

How Many Snails?

Strand:	Number and Number Sense
Topic:	Comparing two sets using the words more, fewer, and same
Primary SOL:	K.2 The student, given no more than three sets, each set containing 10 or fewer concrete objects, will a) compare and describe one set as having more, fewer, or the same number of objects as the other set(s)
Related SOL:	K.1a, K.3a, K.4, K.12

Materials

- *How Many Snails?*, by Paul Giganti (if available)
- Art materials (paper, markers, crayons, or paint)

Vocabulary

more, fewer, same, how many, count, compare, attribute words (e.g., color, design, size), zero (0), one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10)

Student/Teacher Actions: What should students be doing? What should teachers be doing?

Note: This is meant to be an introductory lesson. Once students are comfortable with the skill, the bags of counting items may be placed in a center and students may repeat the activity in small groups.

1. If available, read the book *How Many Snails*, by Paul Giganti to the class. The book provides many opportunities for counting sets and subsets on every page. Encourage students to take turns counting and discussing their counting strategies as the book is read. If the book is not available, find some pictures that show collections of objects with various attributes.
2. As you share the book, also ask students to compare one group to another group on the page: *“Are there more striped snails or plain snails? Which is fewer – the red fish or the yellow fish? What can you tell me about the gray clouds and the white clouds?”*
3. Tell students that as a class they are going to create a new page for the book using balloons. Discuss various attributes (shapes, colors, designs, etc.) that balloons might have. Given appropriate art supplies, have each student draw a picture of a balloon. Tell the students that they should try to make their balloon unique.
4. Make a display with all the balloon pictures. (This could be done on a bulletin board or on chart paper.)
5. Model some questions that can be asked about the balloons. (e.g., How many balloons are red? How many balloons are striped? Are there more round balloons or long balloons?) Allow students to develop questions about the number of balloons that other students can answer.
6. Revisit the display over several days asking students to develop questions that involve counting and comparing based on different attributes.

Assessment

- **Questions**
 - How do you know whether one set has more (or fewer) than another?
 - What does it mean when two sets are the same?
- **Journal/writing prompts**
 - There are six snails in my garden. There are fewer ladybugs than snails. Draw a picture to show how many ladybugs might be in my garden.
 - There are five red balloons. There is the same number of blue balloons. Draw the red balloons and the blue balloons.
- **Other Assessments**
 - Have students make More/Fewer/Same collections based on a number. For example, if the student's number is 5, he/she would make a pile of counters to show more than 5, a pile to show fewer than 5, and a pile to show the same as 5.
 - Have students use dot cards or dominoes to find pairs that show the same quantity. You could also have students find a card that shows a quantity that is more than or fewer than a quantity shown on a given card.

Extensions and Connections (for all students)

- Students' pictures can be related to a theme or season (e.g., snowmen in the winter, flowers in spring).
- Students' drawings can be sorted and/or placed to create an object graph based on given attributes (K.11)
- Students can take turns sorting the pictures and having other students guess what attribute was used for sorting. (K.12)

Strategies for Differentiation

- Sentence frames can be used when asking students to form responses.
- Some students may need to use objects that they can touch and move around to count and compare instead of using the balloon pictures stapled to a bulletin board. If comparing red balloons and yellow balloons, those students might instead use red linking cubes and yellow linking cubes.
- If you have a large class, you may want to make two displays with the students' balloons instead of one to keep the number of objects in one display manageable.