

The Same Game

A book about Sorting



Aim

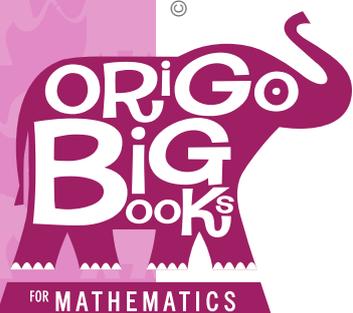
The Same Game introduces matching, sorting, and contrasting words. Students explore concrete objects and pictorial representations to find *sameness (same)* and *difference (different)* attributes. These whole-class/large group and small group activities provide students with the opportunity to:

- listen to a story about sameness and different
- listen to the accompanying story tune
- use materials to describe attributes (likenesses and differences) of objects and pictures
- use the teaching tool to recognize attributes when they match, sort, and contrast two or more picture representations
- describe the attributes of objects in the environment using same and different language

Activities

1. Listening to the story
2. Listening to the tune
3. Using characters to act out the story
4. Using the teaching tool to describe attributes and sort pictures by sameness and difference 
5. Make a move
6. Describe and sort objects
7. Identifying sameness and differences
8. Speaking and representing sameness and difference
9. Same/different card game
10. Pick a picture
11. Same/different board game

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I. Listening to the story

Resources

- *The Same Game*

Activity

Display the cover of the book and ask, **What do you think this story is going to be about?**

What do you think will happen? What games do you like to play? Listen to predictions.

Read the story. Then ask for possible extensions to the ending using questions such as,

What game do you think Sally will play next? If Sally were in our classroom, what things

might she find that are the same? What will Sally do next? Read the story again, pausing to

ask questions during the story about the meaning of words that might need clarification, including *sorting*, *different*, and *same*.

2. Listening to the tune

Resources

- Big Book Tune *The Same Game*

Activity

Play the Big Book Tune while following along with the Big Book. Encourage a student to

volunteer to turn the pages of the book along with the song and point to the character in the

book (Sally) as she is mentioned in the song. Play the song again, encouraging the students to

engage in one or more of the following ways:

- singing along with music
- creating actions to represent the different objects depicted in the story



3. Using the objects to act out the story

Resources

- toys and or pictures of objects to replicate the books (e.g. 6 shells, 1 crab, 6 rubber ducks, 1 turtle, 8 star fish, 1 seahorse, 6 scuba divers, 1 fish, 1 octopus, 1 penguin, 1 crocodile, 1 frog, 1 toy boat 1 rocket, 1 plane, 1 helicopter, 1 hang glider, 1 seagull)
- Support 1 — see attached

Preparation

Enlarge 1 copy of Support 1 onto Legal size paper.

Activity

Ask for a volunteer to act as the character Sally. Ask for volunteers to hold the other objects from the scene. Read the story, with Sally and the students standing in front of the class and holding the matching objects from a scene. Encourage the student playing Sally to look at the objects and name the object that is different. "Sally" places the object that is different to one side. Have another student be Sally and others to show objects from a new scene. Repeat for all scenes from the book. Finally, Sally identifies how five objects out of the six objects are the same. Using Support 1, draw a picture or record Sally's ideas as she decides what is the same and what is different, e.g.



Verbally repeat what "Sally" said. E.g. "There are 6 rubber ducks and 1 turtle. Rubber ducks are bath toys, the turtle is a living animal that survives in the water."

4. Using the teaching tool to describe attributes and sort pictures by sameness and difference

Resources

- *Teaching Tool*



Activity

- Read each scene and have a student place objects on the work area to match. Have the student group the objects that are the same and place the word *same* under that group. The student then places the word *different* under the single object. Repeat until every student has had a turn.
- Invite a student to move another three objects to the work area (two that are the same and one that is different, e.g. two crabs and one shell). The student then asks for a volunteer to identify and describe the objects that are the same and the object that is different. Repeat until every student has had a turn at placing three objects on the work area.
- Place three objects that are the same but with two different attributes on the work area, e.g. three rubber ducks, two that are yellow and one that is blue. Say, **How are these three objects the same?** Students respond that they are all rubber ducks. Say, **How are these three objects different?** Students respond that two rubber ducks are yellow and one rubber duck is blue. Repeat process with different objects another four more times. Allow for volunteers to take a turn.
- Place three different objects on the work area (e.g. a rubber duck, boat, and rocket). Say, **How are these three objects the same?** Students respond that they are all toys. Say, **How are these three objects different?** Students respond that two objects float on the water and one flies in the air. Accept all descriptions that the students can explain.

