

We Are Different



Text Type: Non-fiction: Description — Comparison

Guided Reading Level: D

Summary: This book shows that friends can all be different.

Word Count: 34
High-Frequency Words:
and, can, like, we

Text Supports

- ▶ photographs support the text
- ▶ consistent placement of text
- ▶ repeated sentence pattern

Possible Text Challenges

- ▶ verb not directly supported by photographs (page 4)
- ▶ compound sentence (page 8)
- ▶ two lines of text on last page
- ▶ last line on page 8 has more challenging language pattern

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ self-monitoring

Working with Words

- ▶ identifying high-frequency words
- ▶ using knowledge of oral language patterns to solve unfamiliar words
- ▶ using photographs and contextual cues to support word recognition
- ▶ using initial letters to predict and confirm word identification

Assessment Opportunities

Note each student's ability to:

- ▶ draw on and extend background knowledge
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ self-monitor word prediction
- ▶ track print over one or two lines
- ▶ recognize high-frequency words and use them as anchors when reading
- ▶ use photographic cues and initial letters to predict unfamiliar words

For Assessment Tools, see Monitoring Progress for Guided Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Making connections

Activating and Building Background Knowledge

- ▶ Ask students to describe two friends or relatives to a partner.
- ▶ Hold up a copy of the book and show the front and back covers. Read the title, author, illustrator, and the text on the back cover.

Think about your brother or sister and your best friend(s) and tell your partner what is different about them. Are they tall or short? What colour is their hair? What do they like to do?

This book tells us that friends can be different. Let's read it together to find out some of the ways they are different.

Predicting/self-monitoring

- ▶ Have students explain how their friends are different and record these differences in a chart.

If we are all different, can we all be friends? How do you know?

Discussing Challenges and Supports

Tracking print

- ▶ Hand out copies of the book.
- ▶ Read the title and title page. Encourage students to read along tracking the print with their fingers as they read.

Print concepts

- ▶ Ask students to look at the photographs in the book. Read page 2 together and point out the repeated language pattern.

These pages show how we are all different.

Word solving and building

- ▶ Have students turn to page 4 and use photographic cues to help recognize words in the text. Ask the students what is different in this picture. Have them point to each word as they read. If students say 'have' for 'wear' have them check the initial letter to check if they are right. Do the same on page 5 with the word 'eat.'

Look carefully at both the pictures and the beginning letter to help you figure out the words that tell you about the differences.

Visual literacy

- ▶ Have students look at what the children are doing in the photograph on page 5.

Look at page 5. We all do this every day ... it is a word that starts with the letter 'e.' Think of what that word is and find it on the page. (eat)

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Does it matter that we are all different?

Teaching Tip: You may decide to change the comprehension focus for this text. For information on how to modify a Guided Reading lesson to match a new comprehension strategy, see the Guided Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.



DURING READING

Evaluating/self-monitoring

Word solving and building

Analyzing
Evaluating

Word solving and building

- ▶ Ask each student to read the text independently, keeping in mind the purpose of reading.
- ▶ Observe and listen to students as they read quietly, assisting them with word solving, vocabulary, punctuation, or sentence structure. Respond to comprehension queries and offer occasional comprehension prompts to help them problem solve. Possible prompts:
 - That would make sense and sound right but check to see it looks right. Are you right?
 - We can say it that way but I noticed you stopped when you read that page. What did you notice? (e.g., 'have' or 'like' would sound right but wouldn't look right) How do you know?
 - What is the duck doing in this photograph?
 - How are we all different?
 - When you read, remember to look for the words you already know to help you. One word is the same on every page. ('we') Can you find it?
- ▶ If students finish early, ask them to reread independently or with a partner taking turns reading alternate pages.
- ▶ Note successful reading strategies and any remaining reading challenges.



