

# **Splat! The Inkblot Math Strategy Igniting Laughter and Deep Math Thinking around the World**

## **3-5 Session**

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Session Description: Splat lessons have been downloaded more than 350,000 times and used in classrooms around the world to promote rich number sense discussions. Teachers using Splat are reporting “belly laughter and deep math thinking.” This session features the Splat number sense questioning strategies. Participants will leave with over 100 Splat lessons.

### **4 Primary Session Objectives**

1. Participants will experience the richness – and the range – of Splat questions.
2. Participants will understand how Splat promotes number sense and rich math talk.
3. Participants will glimpse the mathematical joy that can take hold in their classrooms.
4. Participants will learn how to make a copy of the google drive folder with over 100 Splat lessons.

### **Key Session Themes**

1. Rich Questions
2. Number Sense
3. Math Discourse
4. Mathematical Joy
5. Free Resources

Splat is a visual resource that leans into missing information. While there are several variations of Splat, each of them includes at least one slide with embedded text to guide highly effective questioning progressions. One of the most common questioning series within Splat is as follows:

- How many blue shapes do you see?
- Splat!
- How many shapes are under the Splat?
- How do you know?
- How else could you know?

- Let's look under the Splat to see how many shapes are there.
- THE REVEAL
- What can we learn from this picture?

### **The Lever to Mathematical Joy**

One of the most powerful (and overlooked) questions for supporting students' experiences in approaching and experiencing mathematical joy is the question, "How else could you know?" During the session, we will examine what happens when students return to a Splat question AFTER they know the answer to the question. In these moments, when prompted by the teacher with the question, "How else could you know?" the students are discovering new ways of thinking about how to decompose and combine numbers – and to identify the quantity of variables – that were not initially apparent to the students.

While students develop multiple strategies for decomposing and combining numbers using a variety of operations, they tend to share their most insightful strategy, and when they return to a question 2, 3, or 4 times, they are able to build on prior understanding and identify increasingly elaborate or elegant ways of thinking about math. Often it is the 2<sup>nd</sup>, 3<sup>rd</sup>, or 4<sup>th</sup> strategy that students are eager to share, and that is also the point where mathematical enthusiasm and joy emerges in classroom communities.

The sequencing of Splat is built in such a way that, even though the students identify many ways of thinking about an answer, the formal reveal is not presented until after the student ideas are shared – which provides a rich moment of celebration and joy.

This session will range through a variety of concepts including decomposing the number 10 through identifying the value of variables in both whole number and fraction contexts.

Thank you for attending!

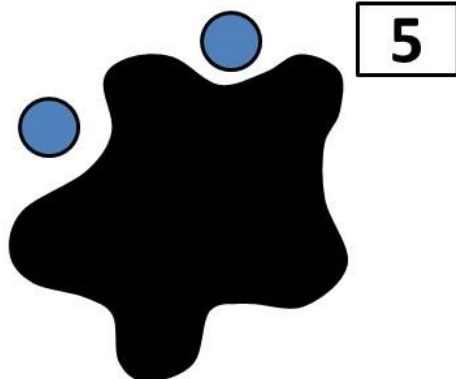
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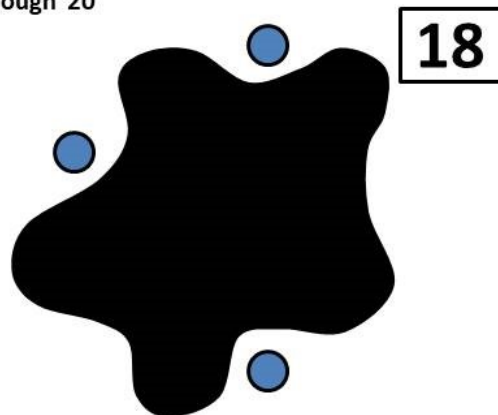
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The First 10 Splat Levels (Whole Numbers)

