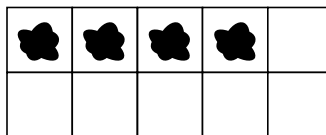
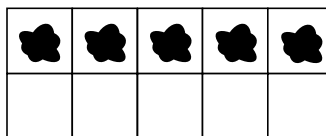
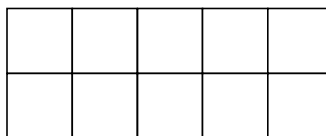


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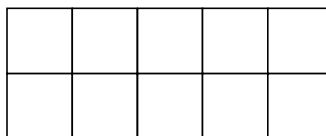
DATE _____

**One More, One Less** page 1 of 2**ex** Show 4 on the ten-frame.

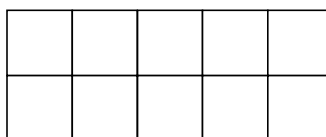
$4 + 1 = \underline{5}$

Now show 1 *more*.**1** Show 3 on the ten-frame.

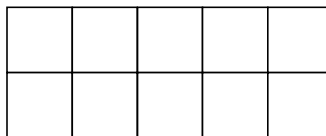
$3 + 1 = \underline{\hspace{2cm}}$

Now show 1 *more*.**2** Show 7 on the ten-frame.

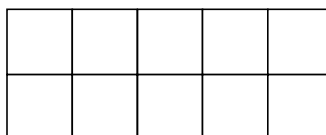
$7 + 1 = \underline{\hspace{2cm}}$

Now show 1 *more*.**3** Show 5 on the ten-frame.

$5 + 1 = \underline{\hspace{2cm}}$

Now show 1 *more*.**4** Show 6 on the ten-frame.

$6 + 1 = \underline{\hspace{2cm}}$

Now show 1 *more*.*(continued on next page)*

NAME _____

DATE _____

One More, One Less page 2 of 2**5** Show 5 on the ten-frame.

Now show 1 less.

$5 - 1 = \underline{\quad}$

6 Show 10 on the ten-frame.

Now show 1 less.

$10 - 1 = \underline{\quad}$

7 Show 7 on the ten-frame.

Now show 1 less.

$7 - 1 = \underline{\quad}$

8 What number is 1 more than 9? _____

1 less than 9? _____

9 What number is 1 more than 4? _____

1 less than 4? _____

10 What number is 1 more than 2? _____

1 less than 2? _____

Challenge**11** What number is 1 more than 99? _____

1 less than 99? _____

12 What number is 1 more than 250? _____

1 less than 250? _____

13 What number is 1 more than 301? _____

1 less than 301? _____

14 What number is 1 more than 410? _____

1 less than 410? _____



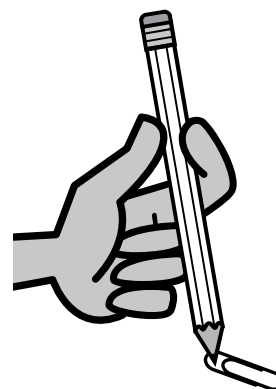
Which Coin Will Win? page 1 of 4

Note to Families

This is an activity that your child has done in school. Have him or her show you how to play, and take turns playing together! (Players do not compete with each other in this activity.) While practicing graphing and identifying coins, students are also thinking about probability—what are the chances of landing on a penny or a nickel with each spinner?

