

Splash!

Strand:	Number and Number Sense
Topic:	Compare two sets using 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.
Related SOL:	K.1, K.3a, K.4a, K.4b, K.6

Materials

- *Splash*, by Ann Jonas (if available)
- Counters (pictures), provided
- Story Mats, provided
- Plain counters or linking cubes

Vocabulary

count, number, set, zero (0), one (1), two (2), three (3), four (4), five (5), six (6), seven (7), eight (8), nine (9), ten (10), compare, more, fewer, same

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

1. If available, read the book *Splash*, by Ann Jonas, to the class.
2. Provide each student with a story mat and a set of picture counters.
3. As you reread the story, have students use the counters to model the characters' movements in and out of the pond.
4. Pause frequently to ask how many animals are in the pond and how many are out.
5. Have students compare the number of animals that are in the pond to the number of animals that are out of the pond. Ask, "Are there more, fewer, or the same number of animals? How do you know?" Encourage students to answer in a sentence so that they are practicing the language structure of comparison statements.
6. Create new "splash" comparison stories for the students to act out and describe using plain counters. Examples include:
 - a. There are six animals in the pond and four animals out of the pond. Are there more animals in the pond or out of the pond?
 - b. There are three frogs and four turtles on the ground at the edge of the pond. There are two fish and three frogs in the pond. How many are out of the pond? How many are in the pond? Are there more animals in the pond or out of the pond?
 - c. There are six animals out of the pond. The same number of animals are in the pond. How many animals are in the pond?
 - d. There are eight animals out of the pond. Fewer animals are in the pond. How many animals might be in the pond?

Invite students to tell stories for their classmates to act out.

7. To provide closure, ask students to describe the strategies they used for counting and comparing as they acted out the stories.

Assessment

- **Questions**

- How did you figure out which group of animals was more? fewer?
- What has to be true if the number of animals in the pond is the same as the number of animals out of the pond? Do they have to be the exact same animals?

- **Journal/writing prompts**

- Draw a picture that shows fewer animals in the pond than out of the pond. Write the numbers that tell how many animals are both in and out of the pond.
- Draw a picture showing the same number of animals in the pond and out of the pond. Write the numbers that tell how many animals are in and out of the pond.

- **Other Assessments**

- Listen as students tell stories. Are they able to tell stories that require comparison and ask questions using more, fewer, or the same?

Extensions and Connections (for all students)

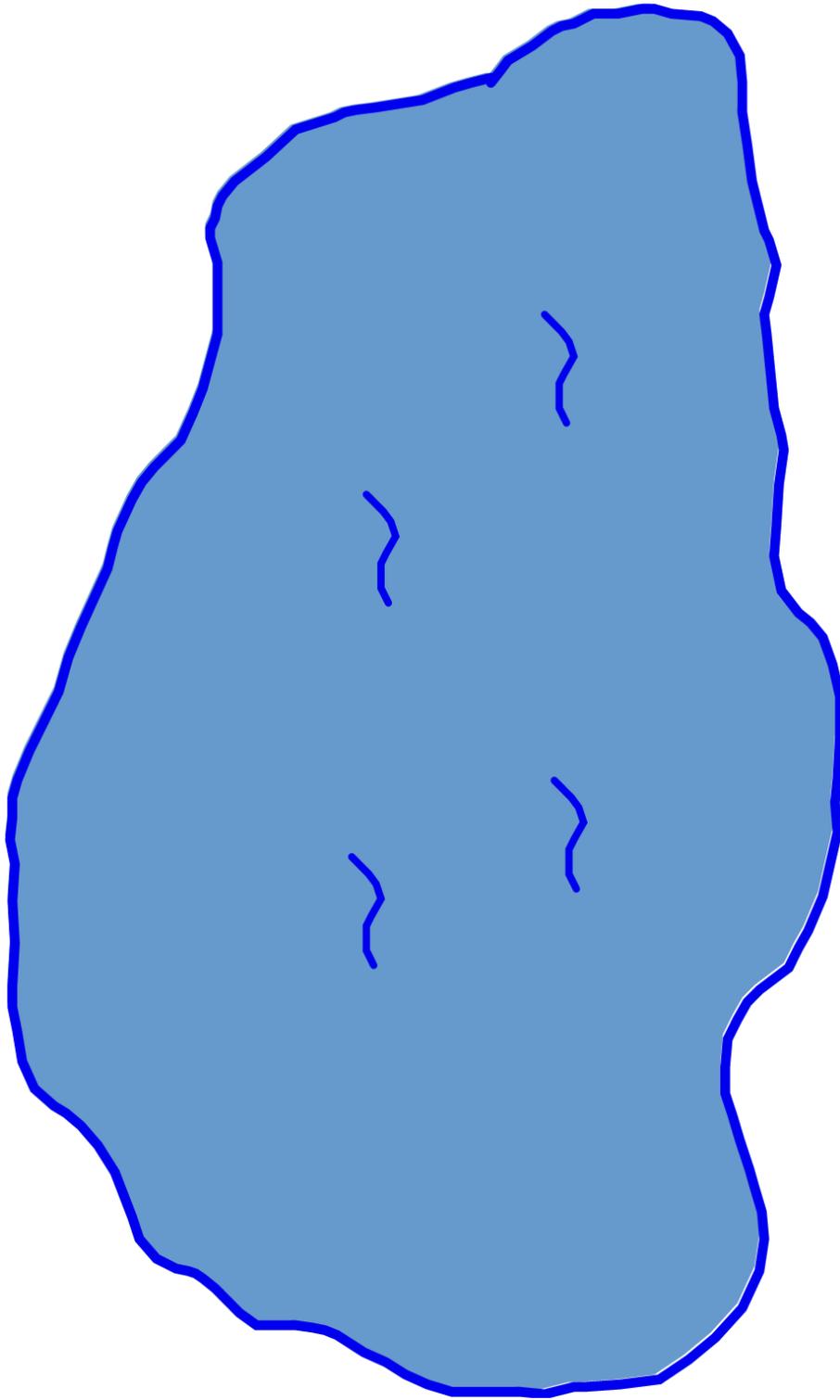
- Be aware of opportunities to compare objects throughout the course of the day—the number of chairs at two tables, the number of people standing in line vs. the number of people at their seats, the number of boys in the class vs. the number of girls in the class, etc.
- If the story mats are laminated, you can also provide dry erase markers for students to write the numbers that match how many are in and out of the pond.
- Use the pictures in the book to explore part-part-whole stories. For example: There are seven fish, three have black and white stripes, and four are orange. (K.4)
- Use the story mats to tell joining and separating stories about animals or people hopping in and out of the pond. (K.6)

Strategies for Differentiation

- Vary the size of the numbers used in the teacher created stories according to student needs.
- Provide larger counters and a larger story mat for students with fine motor issues.
- Provide sentence frames to aid in responding to comparison questions.
- If students are being asked to write numerals, provide a number path for students to see the correct numeral formations. For students who have difficulty writing, provide numeral cards so that they are identifying the correct numeral.

Note: The following pages are intended for classroom use for students as a visual aid to learning.

Story Mat



Counters

(copy and cut out one set for each student)

