Teaching The Core- Video Tape Lesson

Sandra Sobin- Grade 1

May Watts School

Date: Thursday, Nov. 21, 2013

Time: 10:45

Room: 129

Demographics: 24 students (62.5% ELL, 1 SPED)

**Standards:**

RL.9: Compare and contrast the adventures and experiences of characters in a story.

RL.7:

Use illustrations and key details in a story to describe its characters, setting or events.

**Target outcome**: Students will be able to list attributes that both characters have that are the same and attributes that are different. They will understand that even though the students live in different worlds and have very different lives, they are very similar in many ways- a boy with a family, a home, pets, attends school, etc.

**Unit 2 Name:** Our Diverse Community

Unit Description: Students will learn to see themselves in the lives and experiences of others. This will help them deepen their understanding of the diverse world. Students will develop an awareness of diversity and use this to actively demonstrate empathy, appreciation, and acceptance in their classroom and community.

**EU:**

\*Learning about others helps me understand, appreciate, and accept diverse others’ points of view.

\*Comparing and contrasting experiences of characters helps me better understand the text.

\*Using illustrations and key details helps me better understand the story.

(In Unit 1 Students used key details to notice how main characters made decisions, how those decisions impacted the other characters and the events in the story, and how the character changed over time. To extend this understanding, students will compare and contrast adventures and experiences of characters in stories using ***key details and illustrations.***) Students will be using a Venn Diagram to record their understandings.

**Text**: “Same, Same But Different” by Jenny Sue Kostecki-Shaw

Teacher will call students up to the rocking chair.

T will show the book cover and title, author and illustrator.

Questions:

What do you think this book is about?

How can something be the same AND different?

Teacher will read book with questioning.

Where do you think our character lives? What picture clues help us know that?

Where do you think this character lives? What picture clues help us to know that? Let’s look at our map we started of the world that show where some of the characters we have read about live and find the homes of our two characters.

Now that we know the names of our two characters, let’s go back and look at something really neat that our author/illustrator added to the pictures. What letter does Elliot start with? What letter does Kailash start with? Let’s try to find the e and k on every page. Why do you think the illustrator put them there?

P.S. Question- What does that stand for? Post Script

Definition- Post means after (post season, post- game, post -test)

Script means writing (after writing)

Add on or after thought- author used as clever way to show what the character is thinking and wanting to know.

What animals do you notice?

What do you notice about the pictures where Kailash lives? How do you know it is hot there?What does the author mean “there are few cars and still too much traffic”?

Compare how the two characters get to school? Does anyone know what the vehicle is called that Kailash rides in? Rickshaw (possibly go to internet and look up on web)

Look at different alphabets and how they write their names.

How can they be best friends but live in two different worlds? Or do they?? Turn and talk to your neighbor-be sure to listen carefully and be ready to share what HE or SHE said.

Different, Different, but the Same- Authors Purpose!

Why do you think the author changed the words at the end of the book? What do you think she means?

**Activity:**

We just read about a book about two characters, Elliot and Kailash. Were there somethings the same about them? Were there some things different about them? We can go back into the book and look for things that are the SAME and for things that are DIFFERENT about our two characters. Do you remember what that is called? Looking for ??? Evidence is when we look for answers in the text or book. What could we use to organize our ideas if we wanted to write them down? A Venn Diagram

We know that our two characters Elliot and Kailash lived in two different places. We could put USA on one side and India on the other side. (model on Smartboard) We could put FAMILY in the middle, but write 3 on Elliot’s side and 23 on Kailash’s side.

Break into cooperative groups and work together to look for attributes of each character, writing down where they go on the Venn Diagram. Be sure to find it in the book, discuss it as a group, decide where to write it, and then all write it down. Remember you can use words and pictures. Look at the board for rules for Cooperative Groups. Remember what they “Look Like” and “Sound Like”.

After 15 min., each group will get a chance to share out some of their ideas and I will write them on the Smartboard.

**Wrap up:** What can you tell me about our two characters?

Why did the author use the title “Same, Same but Different”?