Materials

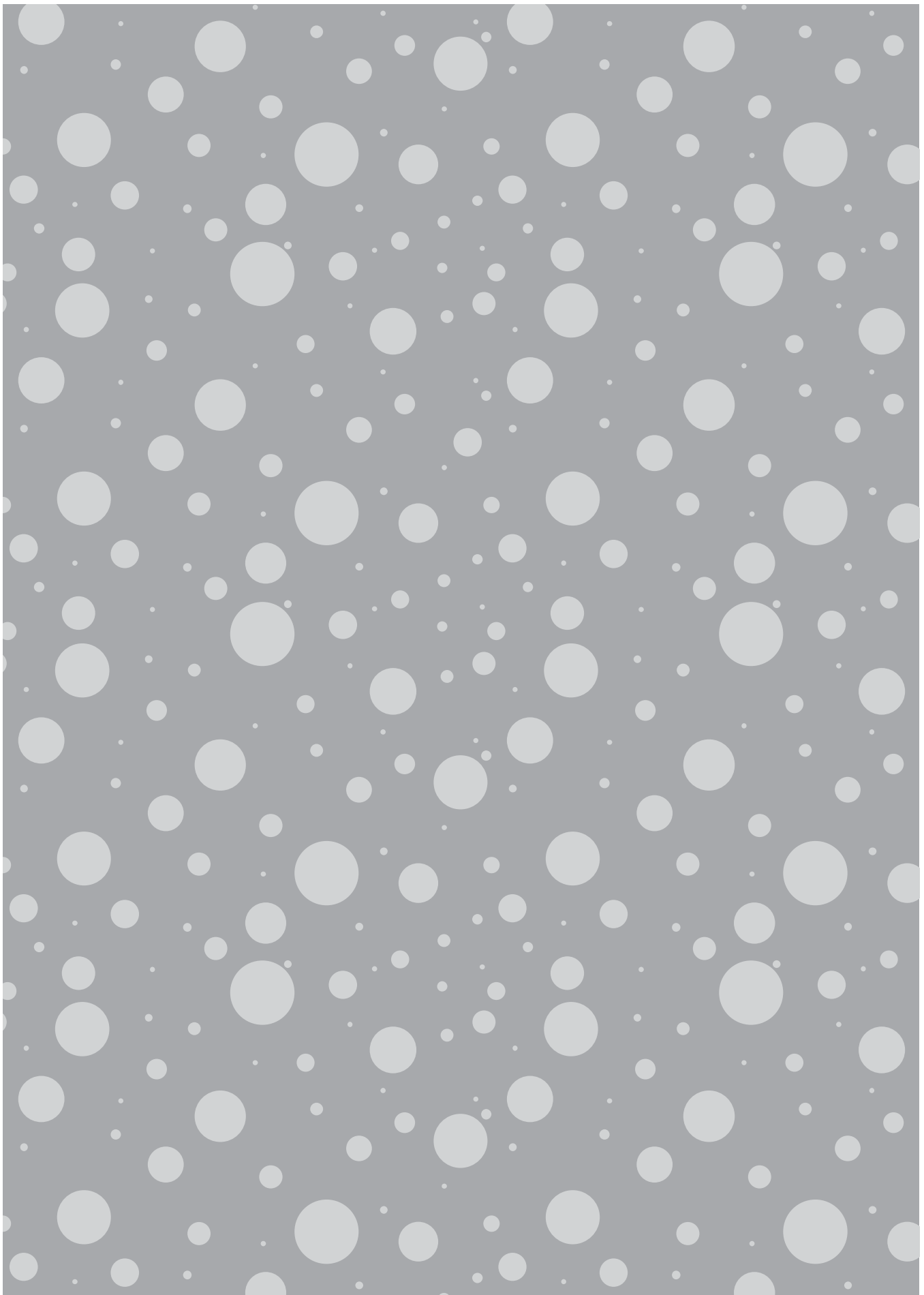
- Which Coin Will Win? pages 1–4
- 10 pennies and 10 nickels (or any item to represent the coins)
- crayon or pencil
- paperclip and pencil to be used as a spinner



Instructions

- 1 Locate the spinners on page 2. Play begins with Spinner A.
- 2 The player uses the paperclip as an arrow for the spinner by holding the pencil point in the middle of the chosen spinner and spinning the paperclip around it. If it points to a nickel, set a nickel on the graph (working from the bottom to the top). If it spins on a penny, set a penny on the graph.
Note Students should not mark on the game board like they did in school. This way, the game board can be used over and over again.
- 3 The player keeps spinning until one column is filled to the top.
- 4 The player colors a space on the graph (under Spinner A on the Which Coin Will Win? record sheet on page 3) to show which coin won the race to the top of the column.
- 5 Play with Spinner A continues for seven complete rounds (a round is complete when one coin has raced to the top and the player has recorded the results on the appropriate graph).
- 6 The player switches to Spinner B, and play continues for seven complete rounds.
- 7 Players think about the results: Did both spinners give each coin a fair chance to win? Why or why not?
- 8 The student completes page 4 of this assignment and returns pages 3 and 4 to school.

