

# LORI MITCHELL

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## FIVE DAY PLAN

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## INTRODUCTION

### Five lessons that you can download and use right away.

You may want to look over the plans and adapt them to the particular needs in your class. Here's a quick overview of the five-day plan.

#### Day 1: Vocabulary/Journal

Objective: To increase vocabulary skills.

Materials: Print out worksheet and a dictionary.

Define words from the book and a few new words.

Write about something that makes you different from the other students in class.

*Note: If they are having a hard time thinking of something that makes them different from the rest of the class give them some ideas. It could be something as simple as having green eyes or it could be that they really love baseball more than anyone else. It could be that they come from another country and they can speak two languages. They might like licorice ice cream or they may have a pet rat. You never know what they might come up with.*

#### Day 2: Reading

Objective: Read "DIFFERENT JUST LIKE ME" and discuss.

Materials: The book "DIFFERENT JUST LIKE ME" and the outline of the book.

#### Day 3: Play/Readers Theater

Objective: Reinforce reading and comprehension.

Materials: Copies of the story-one per student.

Props: If you want to add props, see the list on Day 3 page.

*Note: Divide students into groups and read through the play. Present to class. When talking about each part try to remember that all of the people in the story have names. If someone is going to play Jeannie, the woman on the elevator, for example, make sure they know her name. If the students know her as Jeannie, it will help them to see that she's much more than just "the blind-woman".*

*The play is broken up into 5 acts. Each act can be on the stage at one time. For example April's room can be on the left, then the bus can be set up in the middle and the farmers market can be on the right. You can shine a light on whichever scene you are on or there could be two students that hold up a sheet in front of the scenes that aren't on yet. Or you could just have everyone be very still and quiet in the scenes that aren't on at the time.*

#### Day 4: Write, Draw and Edit

Objective: Have students think of a day they felt left out, then write and draw about it.

Materials: Copies of cartoon set up. One per student.

#### Day 5: Writing/Structure

Objective: Work in groups of four to write about real-life problems that children experience in social situations.

A. Write about the problem and the solution.

B. Create a class library for reference to all students.

Materials: The worksheet. One piece of 8 1/2" x 11" construction paper for the cover and two pieces of blank white 8 1/2" x 11" paper. Fold them all in half and you will have four pages for the story. Please write on the front of the page only, so there's no bleed-through.

# Day 1: Vocabulary/ Journal

Vocabulary: DIFFERENT JUST LIKE ME      NAME: \_\_\_\_\_

What do these words mean?

1. Sign Language \_\_\_\_\_

2. Braille \_\_\_\_\_

3. Diversity \_\_\_\_\_

4. Tolerance \_\_\_\_\_

5. Acceptance \_\_\_\_\_

Can you think of another word for Acceptance? \_\_\_\_\_

Write about something that makes you different from the other students in class. \_\_\_\_\_

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(Write on back of this page if you need more room.)

# Day 2: Read

Have the students say “*just like me*” with you as you read the story. It’s at the end of some of the pages but not all, so they really have to listen. Sometimes it helps to tell them that you will point to them when they should say “*just like me*”.

You can also do the “Same and Different game” after you have read the story (*see the outline*).

Look over the outline of the book. It tells a little something about each page in the story. You can use a little of the information or a lot, depending on how much time you have.

Ask the students to raise their hand if they think we are all the SAME in SOME ways. Now ask them to raise their hand if they think we are all DIFFERENT in SOME ways. Then put it to the test. Ask who has hair on their head? (*All hands go up*) Ask if this means we are all the same. Look around and point out some of the different kinds of hair (*long, short, curly, straight, brown, blond...*) and they come to the conclusion that we are all the same and different at the same time. Tell them this is basically what the book is about. After reading the book all the way through, go back over page by page with the following “inside” information. Try to make the connection that we are all the same and different as often as possible.

## Outline

On the first page: (*Showing April getting ready for bed*) ask who brushes their teeth each night before bed.

