

# One More, One Less

## Purpose

Students will name the number that is one more or one less than any number less than 100.

## Materials

*For the teacher:* overhead projector, overhead transparency of Black Line Master (BLM) *Hundred Chart*

*For the students:* copies of BLM *Hundred Chart*, crayons

## Activity

### A. Introduction

1. Using the hundred chart overhead, model counting up one and counting down one.
2. Point to 18 on the *Hundred Chart* transparency, and tell the students, "I am going to color the number that is one more than 18." Color 19.
3. Point to 35 on the transparency. Say: "I am going to color the number that is one less than 35." Color 34.
4. Provide the class with additional examples, and encourage the students to tell which way you move on the chart if you are coloring one less or one more.

### B. Student Activity

1. Hand out copies of the BLM *Hundred Chart*.
2. Have students practice pointing and coloring one more or one less.



**connecting  
across the  
curriculum**

### English/ Language Arts

Give students a Hundred Chart sheet. Give a series of directions, such as: "Begin on number 52, move one more, one more, one less, one more, one less, one less." Then ask: "Where did you stop?" Color that number red. Continue in this way, varying the number of directions given.



**MEETING  
INDIVIDUAL  
NEEDS**

Allow students who are having trouble mastering this skill to use a laminated Hundred Chart or to place markers on the appropriate number. This will allow you to help these students find the correct number.


**Standards Links  
1.2.1, 1.2.2**


## Questions for Review

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### Basic Concepts and Processes

During the activity, discuss the following questions with your students to gauge their understanding of the Standard Indicator:

 What is one more/less than [*insert number*]?

 How do you decide what number is one more/less?

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Name: \_\_\_\_\_

# Hundred Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

# Hundred Chart

## Teacher Directions

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Pass out the BLM *Hundred Chart* to students and direct them to color one more or one less depending upon the numbers you choose.

## Answer Key

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Answers will vary depending upon the numbers you choose.