

Which One is Different?  
Teaching Basic Concepts  
Concrete Level A -Using Manipulatives



Domain:

- Language, Cognitive

Goals:

- Child will identify animals or objects.
- Child will use visual discrimination skills to identify which object or animal is different.

Materials:

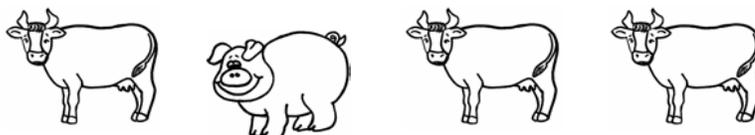
- Several identical objects such as:  
Cows, pigs, sheep, trucks, baskets

Instructions:

- Teacher will accumulate several sets of identical animals or objects represented in the story.
- Child will name animals or objects.
- Begin with two animals or objects that are the same (two cows) and add one animal that is different (pig).
- Allow each child the opportunity to identify the animals or objects that are the same, and the one that is different.
- Repeat activity introducing different animals.
- Increase the number of animals or objects as children become familiar with the concept. (three cows, and one pig, four trucks, and one basket)

Suggestions:

- Use a variety of familiar objects found in the classroom.
- Cereal, vegetables or fruits during snack time can be used in addition to animals or objects to reinforce this concept.



## Which One is Different? Abstract Level B -Using Pictures



### Domain:

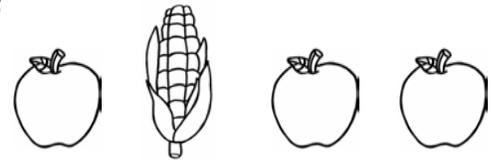
- Language, Cognitive, Fine Motor

### Goals:

- Child will identify objects and characters.
- Child will use visual discrimination skills to identify which picture is different.
- Child will use fine motor skills to X or color the picture that is different.

### Materials:

- *Which One Is Different?* work pages
- marker, crayon or primary pencil



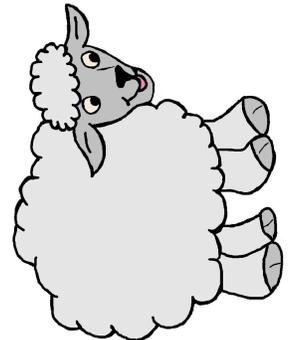
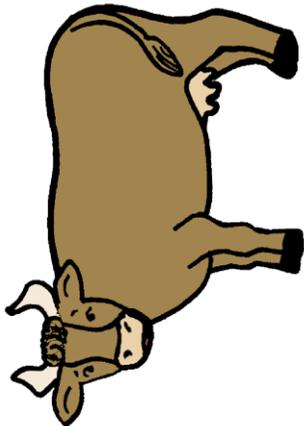
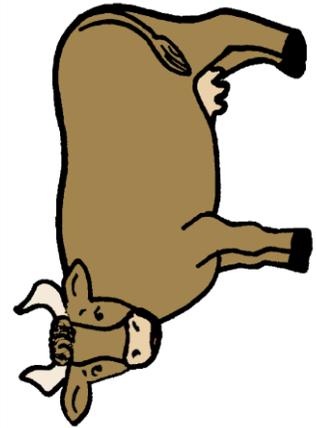
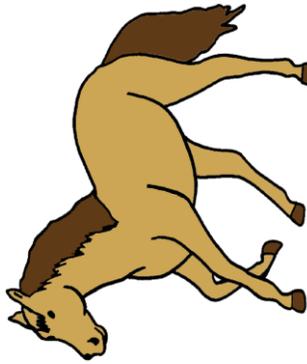
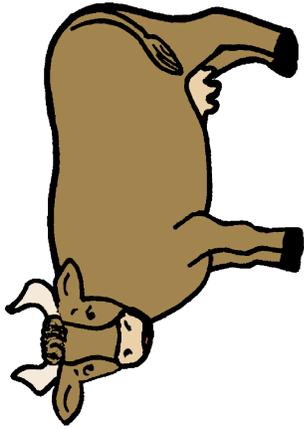
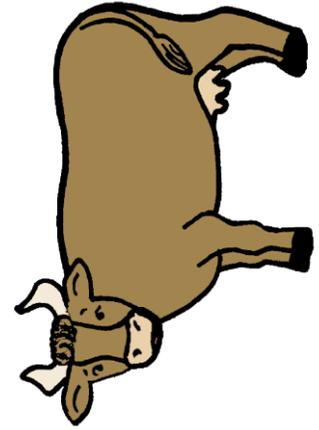
### Instructions:

- Teacher will copy *Which One Is Different?* work pages.
- Child will name objects or characters.
- Instruct child to place finger on the picture in each row that is different.
- Child will "X" or color the picture that is different.

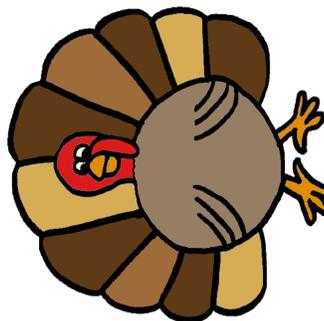
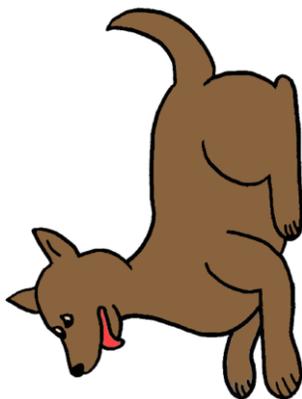
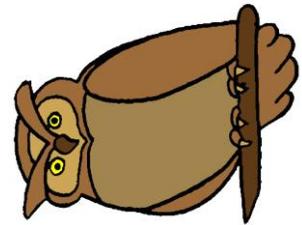
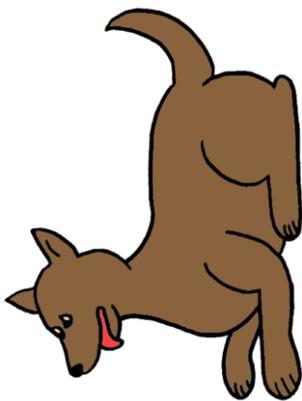
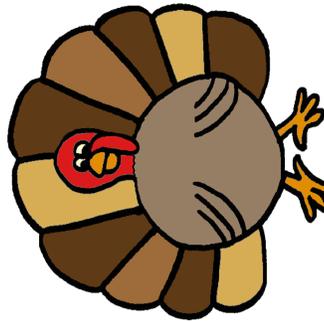
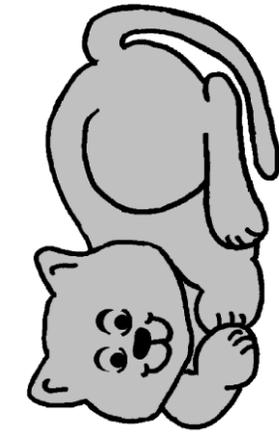
### Suggestions:

- When working with children who need less visual stimulus, fold paper so that only one set of objects and characters are showing at a time.
- For children with limited fine motor skills, a sticker may be used to mark the one that is different.