Next spread: The objects on the left page can be found in the illustration of April’s room. Ask, if their room looks a little like this one? Is their room this clean? Do they have books, toys, fish, etc?

Next spread: The fish on the left page can be found in April’s room on the previous page.

This is the start of the “Same and Different game”. Look for all the small illustrations under the type throughout the book and find what’s the same and what’s different about them. This helps to reinforce the idea that something can be the same and the different at the same time. For the fish ask the kid’s to tell how they are all the same, then how are they all different. Each child could try to come up with the most similarities and differences for each page.

Example:

Same = fish, have an eye, fins, swim in water, scales, smell bad....

Different = color, shape, size....

*\*It seems all the kids have fun with this game. I wasn’t sure about some of the older kids. They start out slow but by the end of the book they are competing to see who can name the most differences and similarities. They can get pretty creative.*

Next: If you have a sign language chart this is a great time to use it. The kids love to figure out their names in sign language. Ask your students to describe signing and tell why it works so well. You could all put your hands over your ears to feel what it would be like to be deaf.

The boy and girl on the bus are real people. Kaylee learns sign language because her brother is deaf. Michael has been deaf all his life. They went to Layette school in San Diego. The other people on the bus are friends and family that helped to pose for the illustrations. You can show that American sign language (As seen in the book.) is based on the American Alphabet.

Next: Notice all the different kinds of food. Ask if they like pollo (*chicken*), Sushi (*raw fish*), Irish stew (*beef, potatoes, carrots, peas*), Lox (*Smoked salmon*) and bagels, or Kiwi. See if they can think of something different that they don’t usually eat—that they have tried before—or ask them if maybe they eat something that most others do not.

Here’s another opportunity to do the same and different game with the fruit.

Next: You can let the kids feel the braille when you’re done with the book.

Ask if they know what braille is and why seeing-impaired people need it. Have them close their eyes. Now ask them how they would find their way around, order at a restaurant, or read a book. Let them know that most elevators have braille next to the buttons and they can feel it the next time they are in an elevator. Tell them to try to feel the difference between the number one and the number two when they have a chance to feel the braille. Let

them know people that have visual impairments have to learn their numbers and letters just like we did, practice and repetition. Not every visually impaired person knows braille, only 10 percent know how to read braille.

Jeannie is the blind woman and Snuffer is her dog. Jeannie is from El Cajon in San Diego. (*The kids really relate to the dog so be ready for some dog stories.*) Ask the kids if they know whether they can pet a seeing-eye dog. Some think they shouldn't because the dog could bite. The dogs are trained to be very nice around large groups of people and would never bite, but they have to ask the owner because the dog is working and should not be distracted.

Jeannie showed us around her house. Her bible took up the whole top shelf of her bookcase (*It was broken up into several smaller books*). Explain that because braille is printed on very thick paper and the bumps make it that much thicker, it takes up a lot of room. Also the words can't be printed in itty-bitty type. The braille is always the same size in order to be read well. There are also books on tape and magazines in braille.

Next: This is really April's dad, Dean, and the people he works with. He really does do graphic design. The chairs on the opposite page can be found in the big illustration. It's also another opportunity for the same and different game with the chairs.

Next: This is Uncle Bob. The diner was drawn at the Corvette Diner in Hillcrest. The cups and glasses can be found in the bigger illustration. The same and different game can be played with the cups and glasses.

Next: Ask if the students think this woman could be in a marathon. This is Mary Thompson. She has been in a wheelchair for over 9 years due to a car accident. She not only does marathons, she WINS them—all over the world. The chair she is in is not her racing wheelchair. Her racing chair has slanted back wheels and comes up to a small wheel in front and it's made of a beautiful pink aluminum.

The first restroom sign is from Mexico, the second is Chinese, the third is American and the fourth is from Russia (*My friend from Russia gave me this idea, but I think it could be from anywhere*). Of course you can do the same and different game with these signs too.

