

**Name: Silvia Martinez**

**Grade: Kindergarten**

**Subject: Math**

### **Same, Same, but Different!**

**Lesson Overview:** Using the students first names, students will identify similarities and differences. Sorting and graphing the differences will be introduced and compared.

**Learning Objectives:** Students will understand that everyday common items can have qualities that are the same and different. These items can be sorted, graphed, and compared in a variety of ways by their differences.

#### **Standards:**

[CCSS.MATH.CONTENT.K.CC.B.4](#)

Understand the relationship between numbers and quantities; connect counting to cardinality.

[CCSS.MATH.CONTENT.K.CC.C.6](#)

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

[CCSS.MATH.CONTENT.K.MD.A.2](#)

Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.

[CCSS.MATH.CONTENT.K.MD.B.3](#)

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

**Materials and Resources:** students names written on sentence strips, large graphing mat or create one on rug using colored tape, numerals 0-10, chart paper

#### **Lesson:**

1. Read [Same, Same, But Different](#) by Jenny Sue Kostecki-Shaw
2. Look at all of our class names written on sentence strips. Note: The sentence strip color was chosen by each student when we got to know each other during the first two to three weeks of school. Each student's name was spelled, written, compared by counting the letters & clapping/stomping the syllables, and cheered!
3. As a group, identify what is the same among all the names. (all names, all have letters, all are on a colored paper, all begin with a capital and the rest are lower case)

4. As a group, identify what is different among the names. (different colored paper, different number of claps, different number of letters, different beginning letter)
5. Have students sit in a large circle. Introduce the large graph mat and place in middle of circle. Tell the children that we are going to sort our names on this graph. Pass out student names. Discuss that all the differences in our names can be graphed. Choose the simplest one first - by color.
6. Hold up color words and place at X or Y axis of graph. As each color word is placed, have students graph their name by placing it in the appropriate column.
7. After all names are graphed, ask, "What do you notice?", "What do you see?", "How do you know that?", "Does anyone see it another way?", "How many \_\_\_?", "Which has more?", "Which has fewer?", "How many more or fewer than \_\_\_?",
8. Ask, "Can we graph another way?" Have students collect their name. Decide another way to graph (number of letters or number of claps) Hold up numerals. Begin with zero and ask, "Does anyone have zero claps?", continue through numbers until all names are placed on the graph.
9. Look at the graph now and ask, "Does this look the same or different as our first graph?" Continue to ask the same questions from step 7. Encourage the children to explain and prove how they know something.

