

NARRATIVE
EXPOSITORY

ALIKE BUT DIFFERENT

- ___ individual
- ___ pairs
- ___ small group
- ___ whole class

- ___ warm-up
- ___ before
- ___ during
- ___ after

Word Study can be done at any time during content classes but is best done at the point of need. Word Study is the intentional examination of specialized words within the context of authentic reading in content classes. If students engage in Word Study daily, their vocabulary will increase, which supports reading and writing. If students are given strategies for understanding new word meanings when challenging vocabulary is encountered, their content literacy improves. Students can encounter anywhere from 8 to 15 new vocabulary words each day. Although not every word is necessary to create understanding or for communicating understanding in writing, knowledge of at least one is critical. This graphic organizer helps students identify and examine critical vocabulary that are alike, but different. Teachers identify vocabulary from the text that has some basis for comparison and/or some kind of relationship.

MATERIALS

- ◆ Text
- ◆ Highlighters or post-its
- ◆ Vocabulary from text
- ◆ Alike but Different Form

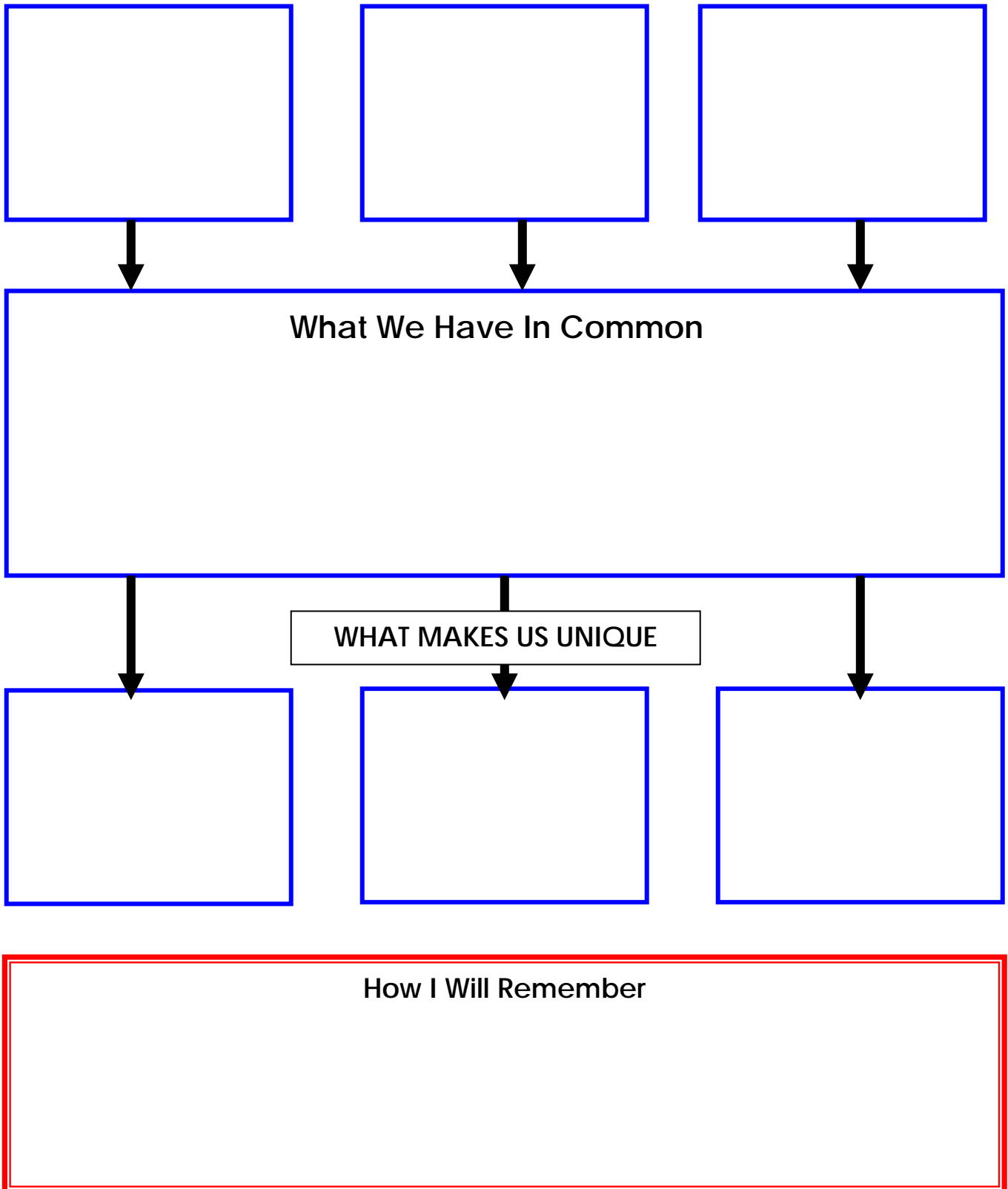
STEP BY STEP

1. ***Students are given text to follow along as the teacher thinks-aloud emphasizing key vocabulary critical to understanding the text.*** The teacher models her thinking relative to facts about the vocabulary and meaningful connections to students' lives. At this time, students can make notes in the margins of the text.
2. ***Students list each identified vocabulary word that has a relationp in a separate box.*** Students write each vocabulary word in a separate box at the top of the Alike but Different form.

3. ***Students generate a list of facts modeled by the teacher or from their prior knowledge to identify common characteristics.*** Once they have exhausted this list they are ready to begin the next step.
4. ***Students reflect upon the individual characteristics that make each word unique from the other.*** Students list information that is unique to each word even though they are similar.
5. ***Students meet in a metacognitive group to share what they identified as similar and unique facts about the identified vocabulary.*** Students work together to facilitate a common understanding of what facts connect and separate the identified vocabulary.
6. ***Students generate a list of strategies illustrating how they will remember the information generated.*** This is a good time for teachers to model how to make connections or associations to information they already have in their memory. Also, teachers may choose to model how to use a mnemonic device to help students remember the content generated.

Allen, J. 2004. *Tools for Teaching Content Literacy*. Portland, ME: Stenhouse.

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