

Weeks 1 and 2

1. Theory

The children are matching pairs of *identical* objects in order to learn the meaning of the terms *the same* and *different*. Once they acquire this knowledge of what *same* and *different* mean, they will then be able to form groups or *sets* of identical objects.

2. Activities

Aistear play

At the zoo

Small world: Supply wild and farm animals, cars, people, twigs, leaves, pebbles, etc. for the children to create a miniature world of the zoo (or jungle setting).

Construction/blocks: The children make enclosures or settings for the animals at the zoo. They use a range of different materials, e.g. boxes, cardboard, netting, empty kitchen paper rolls. They also make car park areas, different buildings for the animals (reptile house, aviary, indoor areas), souvenir shops, restaurant, animal transport vehicles, Noddy train, etc.

Malleable – play dough: Use play dough or modelling clay to make more exotic animals and create boundaries (fences, walls, etc.). Make a jungle using pieces of broccoli as exotic trees.

Sand and water: Use the sandbox as a desert setting for the camels and other heat-loving animals. Use water to set up the scene for the aquatic animals, e.g. seals, penguins, otters.

Socio/Dramatic: Role-play the vet, zookeeper, visitor to the zoo, waiter, information officer, admissions attendant, pet's corner attendant, etc. Props: Vet's coat (old white shirt with sleeves and tail cut off), coins, old tickets and receipts, maps of the zoo, furry animals, etc.

Writing area: Help the children to create a print-rich setting with signage, tickets, clipboards and paper, information about the animals, old phone, etc. Provide books on animals (non-fiction and picture books).

Whole class

Discussion

Involve the children in a discussion about matching identical objects. Use the words *same* and *different*. Encourage the children to use these words in their responses. Make sure the children use full sentences in their responses, e.g. I am wearing the *same* socks as Katie. Karl's schoolbag is *different* to mine.

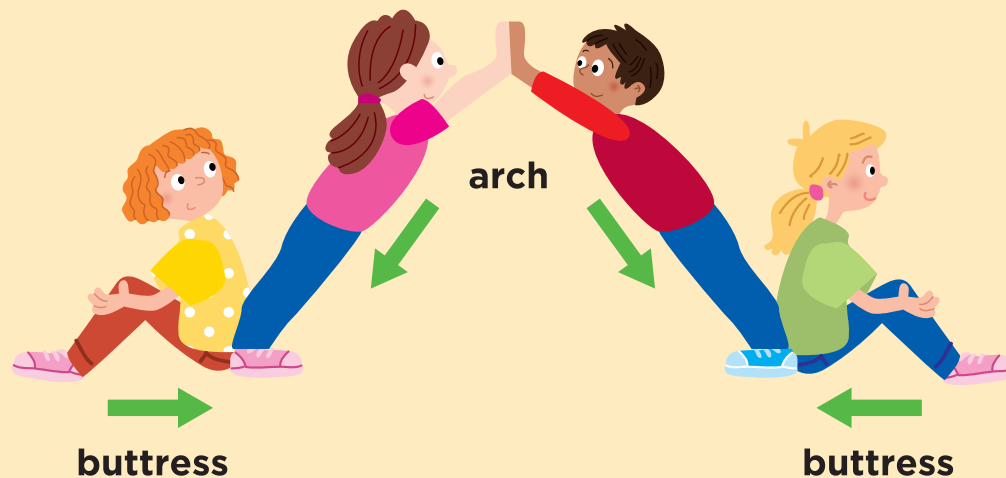
- Is anyone *wearing* the *same* shoes/jumper/trousers/socks/skirt/glasses/shirt/shorts as someone else? (Use the word *different* as well.)
- Has anyone got the *same* pencil/pencil case/sharpener/schoolbag/maths book as someone else? (Use the word *different* as well.)

- What things in the classroom are the *same*, e.g. windows, doors, hooks for coats, chairs, tables, taps? (Use the word *different* as well.)
- What colours can you see? Can you see red anywhere? Can you see a *different* colour? Where can you see the *same* colours?

Activities

Noah's Ark

Google an image of Noah's Ark and put it on the whiteboard. Tell the children the story of Noah's Ark: Noah was told to build an ark because a big flood was coming. It was up to him to save all the animals in the world. Noah built the ark and two by two the animals climbed aboard the ark. The flood came but the animals were all nice and dry. When the flood waters went down, the ark landed and the animals walked off the ark, two by two.



Four children make an arch in front of the 'ark'. Distribute the wild animals and farm animals to your groups. Each child must find a matching animal to enter the ark through the arch. Alternatively, they can find another child who has an item that is the same as theirs, e.g. same shoes, socks, shirt, skirt, pencil. Once they have entered the arch, they return to their table and draw their animal. Create a class picture called 'Noah's Matching Animals'.

Clothesline

Suspend a clothesline across the classroom at the children's eye level. Distribute the socks that the children have brought in to the various groups. Ask a child to hold up a sock and ask if anyone has one that is the same. The child must describe the sock he/she is holding. When the match is found, the two children peg each sock on the line. Keep going until all the socks are pegged on the line. Alternatively, you could peg some socks on the line and *you* ask the questions.

Integration

Literacy: Read *A Pair of Socks* by Stuart J. Murphy.