

Lesson 23 NUMBER

Near doubles: a double and one more

CURRICULUM ALIGNMENT

NUM.OPS.2

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

INTERACTIVES Ten Frame · challenge, display, explore

WHAT THIS LESSON TEACHES

Near doubles are two next-door numbers. Spot the double of the smaller number, then add one more to find the total.

→ $6 + 7$: double 6 is 12, one more makes 13.

→ $5 + 6$: double 5 is 10, one more makes 11.

MODEL THIS ON THE BOARD

NEAR DOUBLE ON A DOMINO

- 1 Look at 4 spots and 5 spots sitting next door.
- 2 Double 4 is 8.
- 3 Add one more to make 9.
- 4 So $4 + 5 = 9$.

LESSON ARC

Open with a quick doubles chorus (double 3, 4, 5, 6) so the facts are warm, then show the 6-and-7 domino and hold the total open. On the ten-frame interactive, model each near double in red counters first, yellow for the extra one. Pupils take board turns building double-then-one-more, write $6 + 7 = 13$ in their copy, then run the Class Challenge bank briskly. Close by naming how double 6 unlocked $6 + 7$.

TEACHING MOVES

1. **Getting Started.** Chorus double 3, 4, 5 and 6 once each before the image appears. Show the 6-and-7 domino and take three hands-up totals, but do not confirm yet — leave the question hanging so the double can be named on the board next.
2. **Watch and Notice.** On each ten-frame, point to the red counters first: 'which double is hiding?' Only then tap the yellow counter — one more. Linger on $6 + 7$ so the class hears 'double 6 is 12; one more makes 13' as the copybook sentence.
3. **Try It Together.** Call each near double and wait for the class to name the hidden double before the pupil at the board places any counters. Revoice every turn as 'double ____ and one more.' Watch for builds that lay the two numbers side by side without first matching the double.
4. **Write the near double in your copy.** Pupils write $6 + 7 = 13$ once. Walk the row checking + and = only — whole-class copybook practice, not marking.
5. **Class Challenge.** Before each board turn ask 'which double is hiding inside?' Tap Check after every answer and keep the pace brisk. Three core turns fill the slot; if confidence is high, pull $8 + 9$ as a teacher-narrated stretch. SAB page 23 is the desk fallback.
6. **What Did We Notice?.** Ask how double 6 helped with $6 + 7$. Listen for 'hidden double first, then the extra one,' and revoice: 'double 6 gives 12, and one more makes 13.' Head off any pupil who wants to count every counter from one.

COMMON MISCONCEPTIONS

⚠ Pupils build 6 counters and 7 counters side by side, then count all thirteen from one — they never use the double.

Freeze the board. Clear the frames and rebuild only the matching double in red first. Ask 'what's already 12?' before the yellow counter goes on.

⚠ Pupils say the near double is 'just add one' to the bigger number ($7 + 1$) and skip the hidden double entirely.

Point back at the red pair: 'we start from a double we know, not from the larger addend alone.' Rebuild double 6, then add the one.

⚠ On $5 + 6$, pupils double 6 instead of double 5 and end up one too many.

Ask which number appears in both the double and the near double. Circle the shared 5 on the frame so the class sees the double must match the smaller (or equal) side of the pair.

DIFFERENTIATION

EMERGING

- Stay on $3 + 4$ and $4 + 5$ only; pre-place the red double on the ten-frame so the pupil adds just the yellow counter and says the total.
- Have the pupil point to the red double and whisper its name before any counters are counted.

DEVELOPING

- After a correct total, cover the yellow counter and ask: 'if I hide the extra one, what double is left?'
- Swap the order ($7 + 6$ instead of $6 + 7$) and ask whether the hidden double changes.

PROFICIENT

- Narrate $8 + 9$ from the front: name the hidden double before the board build, then ask how they know without counting on.
- Give $9 + 10$ as a copybook stretch — write the near-double sentence and the double-first number sentence underneath.

✚ **Cross-curricular:** Use classroom dominoes in a wet-break game: find a next-door tile and say the near double aloud.

ANSWER KEY

Your turn · Write the number sentence. A) $2 + 3 = 5$ B) $4 + 5 = 9$

Your turn · Write the number sentence. A) $5 + 6 = 11$ B) $8 + 9 = 17$

Is it right? · Double 6 is 12. **tick** · $6 + 7 = 12$ **cross**

Star challenge · Write the number sentence. $9 + 10 = 19$

EXTENSION SHEET · STRETCH ANSWERS

S1: double 5 is 10, one more is 11

S3: 9

S2: 15

S4: $6 + 7$