

## Spotlight 4

Misunderstands meaning of 'one more' and 'one less'; does not consistently identify the number before or after a given number

### **Opportunity for: solving problems**



### **Number card game**

**Time** 15 minutes

#### **Resources**

- Number cards (Resource sheets 1 and 2)
- *Dotty cards* (Resource sheet 9)
- Number track

#### **Key vocabulary**

- |          |                   |
|----------|-------------------|
| one more | count on/back one |
| one less | how many?         |
| next one | how many left?    |

#### **Teaching activity**

'Today we are going to play a number card game to think about one more and one less.'

Place the number cards face up on the table and choose a card, for example 7.

**? Now you choose a card that is one less than my card.**

If the child gets it right they keep the card, but otherwise you keep it.

If the child is not choosing the right numbers, ask them to order the cards using the number track to help them, then try to do it again, this time without looking at the number track.

Now take two cards, for example 7 and 8, and ask the child to tell you two things about them. For example, 'Seven is one less than eight and eight is one more than seven.'

If the child still needs more help, use the dotted cards, and ask the child to match each dotted card with a number that is one more (or one less), for example:

