Instructional Plan

Concrete Level

Name of Math Skill/Concept: Identify and make groups that show one-to-one correspondence using concrete objects.

Prerequisite Skills Needed:

- Although counting is not a necessary skill to be able to match items one to one, these teaching plans do contain several counting activities. If a student cannot count items up to 10, it is recommended that the teacher provide additional scaffolding during these activities.

Learning Objectives:

1.) Recognize and create groups that are matched one to one using <u>unlike</u>, concrete objects.

2.) Recognize and create groups that are matched one to one using <u>like</u>, concrete objects.

3.) Recognize and create groups that are <u>not</u> matched one to one using concrete objects.

Important Ideas for Implementing This Teaching Plan:

1.) Use discrete materials that are moveable.

2.) Start with groups that are very different in size, shape, and/or color and move to using groups that are similar.

3.) Initially use ordered groups (e.g. objects in a row).

Instructional Phase 1: Initial Acquisition of Skill/Concept – Teacher Directed Instruction

Teach Skill/Concept within Authentic Context

Description: Stuffed animals are used initially since most young children have an attachment to at least one special stuffed animal at home.

Build Meaningful Student Connections

Purpose: to help students make meaningful connections between what they have experienced when playing with stuffed animals and the concept of matching objects to show one-to-one correspondence.

* The following description is an example of how you might implement this instructional strategy for Learning Objective 1. A similar process can be used for the other learning objectives in this plan.

Learning Objective 1: Recognize and create groups that are matched one to one using unlike, concrete objects.

Materials:

Teacher-

- Stuffed animals.

Students-

- Ask that each child bring in at least one animal (for math lessons) to be kept at school for several days.

Description:

1.) **L** ink to students' prior knowledge of how one child can hug one stuffed animal.

- Each student will have one stuffed animal (brought from home or supplied by teacher).
- Have students come to the rug with their stuffed animals.
- Begin by having each student share their stuffed animal.
- Emphasize the "warm fuzzy" feeling one gets from hugging a stuffed animal one-to-one.
- Talk with students about their stuffed animals.
- Relate that each child at the rug has ONE stuffed animal that he/she is holding.

For Example:

Boys and girls please put your special stuffed animal in front of you as we go to sit on the rug. Our

animal friends are going to help us do our math lesson. They may also have helped us go to sleep last

night because we hugged together with them. I'm going to pretend that I am getting ready to go to bed and each night I

pick ONE stuffed animal to take with me. How many stuffed animals am I holding? (Elicit appropriate responses). Right,

one - I am holding one stuffed animal. When you hug your animal (prompt students to pick and hug stuffed animal just as

teacher does) you are one child to one stuffed animal.

2.) **I** dentify the skill students will learn:

- ❖ Explain that today the class is going to practice matching things one to one. Review with students what they are
  going to learn during the lesson by asking questions.

For Example:

Today we are going to practice matching children to our stuffed animals one to one. We are going to see how many one –to

one matches we can make. What are we going to do today?

3.) **P** rovide rationale/meaning for matching objects one to one.

For Example:

Teacher: " Matching can help us count. Let's enjoy meeting our stuffed animals one-to-one."

Provide Explicit Teacher Modeling

Purpose: to provide students a clear teacher model of how to identify and make groups that show one-to-one correspondence using concrete objects.

Learning Objective 1: Recognize and create groups that are matched one to one using unlike objects.

Materials:

Teacher-

- ❖ Concrete materials such as stuffed animals, counting bears, counting blocks, toys, etc.
- ❖ Selected group of students
- ❖ Yarn , pipe cleaners, coffee stirrers to use when making one-to-one matches.

Description:

A. Break down the skill of recognizing and creating groups that are matched one to one using <u>unlike</u> objects.

   1.) Introduce context/story problem situation.

   2.) Line up objects in first group.

   3.) Match second group of objects to first group.

   4.) Use visual cues to check matches.

   5.) Count objects in each group.

   6.) Determine if groups are matched one to one.

 B. **Explicitly describe and model how to recognize and create groups that are matched one to one using <u>unlike</u>, concrete objects.**

   1.)   Introduce context/story problem situation.

      ❖   Cue students to key features of problem.

   <u>For Example:</u>

 Boys and girls, you have brought some special stuffed animals to school. Today we are going to use them in our math lesson. I have a group of stuffed animals here (point to group of animals) and a group of children (point to students). I want to see if I enough stuffed animals so that every student will be able to hold one (demonstrate by holding animal) . I want to see how many one to one matches I have.

   2.)   Line up objects in first (given) group.

      ❖   Use think alouds to model how to line up objects

      ❖   Prompt students to number objects in first group by counting out loud

      ❖   Elicit students responding in a variety of modalities

   <u>For Example:</u>

      ◆   Put the group of stuffed animals in a row on rug.

I want to see how many one to one matches I can make between this group of stuffed animals (point to group) and a group of children. First, I need to line up the stuffed animals. I want to put the animals in a nice, straight row. I am going to put my bear here, and right beside him, I am going to put this rabbit…

- Count the number of stuffed animals. [If you have enough children and animals, you can use the song: One little, two little, three little animals, 4 little, 5 little, 6 little animals, 7 little, 8 little, 9 little animals, 10 stuffed animals for you and me.]

Boys and girls thank you for helping me sing our song. How many stuffed animals do we have in this group? Right, 10. We have one, two…ten. Show me with your fingers how many stuffed animals we have in our group (model for students how to hold up 10 fingers.) We have made a group of stuffed animals and lined them up all in a row.

3.) Match second group of objects to first group.
- Prompt students to number of objects in second group by counting before matching
- Give verbal directions and model how to match groups

For Example:

- Ask the group of children to stand up. Count the number of children (use the song if matching groups of 10).

Now we have a group of children. Help me count this group of children and see how many we have. (Point to each child in the group while counting). I want to match this group of children to this group of animals. I want to see if each animal is matched to a child.

- Model to students how they are to kneel beside a stuffed animal. Prompt each child to walk over to kneel beside a stuffed animal.

Here is my animal; I am going to kneel beside it. I am one person with one animal. We are matched – one animal, to one person.   As I call your name, I want you to go kneel beside a stuffed animal in this group. When you kneel beside the animal, you are matched with the animal.

4.) Use visual cues (yarn, pipe cleaners, coffee stirrers can be used when using two groups of objects) to check if each item in the first group is matched to one item in the second group.
- Explicitly demonstrate how to check matches by using think alouds and cueing (visual and/or tactile).
- Prompt students to check matches by asking questions

For Example:

Let's see, I need to see if each animal is matched with one child. I'll check each match and see if I have made one-to-one matches between the two groups. I think each animal has a child with it. If each child is hugging a animal, then they are matched, one to one. (Point or touch each match as you visually describe the match) This bear has Markita with it; this rabbit has Joshua with it…. Does each child have a stuffed animal? Is each animal matched with a child?

5.) Count number of objects in each group.
- Use think-alouds and questions to make process explicit

For example:

Hmm, now I need to figure out the number in each group. I think I'll count each group. How many stuffed animals do I have? How many children are kneeling? I have ten stuffed animals (count) and ten children (count).

6.) Determine if the groups are matched one to one.
- ❖ Use questions and think-alouds to model how to determine if the groups are matched one to one
- ❖ Visually cue students to matches while verbally describing them.

<u>For Example:</u>

I think I have made groups that have the same number. Each stuffed animal in this group is matched to a student in this group. I have one student matched with each animal. I have one animal matched with each student. I have made one to one matches for all the animals and all the students. How many animals do I have? How many children do I have? Is each animal matched with a child? Have I made groups that have the same number? (Elicit student responses.)

7.) Repeat the activity until every child has had a turn being in the group of children and participating in the counting. Continue to explicitly describe and model how to recognize groups that are matched one to one by using different groups of children and stuffed animals. If additional explicit teacher modeling is needed, continue with the same sequence as described above, using groups of unlike, concrete objects (counting bears and dinosaurs; blocks and trucks, etc.)

Learning Objective 2: Recognize and create groups that are matched one to one using <u>like</u>, concrete objects.

Materials:
Teacher-
- Groups of like concrete materials (e.g. two groups of stuffed animals, blue and red counting bears, green blocks and yellow blocks)
- Yarn, pipe cleaners, coffee stirrers to use when making one-to-one matches

Description:

A. Break down the skill of recognizing and creating groups that are matched one to one using <u>like</u>, concrete objects.
   1.) Introduce context/story problem situation.
   2.) Line up objects in first group.
   3.) Match second group of objects to first group.
   4.) Use visual cues to check matches.
   5.) Count objects in each group.
   6.) Determine if groups are matched one to one.