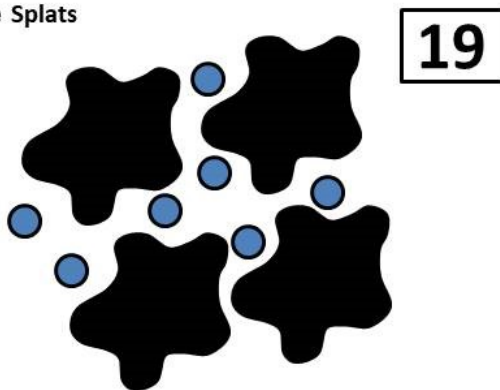
Splat Through 10



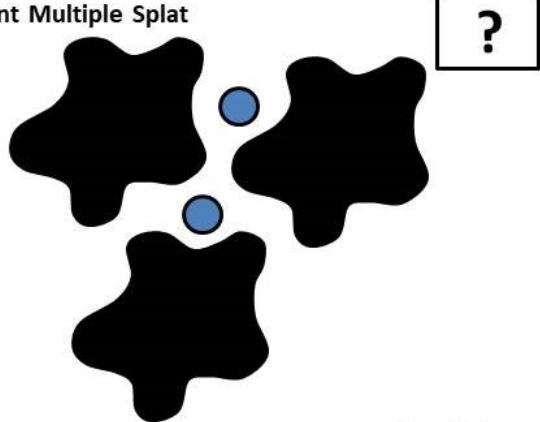
Splat Through 20



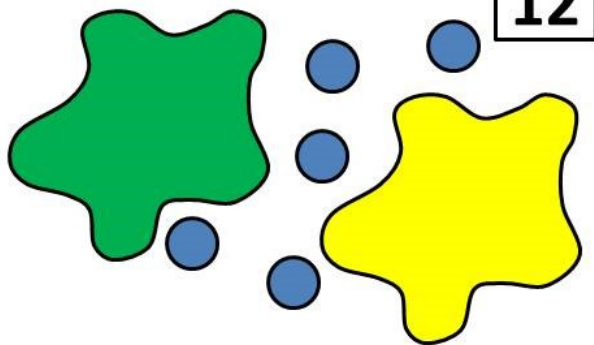
Multiple Splats



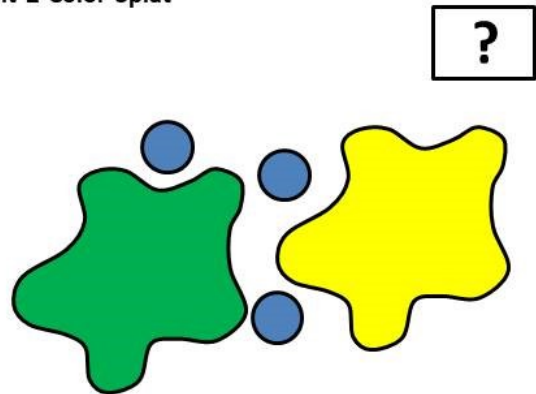
Instant Multiple Splat



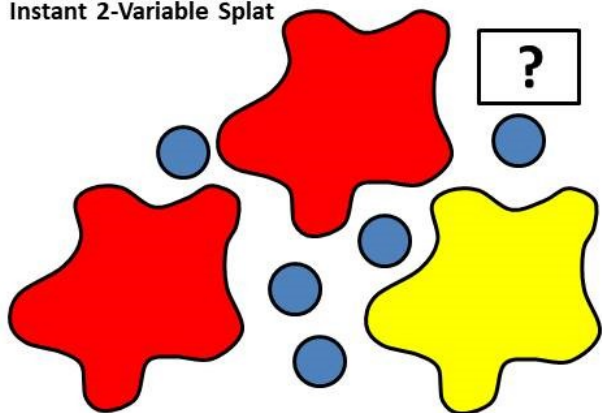
2-Color Splat



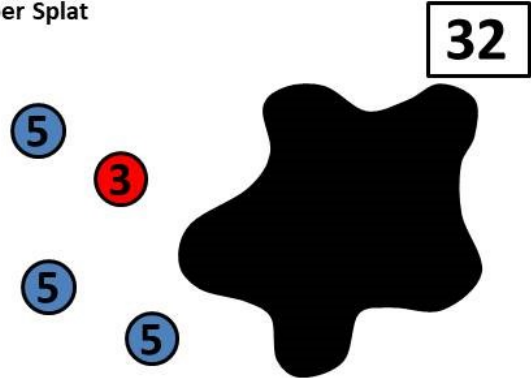
Instant 2-Color Splat



Instant 2-Variable Splat

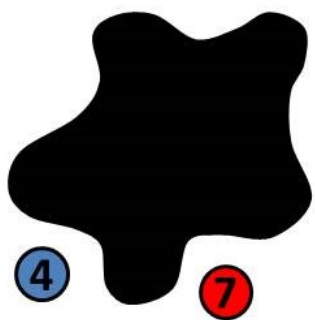


Number Splat



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Instant Number Splat



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Instant Number Splat with 2 Variables



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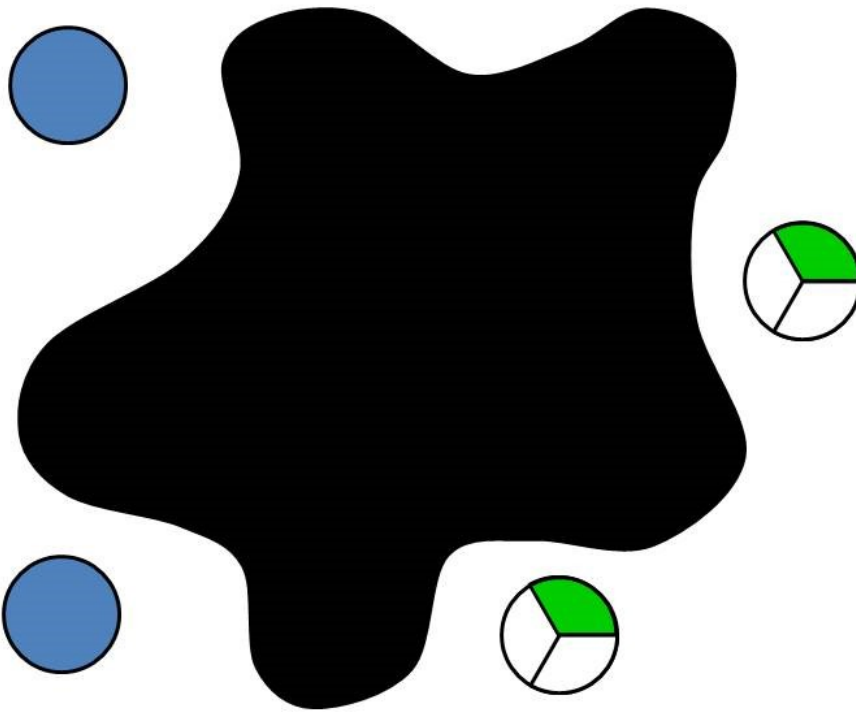
2



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Samples of the Splat Fraction Levels



**7**

