Same But Different

In Life and In Mathematics

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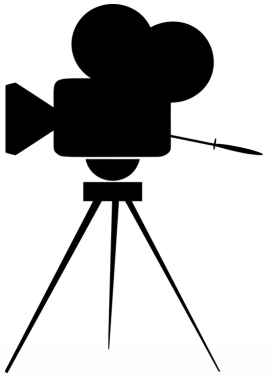
➔ Find a **NEW** friend near you.

➔ Find out at least one way in which you are the same AND at least one way in which you are different.

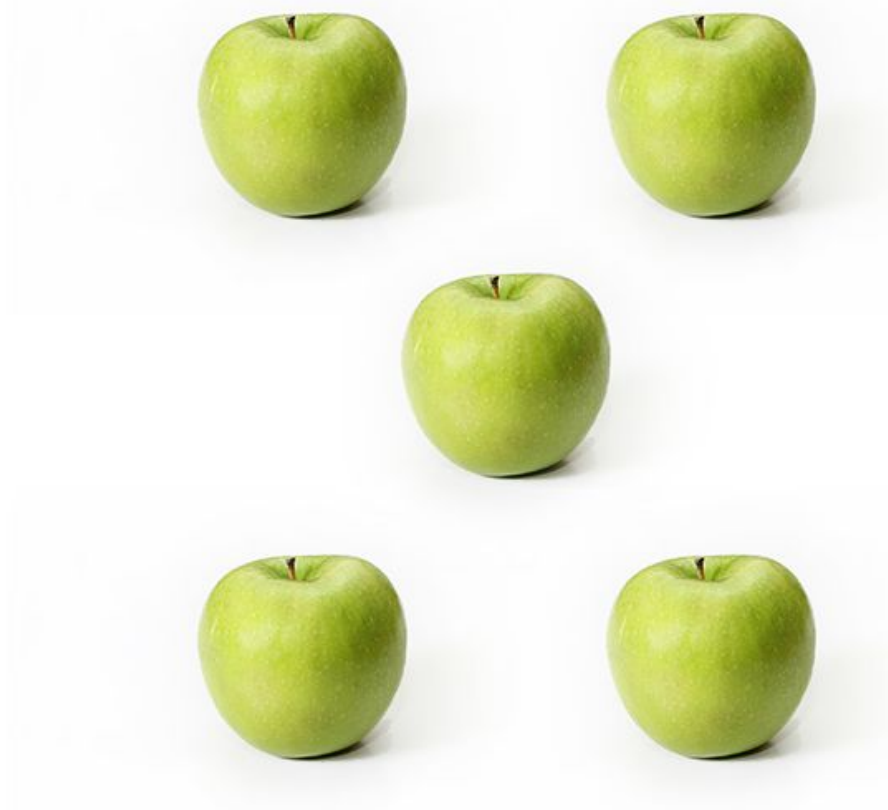
➔ **Reflect**: What was that introduction like? How did that *feel*? How might that impact your memory of this person?


