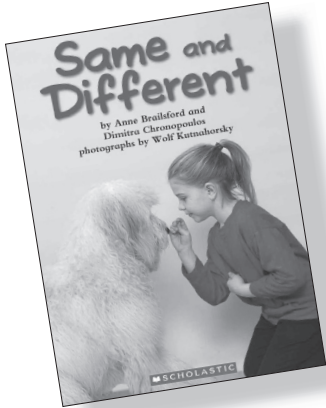


Same and Different



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Photographs by Wolf Kutnahorsky

Text Type: Non-fiction: Description — Comparison
Guided Reading Level: E

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Summary: A little girl compares her and her puppy's physical characteristics. She finds there are many similarities between them but some differences too.

Word Count: 72

High-frequency Words: *a, are, has, have, how, I, is, my, one, the, this, two, we*

Text Features

Visual Literacy

- ▶ labels
- ▶ chart

Text Supports

- ▶ repeated language pattern on some pages
- ▶ labelled photos
- ▶ text strongly supported by photographs

Possible Text Challenges

- ▶ question marks

Reading Strategies

Comprehension

- ▶ making connections: comparing
- ▶ making connections: text to self

Working with Words

- ▶ using photo cues to aid in recognition of unfamiliar words
- ▶ using beginning sounds to read unfamiliar words

Assessment Opportunities

Note each student's ability to:

- ▶ make connections: comparing
- ▶ analyze the photos
- ▶ understand text features (labels and chart)
- ▶ use photo cues and beginning sounds to read unfamiliar words

Teaching Tip: When assessing students' learning, make sure you observe them throughout the Guided Reading lesson and not just at the end.



BEFORE READING

Making connections: text to self

Activating and Building Prior Knowledge

Show the front cover of the book to students and read the title. Show the back cover. Ask, *Who do you see on the front and back covers?* Invite students to tell you if they have a dog or know someone who has a dog. Read the text on the back cover. Make sure students understand that a puppy is a young dog.

ESL Note:

Invite ESL students to talk about dogs. *Do you like dogs or are you afraid of dogs? Have you ever had a dog? What was your dog's name? Do you think it is good to have a dog? Why?*

Making connections: comparing

Introduce and explore concepts of same and different by having students compare themselves to others. Model making comparisons using the language pattern in the book, and the words *same* and *different*. For example, *Anthony has brown hair. Jessica has brown hair. They have the same hair colour.*

Making connections: comparing

Overcoming Text Challenges

Hand out copies of the book and have students turn to the title page. Point out the close-up photo and ask, *How are the girl and her puppy the same?* (They both have a nose.)

Now turn to pages 2 and 3, where we see all of the girl and her puppy, and invite students to identify more similarities and differences between them.

Print concepts

Invite students to join you as you read pages 2 and 3 aloud. Model how students should point to the words with their finger as they read. Note the question marks and review the purpose of this punctuation. Ask students to point to the question marks as you read the questions again, exaggerating the rise of your voice at the end of the questions.

Visual literacy

Turn to page 4 and draw students' attention to the label. Make sure they understand that the word in the box identifies what the lines point to. Invite students to read page 4 aloud with you, and summarize the information presented (both the girl and the puppy have eyes). Model reading the labels and text on other pages as required. For example, you might want to read the multiple labels and text on page 10 together.

Making connections: comparing

Setting a Purpose

Tell students that as they read they should note how the girl and her puppy are the same and how they are different.



DURING READING

Ask each student to read the book independently, thinking about the purpose that has been set.

Observe and listen to all students read at least part of the book. Assist as needed with word-solving strategies, vocabulary, punctuation, and comprehension strategies. Monitor for use of pictures and beginning sounds as students encounter unfamiliar words, and prompt them as necessary.

Tell students that if they finish reading early they can read the book again or they can draw a picture of a dog they know.



AFTER READING

Making connections: comparing

Direct students to page 3 to review the girl's questions. Remind them that they were reading to find answers to these questions. Ask, *Did you find out how the girl and her puppy were the same?* As students share their responses, make sure they identify the pages where they read or saw that information. If students are unable to state any ways in which the girl and her dog are the same, model how to flip through the book and look at the pictures to answer the questions. Follow the same procedure for differences between the girl and her puppy.

Word solving and building

Note the strategies students used as they read and discuss them. For example, *When Andres came to the word fur, I noticed that he looked at the photo. He saw that the word fur in the box pointed to the puppy's fur and that helped him read it.*

Visual literacy

Direct students to the chart on page 12. Invite them to say what they think this chart may be for. If necessary, point out that they may recognize some words from the book in this chart. If students do not volunteer any responses, guide them to understand that this is a way of organizing information about the girl and her dog. Model how to read the chart by first reading the headings across the top and then the body features in the first column. Point out that there is a check mark if the girl or the puppy has the body part. Discuss how the check marks show in what ways the girl and the puppy are the same and different.

Rereadings

Provide opportunities for students to reread the book independently or with a partner.

Focused Follow-up

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

Making connections: comparing/analyzing

Cat Parts

On chart paper, create a large version of the chart on page 12, but with the headings "Body Part," "Me," and "Cat" and without the check marks. Use prior student knowledge, pictures (including the BLM), and books to determine how a cat is the same as and different from students. During a group discussion, fill in the chart with the appropriate check marks.

Give students a copy of the BLM and have them fill in the blank boxes with the appropriate words. Provide copies of the book to students to use for guidance.

Students can orally present their pictures, using the language pattern from the book: *A cat has two eyes. I have two eyes, etc.*

Word Pattern "ow"

Word solving and building

Model forming new words with the rime "ow" (from the word *how*) using magnetic, plastic, or card letters. Make available the letters "h," "c," "n," "b," "p," "s," "v," and "w" at the Literacy Centre so students can create their own new words with the rime "ow." They can record their words and read them during sharing time.

Cat Parts

Name: _____