Next: On this page you can point out the different sizes of buildings and how they look more interesting than a strip mall where everything is the same.

Next: The train station was drawn at the Santa Fe station in downtown San Diego. My dad is the big tall guy wearing the blue shorts. See if the students can find the woman with two different colors of skin on her elbow. She has vitiligo. That's what my daughter has. It's just a loss of pigment and does not effect her in any other way. Now if they see someone with what looks like clouds going across their skin they will know it's vitiligo, (*Pronounced:Vittle-Eye-Go*).

Next: My sister and her kids posed for the illustration, you can ask if the students think the woman is their mom. Why or why not? Once again, same and different with the houses.

Next: That really is my mom, April's grandma. I also know all the cats. The students may notice that the illustrations have now turned to full color. If they ask, pose the question right back to them. Ask why the illustrator only has the PEOPLE in color? The reason for this is to really show what is important. They really stand out next to the black and white backgrounds. Once we get to Grammie's beautiful garden full of flowers I wanted the reader to make the connection between all the beautiful flowers and all the beautiful people.

Next: This is really April's friend Andy Wong. She has known him since kindergarten.

Next: Another same and different game with the flowers. Kids love animals so I tell them a little about my moms cat Pumpkin. Pumpkin really weighs about 25 pounds so I tell them I had to take a few pounds off just to get him in the illustration.

Next (last): Ask what they think April is thinking about. Ask why doesn't April have vitiligo in the book?

We wanted as many kids as possible to relate to her at first sight. I tried to make her as generic as possible so lots of kids would say, "*Yes, I'm like her, so maybe I'm like all those other people*".

# Day 3: Play / Readers Theater

## Cast Of Characters

April: April is also the narrator. This part can be broken up into two parts; the narrator could be just off stage and April, the character, could act out the rest on stage. Also if the students are too young, the teacher could read April's part as the narrator.

April's Mom (*Lori*)

The Lady in the wheelchair (*Mary*)

The deaf children on the bus (*Kaylee and Michael*)  
(Try to have them learn a word or two in sign language.)

Crowd: *The shoppers at the market, the people at the diner, the people on Main Street, the people waiting for the train, the people sitting on the train, the people at dad's office.*

The blind woman on the elevator (*Jeannie*)

April's Dad (*Dean*)

Boy with the pirate hat (*Chance*)

The Lady drawing the chair (*Jolie*)

Grammie (*Phyllis*)

Waitress (*Cat*)

Mrs. Wong's grandson (*Andrew*)

The man at the diner (*Bob*)

Chorus: The whole class will say "JUST LIKE ME" when it comes up in the story.

Stage crew: Help move chairs into position, lighting, hold sheets, help with props.

The class could just pretend to have some of the things in the story or you could use props.

## Possible Prop Ideas:

Pillow and blanket.

They can set up chairs for the bus scene.

Fruit for the market (*they can all draw fruit to hold up*).

Stuffed dog to play Snuffer, the seeing eye dog.

Draw a panel that looks like the one in an elevator. (*Use drops of glue or puff paint for the braille bumps. For an easy set change just tape it to a student's back and they can play the elevator wall.*)

Sandwich (*A couple of pieces of bread would be fine*) and a glass of milk (*this could be white paper rolled like a cylinder*)

Paper towel for Mary to hand to April

A bag for the trip to Grammie's

Pirate hat could be made out of paper

Mailbox (*Shoe box*)

Paper & pencil for Jolie to draw the chairs

Flowers: For the roses in a straight row you could have your students draw one red rose each on a piece of paper. Then they could line up in a straight row. On the other side of the paper they could draw a different flower so when it says "But Grammie's flowers grew everywhere," they can flip the paper over and move out of the straight line. They would all have different flowers in every color of the rainbow.