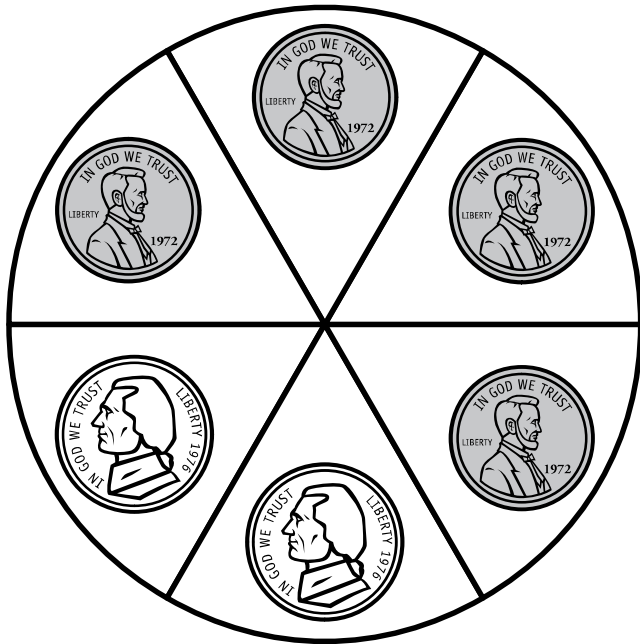
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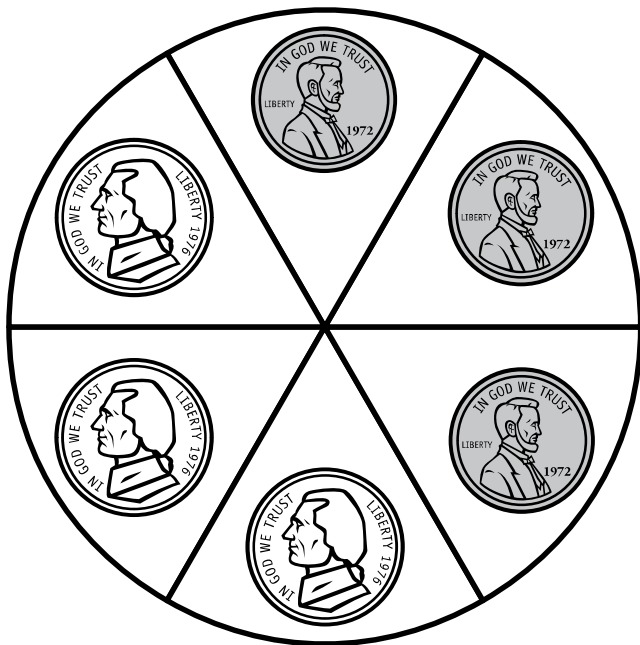
NAME _____