Sue
Heidi

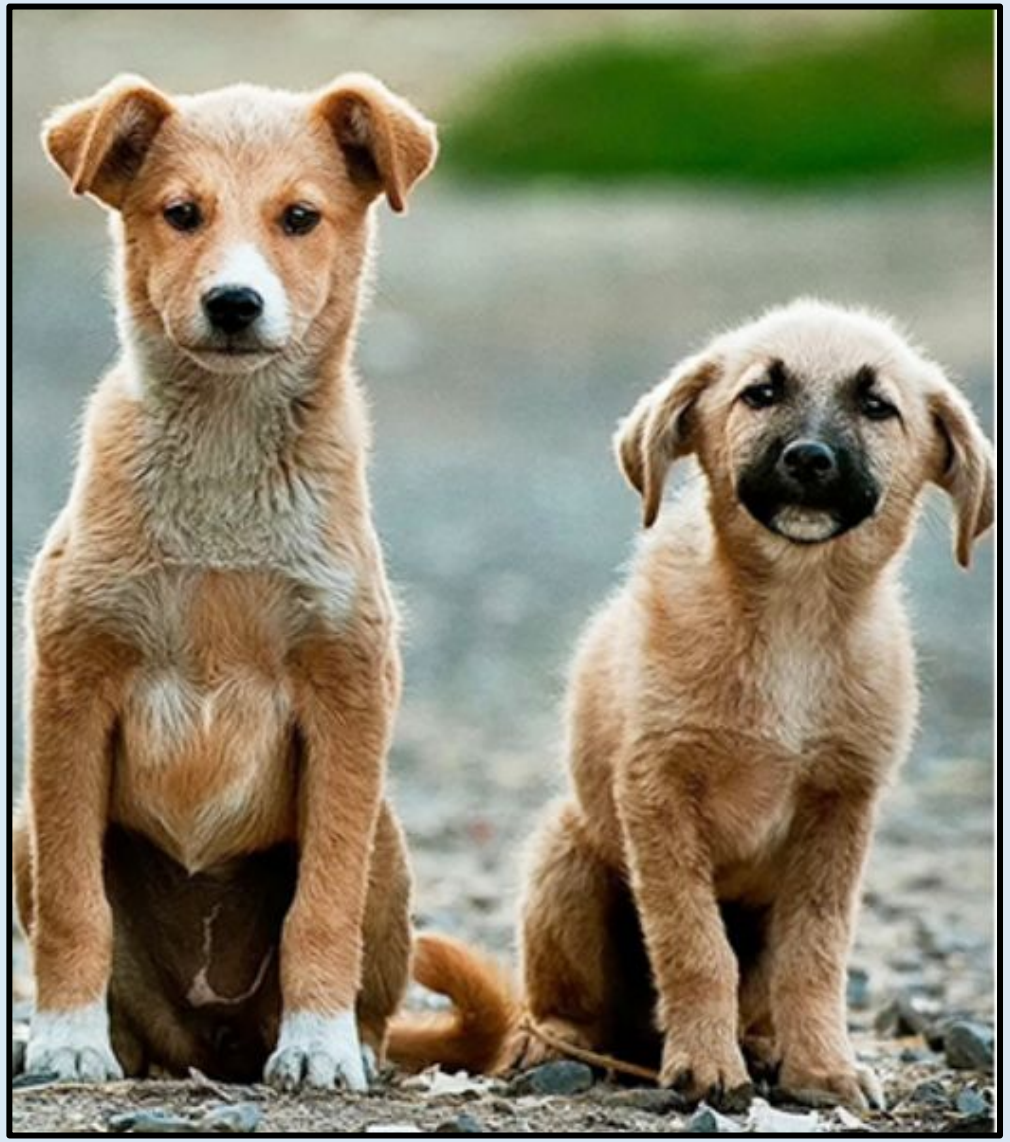
Today's Agenda

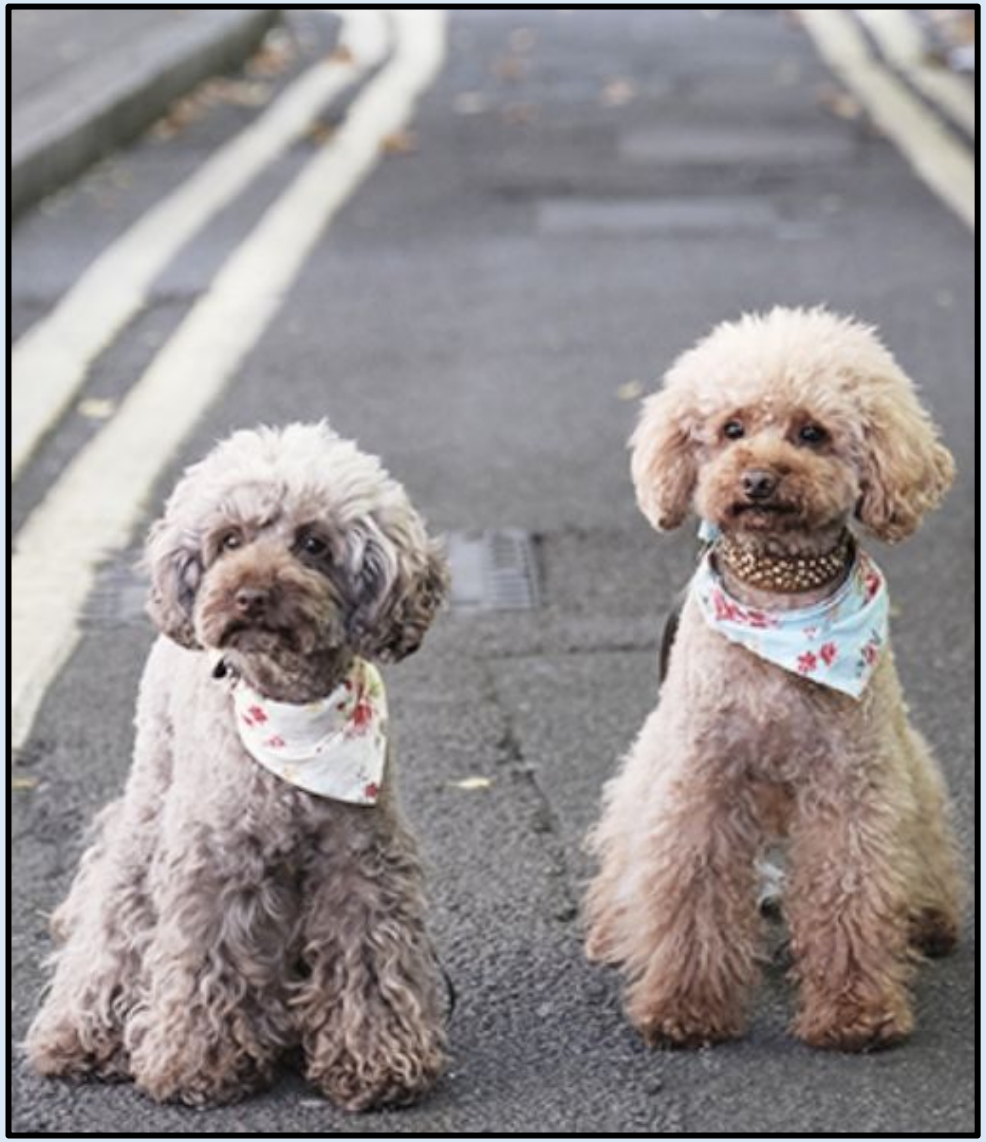


