

## Spotlight 5: a learning check

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

### *Opportunity for: explaining and discussing*

### Ten-counter race

Time 5–15 minutes

#### Resources

- At least one other child
- Ten counters for each child
- Number track for each child
- One 2p coin per child
- Soft cloth or cardboard box

#### Check: can the child use key vocabulary?

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

### Teaching activity

‘This game, **Ten-counter race**, will help you with using the words “one more” and “one less” correctly.’

#### How to play

1. Each child lays their counters along their number track to 10.
2. They take turns to toss a coin, making it land quietly on the cloth or in the box.
3. If the coin lands on heads, they take one of their counters away and must say the right number sentence, in this case, ‘nine is one less than ten’.
4. If a player tosses tails, they do nothing.
5. The winner is the first person to get rid of all their coins.

#### Variations

- Another version of this game is to let pairs work together, ideally with two pairs, and they race the other pair to get rid of all their coins. In this game, each pair has a coin and they keep on tossing it as quickly as they can to race to get rid of all their counters.

- Play the game the other way round so that they start with no counters and have to add one more each time they toss heads.
- A harder version of the game is to take one away, making the number one less each time heads is tossed and one more when tails is tossed.
- Play on a much longer number track or number line.

Picking numbers at random, assess the child's learning by selecting numbers they have used in the game, then extending to larger numbers.

**? Tell me two things about number nineteen.**

**? I'm thinking of a number and it is one less than twenty-one. What is my number?**

### ***Learning outcomes***

By the end of this set of activities children should be able to:

- tackle related learning tasks with increased motivation and confidence;
- use and understand connected mathematical vocabulary;
- know what is one more and one less than numbers to ten, then twenty, then thirty and beyond.