

Same-Different

Fairy Tales Edition

A Cooperative Game for Analytic Thinking Skills

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Illustrated by Celso Rodriguez

HAWKER BROWNLOW
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E D U C A T I O N

Same-Different

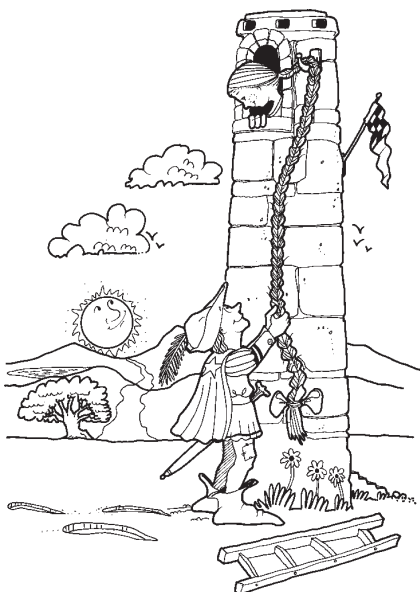
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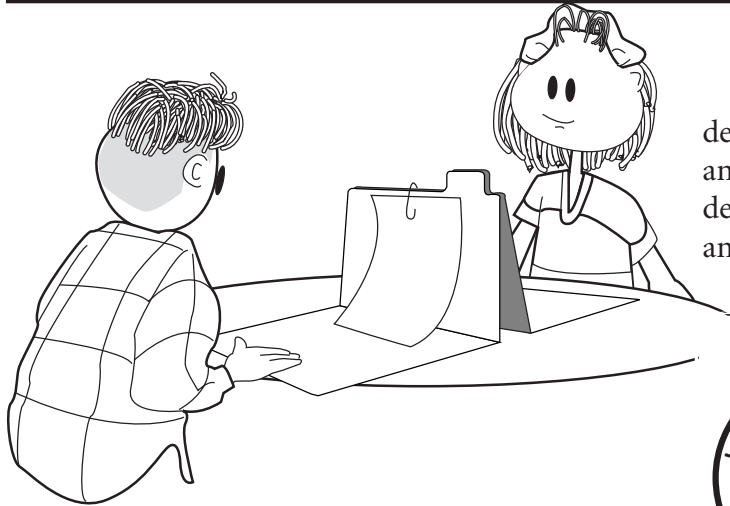
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Intro & Acknowledgments

Same-Different



describe their pictures, communicate in context, and communicate in comprehensible terms. Students also practise writing skills as they record their answers.

The concept of **Same-Different** is simple, yet powerful. Students sit across from each other with a file folder barrier between them. Each student looks at only one of the two pictures. Without seeing what his or her partner sees, they must discover what's the same and what's different between the two pictures. Students of any age quickly become totally engrossed as they play **Same-Different**. It is an immediate favourite.

Same-Different Develops Multiple Intelligences

In spite of the deceptive simplicity of the structure and the immediate fun, game-like atmosphere among students while engaged in **Same-Different** activities, as students play **Same-Different** they simultaneously develop a number of intelligences.



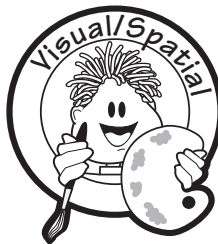
Verbal/Linguistic Intelligence

Same-Different is a terrific way to develop the verbal/linguistic intelligence. Students must communicate clearly and effectively to find all the similarities and differences. **Same-Different** works especially well for ESL students and students learning a second language. Students build vocabulary as they



Logical/Mathematical Intelligence

Students develop analytic thinking skills as they look carefully at the details of the illustrations, breaking them into component parts trying to uncover the differences.



Visual/Spatial Intelligence

Students work on spatial awareness and directionality as they examine the illustrations in detail.



Interpersonal Intelligence

Students must cooperate to find the similarities and differences. Students learn to “take role of the other” — they learn to distinguish their own from another person’s point of view. Bonding between students emerges. The bonding between students is fostered because of the strong positive interdependence created by the structure. Neither student can succeed without the active cooperation of the other, so success is viewed as a success of the pair. Further, because the pictures contain “easy to discover” as well as “difficult to discover” differences, the task ensures success for everyone, while remaining challenging for all.



Naturalist Intelligence

The core operation of the naturalist intelligence is discrimination of natural and non-natural objects and phenomena. Students develop discriminatory skills as they closely examine the illustrations.