- Powerful Learning
- Promoting Equity
- Protocol
- And … action!
- Website



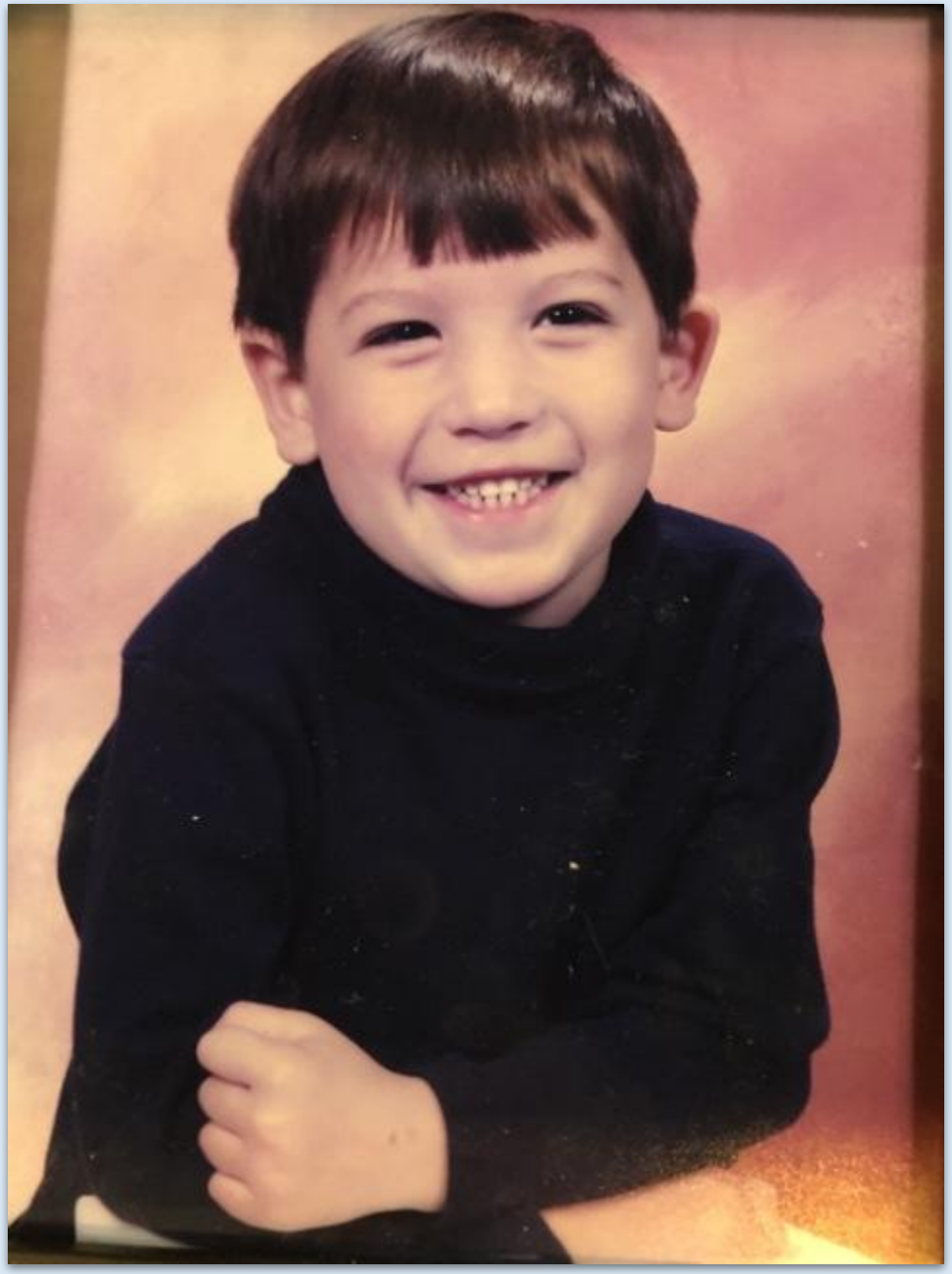
What is the **same** BUT **different**?





