

Artifact B

Lesson Plan: Same, Same, but Different

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## Same, Same, but Different

**Grade Level:** 3<sup>rd</sup> Grade ELL Children

**Teaching Materials:** Copies of *Same, Same, but Different* written and illustrated by Jenny Sue Kostecki-Shaw

Copies of comparing and contrasting worksheets. The worksheet consists of two pages. The first one is the guidance and the second one is where students write their findings. (Appendix 1)

One copy of friendly letter poster (Appendix 2)

Copies of friendly letter templates (Appendix 3)

### **Content Objectives:**

1. SWBAT know their classmates' lives in native countries.
2. SWBAT compare and contrast their lives in different countries.
3. SWBAT understand the importance of knowing the similarities and differences between others and themselves.

### **Language Objectives:**

1. SWBAT compare and contrast various items by using linking words such as both...and..., but, etc.
2. SWBAT write a friendly letter including five parts: heading, greeting, body, closing and signature.

### **Instruction Context:**

The second language objective has been covered in previous class. Students have already learned the five parts of a friendly letter. In this class, we will focus on reviewing this language point and practicing writing a friendly letter.

### **Warm-Up Activities-Build Connection to Students' Background Knowledge:**

1. Start class by saying, "Hi, boys and girls. Today, before we start reading our book, I want to ask you a question. How do people greet each other in your country? Talk with your shoulder partners and see how different your greeting manners are from theirs."
2. After 5-minute pair discussion, bring students to the whole class discussion. Ask them to share their conversation with other classmates.
3. End the discussion by saying, "Do you guys know we have so many different greeting ways in the world? Though we greet each other so differently, the same thing is that we want to express our goodness to other people."
4. Show students the book and introduce the story by saying, "Today, our story is called *Same, Same, but Different*." Point at the cover and say, "There are two boys in this story. One is called Elliot and the other is called Kailash. Their greeting manners are different

from each other's as well. Besides, they have other differences and similarities. Now, let's read the book and see what happens to them”

### **Instruction and Activities:**

1. Hand out the books to students. Every two of them will have one copy. Ask students to read the book with their partners. They will be required to read the story twice. For the first time, they will read the book in turn in English. For the second time, they will read the book in turn in their native languages. Remind students of talking with their partners about the similarities and differences between Elliot and Kailash.
2. When all the pairs finish the activity, draw students' attention to the whole class. Ask them to share their discussion with the whole class. Write down the differences and similarities in two separate columns.
3. Teach how to use “both...and...” and “but” to compare and contrast. Say, “Usually, we use ‘both...and...’ to describe that two items or two people have similarities. For example, we can say that both dog and rabbit are animals. In our story, both Elliot and Kailash love to climb trees. When we want to contrast something, we usually use ‘but’. For example, we can say that dogs eat meat but rabbits eat grass. In our book, Elliot lives with his mom, dad and baby sister, but Kailash lives with twenty-three family members.” At the same time, write down these sentences on the whiteboard. If students have difficulty in understanding, give more examples.
4. Hand out the comparing and contrasting worksheets (Appendix 1). Ask students to work in pairs to write down the similarities and differences between Elliot and Kailash in the worksheet by using “both...and...” and “but”.
5. Say, “We can tell that in the story, Elliot and Kailash compare and contrast their lives from different perspectives. Now, I want you guys to talk with your partners about your interests, families, pets, the city you used to live in before you came here and the alphabet in your native language. After that, you will work together to write a short passage about how you are similar to and different from each other. ”
6. After students finish their work, ask them to share with the whole class one difference and one similarity between their partners and themselves. They will come forward and write down their findings on the whiteboard. I will offer help when necessary.
7. Ask students to think about why it is important to realize the similarities and differences between others and ourselves. Invite them to share their thoughts with the whole class. End the discussion by saying, “Well, we have so many differences but we also have so many similarities. On the one hand, we are same, same but different. On the other hand, we are different, different but the same.”
8. Review the five parts of friendly letter. Ask students to describe the five parts of the friendly letter by saying, “Guys, in our story, Elliot and Kailash communicate with each other via letters. So we have another task today. Do you remember we learned how to write a friendly letter in last class? Now, can you tell me what the five parts are?” If students can name the five parts, repeat their answers and say “Good job! Now, we will make a detailed review to see how to write a letter.” If no one can answer the question,

say, “Well, if you cannot name them, don’t worry. We will make a review together and I’m sure all of you will remember what we learned after that.”