5. Make a move

Resources

- Support 2 (2 pages) — see attached
- Bowl or container to hold the cards (optional)

Preparation

Print 1 copy of Support 2 and cut out the cards.

Activity

Place the cards in a container. Take a card and read it out aloud. Say, for example, **The action is clap. Clap three times and then choose a different action to finish** (e.g. clap three times, then place your arms in the air). Ask volunteers to demonstrate their actions to the whole class. Return the card to the bowl, and ask a student to pick out another card. Repeat the sequence until all the students have had a turn at choosing a card.



6. Describe and sort objects

Resources

- A variety of the same type of three objects (e.g. 3 pencils, 3 rulers, 3 blocks, 3 markers, 3 marbles, etc.)
- A box or similar container

Activity

Place all the items in the box or container. Select three objects that are the same and 1 object that is different and place them on the table. Students describe which three objects are the same, and which object is different. Place objects back into the box. Invite a student to select four objects (three that are the same and one that is different) and identify the objects that are the same and the object that is different. Repeat until every student has had a turn.

7. Identifying sameness and difference

Resources

- Whiteboard and non-permanent markers, or large poster paper

Preparation

Draw a three-column table with the headings **Topic**, **Same**, and **Different**. Under Topic write, height, eye color, hair color, gender, birth month, and first letter of name. Feel free to add or replace topics to suit your needs. (Advanced topics include number of siblings, favorite food, favorite color, games played at break, means of transport to school, etc.)

Activity

Explain to the students that they will be thinking about things that are the same as and different from each other. Look at the first topic in the table. Say, **The first topic for things that are the same and different is height. I can think of two students who are the same height, and one student who is a different height.** Ask two students who are the same height to stand at the front of the group, and one student who is a different height. Ask the class if they agree with your choice. Write the names of the students in the appropriate columns. Look at the next topic, ask a volunteer to identify two students who have the same eye color and another who has a different eye color. Ask the class if they agree and write the names of the students in the appropriate columns. Continue until all the topics have been discussed. On another day, repeat this activity using the advanced topics.



8. Speaking and representing sameness and difference

Resources

- 1 large sheet of paper per student
- Pencils

Activity

Say, **Let's be like Sally and think about some things that are the same, and some things that are different. Can you think of something that grows?** Allow students time to give their answers. **I want you to draw two of those objects that grow, and then draw a picture of something that doesn't grow.** Allow time for students to draw the three pictures. Ask for volunteers to share and describe their representations. Repeat the activity changing the topic each time. (Examples of topics include things that move, things that don't move; things that have four legs, things that have two legs; things that have feathers, things that have fur; things that have fins, things that have wheels; things that are made of wood, things that are made of metal; things that you would use in the kitchen, things that are in a garden, etc.)

9. Same/different card game

Resources

- Support 3 (2 pages) — see attached

Preparation

Print 1 copy of Support 3 for each group. Cut out the cards.

Activity

Separate the students into small groups (no more than six). The teacher places a set of cards in a pile, facedown, on the table in the middle of each group. The first student takes the top card from the pile and tells the group the name of the picture on the card. The student places the card face up in front of their group. The next student takes the top card from the pile, states the name of the picture on the card and looks to see if it is the same as the card collected by the first student. If the card is the same, then that card is placed with the matching card. If the card is different, then it is kept in front of the student who selected the card. Students continue to take turns, taking the top card from the pile and matching it with other cards that are the same, or starting a new row in front of them if it is different. Play continues until there are no cards remaining. On another day, students can create other card sets using objects from the story or creating their own topics.



10. Pick a picture

Resources

- Support 4 and 5 — see attached

Preparation

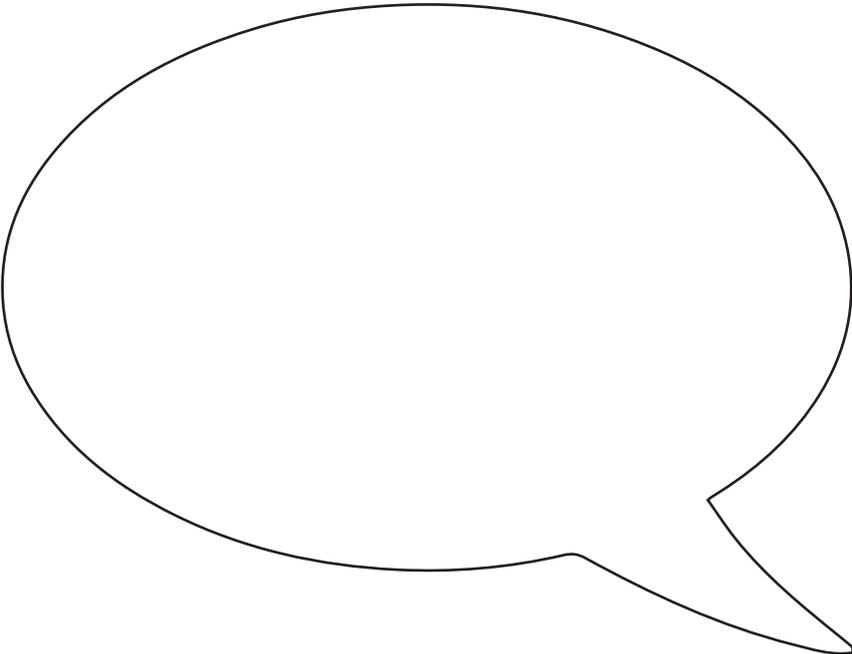
Print 1 copy of Support 4 for each student.

Print copies of Support 5 so each student has at least 9 cards. Cut out the cards.

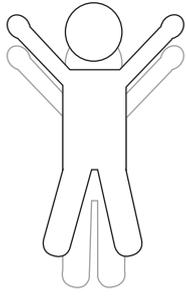
Activity

Shuffle the cards and place them face up in a pile on the table in the middle of the class. Give each student a copy of Support 5. Students select 9 cards and place them face up on their grid. Any cards that remain are removed from the table. Say, **I am thinking about things that you wear on your head. Does anyone have a picture of something that you wear on your head? Remove those pictures from your grid and place the pictures in the middle of the table.** Students look at their grids and place the matching pictures on the table. Give students the opportunity to explain their choice to the group. Say, **All these objects are the same because you can wear them on your head.** Remove the pictures from the table and say a new topic. Examples of topics include things that move, things that have four legs, things that have two legs, things that have feathers, things that have fur, things that have fins, things that have wheels, things that are made of wood, things that you would see at the beach, things that you wear, things that we read, things that we use to talk to other, etc. Repeat the activity until one student has no pictures left on their grid. Challenging option: Start the game by placing all the cards facedown so the students cannot see the nine cards they will be placing on their grid, or the teacher gives each student nine cards from the pile.