Stuffed cat to play Pumpkin

# *DIFFERENT JUST LIKE ME*—the Play

## Act one

### Scene one

*Note: Action, or what the character is supposed to do, is indicated within the brackets.*

April: *(Begin to hum a happy tune)*

Mom: *(Walk by door and say your line)*

Narrator/April: It was late Sunday night, and all I could see was the glow of my fish tank. I lay on my bed watching my fish swim around and around, and I started to hum to myself. I heard Mom just outside my door.

Mom: April, I know you're excited, but we have a whole week ahead of us before we visit Grammie. All I want to hear now is the sound of you counting sheep.

Narrator/April: That was Mom's way of saying It was time for bed. So I fluffed my pillow, pulled up my covers and closed my eyes. It was going to be hard to wait until Friday.

April: *(Fluff pillow, pull up covers, and close eyes)*

### Next scene

Narrator/ April: On Monday morning Mom and I went into town to run errands. We got on the bus and sat across the aisle from a girl about my age. She looked at me and smiled. She was making motions with her hands, and so was her friend.

April and Kaylee: *(Smile at each other)*

Mom: She can't hear so she and her friend use their hands to make words. It's a different way of talking called sign language.

Narrator/April: When we came to our stop, I waved goodbye to the girl, and she waved back...

April and Kaylee: *(Wave at each other)*

Chorus: Just like me!

### Next scene

April: *(Walk around look at fruit)*

Crowd: *(Walk around, buy fruit, speak different language)*

Narrator/April: On Tuesday we went to the farmer's market. We saw apples, plums, nectarines, and lots of fruit with names I didn't even know. There were lots of people too. They came in all sizes, shapes, and colors. Some of them even spoke different languages. But they all liked shopping at the farmer's market....

Chorus: Just like me!

## Act Two

### Next scene

Narrator/April: On Wednesday we went to Dad's office to visit him. He works on the tenth floor. We rode the elevator with a lady who couldn't see. She had a friendly dog with her. She found the number of her floor by feeling the little bumps beside the elevator buttons.

Mom: It's a different way of reading called Braille.

Jeannie: *(Feels bumps)*

April: *(Finds floor and bushes button)*

Jeannie: *(Walks out of the elevator)*

Narrator/ April: The lady pushed her button and got off at her floor...

Chorus: Just like me!

Next scene

April and Dean: *(Walk up to Jolie at the desk drawing the chair)*

Jolie: *(Should be seated, drawing a chair)*

Crowd: *(People rushing around)*

Narrator/April: At the ad agency where Dad worked there were people rushing everywhere. The local furniture store was having a sale, and Dad's office had to get the ads ready for the newspaper. Dad introduced me to a lady who was drawing one of the sale chairs. Even though she was a grown-up, she still liked to draw...

Chorus: Just like me!

### Act Three

Next scene

Narrator/April: On Thursday mom took me out to eat at our favorite diner. I always like to sit on the stools at the counter because she lets me spin around a few times before we eat. A man came and sat down right next to me.

April: *(Walk to stool or chair and spin around, then order turkey sandwich and glass of milk)*

Bob: *(Walk in and order turkey sandwich and milk)*

Cat: *(Has paper and pencil to take order)*

Crowd: *(People sit at diner and pretend to eat and talk)*

He ordered a turkey sandwich and a glass of milk....

Chorus: Just like me!

Next Scene

Narrator/ April: Before we left, I went to the restroom. While I was standing at the sink, a lady came out of the biggest stall. I smiled.

Mary: Hi!

April: *(Wash hands then take towel from Mary)*

Mary: *(Wash hands then hand paper towel to April)*

Narrator/April: She handed me a paper towel and dried her hands....

Chorus: Just like me!

### Act Four

Next scene

April and Lori: *(Walk down Main street. April looks in windows)*

Crowd: *(Walk down the street)*



Narrator/April: On Friday Mom and I finally went to visit Grammie. We had to walk down Main Street to get to the train station. We passed tall shops, narrow shops, wide shops, and small shops. It was fun to look in all the different windows.

