to the butterfly: in Art, dab the same number of spots on each wing and write the total as a double.

ANSWER KEY

Your turn · Write the number sentence. A) $1 + 1 = 2$ B) $6 + 6 = 12$ C) $8 + 8 = 16$

Your turn · Write the number sentence. $9 + 9 = 18$

Is it right? · Double 4 is 8. **tick** · Double 5 is 9. **cross**

Star challenge · Write the number sentence. $10 + 10 = 20$

EXTENSION SHEET · STRETCH ANSWERS

S1: 6

S3: 16

S2: 14

S4: 5