

# Reasoning and Problem Solving

## Step 6: One More One Less

### National Curriculum Objectives:

Mathematics Year 1: (1N1a) [Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number](#)

Mathematics Year 1: (1N2b) [Given a number, identify one more and one less](#)

Mathematics Year 1: (1N4) [Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than \(fewer\), most, least](#)

Mathematics Year 1: (1N2c) [Read and write numbers from 1 to 20 in numerals and words](#)

### Differentiation:

#### Questions 1, 4 and 7 (Problem Solving)

**Developing** Creating 2-digit consecutive numbers from given digits. Numbers are within 50 and do not cross the tens column. Pictorial support is given.

**Expected** Creating 2-digit consecutive numbers from given digits. Numbers are within 100 and may cross the tens column. Pictorial support is given.

**Greater Depth** Creating consecutive numbers from given digits. Numbers are within 100 and may cross the tens column. Numbers may be written in numerals or words. No pictorial support is given.

#### Questions 2, 5 and 8 (Reasoning)

**Developing** Consider a visual representation of manipulatives and a related statement with a misconception. Identify the misconception and explain the reasoning. Errors are of addition or subtraction in ones. Numbers are within 50 and do not cross the tens column.

**Expected** Consider a visual representation of manipulatives and a related statement with a misconception. Identify the misconception and explain the reasoning. Errors include place value based mistakes. Numbers are within 100 and may cross the tens column.

**Greater Depth** Work out the mystery number using knowledge of one more and one less. Numbers are within 100 and may cross the tens column. Numbers may be written in numerals or words.

#### Questions 3, 6 and 9 (Problem Solving)

**Developing** Check a test and correct any mistakes found. Numbers are within 50 and do not cross the tens column

**Expected** Check a test and correct any mistakes found. Numbers are within 100 and may cross the tens column.

**Greater Depth** Check a test and correct any mistakes found. Numbers are within 100 and may cross the tens column

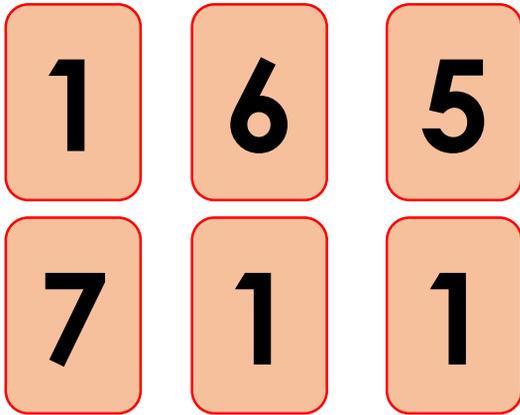
More [Year 1 Place Value](#) resources.

Did you like this resource? Don't forget to [review](#) it on our website.

# One More One Less

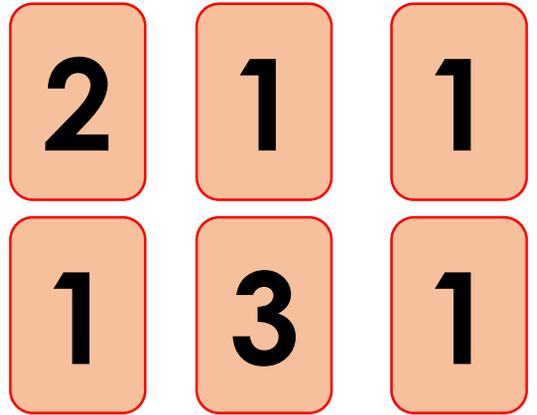
# One More One Less

1a. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



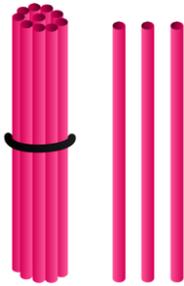
PS

1b. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

2a. Look at the straws.



Explain Suzi's mistake.

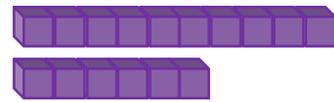


One more than this number is 12.



R

2b. Look at the cubes.



Explain Amol's mistake.

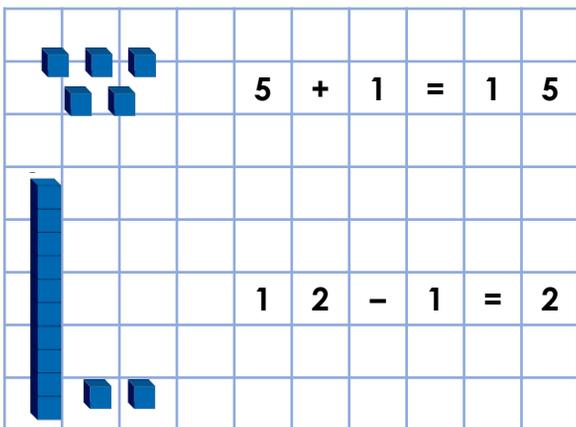


One less than this number is 17.



