

# Same, Same but Different

## A RIF GUIDE FOR EDUCATORS

**Themes:** Multiculturalism, Indian Culture, Comparisons

**Grade Level:** Pre-K to 2nd grade

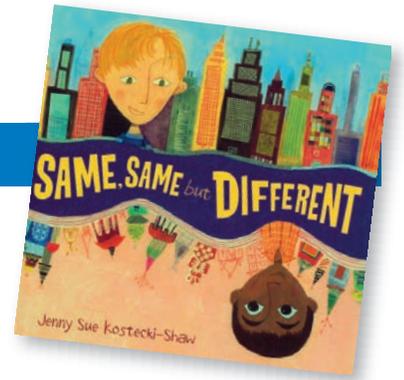
**Book Brief:** Two pen pals realize that their lives are more alike than they thought.

**Author/Illustrator:**

Jenny Sue  
Kostecki-Shaw

**Content Connections:**

Social Studies



## TIME TO READ!

### BEFORE WE READ, LET'S LOOK AT...

**The Cover:** Have students make predictions about the text based on the front cover illustration and title. Who are the two boys? How are the buildings behind them different? How can two things be the same “but different”?

**The Pictures:** Take a brief picture walk through the book. Just based on the pictures, what can we tell about the two boys? How are their lives different? Ask students to guess where each boy lives. Kailash lives in India. Locate India on a map or globe before reading.

**Prior Knowledge:** Have any of your students ever had a pen pal? Do any of them have relatives who live in a different country? Have any of them taken a trip to a different country? Ask for volunteers to share their experiences. How is life different in those countries? How is it the same?

**Vocabulary:** peacocks, alphabet, yoga

**Purpose for Reading:** Guide the story by setting the following purpose: “As we read today, think about the title of the book. How are Elliot and Kailash’s worlds the same but different?”

## WHILE WE READ



### MONITORING COMPREHENSION

- ◆ What does the first boy, Elliot, draw in his picture of “his world”? What does the second boy, Kailash, draw?

- ◆ Why does Elliot send Kailash his drawing?
- ◆ Why does Kailash’s family have so many animals? Are they different from Elliot’s pets?
- ◆ Why is Kailash’s alphabet different than Elliot’s?
- ◆ Why is art Elliot’s favorite class? Why is yoga Kailash’s favorite?

## LET'S THINK ABOUT

**Our Purpose:** Revisit the purpose: “How were Elliot and Kailash’s worlds the same but different?”

**Extending Our Thinking:** Ask students to think about how different they all are. Even students who come from the same place and speak the same language can live very different lives—and that’s great! Ask students to think about how boring the world would be if everyone were exactly the same. How would the world be different if we all looked the same, acted the same way and liked the same things? Repeat the title. Why does the title use “same” twice?

### NOTE TO EDUCATORS

- ◆ Extension Activities for Educators also available.
- ◆ Vocabulary Scaffolding Sheet also available.



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