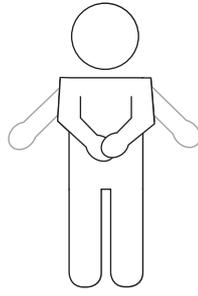




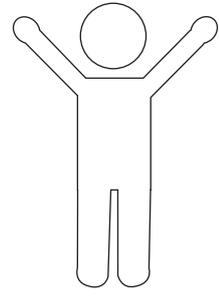
Action Cards



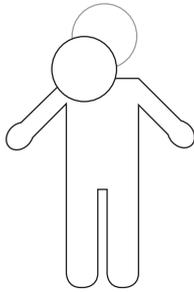
Jump



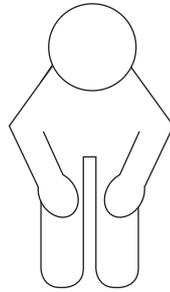
Clap



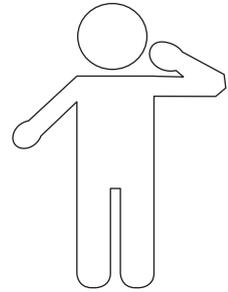
Arms up



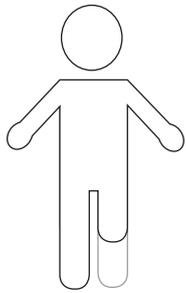
Nod head



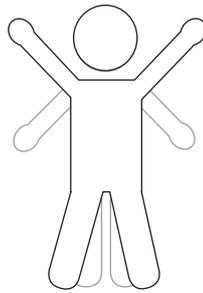
Tap knees



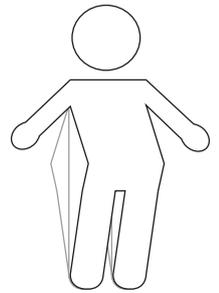
Tap shoulder



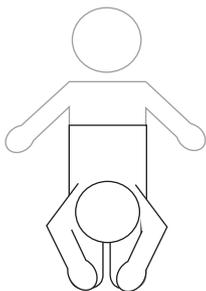
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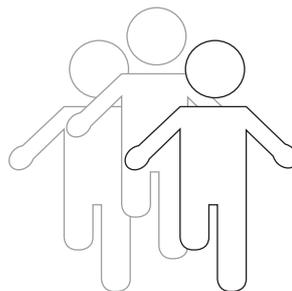
Star jump



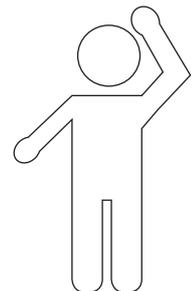
Wiggle hips



Touch toes

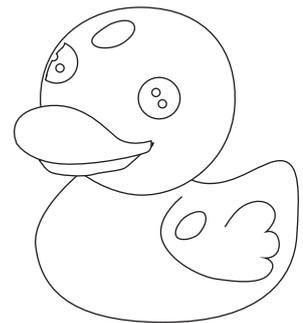
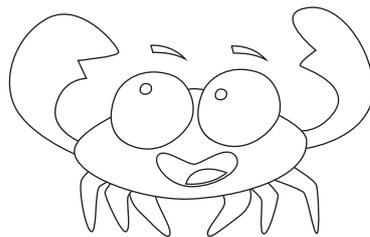
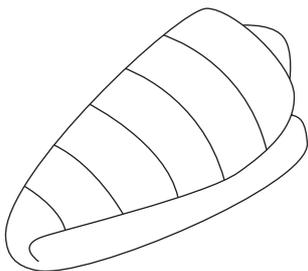
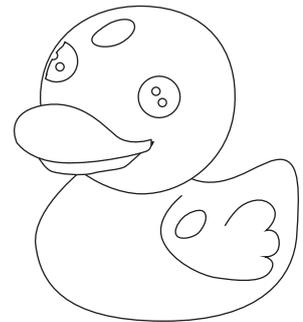
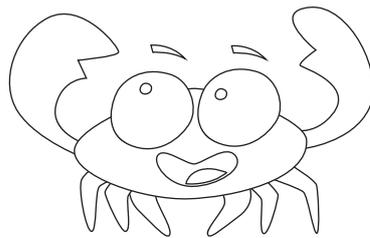
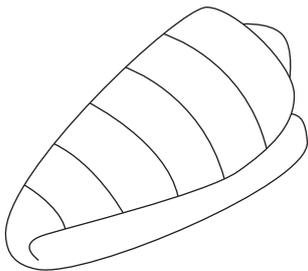
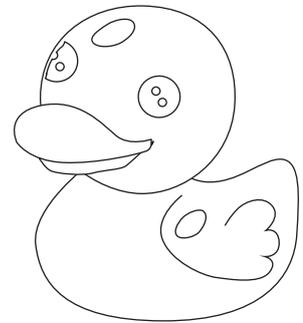
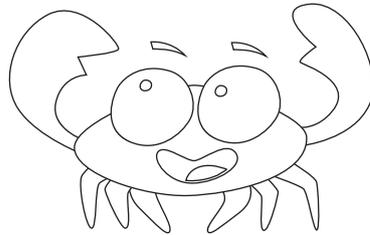
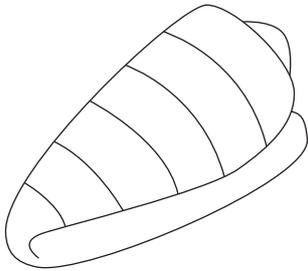
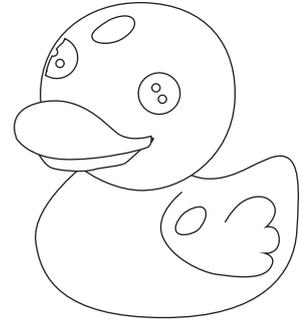
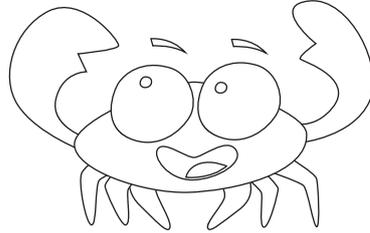
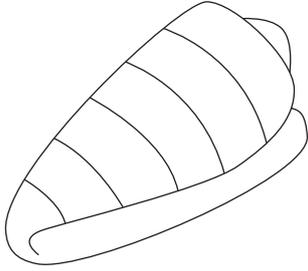


