

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

### Opportunity for: solving problems

#### Resources

- Number track
- Number cards (Resource sheets 1 and 2)
- Paper clips
- Fish shapes
- Magnet on string
- Blue paper

#### Key vocabulary

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

#### Teaching activity

Time 15 minutes

Put ten fish shapes on the table with paper clips on the nose of each fish.

'Today we are going to play a fishing game and you will be learning about numbers that are one more or one less.'

Let the child catch a fish with the magnet and put it alongside the number 1 on the number track.

**? How many fish have you caught?**

**? If you catch another fish, how many fish will you have?**

**? What is one more than one?**

If the child predicts wrongly, catch another fish and count the number of fish to check the answer.

Ensure that you say 'One more than one is two', and so on, and that the child repeats this.

'Catch another fish.'

**? How many fish will you have then?**

If the child predicts incorrectly, ask the child to count up from one with their fingers on the number track.

**? 'What is one more than two?', and so on.**

**? Let's catch another fish. How many will we have then?**

If the child counts from one each time, continue with this activity but you will need to repeat this kind of counting activity in different contexts, for example putting apples in a bowl or jumping along a floor number track, emphasising one more and one less. You need to be clear that: 'You don't need to count from one each time. We knew there were three fish, so one more makes four.' This can take some time to establish in the child's counting skills, and you might decide to do some more work using the set of activities in 1 YR +/-.

**? If you catch one more fish, how many will you have then?**

Continue catching all the fish, ensuring that the child is predicting what one more will be.

If the child does not seem to be grasping the idea, you might want to check that they can put number cards 0–10 or 0–20 in order. This needs to be practised before the child is likely to be able to understand one more and one less.

You can demonstrate the meaning of 'one less' in a similar way. You could put ten fish on a piece of blue paper for the pond, and mark the number track with a paper clip starting at 10.

Count the fish with the child and then let them catch one.

**? How many fish are left in the pond?****? What is one less than ten?**

Let the child move the paper clip on the number track to one less than ten.

If the child cannot work out the answer, take all the fish out of the pond and put them along the number track.

**? How many fish are there?**

Then remove a fish and ask:

**? How many are there now?**

Put all the fish in the pond and ask:

**? How many are there?**

Ask again:

**? How many will there be if I catch one?****? What do you think you have learned today?**