AFTER READING

Evaluating

Analyzing
Analyzing

Evaluating

Self-monitoring

- ▶ Revisit the purpose for reading: Does it matter that we are all different?
- ▶ Have students look at page 8 and extend comprehension by offering prompts to initiate discussion:
 - What do you notice about the text? What is the same? What is different?
 - What do you notice about the photograph? How is it different from the other photographs?
 - The last line reads 'We are all different and we can all be friends.' How can we all be friends? What can we do to be friends?
- ▶ Comment on any effective reading strategies that you noticed.

I liked the way Bill stopped when he noticed one of the words was not right. He reread the page and tried to figure out the right word.

Rereadings

- ▶ Provide opportunities for each student to reread the text independently or with a partner.



Home Links

Provide students with a copy of the take-home text. See Additional Resources at www.lpey.ca.

ELL Note:

Pair the ELL with a partner. The partner's role is to read the story aloud and the ELL's role is to simultaneously point to the words being read. This activity may be repeated several times and when the ELL is confident, the partners switch roles.

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Drawing a Picture: How We Are Different

- ▶ Have students fold a piece of paper in half. On one side students draw a picture of themselves and a picture of their brother or sister or their best friend on the other side. Explain that they are to show something that is different between the two.

What We Like

- ▶ Working together with small groups of three or four students, create a chart of the different things each student likes.

Making connections

WE LIKE			
Student's Name	Food	Game	Animal

Looking at print

- ▶ As a class, look at the front cover and the back cover and talk about what is different about the print. (different sizes, colours, alignments, upper case and lower case, different layout for words, period on back cover)

Print concepts

Word Building

- ▶ Reread the book and have students stand when they see one of the high-frequency words on a page. Stop and ask a volunteer to point to the high-frequency word.

High-frequency words

Word Building

- ▶ Ask students to use plastic letters to build high-frequency words from the text. Provide copies of the book for reference.

High-frequency words/word solving and building



Small-Group Shared Reading Teaching Plan

(see reverse for Guided Reading Teaching Plan)

We Are Different



Text Type: Non-fiction: Description — Comparison

Summary: This book shows that friends can all be different.

For more information on Small-Group Shared Reading, see the Toolkit at www.lpey.ca and the Kindergarten Reading Guide.

Text Features

Visual Literacy

- ▶ large title in different colours and layout
- ▶ supportive real life photographs of children

Print Concepts

- ▶ consistent placement of text
- ▶ every page begins with the same high-frequency word 'we'
- ▶ repetition of one line of text on all but the last page

First Reading

Reading Strategies

Comprehension

- ▶ evaluating
- ▶ self-monitoring

Working with Words

- ▶ recognizing high-frequency words
- ▶ using known words as anchors when reading
- ▶ using initial letters to confirm word predictions
- ▶ tracking print

Assessment Opportunities

Note each student's ability to:

- ▶ track print
- ▶ recognize high-frequency words
- ▶ use pictures and print cues (first/last letters) to predict new words
- ▶ form an opinion and evaluate to gain meaning from text
- ▶ self-monitor

For Assessment Tools, see Monitoring Progress for Small-Group Shared Reading in the Toolkit at www.lpey.ca and in the Kindergarten Reading Guide.



BEFORE READING

Activating and Building Background Knowledge

Making connections

- ▶ Show the front and back covers. Read the title and back cover text.
- ▶ Hold up a copy of the book and direct students' attention to the photographs. Ask students to raise their hands when you point to a photo that shows something they like.

This book describes how we are all different.

Predicting/self-monitoring

- ▶ Talk about other ways that we are all different and record these differences in a chart.

If we are all different, can we all be friends? How do you know?

ELL Note:

This is a good opportunity to engage the ELLs by talking about their different countries and languages. Ask the ELLs to say a word or two in their language. Use a map of the world and locate their countries of origin.

Evaluating

Setting a Purpose

- ▶ Focus the readers on a comprehension purpose.

Let's read the book to see if it matters that we are all different.



DURING READING

Tracking print

- ▶ Hand out the books so each student has a copy.
- ▶ Read the book slowing down at the end of each sentence so the students can join in with the reading.

Print concepts

- ▶ Make note of the repeating word on each page and have students look for it as the book is read.

There is one word that is on every page. When I read the book, listen carefully and look at the print to see if you can find this word.