A Little History

To my knowledge Judy Winn-Bell Olsen's book, *Look Again Pictures* (Alemany Press, 1984) was the first publication of a set of pictures which differ in key respects. The book was designed to promote language development and acquisition among students limited in English proficiency.

Early on in developing my approach to training teachers in Cooperative Learning, I began to emphasise the importance of structures. I learned that if I gave teachers five good cooperative learning activities, I was likely to get a phone call after a week, the message being, "I tried those activities last week and they were great! What do I do next week?" In contrast, if I gave the teachers five good structures, they would have an unlimited number of activities for their classrooms because any one structure can be used with a range of curriculum to generate an infinite number of activities.

Thus, when I told teachers about *Look Again Pictures* and had them try a pair of pictures, I would always have them brainstorm other content they could adapt to the structure.

There was no shortage of ideas — teachers immediately saw how the structure could be adapted to improve skills in geography, science, English, maths, social studies and other subject areas. With great enthusiasm in workshops they produced lists of possible applications for the **Same-Different** structure.

Initially I was quite excited by this outpouring of ideas. But when I checked later to see which of the ideas had actually been implemented, only the exceptional teacher went the next step and made new activities to use in **Same-Different**.

This experience was different from the experience I had with structures which were not materials-based. For example, when teachers learned Three-Step Interview in a workshop, many readily used the structure in science, maths, social studies, literature and other subjects.

Eventually I concluded that it was unfair to expect teachers to spend their days teaching and their nights producing new curriculum materials. I realised that if **Same-Different** (and other materials-based structures) were to be broadly implemented, support materials needed to be made readily available. Thus the birth of ready-to-use **Same-Different** activity books.

In This Book

In this book, you will find all the materials necessary to play **Same-Different** with fairy tales. Included are two reproducible illustrations for each of fifteen fairy tales, recording sheets and keys. The pictures pairs have at least 20 differences. Students record the similarities and the differences on the recording sheet and check their answers with the key.

Acknowledgments

Celso Rodriguez did the original artwork for this book Karen Schumacher hand-coloured and with Miguel Kagan designed the cover and spent many dedicated hours at the computer transforming the artwork into **Same-Different** pictures. Their efforts translate into hours of enjoyable and enriching educational experiences for students of all ages.

A handwritten signature in black ink that reads 'Spencer Kagan'.

Spencer Kagan, Ph.D.
July, 1997

Hansel & Gretel

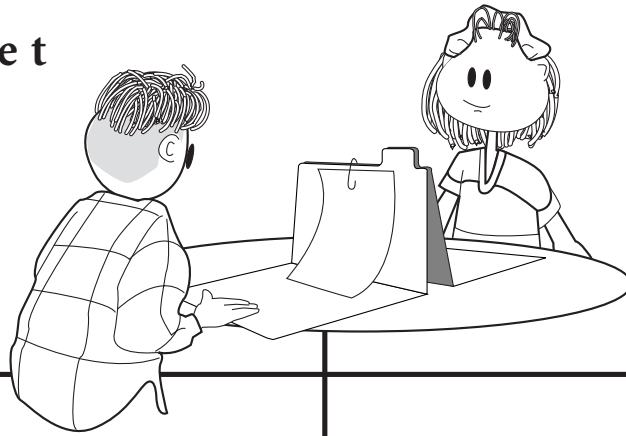


Hansel & Gretel



Hansel & Gretel

Answer Sheet



Same

Different

1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____
11. _____	11. _____
12. _____	12. _____
13. _____	13. _____
14. _____	14. _____
15. _____	15. _____
16. _____	16. _____
17. _____	17. _____
18. _____	18. _____
19. _____	19. _____
20. _____	20. _____

Hansel & Gretel

Key

1. Number of cherries on roof
2. Position of window on roof
3. Colour of window on roof
4. Position of chimney pipe
5. Position of sun
6. Colour of lollipop on left
7. Small lollipop on left
8. Colour of lollipop on right
9. Extra lollipop on right
10. Leaves on candy flowers
11. Shovel on ground
12. Can on ground
13. Stripes on fourth candy flower from left
14. Number of jelly beans above window shutter
15. Colour of wall above door
16. Handles on window shutters above door
17. Number of hearts on window shutters above door
18. Stripes on window shutters above door
19. Heart on door
20. Door frame