Hop



Tap head

Same/Different Cards



Same/Different Cards

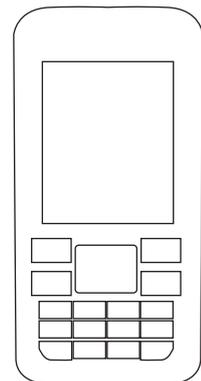
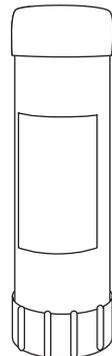
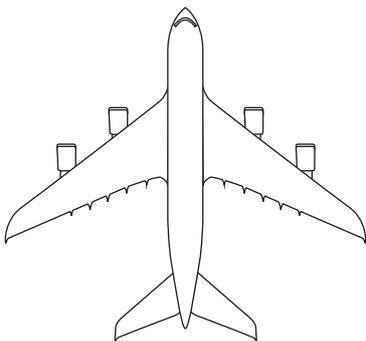
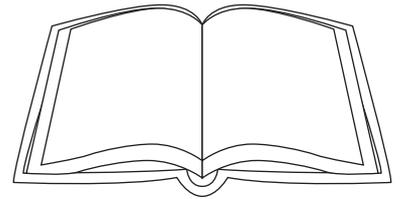
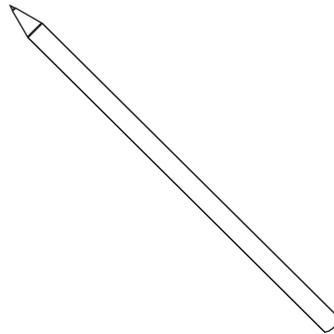
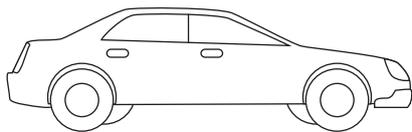
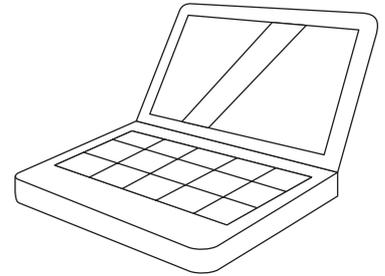
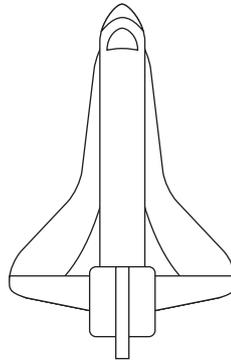
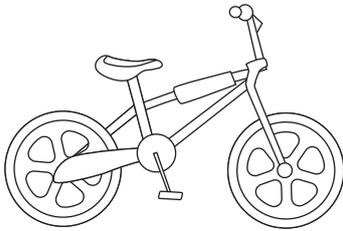
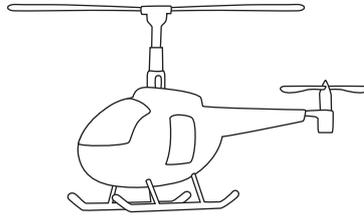
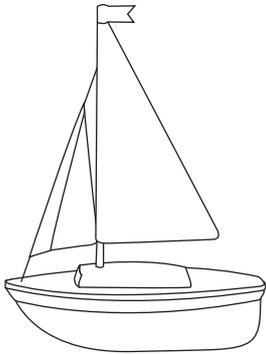


