

Getting Ready

OBJECTIVE: Student will match duplicate objects.



Materials

Warm Up

- Vocabulary card (*same*)
- 2 circles, 2 plastic zipper bags
- GO-Chart Grid
- schedule pic-symbols
- All-Turn-It spinner

Explore

- poster (School)
- Food cards
- food models (two or more of each: pizza, pie, hot dogs, watermelon, french fries)
- baseballs
- shapes
- cubes
- Animal cards

Warm Up

A. VOCABULARY REVIEW: *same*

Show/give Concrete Connection: Place one circle in each bag and fasten together. Label “*same*.”
Show “*same*” Vocabulary card.

Say, “**Read** it” for each word. Students **locate** and **show** examples of *same* using past work, pictures from home or books from media center.

B. FUN & GAMES: Schedule Game

PREPARATION

Place GO-Chart Grid on whiteboard. Fasten one set of pic-symbols to grid to replicate a day’s *schedule*. Place matching symbols on All-Turn-It spinner.

GAME DIRECTIONS

Player **spins** for a subject symbol and **places** it to match on the *schedule*.

If he/she spins a foil, player skips turn.

Player that matches the last symbol wins.

Explore

A. POSTER: School

Point out things are the *same* on the poster, e.g., bean bags, computers, desks, etc.

Discuss items students have that are the *same*; use information from home.

B. TOOLS & MANIPULATIVES

Say, “Let’s explore items and photos that are the *same*.”

Model looking for matches.

Compare “*same*” and different.

Students **hold** and **explore** items and cards.

OBJECTIVE

Student will *match* duplicate objects.

Materials

Introduce and Connect

- poster (School)
- Vocabulary card (*match*)
- 2 circles
- 2 plastic bags
- food models
- Food cards
- baseballs
- shapes
- blocks
- doubles pic-symbols

Teach

- food models (bananas)
- baseballs, attribute blocks
- food, animal pic-symbols
- sports pic-symbols (6-baseballs, basketballs)

Introduce and Connect

A. EXPLORE POSTER: School

Show/give student(s) Concrete Connections:
Place one circle in each plastic bag. Label “*match*.”
Model finding items that *match* on the poster and on table.
Direct students to **point** to “*match*” designated items.
Students **find** requested items.

B. SHOW & TELL

Ask, “What do you know about *matching* and *same*?”
Students **tell** what they **see** on the poster and what they know.
Write comments on Number Notes poster with numbers, math symbols, words, etc. Use students’ past work or items from home when possible.
Note: Objects or pictures can be fastened to the Number Notes poster.

C. VOCABULARY: *match*

Show “*match*” Vocabulary card
Say, “This says *match*. **Read** it.” Students **say** “*match*” three times.
Match means it is the same.

C Food



Sensing Math

- Same same, Game game: Place double food models on table in random order. Split into teams. One team picks up an item and **says** the name, the other team finds its double and says the same.
- Same or Not: Place foods of the same color on a plate. Ask students to **taste** and **identify** if they are the same. (e.g., marshmallow creme and a marshmallow, salt and sugar, peanut butter and almond butter, etc.)

Level Guide

1 Level = Severe

2 Level = Moderate

3 Level = Mild

Teach

A. VISIBLE THINKING

Use food models (bananas), and Food cards to show what you are thinking. Demonstrate each CSA level twice. *substitute with food items readily available if desired.

C “This is a banana (food model). This is a banana (food model). They are the same. They *match*.” If available use real bananas.

S “This is a banana (pic-symbol). This is a banana (pic-symbol). They are the same. They *match*.”

A Write banana on the board twice. say, “This says banana. This says banana. They are the same word. They match.”

B. TRY IT: Skill Drill Worksheet

Students *match* objects, photos, pic-symbols, or words on worksheet.

Problem Solving

A. DEMO

Sari needs to buy the same baseballs and shapes for her twin brothers’ birthday. How can she make sure they are the same? Place baseballs and shapes on table.

B. SOLVE IT

Andy wants to decorate his walls with baseballs. He wants them all to *match*. Help Andy *match* the baseballs. Place baseballs, attribute blocks, and sports pic-symbols (baseballs, basketballs) on table. Give students one baseball or pic-symbol to start.

1 Level Show one baseball. Place three choices (baseball, baseball, and shape) in pocket chart. Say, “*Match*.” Students *choose*. Repeat with other baseballs.

2 Level Show one baseball pic-symbol. Students *match* 10 baseball pic-symbols from choice of 15 animal, food and sports pic-symbols. Repeat with other sport items.

3 Level Show one baseball pic-symbol. Students *match* 15 baseball pic-symbols from choice of 20. Challenge: Students match other sports pic-symbols.

C. TRY MORE: Problem Solving Worksheet

Match math tools, seasons and objects photos, and/or pic-symbols on worksheets.

Close

A. SHOW ME, SHOW OTHERS: I Learned...

Review what students have learned. Ask students to demonstrate skill, share their worksheets or read their Number Notes. It is essential that students have a meaningful way to communicate what they have learned.

B. NUMBER NOTES

Model writing vocabulary “*match*” on Teacher Number Notes. Students *write* “*match*” in Number Notes using numbers, math symbols, words, pic-symbols, or objects. Option: Place math pics on Number Notes page and circle or stamp the pic-symbols that represent what you have learned.

Follow Up

OBJECTIVE: Student will *match* duplicate objects.



Real Life Problem Solving

CLASSROOM: Students *match* pairs of cards to organize and put away after the game. Students *match* objects in classroom (e.g., building blocks, books, utensils, etc.).

CALENDAR: Students *look* for shapes, days, or numbers that *match* on the calendar.

COMMON: Students *look* for shapes, containers, school supplies, books or other items that *match* in the media center, counselor or health care office, hallway, and/or community.



Workstations

MATERIALS / PREPARATION

Place food models, workmat 3, and food pic-symbols on table. Record on Step-by-Step: "Match."



Place food model hot dogs on circle on workmat 3. Place three hot dogs and a chip on other circle. Students *activate* Step-by-Step and *sweep* hot dogs to circle to match.



Place hot dog pic-symbol on circle of workmat 3. Give students 15 pic-symbols (5 foils). Students *match* pic-symbols of hot dogs on circle on workmat 3. Challenge: Repeat with other food pic-symbols to match.



Place hot dog pic-symbol on circle of workmat 3. Give students 20 pic-symbols (5 foils). Students *match* pic-symbols of hot dogs on circle on workmat 3. Challenge: Repeat with other pic-symbols to match.



Games

A. VOCABULARY: Spinning for Match

MATERIALS / PREPARATION

Place School game board on table. Place pic-symbols (*match*, foils) on All-Turn-It spinner. Give each student a pawn. Place sets of double food models on table.

GAME DIRECTIONS

Player *spins* All-Turn-It. If player spins "*match*," he/she *names* two items that *match* and *moves* pawn to next space. If player spins a foil, he/she loses a turn and watches others play. Player to reach the end of board first wins.

B. SKILL: Open-Face Concentration

MATERIALS / PREPARATION

Place pairs of matching Animal cards face down in a 4x2 array to play a memory game.

GAME DIRECTIONS

Player *flips* two cards and keeps them if they *match*. If they do not *match*, leave face up for next player. Next player *turns* over two cards; if cards turned *match* or *match* cards that were left up, player takes *matches*. If not, player leaves cards face up and play continues to next player. Player with most *matches* when cards run out wins.