

Comparisons

Apply In:

- Leveled Book: *A Great Day in the City*
- Leveled Book: *Sing a Song of People*

1 Reteach

Model a comparison with the orange and the grapefruit.

Say: **An orange and a grapefruit are the same in some ways. They are both round. They are both fruits.**

Pass around the orange and the grapefruit. Have students explore the fruits with their senses. Ask: **How are an orange and a grapefruit the same?**

Then display and discuss this chart:

Comparisons

Alike	Different
Both are juicy.	

Write students' observations in the first column.

Point to the second column and say: **An orange and a grapefruit are different, too. They are different colors. They have different tastes.** Record these differences in the chart. Invite students to find other differences and record them.

Say: **We compared an orange and a grapefruit. We talked about how they are alike and how they are different.**

Point out that signal words such as *alike*, *both*, and *also* can tell how things are the same. Explain that some signal words, such as *but*, *unlike*, and *however*, tell how things are different.

2 Practice with a Group

Have a roundtable discussion. Ask students to compare: a pen and a crayon, a notebook and a picture book, and a stapler and a paper clip. Students can take turns telling how the two items are alike and different. Encourage them to use signal words.

Materials

- orange and grapefruit (or 2 other fruits)

Materials

- pen and crayon
- notebook and picture book
- stapler and paper clip

Comparisons

3 Apply

Distribute copies of the **Comparisons Bookmark**. Explain that children should refer to the Bookmark as they read. Then form groups.

- ▶ **Beginning Readers** read silently or aloud with a partner.
- ▶ **More Fluent Readers** read silently.

After reading, bring groups together to make comparisons between items in the stories. Use the **Multi-Level Strategies** to support children at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Have children who read <i>A Great Day in the City</i> make comparisons between the city in the book and where you live. Have them point to buildings and places that are the same as and different from where you live.	Ask children who read <i>Sing a Song of People</i> : How do people get around in this city? How do people get around where we live? Tell or show me how this city is like where we live. How is it different?	Have children who read <i>Sing a Song of People</i> compare life in the book and life where you live, using signal words. For example: <i>People take the bus in the book. People in our town also take the bus.</i>

Record children's ideas in a T chart like this:

Alike	Different

Have partners use signal words to restate the comparisons.

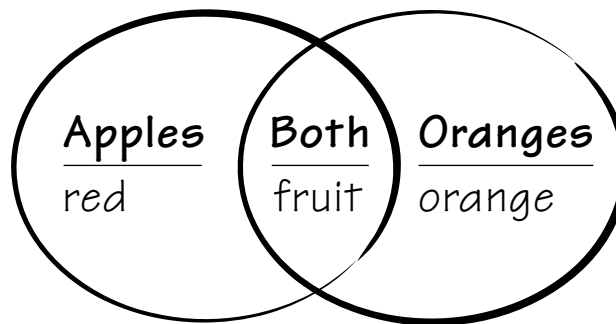
CLOSE AND ASSESS

Ask children how to make comparisons. (tell what is the same and what is different) Then have children name some signal words. (*both, also, but, etc.*)

Comparisons

Comparisons show how things are:

- the same
- different



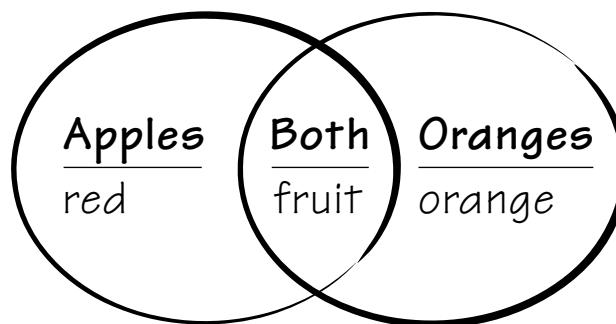
The outside circles show what is different.
The middle shows what is the same.

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Comparisons

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- different



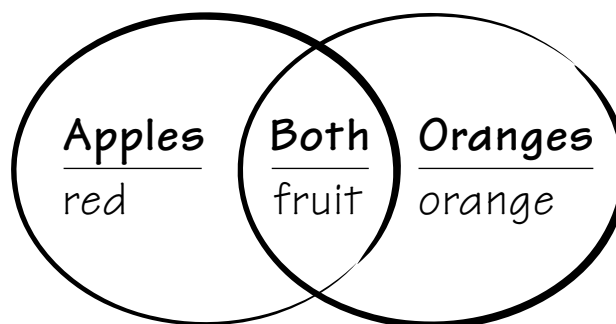
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Comparisons

Comparisons show how things are:

- the same
- different



The outside circles show what is different.
The middle shows what is the same.

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