

Book 3A, Unit 1 *You and Me*

Lesson 1 *Different or the Same?*

Science Objectives

By the end of this lesson, students will be able to:

- Identify what body parts they have.
- Describe some similarities and differences between people.
- Recognize that people have more similarities with family members.

Language Objectives

In this lesson, students will have the opportunity to use:

- Words relating to their sense of sight: **different, same**
- The sentence structure “We all have (eyes/arms).” to compare body parts.
- Additional language: **colour, shape, size**

Materials

Activity 2 <ul style="list-style-type: none">– 2 images of people with different hair colours (e.g. blond and brunette) <i>per group:</i> <ul style="list-style-type: none">– a set of “feature cards” with the words: <i>hair colour, eye colour, skin colour, nose shape, shoe size</i>	Activity 3 <ul style="list-style-type: none">– an image of a family consisting of a mother, father, brother and sister <i>per group + a set for teacher:</i> <ul style="list-style-type: none">– 6 images of parents and 6 images of their children, for matching
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Unit Opener Activity

Open your books

Family

- Open the SB at p1 and draw students’ attention to the top picture. Ask: **Who is in the picture? (students’ own answers)** Students may identify different family members (e.g. mother, father, sister, brother) or simply answer “family”.
- Divide the board into two columns. Write *same* at the top of one column and *different* at the top of the other. Ask: **How are they the same? How are they different? (students’ own answers)** Guide students’ thinking by asking questions such as: **Are they the same age? What colour is their hair? Is their skin smooth?** Write students’ answers on the board.

Friends

- Draw students’ attention to the lower picture and repeat the question: **Is this a picture of a family? No, (it is not a picture of a family). What is the relationship between them? (They are) friends.** Ask: **How are they the same? How are they different? (students’ own answers)** Guide students’ thinking by asking questions such as: **Are they the same age? What colour is their hair? What colour is their skin?** Write students’ answers on the board.

- Read the chant line by line, using gestures to help students understand. Point to the words *different* and *same* on the board while reading:
 - *We have different skin,*
 - *And different names.*
 - *But deep inside,*
 - *Are we the same?*
- Play the recording of the chant.
- Say: **In this unit, we are going to find out how we are the same and how we are different.**

Extension

Ask how else students know that the people in the pictures are family and friends (e.g. they are standing close together and they look happy to be with each other).

Stimulus Activity

Books closed!

- Tell students to stand up and form a circle so that they can all see each other. Ask: **Are we all the same?** (students' own answers)
- Write *same* on the board and ask: **How are we the same?** (students' own answers) Write *different* on the board and ask: **How are we different?** (students' own answers) Guide students' thinking by pointing to a body part (e.g. eyes, hair, ears) and asking questions such as: **Do we all have eyes? Do we all have black hair? Do we all have two ears?**
- Say: **Today, we are going to find out how we are different and how we are the same.**

Key Words

- Open the SB at p2 and draw students' attention to the key words.
- Write the key words on the board: **different, same**
- Read or play the recording of the key words and ask students to repeat.
- Use pictures or gestures to help students understand their meanings.

Activity 1

Books closed!

- Put students into pairs and tell them to stand facing their partner.
- Write *ear* on the board and model it for students to repeat.
- Ask: **Do you have ears? Yes, (I/we have ears). How many ears do you have? (I have) two (ears).** Encourage students to answer using the full sentence structure. Say: **Point to your ears.** Tell students to check whether their partner is pointing to the correct body part.
- Repeat the previous two steps for the other body parts: *tooth, neck, arm, foot, hair, eye, nose, mouth, hand, leg.*

Extension 1

Tell students to work with their partner to identify other body parts (e.g. shoulders, elbows, wrists, knees, ankles). When students have had time to discuss, nominate a few pairs to share

their ideas. Encourage them to point to the relevant body part and use the full sentence structure “We have [two shoulders].” Allow students to answer in Chinese if necessary. Write the English word on the board and model it for students to repeat. Say: **Everyone touch you [shoulders].**

Extension 2

Play a game of *Susy says...* Say: **Susy says touch your head.** Touch your head and encourage students to copy. Say: **Susy says touch your knees.** Touch your knees and encourage students to copy. Say: **Touch your shoulders.** Stand still and do not touch your shoulders. If any students touch their shoulders, continue standing still until they all understand that instructions that do not begin “Susy says...” should not be carried out. As students become more familiar with the game and the vocabulary, speed up the instructions!

Activity 2

Books closed!

