Big Ideas in Number Focus Area: **Trusting the Count**

Name of Game or Activity: More/Less/Same

Instructions:

- Card game for groups of up to four.
- Remove picture cards and jokers.
- Deal 6 cards per student.
- Cards left placed in the middle and turn the top one over.
- Taking turns students place a card down according to;
  *same number, *1 more or 1 less, *two more or 2 less, *double the number, *halve the number or any other criteria to differentiate for abilities.
- The student placing the card must verbalise the choice they have made to discard and why. If a card cannot be discarded, then a card is picked up from the deck.
- First to discard all their cards wins the game.

Variations:

- Discard two or more cards that add up to the card displayed.
- Include the joker with the value zero.
- Include picture cards with the values Jack 11, Queen 12, King 13.

Resources: Deck of cards

BliN Micro Content

Early number experiences – Classifying, grouping, ordering, patterns underpin the development of this idea.	
Each object is counted once – one to one correspondence.	
Collections can be compared on a one to one basis.	
Arrangements of objects in a count does not change the quantity.	
Purpose of counting or subitizing is to quantify.	
Counting numbers (the number string) are always said in the same order.	
Counting on and back can be used to solve simple problems.	**X**
Subitizing or instant recognition of small groups can be a means of quantifying.	**X**
Small numbers can be seen as a combination of others.	**X**
There are multiple ways of grouping objects	**X**
The part-part-whole relationship can be used as the basis for operating.	
Basic addition facts always give the same result irrespective of arrangement.	**X**
Addition and subtraction situations can be considered in terms of a whole and two parts, one of which is unknown or missing.	**X**
Additive thinking is employed to solve problems with small numbers.	**X**
Skip counting to find the total will give the same result as one-one counting.	
Share portions from a quantity and know that the more portions there are, the smaller the portions will be.	