

# Comparisons

## Apply In:

- Leveled Book: *Giant Games*
- Leveled Book: *John Henry: An American Legend*

## 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
<i>Both are juicy.</i>	

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 flavors.** 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 textbook, and a stapler and a roll of tape. 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 textbook
- stapler and roll of tape

## 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
Guide students who read <i>Giant Games</i> in making comparisons: <b>Look at pages 2 and 3. Look at Gina and Gabe. Point to the ways that they are alike. How are they different?</b>	Ask students who read <i>John Henry</i> : <b>How are John Henry and his hammer like the steam drill?</b> (They both drill holes.) <b>How are they different?</b> (John Henry is a man and the steam drill is a machine.)	Encourage students who read <i>John Henry</i> to make comparisons between John Henry and the steam drill, using details and signal words: <i>John Henry uses a hammer, but the machine uses a drill.</i>

Record students' ideas in a T chart like this:

Alike	Different

Have partners use the chart and signal words to restate their comparisons.

### CLOSE AND ASSESS

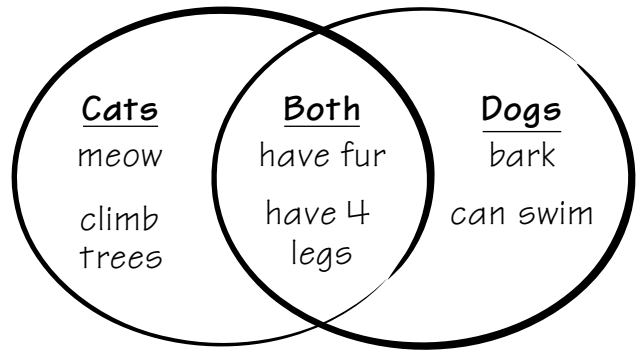
Ask students how you make comparisons. (tell what is the same and what is different) Then have students name some signal words. (*both, also, but, unlike, etc.*)

## 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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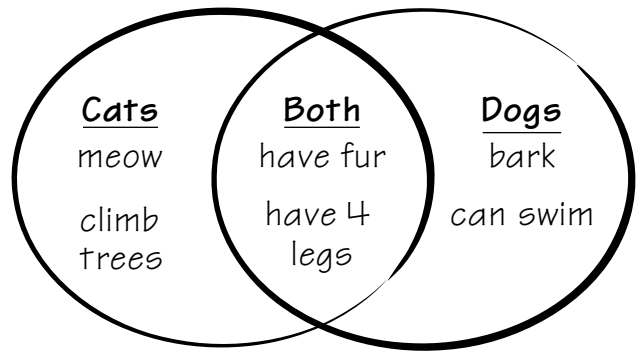


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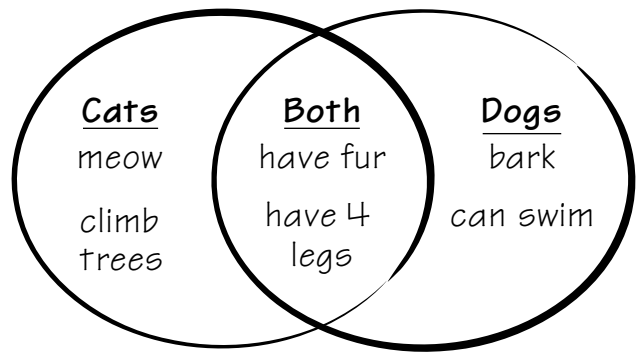


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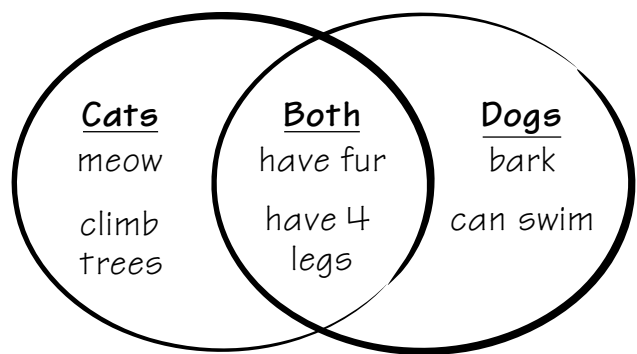


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