 B. **Explicitly describe and model how to recognize and create groups that are matched one to one using <u>like</u>, concrete objects.**

* Follow the same process (steps 1-6) as described for Learning Objective 1, " recognize and create groups that are matched one to one using unlike, discrete objects".

<u>Key Ideas</u>

1.) Begin by using groups of similar objects that are unlike in one attribute (e.g. two groups of counting bears – one red group and one yellow group). Move to using two groups of the same objects (e.g. two groups of red counting bears.)

2.) Repeat the activity using different numbers of items in the two groups (e.g. 2 groups of 7, 2 groups of 5).

3.) When using groups of like objects (e.g. counting bears) cue students to the one-to-one correspondence between each match by using a piece of yarn, pipe cleaner or other linear item to show the connection between the two objects during step 4.

4.) Continue to use think alouds and questions to elicit student responses as you model the steps.

Learning Objective 3: Recognize and create groups that are <u>not</u> matched one to one using concrete objects.

Materials:

Teacher-

- ❖ Groups concrete materials
- ❖ Yarn , pipe cleaners, coffee stirrers to use when making one-to-one matches

Description:

A. **Break down the skill of recognizing and creating groups that are <u>not</u> matched one to one using concrete objects.**

      1.) Introduce context/story problem situation.

      2.) Line up objects in first group.

      3.) Match second group of objects to first group.

      4.) Use visual cues to check matches.

      5.) Count objects in each group.

      6.) Determine if groups are matched one to one.

B. **Explicitly describe and model how to recognize and create groups that are <u>not</u> matched one to one using concrete objects.**

* Follow the same process (steps 1-6) as described for Learning Objective 1, " recognize and create groups that are matched one to one using groups of like, discrete objects".

<u>Key Ideas</u>

1.) Continue to cue students to key features of the problem.

<u>For Example:</u>

We have been using our animals and our counting bears to see if we have two groups that are matched one to one. Each time, we have seen that our groups are matched. We have the same number in each group. But sometimes we might not have the same number in each group. I wonder how we can figure out whether we have the same number in each group or whether we have two groups that are NOT matched one to one.

2.) Emphasize that the groups are not matched one to one by using a piece of yarn or other visual cue to prompt students to check the matches.

3.) Use teacher think alouds to emphasize how to check if each object in the first group is matched one to one with an object in the second group.

<u>For Example:</u>

I need to check and see if I have a child matched with each animal. Well, Sam has a cat, and Cassandra has a dog, and Tyron has a bear, …(point to each match or put yarn from each animal to student.) But I see some stuffed animals that are not matched with children. These stuffed animals don't have any children kneeling in front of them. There is no student at this end of the yarn. These stuffed animals are not matched with children. I do not have a child for each stuffed animal.

4.) Compare examples and non-examples of two groups that are matched one to one.

5.) Repeat the activity several times first using groups of unlike objects, and then using groups of like objects.

Scaffold Instruction

Purpose: .to provide students an opportunity to build their initial understanding of how to identify and make groups that show one-to-one correspondence and to provide you the opportunity to evaluate your students' level of understanding after you have initially modeled the skill.

* The steps for scaffolding your instruction are the same for each concept that you have explicitly modeled. This teaching plan provides you a detailed example of scaffolding instruction for Learning Objective 2. A similar process can be used for the learning objectives in this plan. You should scaffold your instruction with each skill/concept you model.

Learning Objective 2: Recognize and create groups that are matched one to one using <u>like</u>, concrete objects.

Materials:

Teacher –

- Two different groups of concrete materials –(e.g. stuffed animals or beanie babies)
- Yarn, string, pipe cleaners

Students-

- Two different groups of concrete materials –(e.g. stuffed animals or beanie babies)
- Pieces of yarn, string, or pipe cleaners

Description:

HIGH

MEDIUM

LOW

1.) Scaffold Using a High Level of Teacher Direction/Support

   a. Choose one or two places in the problem solving sequence to invite student response. Have these choices in mind before you begin scaffolding instruction (Examples of choices are shown in red.)