Powerful Learning

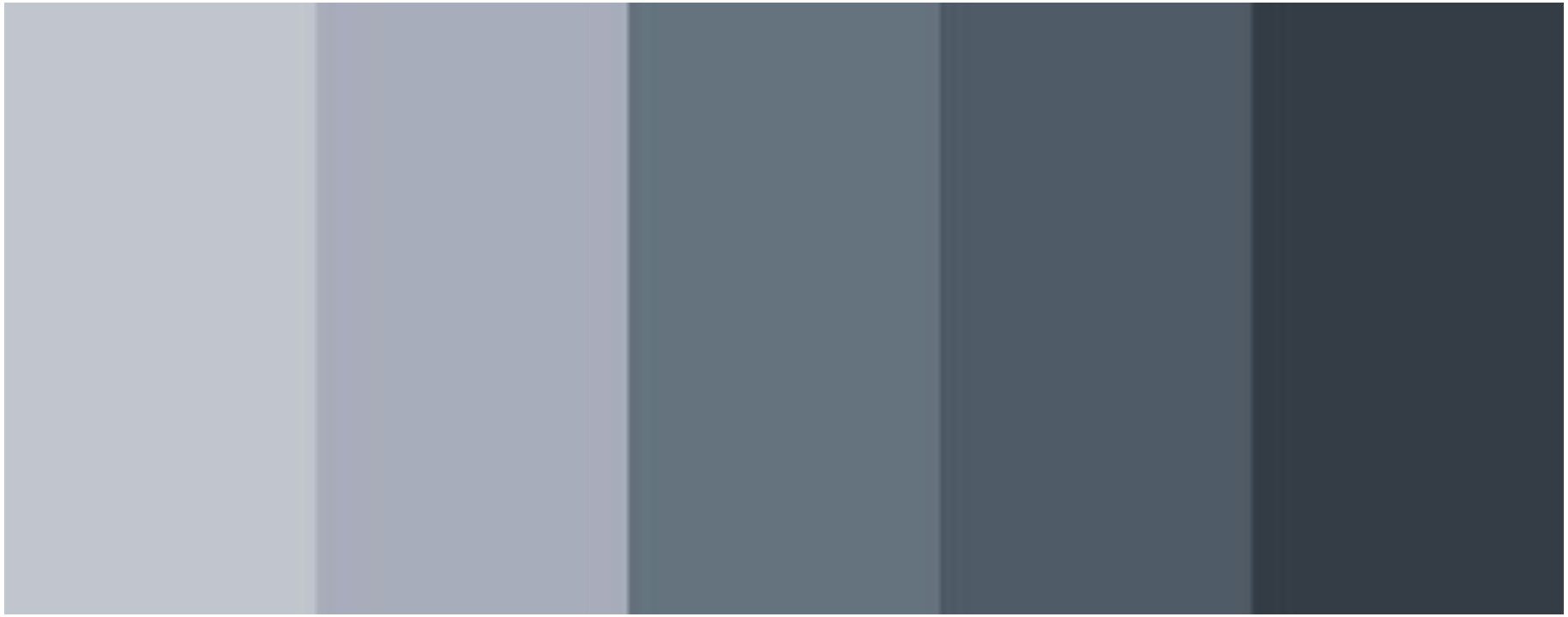
Lessons from Speech and Language



“Without the ability to make comparisons—to set one object or idea against another and take note of similarities and differences—much of what we call learning would quite literally be impossible.”

Compare & Contrast: Teaching Comparative Thinking To Strengthen Student Learning (A Strategic Teacher PLC Guide), H. Silver, ASCD 2010

SBD helps us:
Developing Grayscale Thinking



Research places comparative thinking at the top of the list of effective instruction

Category	Size Effect	Percentile Gain
Identifying similarities and differences	**1.61**	**45**
Summarizing and note taking	1.00	34
Reinforcing effort and providing recognition	.80	29
Homework and practice	.77	28
Nonlinguistic representations	.75	27
Cooperative Learning	.73	27
Setting objectives and providing feedback	.61	23
Generating and testing hypothesis	.61	23
Question, cues, and advance organizers	.59	22

Marzano, et. al. Classroom Instruction that Works, 2005


THINKING
COMPREHENSION
CONCEPTS
DETAILS
MEMORY
ORGANIZATION
CATEGORIES
SYNTHESIS
HABIT
IDEAS
ANALYSIS
HIGHLIGHT
MEMORY
SKILL
CONNECTIONS

