

THAT SEEMS CLOSE TO A DOUBLE ...

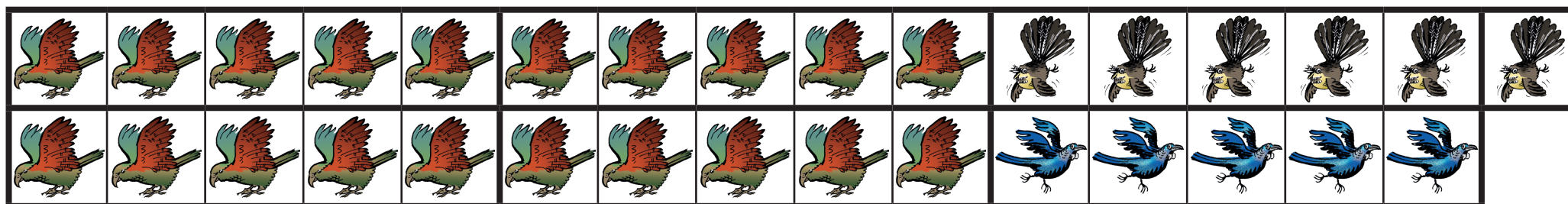
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Sometimes **doubles** can be used to solve other addition and subtraction problems that are close to a double.

Example

In one tree there are **16** birds.

In the next tree there are **15** birds



I know $10 + 10 = 20$
 And $6 + 6 = 12$
 6 is **one more** than 5
 so ...



I know $15 + 15 = 30$
 and 16 is



- 1 How might Max and Jess finish their thinking?
- 2 Work out the answer to these using number strips.

a $12 + 13 =$ b $16 + 14 =$ c $17 + 18 =$ d $23 + 24 =$

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In one pond there are 17 frogs.

In the next pond there are only 8.

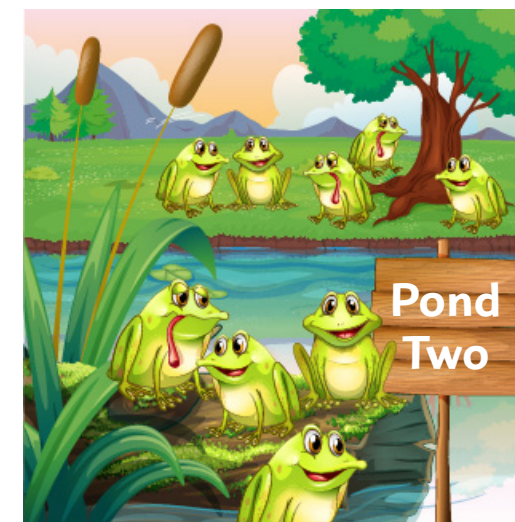
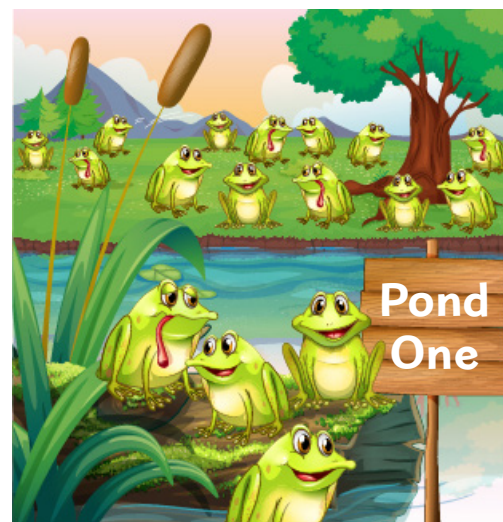
How many more frogs are in the first pond?

I can use doubles to find **how many more** were in the first pond.

15	16	17	18	19	20
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I know 17 is one more than 16
 and one less than 18.

And I know $8 + 8 = 16$



If $8 + 8 = 16$

Then $8 + 9 = 17$

There are 9 more frogs in the first pond.

- 1 Why did Max need to think about the numbers **before and after** 17?
- 2 What other **double** could he have used?
- 3 Explain how he could use that double to answer the question.
- 4 Which doubles could you use to work out these?
 Find the answers.

a $15 - 7 =$ **b** $20 - 9 =$ **c** $25 - 12 =$