

# Comparisons

## Apply In:

- Leveled Book: *A Picture Book of Thomas Alva Edison*

## 1 Reteach

Demonstrate making a comparison by talking about the similarities and differences between two bicycles.

Display two of the pictures. Say: **These two bicycles are alike in some ways. They are alike because they both have small seats. They both have thin tires, too.**

Write the similarities in the *Alike* boxes and discuss the chart:

	Alike	Different
Bicycle 1	<i>small seat, thin tires</i>	
Bicycle 2	<i>small seat, thin tires</i>	

Explain that you compared the bicycles by telling what was the same. Say: **Now help me compare them by telling how they are different.** Record students' responses on the chart. Say: **When we compare, we tell how things are alike and how they are different.**

Explain that there are signal words to tell how things are alike, such as *both*, *same*, *like*, *as well*, and *just like*. Signal words that tell how things are different include *but*, *unlike*, *even though*, and so on.

## 2 Practice with a Partner

Give each student a picture. Have partners interview each other. Students tell how the picture of the bicycle is similar to or different from one they would like to have.

## Materials

- pictures of different bicycles; suggested Web site: [www.fotolog.net/all\\_photos.html?user=bicycles](http://www.fotolog.net/all_photos.html?user=bicycles)

## Materials

- bicycle pictures, 1 per student

## Comparisons

### 3 Apply

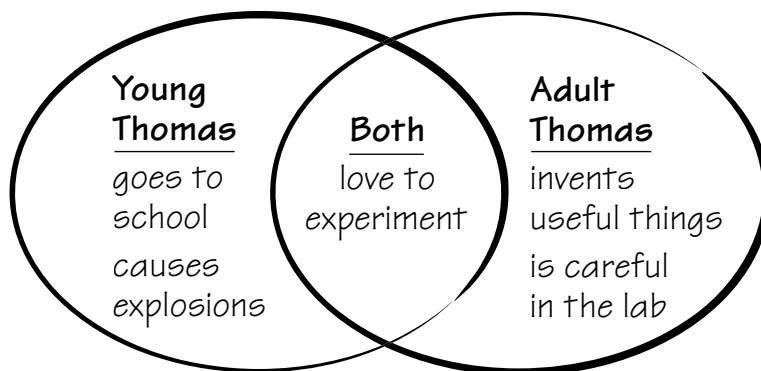
Distribute copies of the **Comparisons Bookmark**. Explain that students should refer to the Bookmark as they listen or read. Then form groups.

- ▶ **Beginning Readers** listen as you conduct a Picture Walk and read the book aloud.
- ▶ **More Fluent Readers** read the book silently.

After reading, bring groups together to compare young Thomas and adult Thomas in the book. Use the **Multi-Level Strategies** to involve students at all proficiency levels.

BEGINNING	INTERMEDIATE	ADVANCED
Ask: <b>Does young Thomas do experiments? Does adult Thomas do experiments?</b> Restate the idea: <b>Young Thomas and adult Thomas both do experiments.</b>	Help students use complete sentences to compare Thomas at different times of his life: <i>Young Thomas causes explosions and fires. Adult Thomas is more careful.</i>	Students can use signal words to compare: <i>Both young Thomas and adult Thomas love to do experiments. Young Thomas causes explosions, but adult Thomas does not.</i>

Record students' ideas in a diagram, for example:



Have partners tell which Thomas they think is more interesting.

### CLOSE AND ASSESS

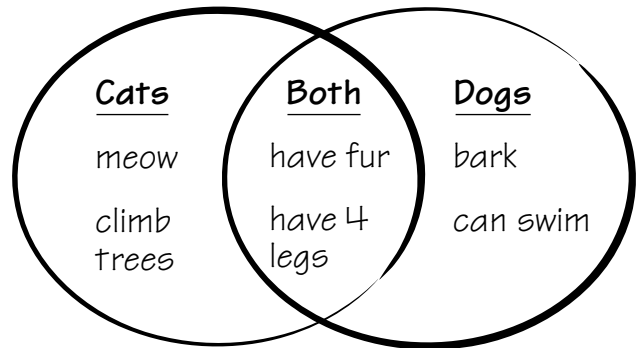
Have students define comparison (how things are alike and different) and name some signal words (*both, also, but, etc.*).

## 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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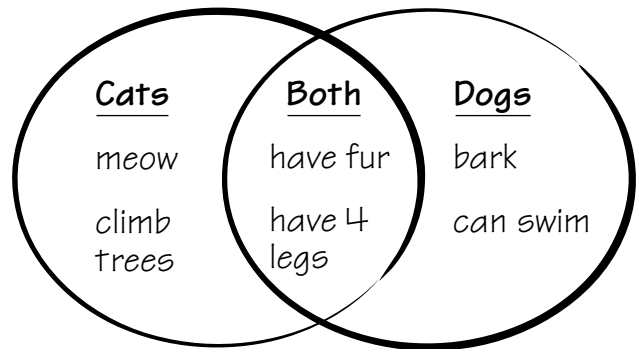


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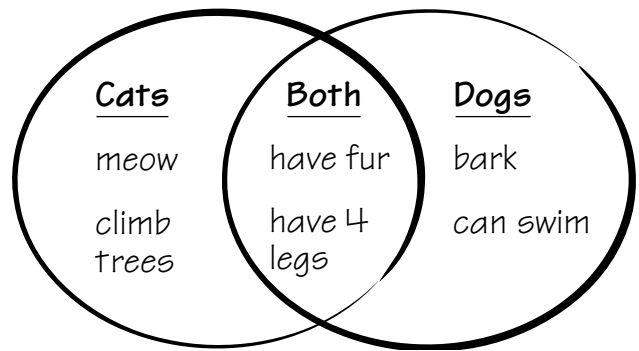


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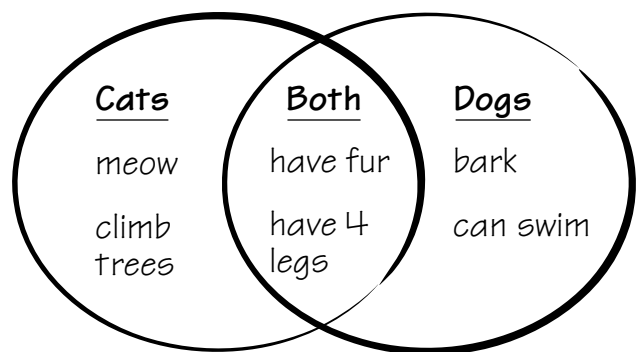


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