

1. Large or Small Group - Count to 2 Chant

Note: Modeling the number 2 with index fingers on each hand, clapping, and linking arms with a partner prepares students for the matching activities.

- T: I want to teach you a counting chant. Listen: 1, 2, I count 2. Let me hear you say that.
- S: 1, 2, I count 2 (no motions yet).
- T: Very good. Now, let's use our fingers, like this: 1 (show one index finger), 2 (show the other index finger), I count 2.
- S: 1 (one index finger), 2 (the other index finger), I count 2.
- T: Great! Here's the next step: 1 (clap), 2 (clap), I clap 2.
- S: 1 (clap), 2 (clap), I clap 2.
- T: We end our chant like this: 1, 2, me and you. (Demonstrate how to link arms with the person beside you.)
- S: 1, 2, me and you. (Link arms with a partner.)
- T: Let's put it all together now.
- T/S: 1, 2, I count 2 (no motions).
1 (one index finger), 2 (the other index finger), I count 2.
1 (clap), 2 (clap), I clap 2.
1, 2, me and you. (Link arms with a partner.)



Repeat the chant a few times.

2. Large or Small Group - Concept Introduction (Must precede #3, Concept Practice)

Materials: 2 pairs of identical objects

Seat children in a circle on the rug.

1. Show two identical objects, such as a pair of rubber ducks.
2. Describe to students what you see using self-talk: "Look at these! I see two ducks. They are both yellow. They are both little. They are **exactly the same!** They **match!**"
3. Lead students in repeating, "They are exactly the same."
4. Encourage students to think of other ways the objects are exactly the same. If needed, draw their attention to size, color, and shape.
5. Repeat this process, showing two more identical objects, such as teddy bear counters. Ask students, "What can you tell me about these?" and lead them to use the sentence stem, "They are both...."

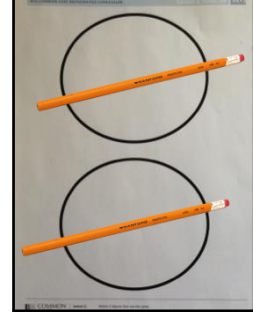


3. Small Group - Concept Practice (Be sure to complete #2 Concept Introduction first)

Materials: 2 unsharpened pencils, matching mat (Template). Per pair: matching mat (Template), baggie containing 5 objects with 2 sets of identical objects (e.g., 2 orange linking cubes, 2 teddy bear counters, 1 farm animal)



In the circle, before sending children to tables, place the matching template on the rug with a bag of 5 objects.



1. (Hold up 2 unsharpened pencils, then place them on the matching mat. Ask students how the pencils are the same, and lead them to use the sentence stem, "They are both..." (e.g., yellow, long, skinny).
2. Match students with partners to play at tables, and give each pair a baggie and a mat.
3. Ask partners to match objects that are exactly the same and put them on their mat.
4. Ask partners to tell how the objects are exactly the same, using the sentence stem.
5. As the students work, circulate and describe what they are doing using parallel talk, e.g., "Mario matched the two bears. He says they are both blue. Priya says they are both little."

Support children as they work with partners to sort matching objects. After the students have matched the objects on their mat, ask questions to help them debrief:

- How did you choose things that were exactly the same?
- Do you see any things in our classroom that match?
- (Invite 2 girls to stand.) Are these 2 students exactly the same?

4. Learning Center – Practice through Play

Use paper towel tubes and colored craft sticks to create a "Sort by Color" center.

This activity will help solidify children's understanding of same and different, while reinforcing color recognition skills, too.

