Same and Different

From the book *Building Executive Function: The Missing Link to Student Achievement* (pages 71-75)

The student looks at two pictures; using a set of words, the student puts the descriptions that are only applicable to one next to that picture and the descriptions that are shared by both in the middle.

This student activity will build executive function skills related to “Conscious Control” and “Engagement” in content.

Use it at least daily, if not more. As you discuss other topics, see if students can identify related same and different characteristics.



Executive Function Goals:

- Identifying Same and Different
- Attending to an activity
- Working towards a goal
- Holding onto information while considering other information
- Persisting in a task

Directions:

1. Cut out the words and pictures for each example and keep them together.
2. Set the circle (Venn) diagram in front of the student.
3. Take a pair of pictures and place each above one of the large circles.
4. Place the word cards across the bottom.
5. Pick a card and have the student decide if it describes just one of the pictures or both.
6. If it describes just one picture, the student should place the card in that circle.
7. If it describes both pictures, the student should place the card in the middle area.
8. Use the words to introduce vocabulary and new concepts.

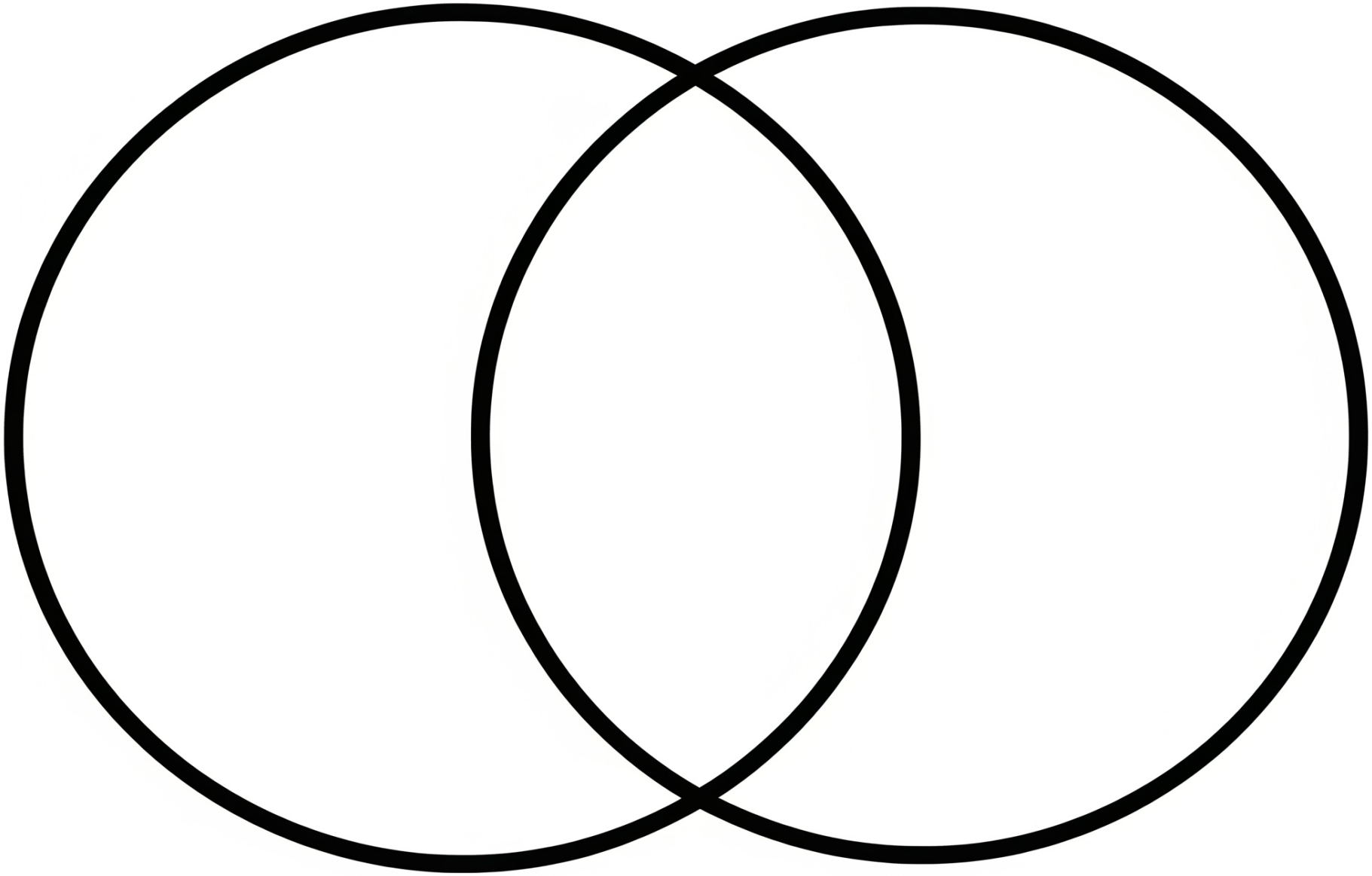
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(Note: On the image of a square and a triangle, the term “3 points’ will seem like it belongs just with the triangle, but you can discuss how the square also has 3 points, and a fourth.)

Extension:

The last page has blank boxes so you can choose your own pictures, images from books, objects in the classroom, etc. Just fill in the words you want for same and different; use as many of the blank cards as you like.

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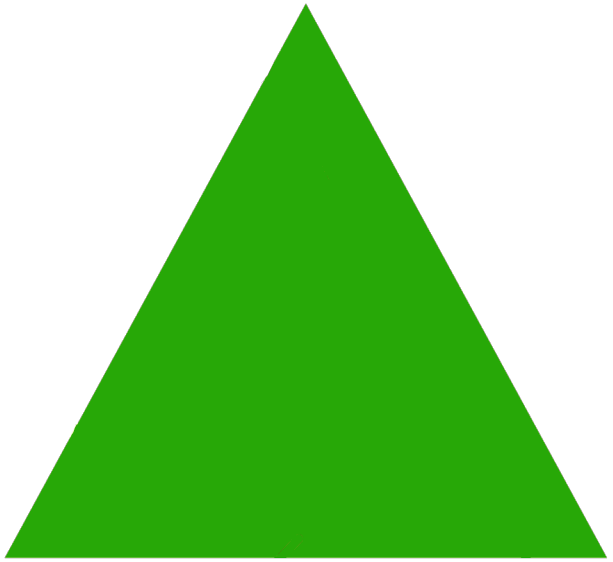






black	brown	two eyes	nose
two ears	brown eyes	yellow eyes	whiskers





blue	green	four sides	three sides
shape	solid	flat	three points

For your own pictures or objects in your classroom, cut out and fill in the words.