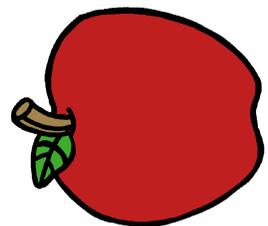
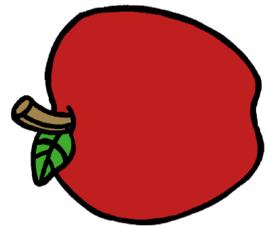
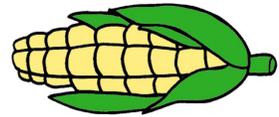
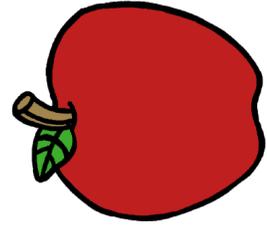
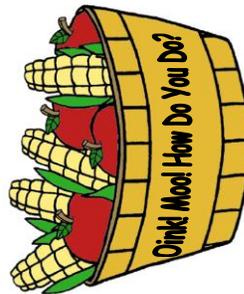
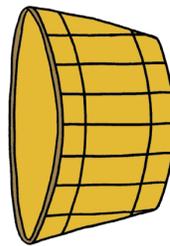
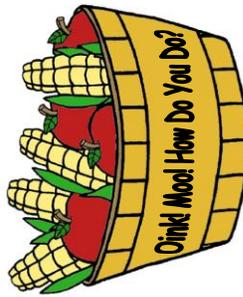
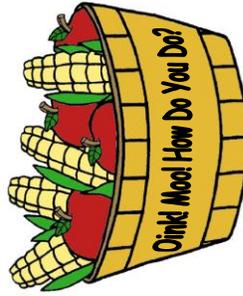
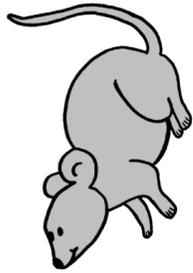
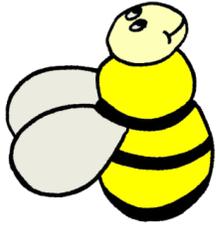
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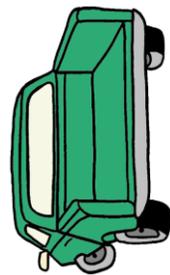
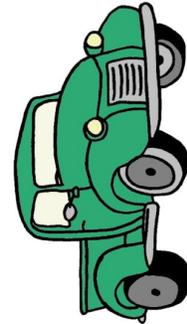
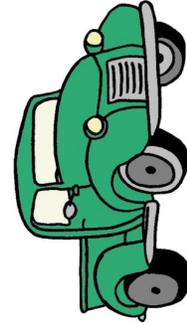
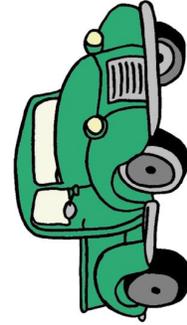
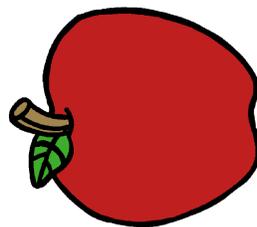
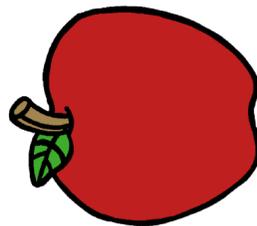
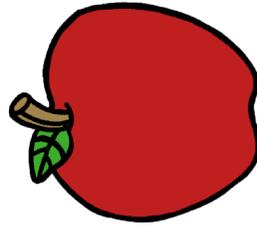
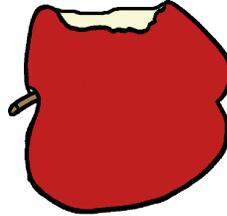
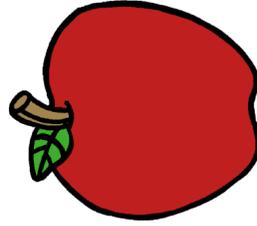
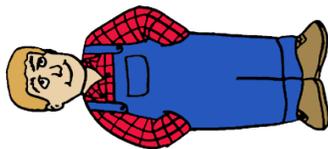
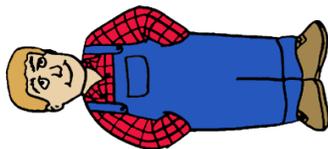
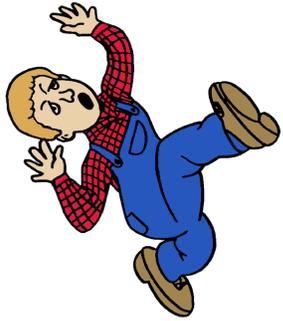
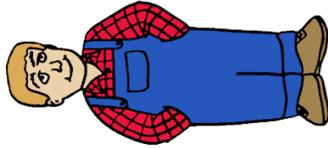
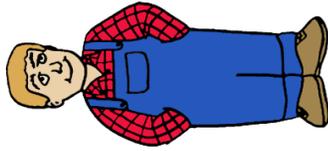
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