

Content Area/Discipline: Language Arts

Grade/Level: Pre-K

Number of Students: 20

Lesson Title: Similarities and Differences

Structure(s) of grouping for the lesson:

Estimated Duration: 20 minutes

(Check any that apply)

Whole Class ☒

Small Group ☐

One-to-one ☒

Other (specify)

Curriculum Standards

IL Early Learning Standards:

- 2.A.ECa: Engage in book-sharing experiences with purpose and understanding
- 2.B.ECa: With teacher assistance, ask and answer questions about book read aloud.
- 2.B.ECc: With teacher assistance. Identify main character(s) of the story.
- 1.B.ECb: With teacher assistance, participate in collaborative conversations with diverse partners (e.g., peers and adults in both small and large groups) about age-appropriate topics and texts.

Central Focus

People have differences and similarities between each other.

Measurable Behavioral Objectives (3)

1. The student will recall who the two main characters are in the story after the teacher has finished reading.
2. With teacher assistance the student will recall either one similarity or one difference between Elliot and Kailash during guided practice.
3. During cooperative learning the student will be paired with a partner and find one similarity and one difference between themselves and their partner.

Language and Literacy/Academic Language

Listening: The student will listen to the teacher speak, read the book, and to each other.

Reading: n/a

Speaking: The students will answer questions verbally.

Writing: n/a

Visual Representation: The students will look at the book, the pictures, and the Venn diagram. The students will also view the teachers writing.

Vocabulary: same, different, similarities, differences, Venn diagram

Instruction

a) Anticipatory Set/Warm up

- The teacher will tell the students we are going to play a freeze dance.
- The teacher will play the music and tell the students to dance, then she will yell freeze. "If you are a boy sit down". After all the students who are boys sit down the teacher will play the music again.
- Next she will say during the freeze, "If you are wearing blue sit down" teacher will wait for all blue students to sit down then she will start music again.
- Lastly she will say to students, "If you like to eat bananas please sit down."
- Teacher will say, "Okay great job everyone, now we are going to read a story".

b) Modeling activity:

- The teacher will say, "Ok boys and girls today we are going to read a story about two friends, who live in two different parts of the world." The teacher will continue, "Now these two friends have similarities and differences, which means some things about them are the same and some are different. I want you to try and remember them as we are reading together."
- The teacher will begin to read same, same but different.
- As the teacher reads she will stop on certain pages to elaborate and give extra information, such as where Elliot and Kailash live. She will also keep repeating the two characters' names during the reading. Such as where Elliot shows a picture of his world the teacher will say, "Elliot lives in America".
- After the page about Kailash's world the teacher will ask, "If you painted your own world what would it look like?" she will let a couple students answer before continuing.
- During the page about handshakes the teacher will ask, "If you were in India how would you say hello?" If students are confused teacher will explain, "Well Kailash lives in India how does he say Hello? Let's try it together" Her and the class will put their hands together bow and say Namaste.
- After reading the story the teacher will ask the students, "What do you think was the main idea of that story?" If students do not know the teacher will say, "Well we learned a lot about Elliot and Kailash's similarities and differences. So the main idea must be same but different."
- Teacher will ask, "So if your friends are a little different from you is that a good thing?"

c) Guided Practice:

- After the reading the teacher will say now we are going to see how the two main characters in the story are alike and different? We can use a Venn Diagram to keep track for us." The teacher will draw the Venn diagram and label each circle as a character. Can anyone tell me one of the names of the main character's? Then she will ask if they remember the other boys name. She will explain that these are their differences, but the middle is what they have in common. The teacher will remind the students to please raise their hand.
- The teacher will flip to the page about families and show the book to the class, "Look at Elliot's family and look at Kailash's family, how are they different?". If students don't know teacher will mention how the sizes are of each family. Then the teacher will ask how they are the same. Depending on how long the students take to answer she may just give the answer to them.

She will say, "They both live with their families, that is how they are the same. "For the following similarities she will use questioning and not give it away.

- The teacher will ask the students to compare the pets, and their favorite class.

d) Collaborative Learning:

- Teacher will use this as a transition to snack.
- Teacher will call two students to come up to her. She will ask, "What is one thing that is the same about you two, and what is one thing that is different?" If students are having trouble teacher will help by asking, "What are you wearing on your feet? What color are your shirts?"

e) Independent Practice

- n/a

f) Checking for understanding:

- **Remembering:** Can anyone tell me one of the names of the main character's?
- **Understanding:** What do you think was the main idea of that story?
- **Applying:** If you were in India how would you say hello?
- **Analyzing:** Look at Elliot's family and look at Kailash's family, how are they different?
- **Evaluating:** So if your friends are a little different from you is that a good thing?
- **Creating:** If you painted your own world what would it look like?

g) Closure of the Learning Experience:

- The closure will be the collaborative activity.

Accommodations, Adaptations, and Differentiation to Meet Individual Needs:

Young Learner: Teacher will allow more time to answer questions and use guiding questions and pair student with a more knowledgeable other.

Learning Disability: Teacher will allow more time to answer questions and use guiding questions. non-verbal students may point to a color that is different and similar between themselves and their partner. Student will be paired with a more knowledgeable other.

Assessment/Evaluation

Informal: The teacher will assess whether the student was able to come up with 1 similarity and 1 difference between themselves and their partner during the cooperative activity.

Resources:
<ul style="list-style-type: none">Kostecki-Shaw, J. (2011). <i>Same, Same But Different</i>. NY: Henry Holt and Co

Student Name	Could Do = X	Student Name	Could Do = X
Vivian		Nora	
Nailah		Amelia	
Charley		S'utchata	
Alina		Oscar	
Kyle		Sean	
Benjamin		Isabella	
Colin		Maddox	
Edith		Aidan	
Ainsley		Connor	
Katherine		Martin	

Task 1: Planning for Instruction and Assessment

Part D: Assessments

Learning Experience 1 Assessments
Checklist
Learning Experience 2 Assessments
Learning Experience 3 Assessments
Learning Experience 4 Assessments
Learning Experience 5 Assessments