- Present the problem and review the steps to solving it.
    - Let's review what we have learned. I have two groups of stuffed animals. I want to see if these two groups of stuffed animals can be matched one to one. There are four steps I'm going to do and I want you to watch and help me when I need help. Let me review what I'm going to need to do. First I'm going to line one group up. Next I'm going to match each one of the first group with one animal from the second group. Then I'm going to see if each animal is matched one-to-one with an animal in the second group. Finally I'm going to count my two groups and see if they both have the same number.
- Line up and count number of objects in given(first) group.
    - The first thing I'm going to do is line one group up. Who can help me? Great job! You've lined all the animals up in a good row. That will help us later when we do our one-to-one matching.
- Match the items in second group to the items in first group
    - .Now that I've lined one group up, what do I need to do? - Right I need to match each animal from the first group with one from the second group. How can I do that? You're right! – You lined that second group in a row with the first group.
- Use visual cues to check to see if each item in first group is matched to one item in the second group.
    - Next I'm going to check if I have one-to-one matches between each animal in the first group and each animal in my second group. What could I use to check my matches? Good thinking, I'll use yarn to see if each animal in the first group is matched with one animal in the second group. Is each animal in the first group matched up with an animal from the second group?
- Count number of items in each group.
    - Now I'm going to count my groups. Help me count. (Teacher counts one group, then the other).
- Determine if the two groups are matched one to one.
    - I want to see if my groups are matched one to one. I think I have the same number of animals in each group. I have 10 animals in the first group. I have 10 animals in the second group. Each of these animals is matched with one of these animals in the second group.

   b. Maintain a high level of teacher direction/support for another example if students demonstrate misunderstanding/non-understanding; move to a medium level of teacher direction/support if students respond appropriately to the selected questions/prompts.

2.) Scaffold Using a Medium Level of Teacher Direction/Support

a. Choose several more places in the problem solving sequence to invite student responses. Have these choices in mind before you begin scaffolding instruction. (Examples of choices are shown in red.)

- Present the problem and review the steps to solving it.
    - o " You're doing such a great job that now we're going to match some more groups and I'm going to ask for even more of your help. Let's review what we have to do. I have two groups of stuffed animals. I want to see if these two groups of stuffed animals can be matched one to one. Remember we're going to line up one group. Then we're going to match the second group with the first group. Then we're going to see that every animal is matched one-to-one with an animal from another group. And lastly we're going to count the two groups and see if the both have the same number.
- Line up and count number of objects in a given (first) group.
    - o If this is my first group, what is the first thing I need to do? Right! - _____ and _____, come and do this first step for me."
- Match the items in the second group to the items in the first group
    - o Now that we've lined one group up, what do we need to do? - Right we need to match each animal from the first group with one from the second group. Who can help me do that?
- Use visual cues to check to see if each item in first group is matched to one item in the second group.
    - o Next I'm going to check if we have one-to-one matches between each animal in the first group and each animal in the second group. Show me how we cauld check to see if each animal in the first group is matched with one animal in the second group. Right, we could use yarn. Where will we put the yarn? Right! ___ , _____, and _____, come show us where we should put the yarn.
- Count number of items in each group.
    - o Now I need to count my groups. Who can help me count. Okay, come on up and we will count with you.
- Determine if the two groups are matched one to one.
    - o What's the last thing we need to do? Correct! We want to see if our groups are matched one to one. I think we have the same number of animals in each group. How many animals do I have in the this group? And how many in this group? Is each of these animals is matched with one of these animals in the second group. Yes, all of my animals matched one to one.

b. Maintain a medium level of teacher support for another example if students demonstrate misunderstanding of the process. Move to a low level of teacher support if students respond appropriately to the selected questions/prompts.

3.) Scaffold Using a Low Level of Teacher Direction/Support

a. When students demonstrate increased competence, do not model the process. Ask students questions and encourage them to provide all responses. Direct students to replicate the process as you work together.

- Count number of objects in a given (first) group.

- o Now I'm going to have each of you show me how to match two groups. Each of you has two groups. What are your two groups? Tell me what you want to do with your groups. Right, you want to match them one-to one. Pick out your first group. What is the first thing you are going to do? Great, everybody lined up the first group.
- Match the items in the second group to the items in the first group
  - o Show me the second thing you are going to do? Right, you're going to match each animal of the first group with an animal from the second group.
- Use visual cues to check if each item in first group is matched to one item in the second group.
  - o What can you use to check if you have matches? Right, you can use yarn or you can point to check. Show me how you will check if every animal in the first group is matched to an animal in the second group. Great!
- Count number of items in each group.
  - o Now you can see if your two groups have the same number. Count the first group. Great! Now count your second group. Wonderful counting.
- Determine if the two groups are matched one to one.
  - o Do you have the same number in each group? Are all your animals in group 1 matched with an animal in group 2? You have shown me that you can match groups one to one! Terrific

b. When you are confident that students understand, ask individual students to direct the problem solving process or have the class direct you. Students ask the questions and you and/or other students respond.

