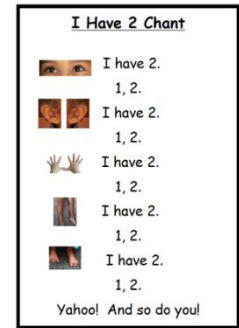


1. Large or Small Group – Modified I Count 2 chant

Repeat the familiar I Count 2 chant, then explain that we can also count the parts of our body that come in pairs. We can count our eyes, like this: 1, (point carefully to one eye), 2 (then, the other eye), I have 2 (both). Children repeat, using the chart (provided) as a visual guide.

Repeat with ears, hands, legs, feet, and the last line.



2. Large or Small Group - Matching Practice

Materials: Set of new and used crayons (with a matching pair for each student)

Place the crayons in the middle of the circle. Separate into smaller piles around the circle to make it easier for children to participate, if necessary. Ask students to find two crayons that match. Ask students to tell how their crayons match, using the language they are the same, but.... This activity gives students an opportunity to match two objects that are *the same*, *but...* while considering attributes such as color, size, and shape.



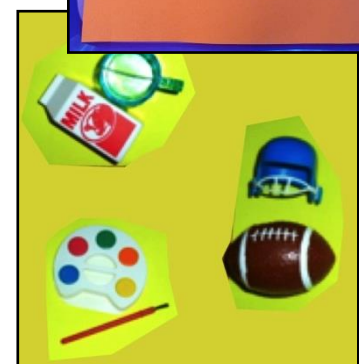
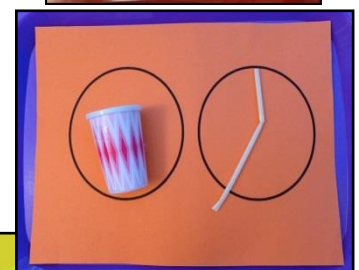
Extension 1: Set all of the crayons on a table and invite a small group of children to sort them all by color (provide sheets of colored construction paper as a "match" for the crayons of the same color).

Extension 2: Invite children to read the "Things in Pairs" books in ABCmouse (in the Math books).

3. Large or Small Group – Concept Introduction

Materials: Prepared baggie with 4 objects related by function (e.g., crayon and paper, straw and cup) and an unrelated counter (e.g., cube), matching mat (Lesson 1 Template) ; Individual baggies like teacher's (optional to vary the contents of the individual baggies, but make sure that the matching items are related to each other by function)

1. Hold up the cup and straw, then put them on the mat. Say, "Hmmm.... I'm thinking of a way the cup and straw can be matched together. But, they don't look the same at all. Who can guess what I'm thinking? How do they match?"
2. Guide students to see that although they are different, they are used together.
3. Guide students to use the sentence stem, "They match because I use them together to...."
4. Pass out individual baggies. Have students find two objects that match by use and hold them up.
5. Ask, "Are your two objects the same?"
6. Encourage students to talk about why their two objects match even though they are not the same.
7. Guide them to use the sentence stem, "They match because I use them together to...."



4. Small Group – Concept Practice

Materials: Matching mat (Lesson 1 Template), tables prepared with matching items used together (e.g., milk carton and cup, paintbrush and paint, other matching items taken from students' baggies)

1. Hold up the milk carton and cup, then put them on the matching mat. Ask, "How do they match?"
2. Guide students to use the sentence stem, "They match because I use them together to..."
3. Pair students with partners to play at tables.
4. Tell students, "Match two items that are used together, and put them on your mat."
5. Encourage students to talk about how the items match: "They match because I use them together to..."
6. Encourage children to find classroom objects that are used together. The kitchen center is a great place to find matches of this type (e.g., plate and fork). Support children's language development as they share how the items are used together.

Extend by inviting children to complete the "Things in Pairs" puzzles on ABCmouse (in the Math Puzzles).

When choosing items for baggies, some students will benefit from beginning with objects that they have experienced in the classroom setting.

This prevents misconceptions about matching based on function, as objects can have a variety of functions within different households and cultures.

For other students, consider adding a challenging extension by placing 3 items in the baggie that could be used together in different combinations.

For example, an envelope, pencil, and paper - one student might match the envelope with the paper, while another might match the paper with the pencil, or see a connection between all 3 objects.

5. Learning Center – Practice through Play

Create a "Lid Matching" center using a variety of empty bottles and containers with lids. This activity reinforces the basic concepts introduced this week and provides fine motor practice, too.

See this link for a detailed explanation:

<http://www.teachpreschool.org/2013/02/lots-of-lids/>

