

Grade 2	Lesson: 2-3	Reference to English
Math Standard(s): 2.OA.1	Domain: Operations and Algebraic Thinking	
Content Objective(s):	Language Objective(s):	
Students will master addition facts in which the addends are one apart. <i>I can solve addition facts in which the addends are one apart.</i>	Students will use the word double when talking about addition problems in which both addends are the same. <i>I can use the word double when talking about addition problems in which both addends are the same.</i>	
Essential Understanding: Basic addition facts that are near doubles can be found using related doubles fact.	Academic Vocabulary for Word Wall: Listen: related Read: Write: Speak: double, double fact, related, near double Sentence Frame: The related double is _____.	
Materials: <ul style="list-style-type: none">Connecting cubes (Teaching tool 1)Guided Practice Page	Additional Lesson Vocabulary: Near double, double, double facts,	
Lesson: Near Doubles		Instructional Time: 30 mins
<p>Opening: (3 minutes)</p> <p>T: We’ve been learning lots of ways to solve addition problems. Yesterday we learned about doubles. Today we’re going to learn about <i>near</i> doubles.”</p> <p>Choose 10 students to come up and form two rows of five, standing side by side so the lines are even.</p> <p>“These students are making a double. Which double is it?”</p> <p>S: will say double 5</p> <p>T: Yes! It is double five, which we know equals ten. We don’t need to count each student. When we see there are two rows of five, we know it is just double 5.”</p> <p>Ask one more child to come up and join one of the lines.</p> <p>T: “Hmmm. Is this a double still? Thumbs up or down.”</p> <p>S: No, thumbs down</p> <p>T: “But is it almost a double?”</p> <p>S: yes!</p> <p>T: “What addition sentence can I use to show this?” Call a student to come write on the board</p> <p>S: will come write on the board</p> <p>T: “Very good! This is called a <i>near double</i>.”</p> <p>Introduction to New Material (Direct Instruction): (5 minutes)</p> <p>T: Why do you think we call these near doubles? Tell your neighbor”</p> <p>S: Turn and tell their neighbor</p> <p>T: “So. You know that $2+2=4$. That’s a doubles fact. How can that help you find out what $2+3$ is?”</p> <p>Pass out connecting cubes</p> <p>T: “ Get with your partner and use the cubes to show how knowing double 2 can help with the problem $2+3$”</p> <p>S: will take time in partners to discuss and model</p> <p>T: “Good. I see some of you made two stacks of cubes the same color, then added just one cube of a different color to one of the stacks. Since you already know double 2 is 4, one more is 5, and that’s your answer.”</p> <p>“When you see an addition sentence that you can tell is a near double, you can figure out what the double sentence would be, then add one.”</p> <p>Guided Practice: (10 minutes)</p> <p>T: “Look at page 45. There are two columns. Point to the column on the left.”</p> <p>S: will point to left column</p> <p>T: “This column is where you will write the double fact. Point to the column on the right.”</p> <p>S: will point</p> <p>T: “This is where you will write the near double fact. I’m going to give you 5 minutes now to work with your partner to find three doubles and their near double facts to write in the columns. Use your cubes to model what you are doing. If you get done before I clap, practice your double facts with your partner.”</p> <p>S: Will use cubes to work on page 45 with a partner</p>		

Use the modeling cycle:

Teacher Does:

T: "Today you can still use counters to help you solve the doubles facts. Soon, we will have practiced double enough that we'll have them memorized and won't need the counters. Look at page 46. Let's do number 1 together."

" $2+2=$ ____ . Make two stacks of 2. Answer?"

S: chorally respond, 4

T: Good. You already have that doubles fact memorized! Now the second part of number 1 is the *near double* fact. $2+3=?$ "

S: chorally respond 5

T: "Good! This is the same problem you just figured out with your partners, huh? Each problem today will be like this: It will have two parts. The doubles fact and the near double."

2 Students Do with Teacher:

T: Let's have two students come up and help us do number 2."

S: will come to the front and teach how to answer number 2

T: "Looks like you've got it!"

Independent Practice: (5 minutes)

T: "You can use your counters to help you with number 3-12. You have 5 minutes to work. Go!"

S: will work independently at desks.

Closing: (3 minutes)

Gather students at the rug

T: "Tell your partner what a double is."

S: turn and tell their partner

T: "Now tell your partner what a near double is."

S: will tell partner

T: "Remember that you always find the double first, then add one more. I'll give you one last near double. When I say go, please turn to your partner and share the double fact first, then the answer to the near double problem. $5+6=$ Go!"

S: will solve and share with partners

Assessment:

Write three doubles facts on the board. Let students choose one, then have them draw a picture that shows the *near doubles* story.