Instructional Phase 2: Facilitate Acquisition to Mastery – Student Practice

Receptive/Recognition Level

Purpose: to provide students with multiple practice opportunities of identifying groups that are and groups that are not matched one to one.

Learning Objective 3: Recognize and create groups that are <u>not</u> matched one to one using concrete objects.

Structured Language Experience

Materials:
Teacher –
- Bell or timer to signal when to rotate containers at tables.
Students –
- 4 or 5 pre-made groups of beanie babies matched with counting blocks in containers. Containers should be differentiated with a color or symbol, letter or number. Some groups in the containers would be matched one to one, and some would not.
Description:

Activity:

Students will work at tables in groups of 4 or 5 children. Corresponding groups of stuffed animals and counting blocks are placed in containers in the middle of table (beanie babies provided by teacher). There should be groups of stuffed animals and blocks that are matched one-one and some groups that are not matched one-one at each table. The children are going to look at different groups and tell the other children at their table if the group they have is matched one-to-one or not. Each child should select a container and decide whether it shows two groups that are matched one-to one or not. When the teacher rings the bell the children at each table are to take turns telling the others at their table if they have a group that is matched. After each child at the table has shared his/her decision with his/her tablemates, the teacher will ask one child at each table to share his/her decisions with the entire class before signaling children to pass the containers around the table. Continue until every child has practiced with each container at the table.

Structured Language Experience Steps:

1.) Review directions for completing structured language experiences and relevant classroom rules.

2.) Model how to perform the skill(s) within the context of the activity *before* students begin the activity:

   a.   Look at the container

   b.   Decide if the group is matched or not

   c.   Wait for the teacher signal and then tell table mates if the container shows matched or not matched

   d.   Take turns telling tablemates and provide feedback to tablemates

   e.   Signal teacher if there is a question about a tablemate's decision

   f.   Rotate the containers around the table when the teacher signals.

   g.   Listen while children are sharing their responses with the whole class.

3.) Provide time for student questions.

4.) Signal students to begin.

5.) Monitor students as they work.

   a.   Circulate around the table and check on children's responses throughout the activity. Provide positive reinforcement for both "trying hard," responding appropriately, and for students using appropriate behavior.

   b.   Make sure that each child receives feedback on his/her decision. Provide corrective feedback and modeling as needed.

   c.   Provide closed choice questions (are these groups matched one-to-one?) or picture cards (match/no-match) to help students who have difficulty with verbal expression label their containers.

   d.   Ask each child in the class to share his/her decision at least once with the entire class

Expressive Level

Purpose: to provide students with multiple practice opportunities to make groups that show one to one correspondence.

Learning Objective 1: Recognize and create groups that are matched one to one using unlike, concrete objects.

Structured Language Experience

Materials:

Teacher –

- List of partners
- Checklist or other means to track students' progress.

Students –

- Containers with beanie babies and counting blocks (one of each for each pair of students).
- One egg carton that has been cut into thirds or another container with four small cups and four small objects (token, counting bear, beans, pebbles etc.)/pair

Description:

Activity:

The teacher will put the students in pairs and assign initial roles (maker; recorder/listener). Each pair will get a container of stuffed animals and a container of counting blocks. Students will be asked to create matched groups and tell their partner how they have made them (e.g. "I put four beanie babies with four counting blocks. There is a block for each beanie baby.") Each child will have four opportunities to make and tell their partner about their matched groups. Each time a child makes the matched group from the animals and the blocks, his/her partner will put a token (bean, pebble, etc.) in a section of the egg carton. When the egg carton is filled (i.e. after four turns), the partners will switch roles.

Structured Language Experience Steps:

1.) Review directions for completing structured language experiences and relevant classroom rules.

