Grade 1	Lesson: 4-3 Near Doubles	Reference to English

Math Standard(s): 1.0A.6, & 1.0A.8   **Domain: Operations and Algebraic Thinking**

Content Objective(s):	Language Objective(s):
Students will use doubles facts to learn near doubles facts. *I can learn near doubles facts by using doubles facts.*	Students will speak phrase near doubles during guided practice. *I can speak the words near doubles during guided practice.*
Essential Understanding: Basic addition facts that are near doubles can be found using a related doubles fact.	**Academic Vocabulary for Word Wall:** **Listen:** near doubles **Read:** **Write:** **Speak:** near doubles
Materials: • **Counters (12 per child)** • **Dice** • **Whiteboards and dry erase markers** • **Guided Practice page 126-127** • **Problem Solving page 128**	**Additional Lesson Vocabulary:** doubles, addend, addition, plus, equals, number sentence, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Lesson: Doubles	Instructional Time: 35 minutes

Opening: (2 minutes)

T: "You have learned how to use doubles when adding. Now you are going to use those facts to solve near doubles. What is a doubles fact?"

S: will say "same numbers" or "2 of the same numbers added together

T: "Can someone give me an example of a double fact?"

S: will say "____ + ____ = ____."

•Teacher will record the double fact on the whiteboard.

T: "You are right! __ + __ = __. Please tell your neighbor 1 more doubles fact."

S: will say to their neighbor, "____ + ____ = ____."

T: "I want to write 3 more doubles facts on the board. Raise your hand and tell me the doubles fact you told your neighbor."

S: will say, "___ + ___ = ___"

•Teacher will record the double fact on the whiteboard.

Introduction to New Material (Direct Instruction): (6 minutes)

•Distribute counters, whiteboards, and dry erase markers to the students.

•Guide the students through this activity. Encourage the students to use their counters to figure out the problem.

T: "Katie and Kerry each have 5 shells. (Draw 5 shells for each person on the board with the number 5 written underneath) **How many do they have altogether?**

T: "Pretend that your counters are shells. How many shells go into Katie's pail?"

S: will say "5".

T: "Put 5 counters in front of you. "

•Have the children place a pile of 5 counters in front of them.

T: "How many shells go into Kerry's pail?"

S: will say "5."

T: "Put 5 more counters in front of you."

•Have the children place a pile of 5 counters in front of them.

T: "Kerry finds another shell, so now she has 6."

T: "So, add another shell to Kerry's pail."

T: "How many shells go into Kerry's pail?"

S: will say "5 and 1 more" or "6."

•Guide children to make a second pile in front of them with 6 counters.

T: "Now how many shells do Katie and Kerry have altogether? Count your counters and tell your neighbor."

S: will turn to their neighbor and say, "11."

T: "What is the number sentence? Tell your neighbor."

S: will say to their neighbor, "5 + 6 = ____".

T: "How many shells did Katie and Kerry have altogether?"

S: will say "11".

T: "Before Kerry found another shell, both children had 5 shells. That's double 5. What is 5 + 5?"

S: will say "10".

T: "You are right, 5 + 5 equals 10. One more than 10 is 11. So, 5 + 6 is doubles and one more. This kind of fact is called a near

double. Please say near doubles.”
S: will say, "near doubles."
T: "Tell your neighbor near doubles.”
S: will turn to their neighbor and say "near doubles."