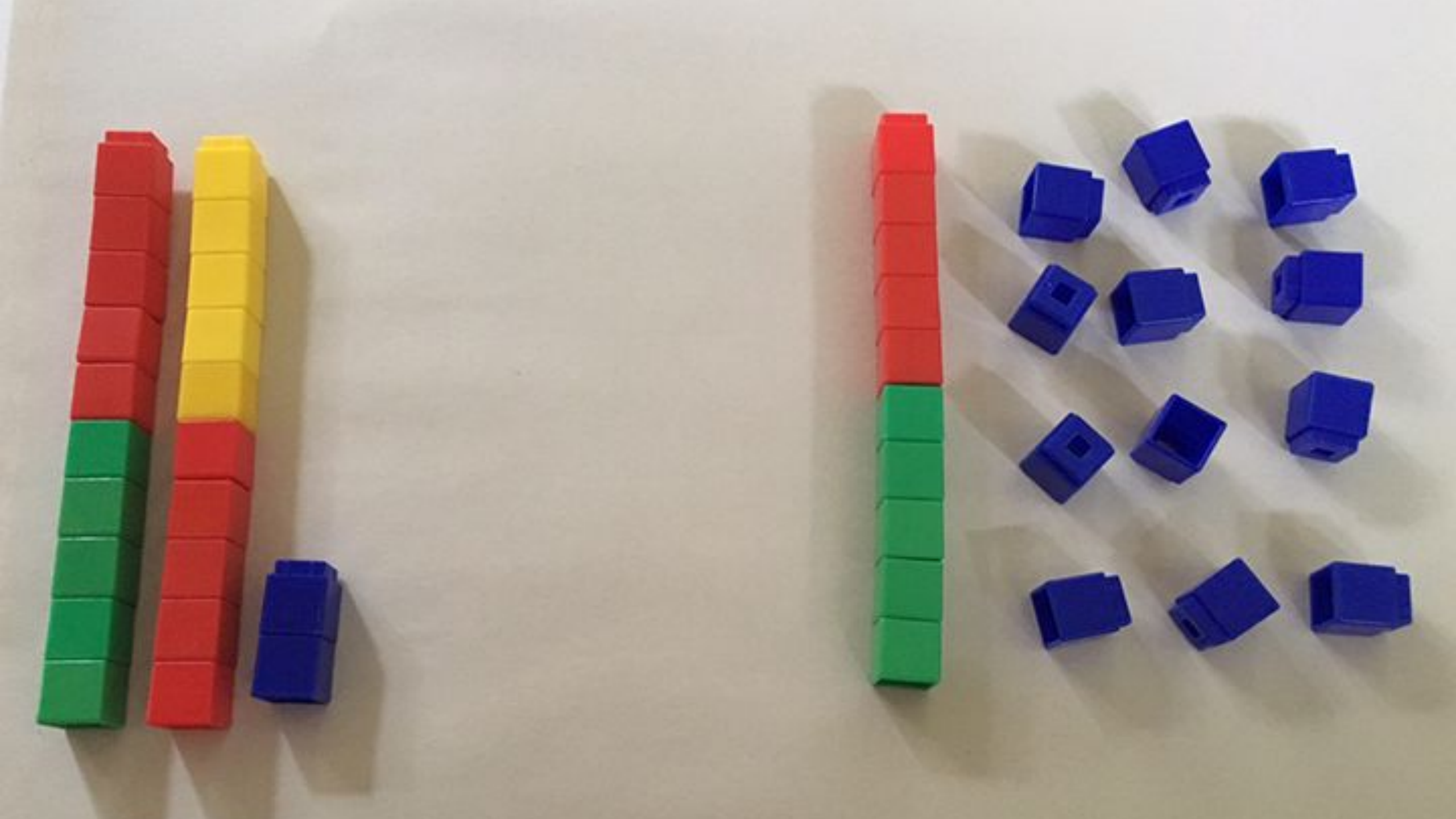
Same **BUT** Different
(not a choice, rather both)