R

3a. Check Jean's test.

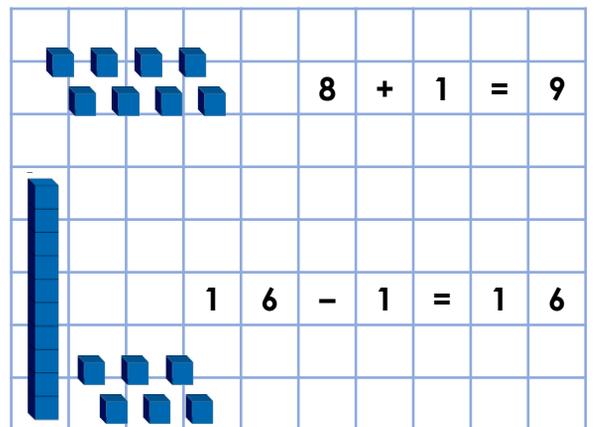


Correct any mistakes that you find.



R

3b. Check John's test.



Correct any mistakes that you find.

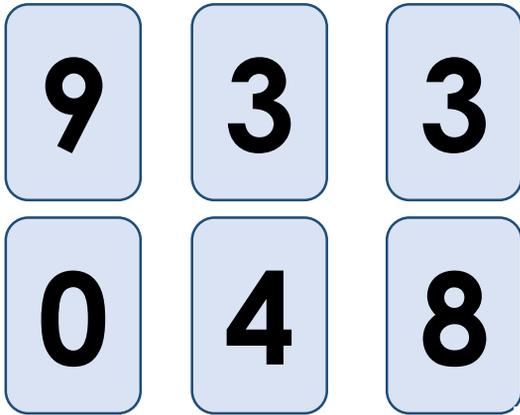


R

# One More One Less

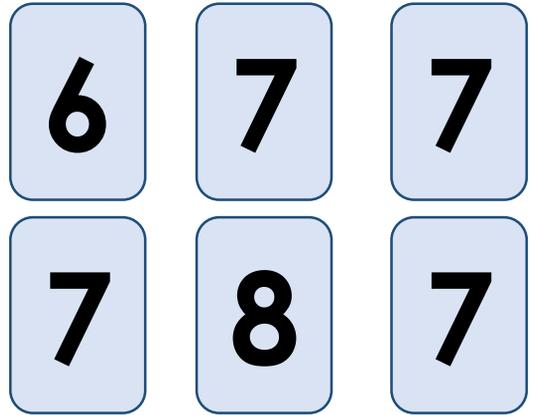
# One More One Less

4a. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



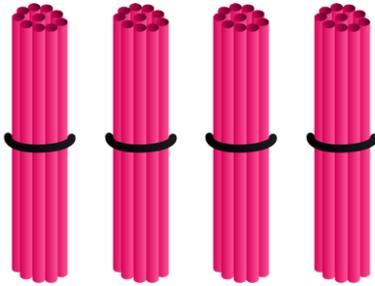
PS

4b. Use all the digit cards to create three 2-digit numbers you find next to each other on a number line.



PS

5a. Look at the straws.



Explain Kerri's mistake.

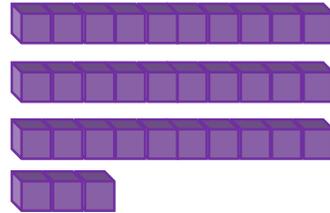


One less than this number is 30.



R

5b. Look at the cubes.



Explain Fraser's mistake.

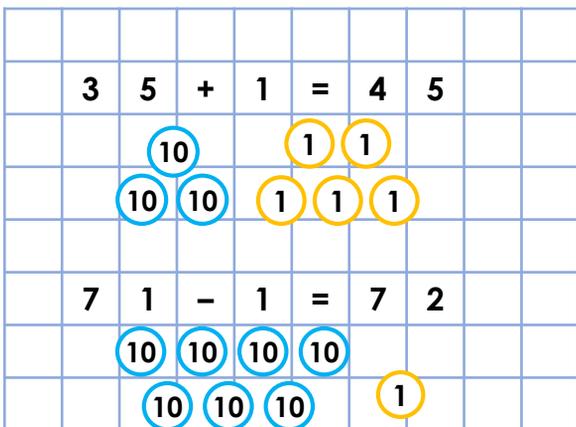


One more than this number is 44.



R

6a. Check Fran's test.