DATE _____



Which Coin Will Win? page 2 of 4



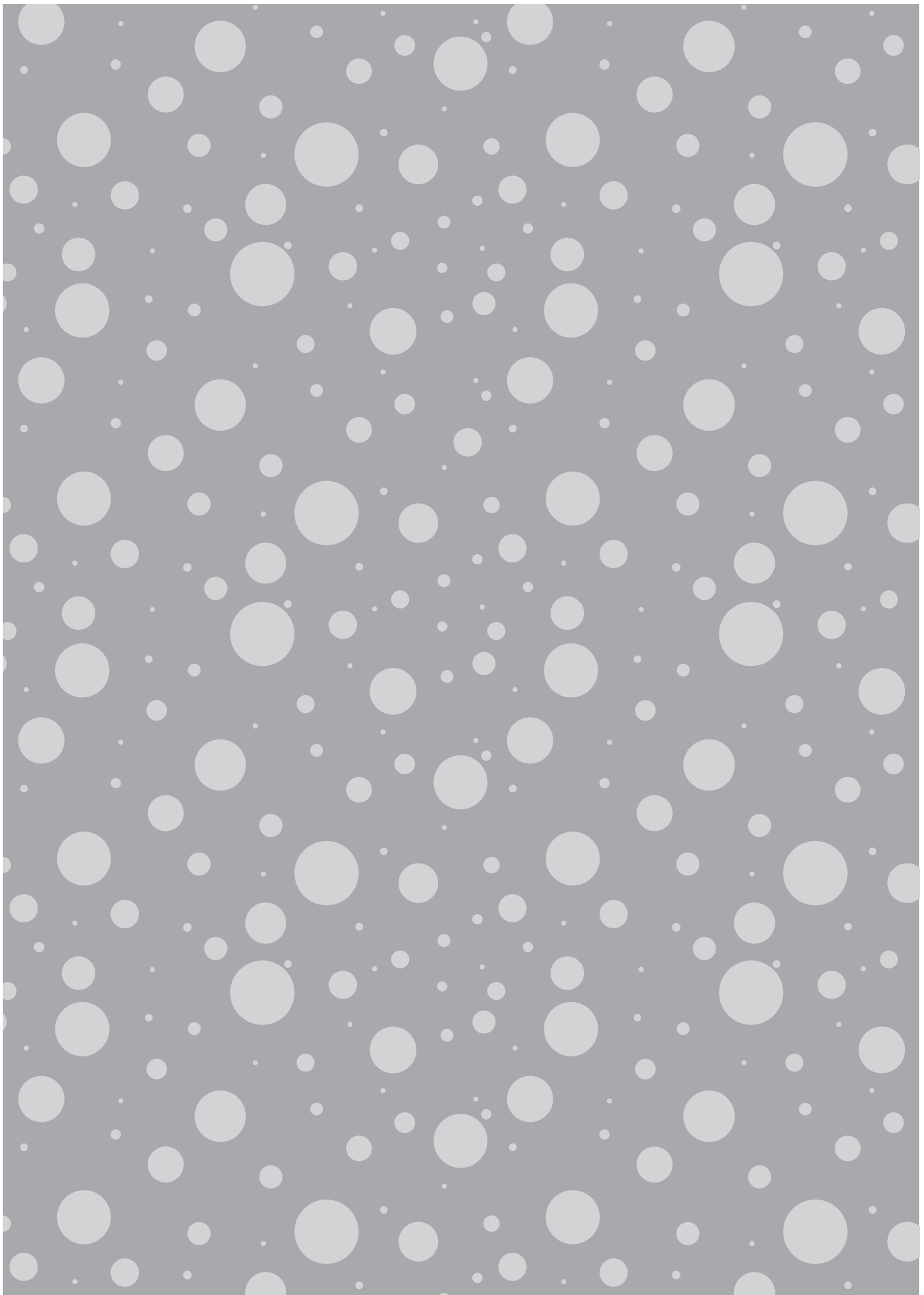
Spinner A



Spinner B

(continued on next page)

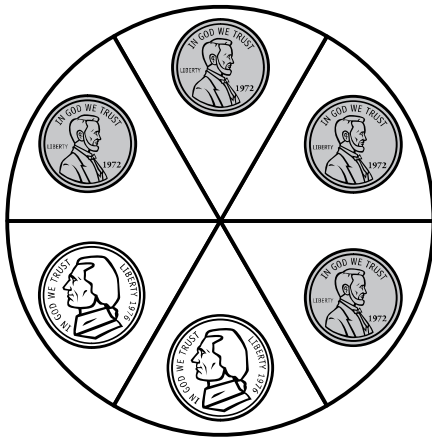


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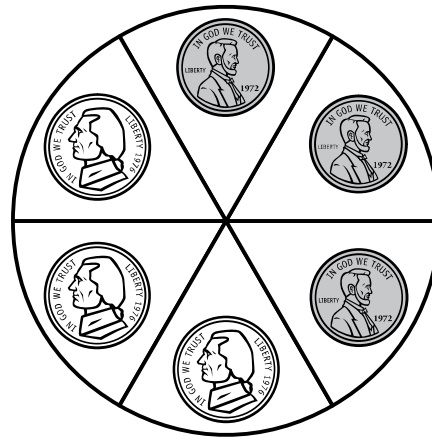
DATE _____

Which Coin Will Win? page 3 of 4

Use this record sheet to record the results each time you play Which Coin Will Win? Locate the appropriate spinner and color in a space on the graph above the coin that won. There's enough room to record the results of seven games with each spinner.



Spinner A



Spinner B



(continued on next page)


NAME _____


DATE _____

Which Coin Will Win? page 4 of 4

You have played Which Coin Will Win? many times. Now it's time to look at your record sheet to see how things turned out. Were the results from each spinner the same or different?

1 Spinner A

a How many times did the nickels  win? _____

b How many times did the pennies  win? _____


c Write a greater than (>) or less than (<) sign to show whether the nickel had more wins or fewer wins than the penny.




d Write an equation to show how many times the nickels won, how many times the pennies won, and how many wins in all.

$$\frac{\text{nickel}}{\text{penny}} + \frac{\text{penny}}{\text{nickel}} = \text{_____}$$

2 Spinner B

a How many times did the nickels  win? _____

b How many times did the pennies  win? _____

c Write a greater than (>) or less than (<) sign to show whether the nickel had more wins or fewer wins than the penny.



d Write an equation to show how times the nickels won, how many times the pennies won, and how many wins in all.

$$\frac{\text{nickel}}{\text{penny}} + \frac{\text{penny}}{\text{nickel}} = \text{_____}$$

3 Talk about these questions with someone:

- Did one of the spinners give the pennies a better chance to win?
- If so, which one?
- Why or why not?