- Show students a set of feature cards, then place them face down in a single pile on a table. Lift the top card, turn it over and read it aloud: **Hair colour.** Touch your hair and say: **I have [colour] hair.** Display two images of people with different hair colours on the board. Point to each person and say: **He/She has [colour] hair. Are we the same? No, (we are not the same/we are different)./ Yes, (we are the same).**
- Repeat the previous step for *eye colour*, *skin colour*, *nose shape* and *shoe size*. (To describe nose shape, you could use “round” or “straight”; for shoe size, you could use “big” or “small”.)
- Put students into groups. Tell each group to stand up and form a circle, so that they can all see each other. Place a set of feature cards in the middle of each circle. Explain that students should take it in turns to turn over the top card and read it aloud. Students should then use full sentence structures to compare their features.

Example comparisons:

- Student A: **Hair colour. I have black hair. Are we the same?**
- Student B: **Yes, we are the same. I have black hair.**
- Student C: **No, we are not the same/we are different. I have brown hair.**

- Student B: **Nose shape. I have a straight nose. Are we the same?**
- Student C: **No, we are not the same/we are different. I have a round nose.**
- Student A: **Yes, we are the same. I have a straight nose.**

- Student C: **Shoe size. I have a small shoe size. Are we the same?**
- Student A: **No, we are not the same/we are different. I have a big shoe size.**
- Student B: **No, we are not the same/we are different. I have a big shoe size.**

Open your books

- Open the SB at p3 and tell students to complete the activity by ticking or crossing.
- Ask: **Are we all the same? No, (we are not all the same/we are different).**

Extension 1

When a group has been through all of the feature cards, give them a few blank cards and tell them to add other features to continue the activity. These could even include features such as eyesight (whether someone wears glasses or not) or voice (high or low). They can add these features and the results to the table on SB p3 during the *Open your books* stage.

Teacher Tips

Remind students that there is no “right” or “wrong” way to look. The fact that we look different to each other is a good thing! Encourage students to think of reasons why it is a good thing.

You could also remind students that we have other features besides those relating to our body parts. For instance, what we wear and how we behave are external features that can change or develop as we grow up.

Activity 3

Books closed!

Family photo

- Display an image of a family consisting of a mother, father, brother and sister. Point to the mother and father and say: **These are the...** Encourage students to complete your sentence with **parents**. Allow them to answer in Chinese if necessary. Write *parents* on the board and model it for students to copy.
- Point to the brother and sister and say: **These are the...** Encourage students to complete your sentence with **children**. Allow them to answer in Chinese if necessary. Write *children* on the board and model it for students to copy.
- Ask: **How are the parents and the children the same? How are they different? (students' own answers)**

Match!

- Put students into groups and give each group a set of photos of parents and children. (Each parent and child should have a simple, easy-to-pronounce name, as this will make it easier to check students' answers.) Explain that students must work together to match the children to their parents.
- Display the photos of the parents along the top of the board and photos of the children along the bottom of the board. Point to the first set of parents and say: **Sarah and Ben are parents. Their children are...** Encourage students to share their ideas by completing the sentence with the names of the children. When students have agreed on the correct answer, nominate one to come to the front and draw a line to match the children to their parents. Say: **Sarah and Ben are parents. Their children are Emilia and George.**
- Ask: **How is Emilia/George the same as her/his parents? How is she/he different? (students' own answers)** Explain that we inherit a mix of features from both of our parents: sometimes we look like one parent, sometimes like both parents, and sometimes like neither parent!

Open your books

- Open the SB at p4 and tell students to complete the first part of the activity by drawing lines to match the children to their parents.
- Nominate a few students to share their answers and give reasons for their choices.

My family

- Tell students to complete the second part of the activity by drawing themselves and their parents.
- Read the question: **How are you and your parents the same?** Nominate a few students to share their ideas, then put students into small groups to share and describe their drawings.
- Ask: **Do you look more like your family or your friends?** Students should recognise that although there are some differences within families, we look more like our families than our friends.

Teacher Tips

Families take many forms: for instance, there may be children in your class who come from single-parent homes, or children who live with their grandparents. Remind students that in the second part of the activity they do not necessarily have to draw their mother and father – they may draw any family member that they like, as long as they are a blood relative.

Now I Know ...

- Ask: **How are you the same as/different to other children?** (students' own answers) Write students' answers on the board. They may mention body parts that we each have, or features such as hair and eye colour.
- Read the second sentence on SB p5: **Children often look like their parents.** Ask: **Do you agree?** (students' own answers)
- Read and/or listen to the recording and ask students to repeat: *In many ways I am the same as other children. Children often look like their parents.*

Let's Practise!

- Open the SB at p5 and draw students' attention to the picture. Say: **Jane and Jennie are twins. How are they the same?** Encourage students to share their ideas before focusing on the features listed below the picture: *eye colour* (same), *hair colour* (same), *shirt colour* (different) and *nose shape* (same).