A 4x3 grid of dashed boxes for a matching game. A small scissors icon is located on the left side of the top row. Each box contains a line drawing of a sea creature: a turtle, a starfish, or a seahorse. The first two columns contain identical pairs of each creature, while the third column contains a pair of identical seahorses.

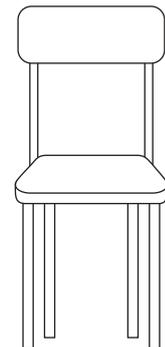
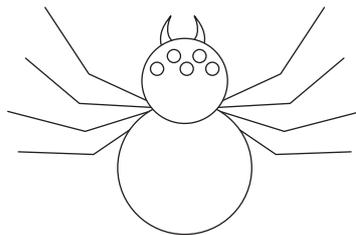
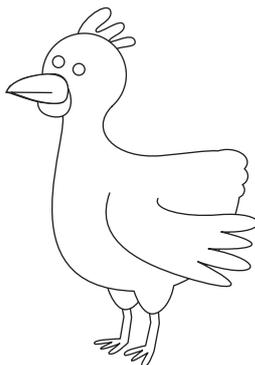
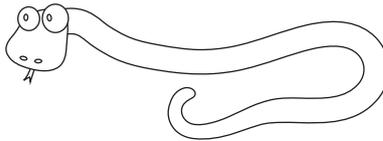
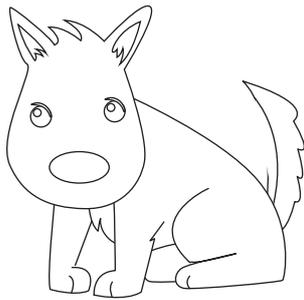
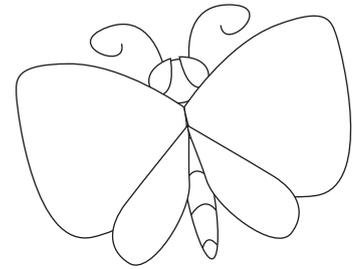
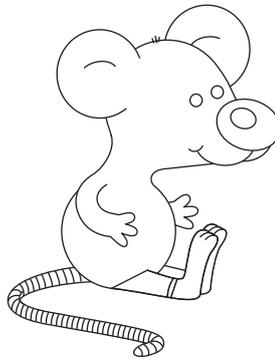
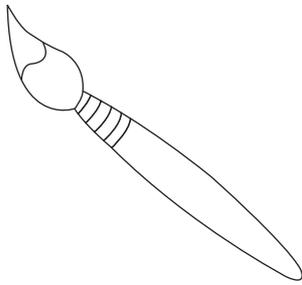
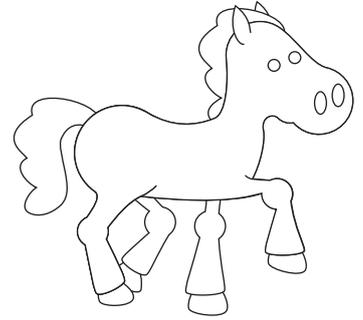
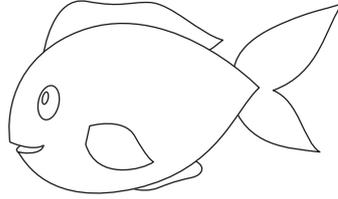
Picture Grid



