EXPLAIN

AC9M2A03 · E3

Doubles and Near Doubles

Elaboration 3 · Using a double you know to find another

ELABORATION FOCUS

Building doubles with materials, then stretching a known double to work out the doubles either side of it.

LEARNING INTENTION **I can use a double I know to find a new double.**

Double 5	One more	One less	Near double	Use it

1 Build the Double You Know

Step 1: make two rows of 5 cubes. Step 2: say double 5 is 10.

2 Add One to Each Row

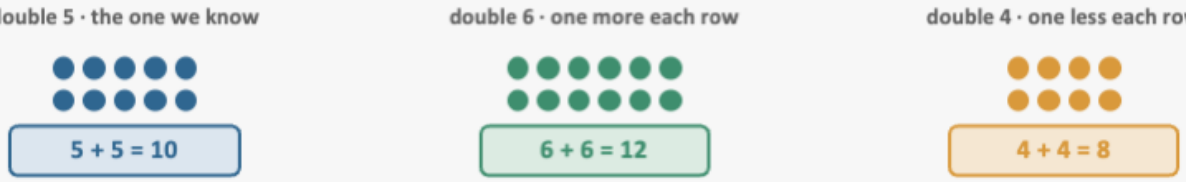
Step 3: put one more cube on each row. Step 4: 10 and 2 more is 12, so double 6 is 12.

3 Take One from Each Row

Step 5: take one cube off each row. Step 6: 10 take 2 is 8, so double 4 is 8.

MODEL · STRETCHING DOUBLE 5 TO DOUBLE 6 AND DOUBLE 4

Change both rows by one and the total changes by two, not by one.



One more on each row means two more altogether.
Double 5 is 10, so double 6 is 10 and 2 more, and double 4 is 10 take 2.

TEACHER MODELLING ROUTINE **I do → We do → You do**

WATCH FOR

Adding only one to the total instead of one to each of the two rows.

REMEMBER

Say it to students as: "One more on each row means two more altogether."

MATERIALS

Connecting cubes, two-row mats, ten frames, dot cards, virtual cube tools.