9. Stick the friendly letter poster (Appendix 2) to the whiteboard. Explain the five parts to students in details. Give them examples when pointing at each part. Afterwards, ask students to compare and contrast the letter format in English and that in their native language.

(NOTE: The comparing and contrasting discussion will be a class discussion. Ideally, the discussion will last 5 minutes. If no one responds in the first place, I’ll talk about the differences and similarities between English and Chinese friendly letter at first.)

10. Hand out the friendly letter templates (Appendix 3). Ask students to write a letter to their friends in their native countries. Remind them of paying attention to the five parts. Concerning the content, students will have two options. They can introduce their partners to their friends, describing the differences and similarities between their partners and themselves. Or they can write about their new lives in the United States, comparing and contrasting their lives here and in their native countries. Students can choose to write an English friendly letter, or a friendly letter in their native language.

### **Review and Assessment of Students**

1. Review the story by playing the video clip. Ask students to listen to the story once again. Video clip: <http://www.youtube.com/watch?v=vgQbY4fhWWU>  
Afterwards, restate importance of knowing the similarities and differences between others and ourselves.
2. Divide students into groups according to their native languages. Ask students to develop a group project. In this activity, students will be required to make a picture book with their group members. This book will be sent to ELL children in other classes or at other schools who have similar backgrounds with them. The format and style are similar to *Same, Same but Different*. Students will compare and contrast their lives in their homelands and their lives in the United States from different aspects. They will present their two different worlds through pictures. Meanwhile, they should use a few words to describe the worlds. When they depict their lives in their native countries, they can use their native language. When they describe their lives in the United States, they ought to write in English. Every time after comparing and contrasting one aspect, they need to make a conclusion upon the difference and similarity by using “both...and...” and “but”. Students will be also required to write a short letter to the ELL children who will receive their books, expressing that they hope they would enjoy the book and they are very glad to make friends with them.  
(NOTE: 1. To make the requirement clear, I will model how to make the picture book before students start working.  
2. We may not have enough time to finish the project in class. Students will probably finish their works after class. After receiving their works, I will send them to the ELL children in other classes or at other schools.)

Appendix 1

## Compare and Contrast

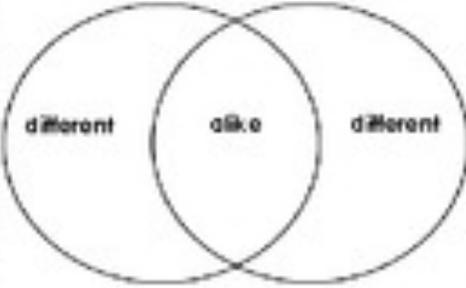
When you **COMPARE** something, you are telling how they are similar or alike.



When you **CONTRAST** something, you are telling how they are different.

**Compare**  
**Glue Words**

like	same
both	too
similar	alike
also	as
as well as	
most important	
have in common	



**Contrast**  
**Glue Words**

but	yet
although	unlike
while	unless
instead	differ
whereas	
on the other hand	
even though	

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Appendix 2

## The Parts of a Letter

A letter usually includes the following parts:

**The heading of the letter** usually includes the address and date at the top of the letter.

**The greeting** is the opening like *Dear Mom* followed by a comma for a friendly letter or a colon for a business letter.

**The body** is the heart of the letter. This is where you write your message. Remember to keep your writing clear and easy to read. Write for your reader!

**The closing** is the ending of your letter. Sign your name at the end of the letter under a closing word such as *Sincerely* followed by a comma.

Here are some common abbreviations that you may need when you have small spaces to write a word.

- N. north
- S. south
- E. east
- W. west
- St. street
- Ave. avenue
- Blvd. boulevard
- Rd. road
- Dr. drive
- Ln. lane
- Cr. circle
- XING crossing
- Hwy. highway
- I. interstate



Appendix 3

# My Friendly Letter

The worksheet is designed to help a child write a friendly letter. It features a central cartoon illustration of a boy with short, wavy hair, a friendly smile, and a waving hand. The boy is wearing a short-sleeved shirt and pants. The background is filled with horizontal lines for writing. The sections are labeled as follows:

- Date:** A horizontal line at the top right, labeled "Date".
- Greeting:** A horizontal line on the left side, labeled "Greeting", with a comma placed to its right.
- Body:** A large central area with multiple horizontal lines for writing. A vertical double-headed arrow on the right side is labeled "Body".
- Closing:** A horizontal line at the bottom right, labeled "Closing", with a comma placed to its right.
- Signature:** A horizontal line at the very bottom, labeled "Signature".