

One more one less activities



1 Show a collection — one more and one less

Show a small collection of 1 to 4. Students say one more before you add, and one less before you remove — then check by adding or taking one away.

“What would one more than this be? Say it before I add.”

“And one less? Say it before I take one away.”

2 Ask without the collection — quick recall

With no objects, ask one-more and one-less questions quickly. Answers straight away, no counting.

“Answer straight away, do not count. One more than three? One less than five?”

“Which were fast? Did you just know, or did you count?”

3 Both answers — and check the teacher

Ask both — one more and one less — about the same number. Then let students pose questions to you and catch any mistakes you make.

“One more than three and one less than three — both answers, please.”

“You ask me — I might slip up. Did I give one less, or something else?”

4 Non-example: one more or two more?

Say “one more than three is five” (and “one less than four is two”). Ask whether that is right; mix in a correct one so students are not always hunting for an error.

“I said one more than three is five. Is that right — or did I give something else?”

“What is one more than three? How do you know it is four, not five?”

One more one less — collection cards

Print on A4. Laminate and cut. Name the collection, then say one more and one less.



one more? one less?



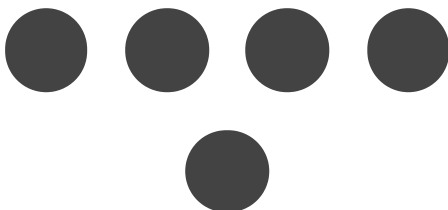
one more? one less?



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Students name how many are on the card, then say the number that is one more and the number that is one less — without recounting. For the card showing five, ask what one more than five would be (beyond this count for now); for the card showing one, one less is zero — none.