Next scene

April: *(Look at boy in hat)*

Chance: *(wear pirate hat)*

Crowd: *(Pretend to wait for train)*

Narrator/April: While we waited for the train, I saw a boy standing by his mom. He was wearing a cool pirate hat. He was going to take the number five train....

Chorus: Just like me!

Next scene

April: *(Sit on train, look out window and point)*

Judy, Paige and Devon: *(Sit across from April and look out window)*

Narrator/April: The train moved very fast. From my window I began to see lots of familiar sights. I knew we were getting close. We hadn't seen Grammie in a long time, and I couldn't wait to give her a great big hug.

## Act Five

Next scene

April and Lori: *(Walk by Mrs. Wong's house, April holds arms open wide for a big hug, from Grammie)*

Grammie: *(Arms open wide for a big hug from April)*

Crowd: *(Hold your pictures of roses in a straight row when it says "but Grammie's flowers grew everywhere" flip your sign over to show a colorful flower and move out of the straight row.)*

Narrator/April: Before I knew it, Mom and I were walking down Grammie's street. We could see Grammie's garden, filled with beautiful flowers. Grammie's neighbor, Mrs. Wong, had a nice garden too, with red roses planted in straight rows. But Grammie's flowers grew everywhere. There were daisies and daffodils and petunias and pansies in every color of the rainbow. Right in the middle of them stood Grammie, with her arms open wide.....

Chorus: Just like me!

Next scene

Andrew: *(He starts on the step with April. Then does a fast walk to the mailbox.)*

April: *(She starts with Andrew at the steps and does a fast walk to the mailbox.)*

Narrator/April: Mrs. Wong's grandson Andrew is my friend. He always comes to see me when I visit Grammie. We had a race from Grammie's steps to the mailbox to see who could run the fastest. He's very quick....

Chorus: Just like me!

April: *(Look at all the flowers, smell them, then point to one then point to another.)*

Narrator/April: Andrew had to go home for dinner so Grammie's cat, Pumpkin, and I went to look at the flowers in Grammie's garden. They smelled so good! Every time I thought I'd found my favorite, we found another one just as pretty.

Grammie: It's okay to like them all.

Next scene

Grammie: *(Hand April Flowers and hug her.)*

Mom: *(Hug Grammie, then sit next to April.)*

April: *(Take flowers from Grammie and give her a hug. Sit and look around, then Smile.)*

Crowd: *(Sit and read or talk very quietly to one another.)*

Narrator/April: When I got on the train the next morning, Grammie gave me an armful of flowers and a big hug good-bye. I sat in my seat next to Mom and looked around at all the other people.

Narrator/April: It made me think about everyone we had seen over the last week: the shoppers in the market, the man at the diner, and all the others. Like the flowers in Grammie's garden, they are all different from one another, and that's what made them so great! I'm glad they're all different.....

Chorus: Just like me!

# Day 4: Write and draw

Write and draw a cartoon about a time you felt left out.

1. Write an outline of your story on a separate piece of paper.
2. Use boxes 1 thru 4 to write and illustrate the beginning and middle of your story.
3. Write down your ending on another piece of paper.
4. Trade stories with another student and fill in the ending in 5 and 6.
5. Compare endings. Are they the same? If not, how are they different?

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# Day 5: Writing / Structure

Possible topics.

1. Teased
2. Left out
3. Feelings hurt
4. Feeling different
5. Getting picked on
6. Called a hurtful name
7. Gossiping

Break into groups of 4. Each is assigned a job:

1. *Author*: Writes the words with input from others.
2. *Editor*: Checks for spelling and punctuation. Also has ideas to add to the story.
3. *Designer*: Figures out how the words and pictures will look and where they should be placed on the page. Pick the color for the cover. Works closely with the Author and Illustrator
4. *Illustrator*: Draws the pictures

Work together to fill out this worksheet.

Page 1. (*Title*) What to do when \_\_\_\_\_

Page 2. (*Beginning*) Introduce the characters and the setting.

Page 3. (*Middle*) Describe the problem.

Page 4. (*End*) Come up with the solution.