Self-monitoring

- ▶ Before reading page 4, point to each photograph and ask, "Do you ever wear anything like this?" to help establish the change of verb from the previous page. This will help children self-monitor when they read this page.

Predicting

- ▶ Pause briefly after reading 'we' on page 5 to see if the students predict the word 'eat.' Some students may say 'have' or 'like.' If there are different predictions, acknowledge the good choices and ask how they could decide if they are right.

It could be 'have' or 'like' but what letter would you expect to see at the beginning of have? like? What letter is at the beginning of the first word on the page? Could it be ...? Are you right? How do you know?

Analyzing/making connections

- ▶ While reading pages 6 and 7 stop and ask questions about the games to clarify the students' understandings.



AFTER READING

Evaluating

- ▶ Provide a prompt related to the purpose set for reading.

Does it matter that we are all different?

Analyzing/evaluating

- ▶ Expand the discussion. Possible prompts include:
 - Look at pages 4 and 6. Are any of the children in a cold place? How do you know? What clues in the photographs helped you?
 - How can we all be friends?

Second and Further Readings

For rereadings, give each student a copy of the book and choral read the text. Depending on the needs of your students, focus on a balance of the following three areas.

Print Concepts, Tracking, and Book Handling

- ▶ Continue to support the development of print concepts, tracking and book handling by using your copy of the book to demonstrate and verbalize key ideas (e.g., tracking print, following repeated language patterns).

Do you notice anything about the print on the front and back covers of the book that could help you find the word 'different' all by yourself? (e.g., letters are all different colours)

Focusing on Comprehension

Making connections

- ▶ Invite students to reread the text with a focus on making connections.

Making connections

- ▶ During reading, pause and offer prompts:
 - What other foods might the author have included?
 - How can we all be friends?
 - What can we do to be friends?

Read the story again with a partner. Stop on page 6. Tell your partner what the children are doing and then share a game you like to play.

Teaching Tip:

You can change the comprehension focus each time you read to help students focus on different ideas. For example, to highlight Inferring you may decide to ask, "Let's read this time to find out how we are all the same?" For more information see the Small-Group Shared Reading Teaching Plan Outline in the Toolkit at www.lpey.ca.

Working with Words

High-frequency words

- ▶ Focus on word recognition by:
 - having students locate 'we' on each page
 - pointing to the repeated language pattern 'We are...' and having students find 'We' and 'are' in the text
 - taking a word like 'can' and asking students to think of other rhyming words (e.g., 'man,' 'pan,' 'ran')

Word solving and building

Rereadings

- ▶ Provide opportunities for students who are sufficiently comfortable with the text to reread the book with a partner. They can take turns finger tracking.

ELL Note:

Pair the ELL with a partner. The partner's role is to read the story aloud and the ELL's role is to simultaneously track the words being read. This activity may be repeated several times and when the ELL is confident, the partners switch roles.



Home Links

Provide students with a copy of the take-home text to read chorally with family members. See Additional Resources at www.lpey.ca.

High-frequency words

Word solving and building

Focused Follow-Up

The following activities are optional. Choose those that best meet your students' needs.

Acting it Out

- ▶ Students work in partners taking turns to act out different games or animals. The other partner then guesses the game or animal. Students can refer to the text for ideas.

Drawing a Picture: How We Are Different

- ▶ Have students fold a piece of paper in half. On one side students draw a picture of themselves and a picture of their best friend on the other side. Explain that they are to show something that is different between the two.

Building Words

- ▶ Provide students with large cards with the two high-frequency words 'like' and 'and' recorded on them. On smaller cards print the words: 'bike,' 'hike,' 'Mike,' 'band,' 'sand,' and 'hand'. Have students group the smaller cards with the larger card that ends with the same sound.
- ▶ Using plastic or magnetic letters, ask students to build the word 'we.' Ask students to remove the letter 'w' and put a letter 'b' at the beginning of the word. Encourage students to generate and build other rhyming words (e.g., 'he,' 'me') providing prompts as needed.