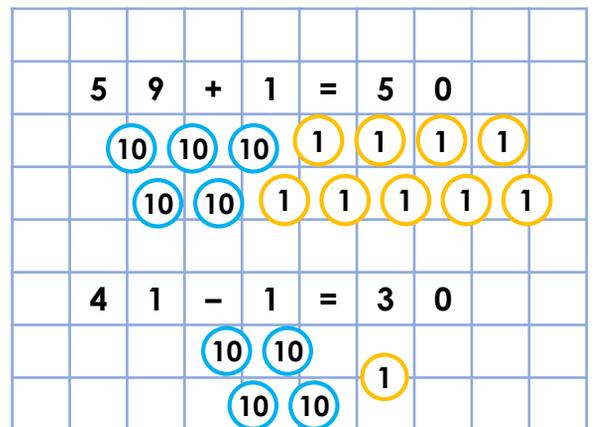


Correct any mistakes that you find.



R

6b. Check Jim's test.



Correct any mistakes that you find.

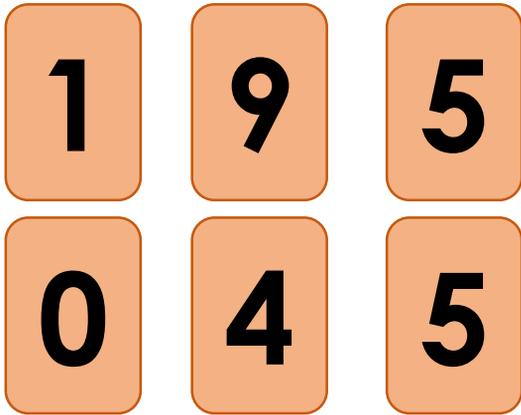


R

# One More One Less

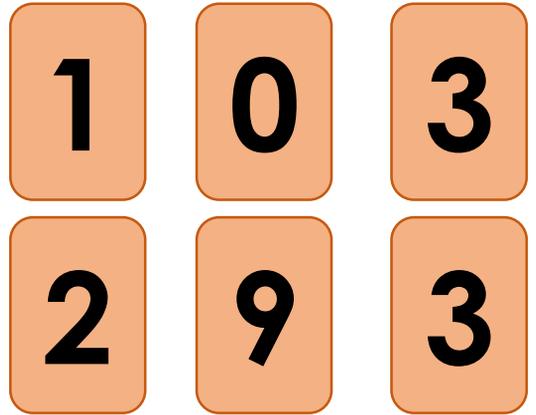
# One More One Less

7a. Use all the digit cards to create three numbers you find next to each other on a number line.



PS

7b. Use all the digit cards to create three numbers you find next to each other on a number line.



PS

8a. Nathan is thinking about a number.



One more than my number is forty.

What number is Nathan thinking of?



R

8b. Jemima is thinking about a number.



One less than my number is eighty nine.

What number is Jemima thinking of?



R

9a. Check Harry's test.

9	9	+	1	=	1	0			
7	7	+	1	=	6	6			
8	4	-	1	=	8	5			
9	6	-	1	=	9	5			

Correct any mistakes that you find.



R

9b. Check Hatty's test.

1	0	0	-	1	=	9	8		
9	3	+	1	=	9	2			
8	0	-	1	=	7	0			
3	9	-	1	=	3	8			

Check any mistakes that you find.



R

# Reasoning and Problem Solving

## One More One Less

### Developing

1a. 15, 16, 17

2a. One more would be 14. Suzi has found one less instead of one more.

3a.

		5	+	1	=	6													
		1	2	-	1	=	1	1											

### Expected

4a. 38, 39, 40

5a. One less would be 39. Kerri has taken one bundle of ten away instead of one straw.

6a.

		3	5	+	1	=	3	6											
		7	1	-	1	=	7	0											

### Greater Depth

7a. 49, 50, 51

8a. Nathan is thinking of the number 39 as one more than 39 is 40.

9a.

		9	9	+	1	=	1	0	0										
		7	7	+	1	=	7	8											
		8	4	-	1	=	8	3											
		9	6	-	1	=	9	5	✓										

# Reasoning and Problem Solving

## One More One Less

### Developing

1b. 11, 12, 13

2b. One less would be 15. Amol has found one more instead of one less.

3b.

		8	+	1	=	9	✓												
		1	6	-	1	=	1	5											

### Expected

4b. 76, 77, 78

5b. One more would be 34. Fraser has added one to the tens and ones instead of just to the ones.

6b.

		5	9	+	1	=	6	0											
		4	1	-	1	=	4	0											

### Greater Depth

7b. 29, 30, 31

8b. Jemima is thinking of the number 90 as one less than 90 is 89.

9b.

		1	0	0	-	1	=	9	9										
		9	3	+	1	=	9	4											
		8	0	-	1	=	7	9											
		3	9	-	1	=	3	8	✓										