

1. Large or Small Group - Chant & Concept Introduction

Repeat last week's Count to 2 chant:

- 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.)



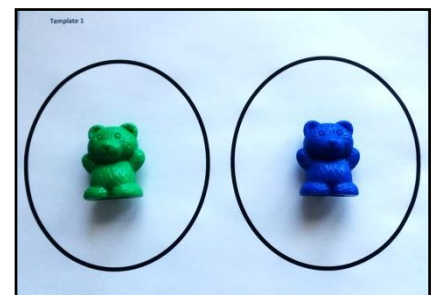
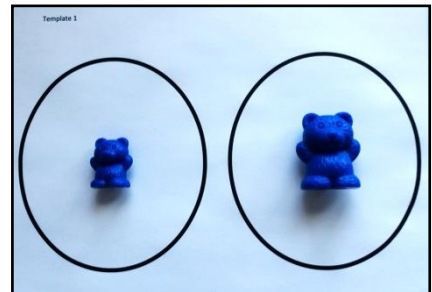
Concept Introduction:

Materials: (T) Matching mat (Lesson 1 Template), baggie containing 4 matching counters (e.g., teddy bears) that can be sorted in different ways (e.g., color, size, shape)



Open the baggie and place 2 matching objects on the matching mat, guiding the students to understand that the objects can be sorted in different ways.

1. Show students two similar, but not identical, objects (e.g., teddy bear counters that are the same color but different sizes).
2. Describe to students what you see using self-talk, e.g., "Here are two bears! They are the same color, but one is little and one is big. The **size** of the bears is different, so they are not exactly the same."
3. Show students another pair of related objects that are not identical (e.g., teddy bear counters that are the same size but different colors).
4. Use open questions to prompt students to talk about the objects, e.g., "What can you tell me about these counters? How are they the same?"
5. Ask students, "Are they exactly the same?"
6. Guide students to use the sentence stem, "They are **the same, but** ___."



Return to the set of 4 bears, and invite students to find a different match and explain why the bears are the same. Encourage students to use the words *they are the same, but...*

2. Small Group - Concept Practice (Be sure to complete #1 Concept Introduction first)

Materials: 2 balls (e.g., large bouncy ball, tennis ball). Per pair: matching mat (Lesson 1 Template), baggie containing 5 objects with 2 sets of matching objects (e.g., 2 green stickers—alligator and turtle, 2 sports stickers—basketball and soccer ball, 1 Lego piece)



1. Hold up two balls, one big bouncy ball and one small tennis ball.
2. Use open questions to prompt students to describe the balls. For example, “What can you tell me about these balls? How are they the same?”
3. Use repetition to model language structure and call out interesting attributes. For example, “Ooh! Tessa says they are both round! Henry says they both roll!”
4. Ask students, “Are they exactly the same, or are they the same but...?”
5. Guide students to use the sentence stem, “They are the same, but ____.”
6. Group students into partners to play at tables, giving each pair a baggie and a matching mat. Have students choose objects that are the same and put them on their mats. Ask students to talk about how the objects are *the same, but...*

Listen for misconceptions or misunderstandings and ask follow up questions:

- Were the objects in your baggie exactly the same? (If students say yes, follow up with scaffolded questions about same size, same color, and same shape.)
- (Hold up a big and a little red bear.) Finish my sentence: These two bears are not exactly the same _____. (Size.)
- How was matching today different from matching yesterday?
- Can we make 2 claps and 2 taps that are *the same, but...*?

3. Large or Small Group – Concept Practice

Materials: Pairs of identical objects, children’s music (optional, see Step 3)

Note: This fluency activity maintains students’ ability to locate pairs of objects that are exactly the same, but now challenges them to do it more quickly, with the complexity of a greater variety of objects.

1. Display objects in the center of the rug, with students standing on the edges of the rug, or other similar classroom space. Ask students to silently indicate (thumbs up, nod, or ok sign) if they see pairs that are exactly the same.
2. Direct students to select an object, return to their spot, and close their eyes.
3. After everyone has selected an object, tell students to open their eyes (start the music if using it), and have them circulate until they find the student who has their match.
4. Demonstrate how to link arms with the partner who has their match.
5. Return objects to the center of the rug, and play again.

Variations: Challenge students to find the match before the music stops. Conduct the same activity again, but this time, match objects that are *the same, but...* (add new objects that fit *the same, but...* criteria with the second iteration).

4. Small Group - Additional Practice

Materials: (Problem Set, 1 baggie per pair with 6 picture cards from matching cards (Template))

1. Pair students and send them to tables with a baggie.
2. Instruct students to look at the images and talk about which ones match, laying them side by side.
3. Ask, "How are they the same?" "How are they different?" Guide students to use the sentence stem, "They are the same, but...."
4. Circulate and repeat the students' responses to model the language structure and focus on attributes, e.g., "Regina said that the apples are the same, but they are a different size."
5. Distribute the Problem Set to each student and read the directions. Emphasize using the words *they are the same, but....*

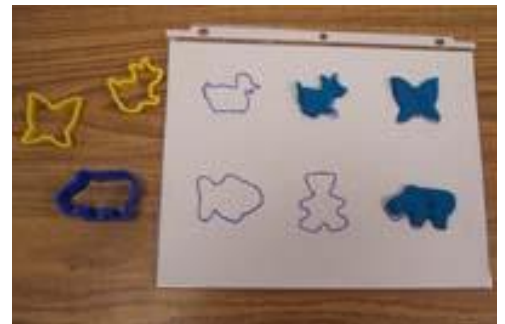


Extend by inviting students to look around the room at their friends' clothing. Ask them to find two items that *are the same, but....* Direct students to point to the items and explain. For example, "My shirt is the same color as Jose's, but mine is larger." "Mary and Pedro's shirts are the same, but Pedro's is blue." Ask them if they can think of other ways the items are the same, but different.

4. Learning Center – Practice through Play

Note that this center can recur daily, all week long.

Trace the outlines of several cookie cutters on white paper to create matching mats. These mats can be laminated with contact paper or inserted in clear page protectors and sealed with clear tape on the open end. Children cut out shapes from play dough with the cookie cutters, and match the play dough shapes to the shapes on the mat. Encourage discussion about how these shapes are the same and how they are different.



Extend with ABCmouse.com by selecting the Shapes Memory game from the Math games.