
Same-Different

PURPOSE

To help children later recognize that there are DIFFERENT ways to solve the SAME problem

MATERIALS

None

TEACHER SCRIPT

Today we're going to learn two (*show two fingers*) new ICPS words. The words are SAME and DIFFERENT. Watch carefully.

I'm raising my hand. (*Raise, then lower hand.*)

Now I raise my hand again.

I just did the SAME thing. I raised my hand.

Now I'm going to do something DIFFERENT. I'm going to tap my knee. (*Tap knee.*)

See, tapping my knee (*keep tapping*), is DIFFERENT from raising my hand. (*Raise hand.*)

Is tapping my knee (*tap knee*) DIFFERENT from raising my hand? (*Raise hand.*)

Yes, they are DIFFERENT. Tapping my knee is NOT the SAME as raising my hand.

I am stamping my foot. (*Stamp foot.*) Can you ALL do the SAME thing?

Good, we are ALL doing the SAME thing. (*If needed to encourage participation: SOME of us are stamping our feet. Who is doing something DIFFERENT?)*

Now I'm rolling my arms. Who can do something that is NOT the SAME as rolling your arms?

Good. That is NOT the SAME as rolling your arms.

It IS _____. (*If needed: The SAME or DIFFERENT?)*

Call on a couple of other children to think of a different action. After they have done so, call on a child to come up and be the leader.

_____, think of something you can do with your body. (If needed, whisper two choices in the child's ear.)

Who can do the SAME thing _____ just did?

Who can think of something DIFFERENT? You know, something that's NOT the SAME.

Continue as long as time and interest permit.

HINT

If a child is disruptive and unwilling to participate, try to bring him into the game by noting whatever he is doing. For example, you might say, "Patrick is walking around. We are jumping. Is Patrick doing the SAME thing as we are OR something DIFFERENT?" The child will likely respond with a cheerful, "I'm doing the SAME thing. I'm jumping, too." Now the child has returned to the lesson feeling good about it.

Shy nonresponders may not yet feel comfortable talking. Some do, however, take delight in coming up front and putting their hands on their heads or performing other actions. If so, you might reinforce the child's participation by saying, "Let's ALL do the SAME thing as _____."

Elicit as many different stories as you can. Children may offer a different sequence or express variations on the same sequence. Encourage children to think of as many endings as they are able by asking them what else could have happened next.



