

# Sets & Sorting: Adult Learning Activities

## Same & Different

**Whole group**

**5 -10 minutes**

**Materials:** None.

### **Introduce and Lead the Activity**

Invite participants to stand in a circle. Leader turns to person on her/his left and says, "I'm [name], and one thing that is the *same* about us is ...". (Label an observable attribute that is the same, such as wearing glasses.) The person spoken to says, "I'm [name], and one thing that is different about us is ...". (Label an observable attribute that is different, such as long or short sleeves.) This person then turns to the person on her/his left, and the activity continues, with the first speaker in a pair labeling something the same about the two and the second speaker labeling something different about the two. Continue until the leader becomes the second person in the last pair.

### **Conclude the Activity**

Discuss with participants the importance of the idea that two objects can be both alike and different. Defining sets is foundational to number concepts such as counting and comparing.

### Same & Different

#### **Emphasizes:**

- Identifying and describing observable attributes
- Building attribute language using precision
- Objects can be sorted using the have/have not principle
- Objects in a single set can have multiple attributes that are both alike and different

#### **Key Questions to Ask:**

- *Was it more difficult to find similar attributes or differing attributes with your partner?*
- *As the group shared, did it become more or less difficult to identify common attributes? Was the language tricky to keep straight?*
- *Why is it important to have children identify how objects are both alike and different?*