2.) Model how to perform the skill(s) within the context of the activity *before* students begin the activity:

   a. Choose some objects from one container.

   b. Match objects from the second container with the objects chosen from the first container.

   c. Check to make sure that each object is matched one-to-one.

   d. Count the number of objects in each group and see if groups have the same number.

   e. Tell your partner about the matching groups.

   f. Listen to your partner.

   g. Put a token in the cup each time after your partner has finished making and telling you about a group.

   h. Signal the teacher if there is a question about your partner's groups.

   i. Signal the teacher when you are ready to switch roles.

3.) Provide time for student questions.

4.) Signal students to begin.

5.) Monitor students as they work.

   a. Circulate and check on children's responses throughout the activity. Provide positive reinforcement for both "trying hard," responding appropriately, and for students using appropriate behavior.

   b. Make sure that each child receives feedback on his/her decision. Provide corrective feedback and modeling as needed.

c. For those students who have difficulty with verbal expression, the teacher may need to have them make models for their partners but not require them to describe their groups without teacher prompting.

Instructional Phase 3: Evaluation of Student Learning/Performance(Initial Acquisition through Mastery/Maintenance)

Continuously Monitor & Chart Student Performance

Purpose: to provide you with continuous data for evaluating student learning and whether your instruction is effective. It also provides students a way to visualize their learning/progress.

Materials:
Teacher-
- Goal sheet/Chart
- Planned verbal prompts for task completion

Students:
- Concrete materials (premade groups of matched and unmatched groups; bins of objects).

Description:
Steps for Conducting Continuous Monitoring and Charting of Student Performance:
1.) Choose whether students should be evaluated at the receptive/recognition level, the expressive level, or both.
2.) Choose appropriate criteria to indicate mastery.
3.) Provide appropriate number of prompts in an appropriate format so students can respond.
   Suggestions:

   Receptive/recognition level:

   Student can correctly recognize groups that are matched and groups that are not matched one to one.

   Expressive level:

   Given one precounted group of objects, student can use another group of objects to create a matched group.

   Given two groups of objects, student can create matching groups showing one-to-one correspondence.
4.) Provide students with the materials to complete each task.
5.) Provide directions on how to complete each task.
6.) Conduct evaluation. Provide 3-5 trials on each task
7.) Count corrects and incorrects (# of trials) for each task.
8.) You and the students plot their responses on a suitable chart. A goal line that represents proficiency should be visible on each student's chart. For concrete level of understanding, this should be 100% - 3/3 or 5/5 trials- on each task.

9.) Talk with children about their progress as it relates to the goal line and their previous performance. Prompt them to self evaluate. (e.g. "Did you line up the first group, then match the second group, check to see if everything was matched, count to see if your groups had the same number of objects?")

10.) Evaluate whether students are ready to move to the next level of understanding or have mastered the skill using the following guide:

Concrete Level: 100% accuracy (given 3-5 trials) over three consecutive days.

11.) Based on students' performance, determine whether you need to alter or modify your instruction.

Additional Assessment Activity Appropriate For This Math Skill/Concept
Flexible Math Interview

Purpose: to provide you with additional diagnostic information in order to check student understanding and plan and/or modify instruction accordingly.

Materials:
- Groups of concrete objects (examples of groups that do and do not show one-to-one correspondence/examples and non-examples,
- Containers of objects to use in creating groups).

Description:
With individual students or in small groups, the teacher will take the role of a student. The teacher will have the student "teach" him/her how to:

        a.   Decide if a group does or does not show an example of one-to-one correspondence

        b.   Use objects to make groups that show one-to-one correspondence.

The teacher should note errors or misconceptions while the student is "teaching", but the teacher should not stop the student for correction purposes. By having the student complete the entire explanation, the teacher will gain a better understanding of the student's thinking. The teacher confers with students regarding specific errors or misconceptions afterwards.

Instructional Phase 4: Maintenance– Periodic Practice to Maintain Student Mastery of Skills

Purpose: to provide periodic student practice activities & teacher directed review of this skill after students have mastered it.

1. Choosing Partners and Teams

Materials:
- List of names, name cards

Choosing partners and choosing teams (remind students throughout year that this involves one-to-one)

2. Rug/Tub Time

Materials:

- tubs with blocks

Description:

Make unifix cube trains of many lengths (some same length, some not) and have children find which ones match, which ones don't. Give students a tub of unifix cubes and have them create different trains that match one-to-one.