**Andrea MacMurray Teaching date: 3/10/10**

**Younger Toddlers (18 months – 2 years)**

**Mathematical Thinking (Matching Colored Socks)**

**Anticipated Length of Learning Experience: 10 minutes plus**

**Purpose:**

The purpose of this activity is to encourage exploration of familiar articles of clothing (socks). The children who are ready to advance can. They can match the socks by color.

**Curriculum Standard:**

Cognitive Development: Focused exploration

Purposeful investigation of matching the socks together. **Background Knowledge:**

* Prior to going outside the children recognize that they need to take off their shoes and place them on the water table. When we come back inside some of the children recognize whose shoes are whose.
* The children recognize colors when reading books and or looking at puzzles
* I have observed certain children playing with the laundry and believe that they children would benefit from a color matching activity of socks
* The older children are ready for this activity more than the younger ones. I and R are the two children that are the most verbal about colors. L always comes over to investigate the laundry.

**Objectives:**

The children will be matching socks in pairs. The children will be comparing which socks look alike and which do not. They may recognize the socks as their own or their peer’s socks.

**Assessment Plan:**

I will document this activity through photo documentation. After this activity I will take notes on how the activity went. I will take time to reflect on this lesson. I will know my objectives have been met when the children can recognize a sock is a sock. Some may be able to know which socks are matching and which are not.

**Materials Needed:**

Socks

Laundry Basket

**Introduction/Orientation**

I will begin the lesson by saying “I just go done with the laundry. Could you help me sort the socks?”

**Body of Lesson**

I will show the children two socks. We will discuss the similarities. Then I will show the children two mismatched socks. I will ask the children why they do not match. I will encourage dialogue by prompting dialogue and at times being a bystander while they interact with one and another.

**Conclusion**

I will say “Look at all of those socks we matched. Let’s put them in the basket”

I will be modeling putting the socks in the basket. Making sure to say “look here’s a pair of red socks and green socks etc…”

**Child Guidance/Classroom management Plan:**

* I will put the laundry basket on the table where they eat snack because it is long enough to spread the socks out and all of the children have a space to sit if they want to.
* I will have enough socks for everyone to prevent fighting over socks. Having enough chairs for everyone in the class will also prevent mistaken behavior.

**Next steps/Extensions:**

Children could extend this activity through to self help skills. When they are getting dressed they may be able to recognize I’m putting on socks maybe even I’m putting on red socks. The concept of colors can be carried over to everyday life for the children and what they see around them.