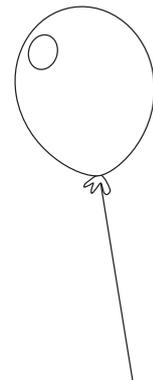
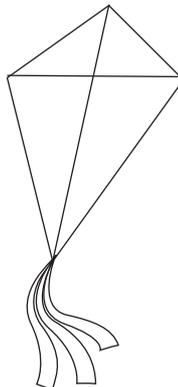
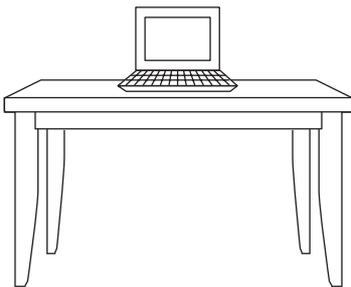
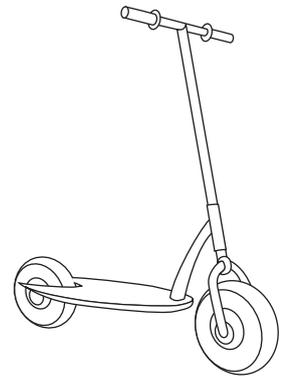
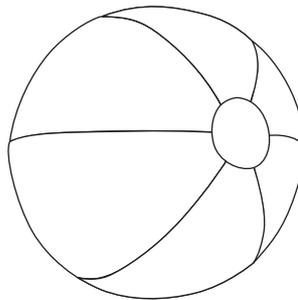
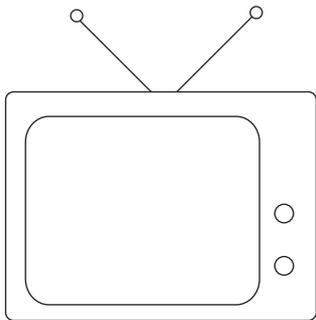
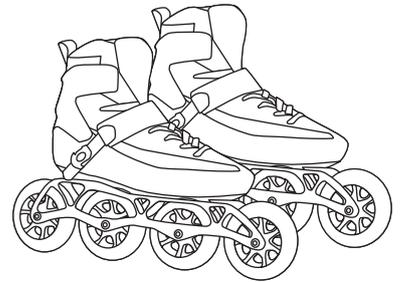
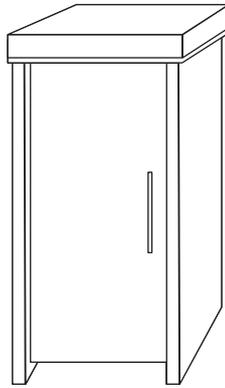
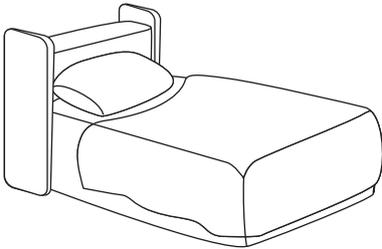
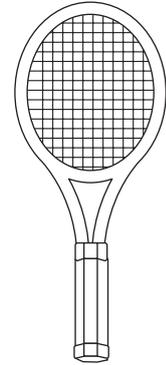
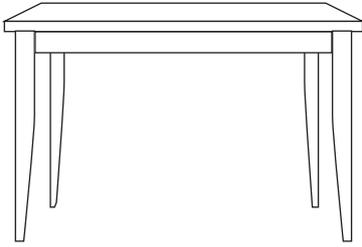
Pick a Picture Cards



Pick a Picture Cards



Pick a Picture Cards



Pick a Picture Cards

