

Lesson 4: One More and One Less (Optional)

Standards Alignments

Addressing K.CC, K.CC.B.4, K.CC.B.5

Teacher-facing Learning Goals

- Count out a group of up to 20 objects.
- Use knowledge of the count sequence to add and subtract one and determine one more and one less.

Student-facing Learning Goals

- Let's find 1 more or 1 less.

Lesson Purpose

The purpose of this lesson is for students to use their knowledge of the count sequence to determine one more and one less than groups of objects and numbers.

In a previous lesson, students used their knowledge of the count sequence to solve story problems involving adding and subtracting one. In this lesson, students apply this understanding to determining one more and one less than a given group of objects or numbers without a context. Students practice counting out a given number of objects. When determining one more or one less, students may recount their collection from 1 or may use their knowledge of the count sequence to know what 1 more or 1 less is. This lesson is optional because the standards do not require students to compare groups of objects or written numbers beyond 10.

If students need additional support with the concepts in this lesson, refer back to Unit 2, Section D in the curriculum materials.

Access for:

Students with Disabilities

- Action and Expression (Activity 2)

English Learners

- MLR8 (Activity 1)

Instructional Routines

How Many Do You See? (Warm-up)

Materials to Gather

- Colored pencils, crayons, or markers:

Materials to Copy

- Number Mat 1-20 (groups of 2): Activity 1

Activity 2

- Connecting cubes: Activity 1
- Materials from a previous activity: Activity 2
- Materials from previous centers: Activity 3
- Two-color counters: Activity 1

- One More, One Less Mat (groups of 2): Activity 2

Lesson Timeline

Warm-up	10 min
Activity 1	15 min
Activity 2	15 min
Activity 3	15 min
Lesson Synthesis	5 min

Teacher Reflection Question

Look for students you have not observed doing items on the Section A checklist. Identify opportunities to observe these students in the next lesson.

Cool-down (to be completed at the end of the lesson)

 0 min

Unit 8, Section A Checkpoint

Standards Alignments

Addressing K.CC

Student-facing Task Statement

Lesson observations

Student Responses

- Count, read, and write numbers up to 20.
- Use their knowledge of the count sequence to find the new number after one is added or taken away from a given number.