



# More or Less P.1.2

## Introduction

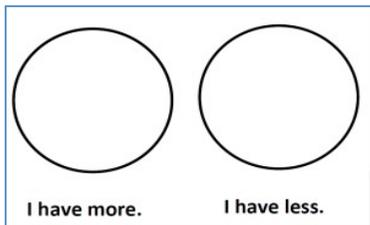
Students will use comparative language to describe the differences between two sets.

## Resources

- Large collection of assorted counters
- Large dot Cards
- Early Years FISH Kit



- A3 I have more/I have less cards
- A3 I have a few/I have the most cards



## Time / Classroom Organisation

This activity would best be introduced in a small group. Allow approximately ten to twenty minutes for each part of the activity process. Once this concept has been introduced through focused teaching, listen to and watch children in their interactions and play and find opportunities to introduce further exploration and discussion.

## Australian Curriculum

Year level: Prep

(ACMNA003) Subitise small collections of objects

(ACMNA289) Compare, order and make correspondences between collections, initially to 20, and explain reasoning

## Activity Process – Student Groupings

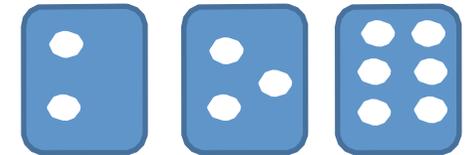
1. Begin with groups of students. For example boys and girls; eye colour; favourite pet; favourite song – discuss which group has more/less.
2. Ask: *how can we check?* Line up the groups to see which has more; count how many in each group.
3. Make simple picture graphs using the class information.
4. When discussing the data ensure the use of the following questions:

- Which group is the biggest?
- Which group has most?
- Which group is the smallest?
- Which groups has the least?
- Are any groups the same?
- How many more in this group than the other group?
- What if I added one to this group - what would happen?



## Activity Process – Card Game

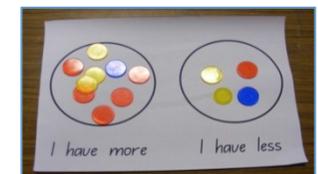
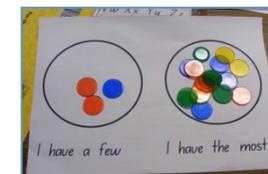
1. Use dot cards (to 6). Distribute cards to the players. Each player places their cards face down in a pile.
2. Each player turns over their card at the same time. Look at the cards. The player with the most (least) cards gets the cards.
3. Continue until all the cards have been played.
4. The winner is the player with the most cards at the end of the game.



Source: *First steps in Mathematics – Number, 2007.*  
Rigby: Port Melbourne

## Activity Process – More or Less

1. Students take turns to take a small handful of counters
2. Ask each student using the words *few* and *more* to describe how many they have. *Do you have a few counters or many counters?*
3. Examples of language to use:  
*I have a few counters*  
*Lisa has many counters*  
*Lisa has less counters than Rory.*  
*Rory has the same amount of counters as Emma*  
*Caleb has the most counters because he has more than Lisa and he has more than Rory, and more than Emma.*  
Ask: *Who has the least? Who has the most? Who has the same amount as Corey?*  
*Who has more than Corey?*
4. Use Most /Least; Few/many labels to categorise the collections



Source: E deVries & E Warren



Catholic Education  
Diocese of Cairns

*Learning with Faith and Vision*

## Variations and Extensions

### 1. Ordering Cards

Resource: Large dot cards

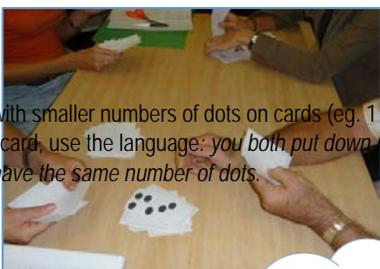
Start with collections with obvious large and small numbers of dots. Each child pulls two cards and decides which is more (or less). Then compare with the rest of the group. Which one has the most (least). The person with the most (least) places the card on the frame. (If two numbers are the same, place both cards on top of each other in the frame). Continue the game until all the frames are filled. The game concludes by guessing which card in the frame has the most (least) number of dots. Check by making collections of counters and laying them side by side.



Resource: Large dot cards

### 2. Snap

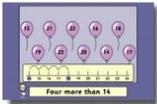
Start playing with smaller numbers of dots on cards (eg. 1 – 3). When they snap the card, use the language: *you both put down number 2 cards. They have the same number of dots.*



*What strategies will I use?  
I can guess and check*



## Interactive Whiteboard Resources

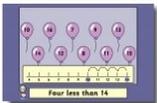


Four more than 14

**One More Than...**

Find one more than a given number. Pop the balloon to see if you are correct. Teachers will love the ease in which you can bring in the interactive number line to demonstrate the concept of counting on. As the class or individual develops you can increase the level of difficulty by increasing the more than steps and changing the start number.

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Four less than 14

**One Less Than...**

Find one less than a given number. Pop the balloon to see if you are correct. Teachers will love the ease in which you can bring in the interactive number line to demonstrate the concept of counting on. As the class or individual develops you can increase the level of difficulty by increasing the more than steps and changing the start number.

## Contexts for learning

### Play:

*Voting Sticks:* When making a class decision use voting sticks as the counting element. Discuss which option received the most/least or same number of votes.



### Investigation:

*Class Statistics:* Work out class statistics for hair colour, eye colour, pets, family numbers and so on.

### Real life experience:

*Stories:* When reading stories, for example: *The Very Hungry Caterpillar* by Eric Carle, discuss: *what did the caterpillar eat the most of / the least of?*

### Routines and Transitions:

*Dominoes:* children randomly select a domino and state which side has the most (or least) number of dots.

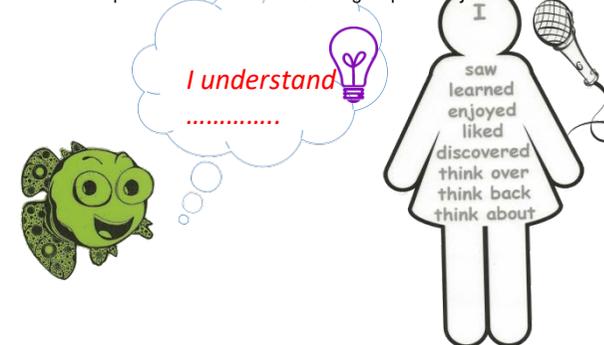
*Dice Roll:* Roll two dice and identify which has most/least/same dots.

## Assessment

First Steps in Mathematics – Number Course Book  
Diagnostic Task – **The More Game** page 34

Observation checklist:

- use of concepts most, least, more, less, few, same
- count rhythmically to identify number patterns
- count with one to one correspondence
- make correspondences between collections
- compare and order numbers or groups of objects



## Background Reading

The use of comparative language is the basis of describing number and measurement situations. Trying to teach children to

use the number names to 'count' a collection is likely to be unsuccessful if they are unable to see the difference in size between small collections or have not learned to use the number words 'one', 'two', 'three' to name the difference in size. This would be like trying to teach children to read before they know what books are for.

*First steps in Mathematics – Number, 2007.*  
Rigby: Port Melbourne. p85

## Links to other MAG's

[P.1.3 – Subitisation](#)

[P.1.6 - Different Representations](#)

[1.1.1 – Numbers to 100 – 1](#)

## Links to other Resources

