



# Small Groups:

## Name Matching (*independent*)

### Enduring Understanding(s):

- As individuals and as a group, family members use their senses to observe and interact with their environment.

### Enduring Question(s):

- How do you most effectively communicate your thoughts, feelings, and traditions?

Materials	Vocabulary
<ul style="list-style-type: none"><li>• multiple sets of laminated tag or poster board with children's names (4-5 names in each set)</li><li>• vocabulary word picture cards</li><li>• trays</li><li>• all unit texts/SWPL</li></ul>	<ul style="list-style-type: none"><li>• <b>name:</b> word that refers to a specific person</li><li>• <b>match:</b> same/similar</li><li>• <b>same:</b> equal in size, shape, value, or importance</li><li>• <b>different:</b> not the same</li></ul>

### Procedure

**Preparation:** *Group sets of name cards together. Put names beginning with the same letter in the same set. Mix up names and put on trays.*

Model activity, "I'm going to find two **names** that **match**. These two cards say, 'Matthew,' so they **match**, I'll put them to the side."

Support children in saying aloud **names**.

Point out letters in **names**, similarities, and differences among **names**.

As children become more capable at **matching** their **names**, extend the activity to Center Time as a Memory game.

### Guiding Questions

- How is your name the **same** as/ **different** from your friend's name?
- What words can you think of that beginning with the **same** sound as your **name**?
- Whose **name** is longer/ shorter? How do you know?
- What would happen if we all had the **same name**?

