

Comparisons

Apply In:

- Leveled Book: *Sunday Potatoes, Monday Potatoes*
- Leveled Book: *What's Best for Red?*

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 students 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 students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask students who read <i>Sunday Potatoes, Monday Potatoes</i> : What did the family eat every day? Look at pages 18 and 21. Are the potatoes different? (yes) Show where else the potatoes are different. (pages 22, 24, 26, 28, 30)	Elicit comparisons. Ask students who read <i>What's Best for Red?</i> : How are beets and cherries alike? Tell or show me three ways that they are alike. How are they different? Tell or show me three ways that they are different.	Have students who read <i>What's Best for Red?</i> make comparisons about the foods, using signal words. For example: <i>Both cherries and raspberries are red, but cherries are shiny and raspberries are not.</i>

Record students' ideas in a T chart like this:

Alike	Different

Have partners use signal words to restate the comparisons.

CLOSE AND ASSESS

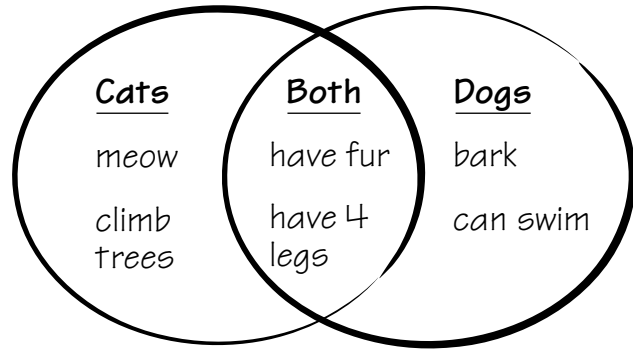
Ask students how you make comparisons. (tell what is the same and what is different) Then have students name some signal words. (*both, also, but, unlike, etc.*)

Comparisons

To make **comparisons**, look for how things are:

- the same
- different

This diagram compares cats and dogs. Each circle tells about an animal. The middle shows how both animals are the same.



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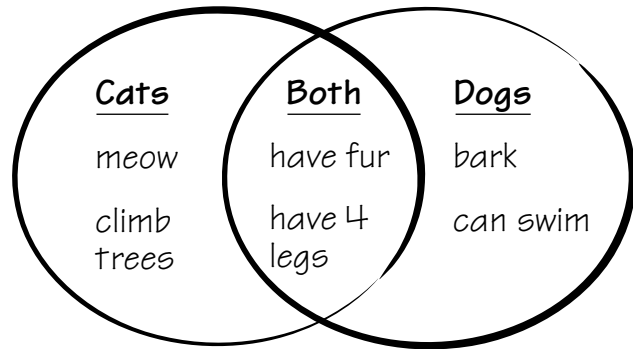


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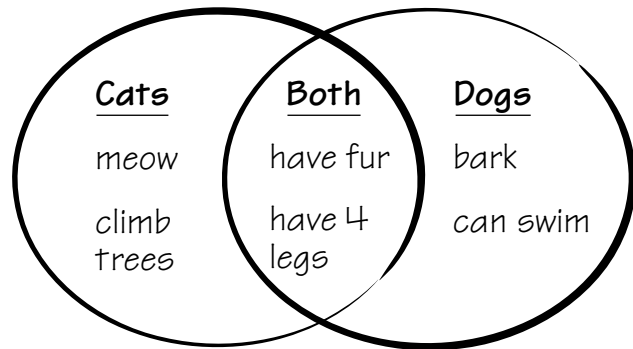


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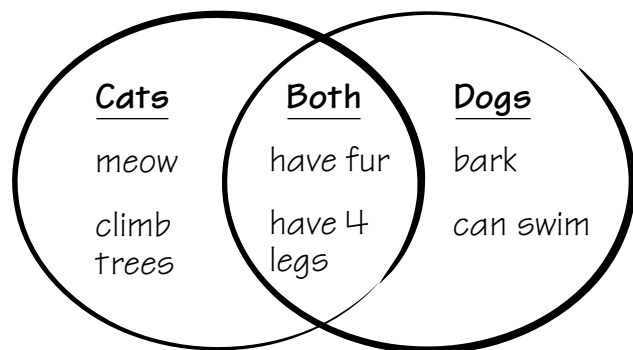


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