A **Routine** in Service of Learning and Equity

Same **but** Different

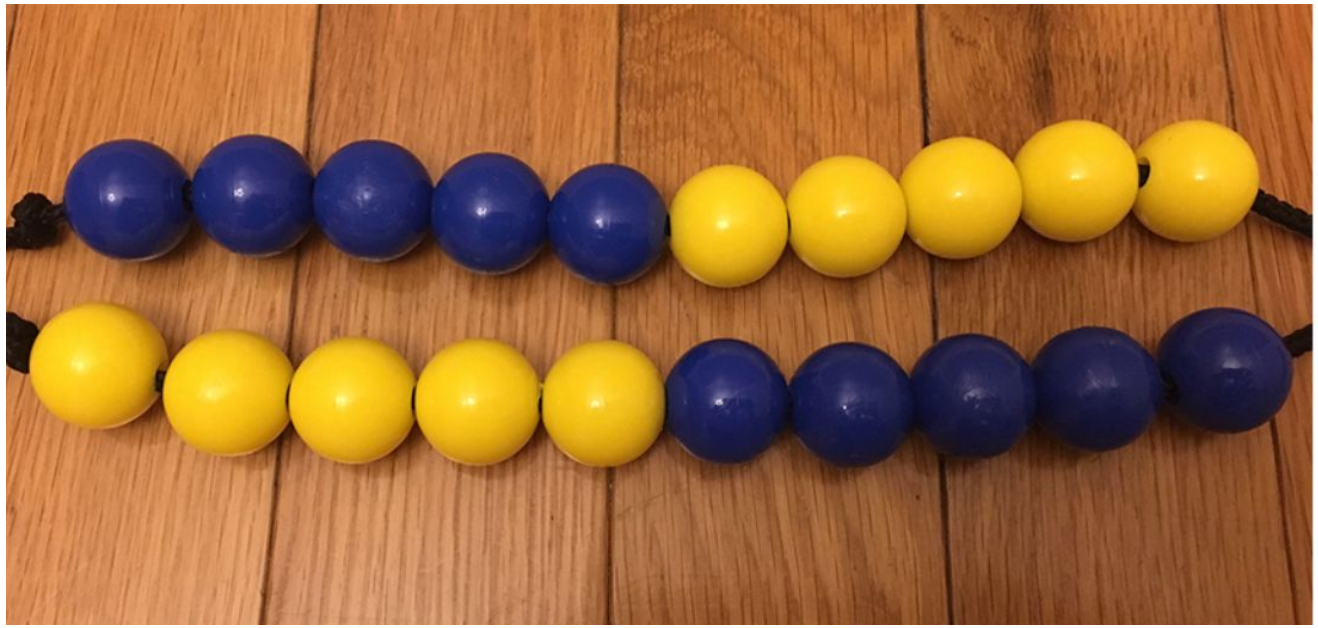
What does this look like in mathematics?
THE PROTOCOL

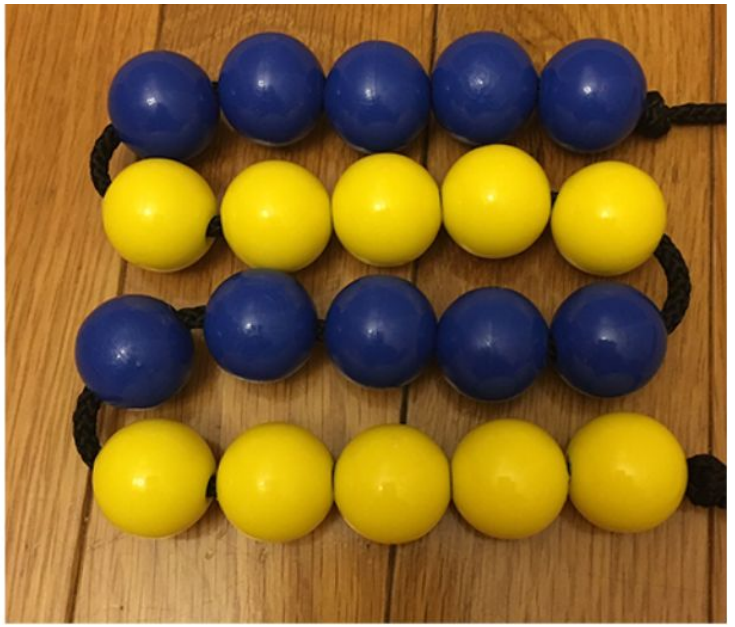
1. Show the image.
2. Pose the question: How are these the same but different?
3. 1-2 minutes silent think time
4. Turn and talk
5. Whole class share
6. Generalize: / Conclude
   create their own SBD / Summarize the ideas



