

# Spotlight 3

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

## Opportunity for: solving problems

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## Dropping pennies

Time 10–15 minutes

### Resources

- Tin or other container that will make a noise
- Fifteen 1p coins
- Whiteboard and pens
- Bead string
- 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 game with these 1p coins. Listen to what happens when I drop a 1p coin.’

Let the child practise dropping 1p coins and counting them. Tell the child to listen and count as you drop some coins into the tin. Drop six coins in and ask the child how many they counted.

**?** How many would there be if I dropped in one more coin?

If the child gives the right answer, drop in the other coin, then empty them out and get the child to count them to check the answer.

If the child is struggling, relate what they are doing to a bead string and/or a number track.

'Put seven coins in the container and write the number on your whiteboard. Drop one more coin into the container.'

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

The child then writes the answer on their whiteboard.

Put eight coins on the table and cover them with the whiteboard. Write '8' on the whiteboard. Then remove one coin from under the whiteboard.

**? What is one less than eight?**

The child writes the answer on their whiteboard.

Try choosing some numbers at random to challenge the child.

**? What number comes after thirteen? ... fifteen? ... nineteen? ... twenty?**

**? What is one less than ten?**

You might find that it helps to record with the child what they are learning, to help them to see their progress.

Ali can say 'one more' and 'one less' correctly for numbers up to ten. (date)

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