

More, Fewer, or the Same?

Reporting Category Number and Number Sense

Topic Identifying two sets as containing more, fewer, or the same number of concrete objects

Primary SOL K.1 The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.

Related SOL K.2a, K.4a,b

Materials

- Cardstock
- Peel-off dot stickers
- Counters
- Mats (to display counters)
- More/Fewer/Same spinner template (attached)
- Paper clips and pencils
- File folders
- Work mats (attached)

Vocabulary

more, fewer, same, less, equal, numerals 0–9

Student/Teacher Actions (what students and teachers should be doing to facilitate learning)

Note: Prior to instruction, create dot cards as follows: Using half sheets of paper or cardstock and peel-off dot stickers, create dot cards showing patterns for numbers from 1 to 10. Use common number arrangements such as those on number cubes, dominoes, or ten-frames. Also, use combinations of smaller patterns, as well as patterns with one additional dot to show one more than.

1. Put the dot cards in a pile face down. Player 1 draws a dot card, places it face up, and places a counter on each dot to create the arrangement.
2. Player 2 spins the spinner behind an upright, open file folder used to conceal the spinner.
3. If the spinner lands on “Same,” player 2 displays the same number of counters on his/her mat. If the spinner lands on “More,” player 2 displays more counters on the mat. If the spinner lands on “Fewer,” player 2 displays fewer counters on the mat.
4. Player 1 looks at the two quantities and announces “Same,” “More,” or “Fewer.”
5. Player 2 reveals the spinner to determine whether player 1 was correct.
6. Players switch roles and continue the game.

Assessment

- **Questions**
 - “How do you know when both groups of counters are the same?”
 - “If the *arrangement* of the counters in two groups is different, can the number of counters be the same?”
- **Journal/Writing Prompts**
 - “Pick a number 1–10. Write your number inside the box on the ‘More Than’ work mat. Draw a picture that shows more than your number.”
 - “Pick a number 1–10. Write your number inside the box on the ‘Fewer Than’ work mat. Draw a picture that shows fewer than your number.”
 - “Pick a number 1–10. Write your number inside the box on the ‘The Same As’ work mat. Draw a picture that shows the same as your number.”
- **Other**
 - 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)

- Instead of using dot cards, have students roll a 0–9 number die.
- As students become more comfortable recognizing the patterns and quantities on the dot cards, have them make the patterns on a mat, not on the dot cards.
- Have students use the dot cards to determine one more than or one fewer than the set.
- Have players keep track of their turns with tally marks.
- Before players switch roles, have them match their arrangement of counters to a numeral card or write the numeral that corresponds to their number of counters.

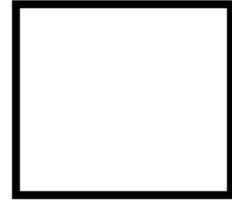
Work Mat

More Than



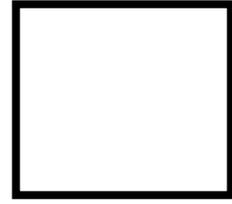
Work Mat

Fewer Than



Work Mat

The Same As



Spinner Template