Let’s see this in action

Kindergarten Same But Different

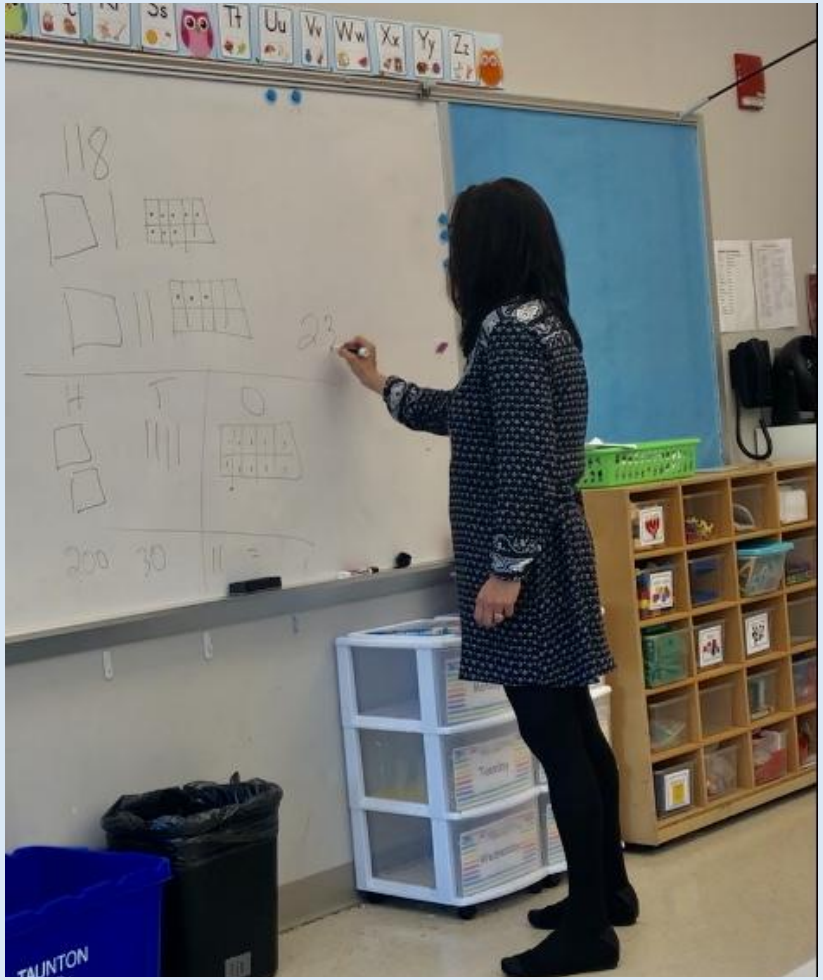




How does the set up of the routine support **EQUITY** and **ACCESS** in the classroom?


SAME BUT
DIFFERENT

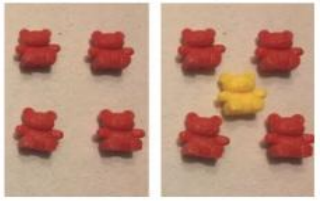
Why is it important to summarize the activity?



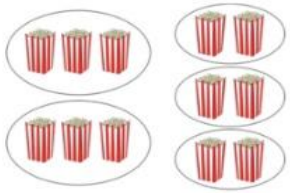
In what ways does creating your own image support higher order thinking and memory?

www.samebutdifferentmath.com

Early Numeracy

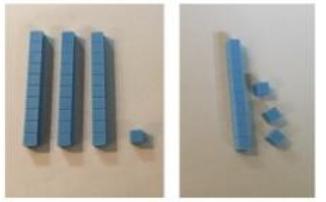


Addition/Subtracti...



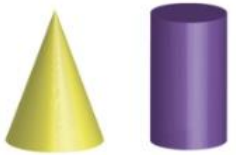
Multiplication/Divi...

Measurement

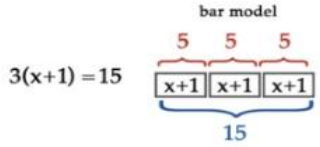


Place Value

Fractions



Geometry



Algebra

How could this be used beyond using the website?

- Opening or close a new lesson
- Interactive bulletin board in the hallways
- Student debrief
- Other?

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Thank you!

Presentation found at: www.looneymathconsulting.com

Images found at: www.samebutdifferentmath.com

Video from today: https://youtu.be/NNuMOAjS0JI

Uncut video: https://youtu.be/ohiXHUF39kg