Guided Practice: (15 minutes)
Use the modeling cycle:
Teacher Does:
T: "Let's look at this problem. This time I am going to use the die to determine my first addend. I am going to roll the die. It landed on ____.”
•Teacher will roll the die.
T: "I rolled a ____, (write the number on the board) **so, Katie and Kerri each start with ____. How many do they have altogether?”**
S: will respond, "____."
T: "Kerry finds another shell, so now she has _____ + 1. Now how many shells do Katie and Kerry have altogether?”
•Guide the students through this activity. Encourage the students to use their counters to figure out the problem.
T: "Pretend that your counters are shells. How many shells go into Katie's pail?”
S: will say "____".
T: "Put ____ counters in front of you. “
•Have the children place a pile of ____ counters in front of them.
T: "How many shells go into Kerry's pail?”
S: will say "____ and 1 more."
•Guide children to make a second pile in front of them with ____ + 1 counters.
T: "What number sentence could you write to show this story? Tell your neighbor.”
S: will say to their neighbor, "____ + ____ = ____".
T: "Write the number sentence on your whiteboard.”
•The teacher writes the number sentence on the whiteboard.
•The students write the number sentence on their whiteboards.
T: "How many shells did Katie and Kerry have altogether? Read the number sentence with me.”
S: will say "____ + ____ = ____".
T: "Before Kerry found another shell, both children had ____ shells. That's double ____. What is ____ + ____?”
S: will say "+____".
T: "You are right, ____ + ____ equals ____. One more than ____ is ____. So, ____ + ____ is doubles and one more. This kind of fact is called a near double. Please say near double to your neighbor.”
S: will say to their neighbor, "near double."
T: "Yes, ___ + ___ is a near double.”
Students Do with Teacher:
T: "I need a student to help me.”
•Pick a student to come up and demonstrate the activity with the teacher.
T: "Let's look at another problem. This time I am going to have you help me with this near doubles problem. I am going to use the die to determine my first addend. I am going to roll the die. It landed on ____.”
•Teacher will roll the die.
T: "Since I rolled a ____, then the number of shells we are going to start with is ____. How many shells go into Katie's pail?”
S: will respond, "____."
T: "Yes, I will put ___ counters in a pile.”
•The teacher will put ____ counters in a pile.
T: "How many shells go into Kerry's pail?”
S: will respond, "___."
T: "Yes, I will put ___ counters in a pile.”
•The teacher will put ____ counters in a pile.
T: "Kerry finds another shell, so now she has _____ shells. I want you to add one more counter.”
•The student volunteer will add one more counter to Kerry's pile.
T: "How many shells do Katie and Kerry have altogether?”
S: will say "____".
T: "What number sentence could you write to show this story? Tell your neighbor.”
S: will say "____ + ____ = ____".
T: "Please write this number sentence on the whiteboard.”
•The student volunteer writes this number sentence on the whiteboard.

T: **"Show me your boards. Great job! Is this a near doubles fact or doubles fact?"**
S: will respond, "near doubles."

<u>2 Students Do:</u>
T: **"I need 2 students to help me. Raise your hand if you want to help me show more near doubles."**
•Teacher will choose 2 students.
T: **"You two are going to demonstrate this activity for us today. Student #1 will roll the die and put that many counters in a pile. Student #2 will make a second pile with the same number of counters plus one more. Student #2 will also write the number sentence that matches this near double. Talk while you demonstrate the activity."**
•Student #1 rolls the die and say the number. She/he will place that many counters in a pile and count them aloud. The number of counters should match the number rolled on the die.
•Student #2 will make a second pile with the same number of counters plus one more and count them aloud. The student then writes a near double number sentence that matches the piles on the whiteboard and read it to the class aloud.
T: **"Thank you for helping. You two may go back to your seats."**

<u>All Students Do:</u>
T: **"Now you all know how to do the activity. I am going to separate you into groups of two. When I say your name, come up and get a die for you and your partner. Then take all of your supplies and find a place to sit with your partner. You will have 5 minutes to do this activity with your partner. Make sure you are switching roles, so that you each have an opportunity to roll the die. When I clap my hands I want your attention on me."**
•Teacher will walk around the classroom as the students do the activity and make sure they are on task.
T: **(Clap to get their attention.) "You have 10 seconds to put your supplies away and sit at the carpet. 10,9,8,7,6,5,4,3,2,1. Good, you all made it."**

Independent Practice: (6 minutes)
T: **"Now it is your turn to do it on your own. Each of you will be given this worksheet. Let's do the first problem together."**
•Pass out guided practice page 126-127.
T: **"The doubles fact would be 2 + 2. Trace over the two number twos."**
•Wait for the students to trace over the twos.
T: **"What is 2 + 2?"**
S: will say "4".
T: **"2 + 2 and 1 more is 2 + 3. What is 2 + 3? What kind of a fact is that?"**
S: will say, "near doubles."
T: **"What is 2 + 3?"**
S: will say "5".
T: **"The sum is 5. So, trace over the number 5. Is this a near double?"**
S: will say "yes".
T: **"Yes, it is a near double. Tell your neighbor what kind of fact it is."**
S: will tell their neighbor and say, "near double."
T: **"Now it is your turn to do problems #2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, and 14. You will have 4 minutes, when I clap my hands come back to the carpet."**
• It is NOT necessary for the students to finish every question, don't go over 4 minutes for independent practice.
•Students will get to work finishing pages 126-127. As they are working independently the teacher will walk around the room asking students to answer questions and check for any misconceptions.
•Teacher claps hands and students return to the carpet. Do problems 15, 16, 17, and 18 on the problem solving page together.

Closing: (2 minutes)
•Collect the papers and bring the class together on the floor.
T: **"Let's look at question #12 on page 123. What is 3 + 3?"**
S: will say "6".
T: **"3 + 3 and 1 more is 4 + 3. What is 4 + 3?"**
S: will say "7".
T: **"So, what does 4 + 3 equal?"**
S: will say "7."
T: **"The sum is 7. So, write a 7 in the box. Is this a near double?"**
S: will say "yes".
T: **"What is this?"**
S: will say, "near double."
T: **"Great job today!"**

Assessment:

Guided Practice