

## ⚡ PREPARE

**CONCEPT** Comparing and contrasting involve looking at the similarities and differences between two things, such as objects, places, or people. Strategic readers pay attention to how ideas are organized and can identify comparisons and contrasts in sentence-level text.

**VOCABULARY** compare, contrast

**MATERIALS** Lesson reproducibles, two objects to compare and contrast

## ⚡ INSTRUCT

Display two objects, such as a smartphone and a laptop. Discuss one object at a time. Ask students: *How would you describe [object A]? What does it look like? What does it do? How would you describe [object B]? What does it look like? What does it do?* Record student responses in two lists to guide the discussion.

Then, have students focus on the lists that describe features of each object. Circle the features that are the same, and underline the features that are different. Explain to students that when they talk about how things are the same, they are **comparing**. When they talk about how things are different, they are **contrasting**.

Define the terms:

- **Compare means to tell how two things are alike.**
- **Contrast means to tell how two things are different.**

Model how to record similarities and differences in a graphic organizer, like either the Venn Diagram or the Compare-Contrast Chart included with this lesson. Use and emphasize transition words (alike: *similarly, also, both*; different: *but, however, on the other hand*) to summarize the information. Write these words on the board, grouping them under headings: Compare or Contrast. (Transition Word Lists are included for reference.)

Refer students to the Anchor Chart to develop understanding:

1. Discuss the similarities and differences between the two animals that are recorded in the graphic organizers in the Anchor Chart. Point out that the same information can be organized in different ways.
2. Read the *So, what's in it for me?* section with students. Discuss how comparing and contrasting can help students understand and remember information (*clears up confusion between two concepts, provides a way to organize information, draws attention to key details*).

## ⚡ PRACTICE

- Display or distribute two scenes, like those in the Sample Illustrations included with this lesson. Have students look for similarities and differences between the scenes, recording both in a graphic organizer, like the either of the ones included with this lesson. Then, have students take turns sharing their observations with a partner. Encourage students to use words such as *also, both, but, and however* to describe similarities or differences.
- Have students work with a partner or in a small group to compare and contrast two celebrities. Students should record information in a graphic organizer. Encourage students to ask each other questions to identify similarities and differences: *How is X like Y? How is X different from Y?* Then, have student pairs or groups present completed organizers to the class.
- Provide students with Sample Sentences that compare and contrast two topics but have the transition word removed, such as the ones included with this lesson. Have students choose from two given transition words to complete the sentences.

 **ADAPT****SUPPORT**

- Display and read aloud the unsorted list of Compare and Contrast Examples. Have students give a thumbs up if the example is a comparison and a thumbs down if it is a contrast. If needed, provide students with a visual tool, like the Thumbs Up/Down Cards included with this lesson.
- Distribute the sorted list of Compare and Contrast Examples. Work with students to underline or highlight words that are used to signal similarities and differences. (Transition Word Lists are included for reference.) Then, have students identify what is being compared or contrasted.

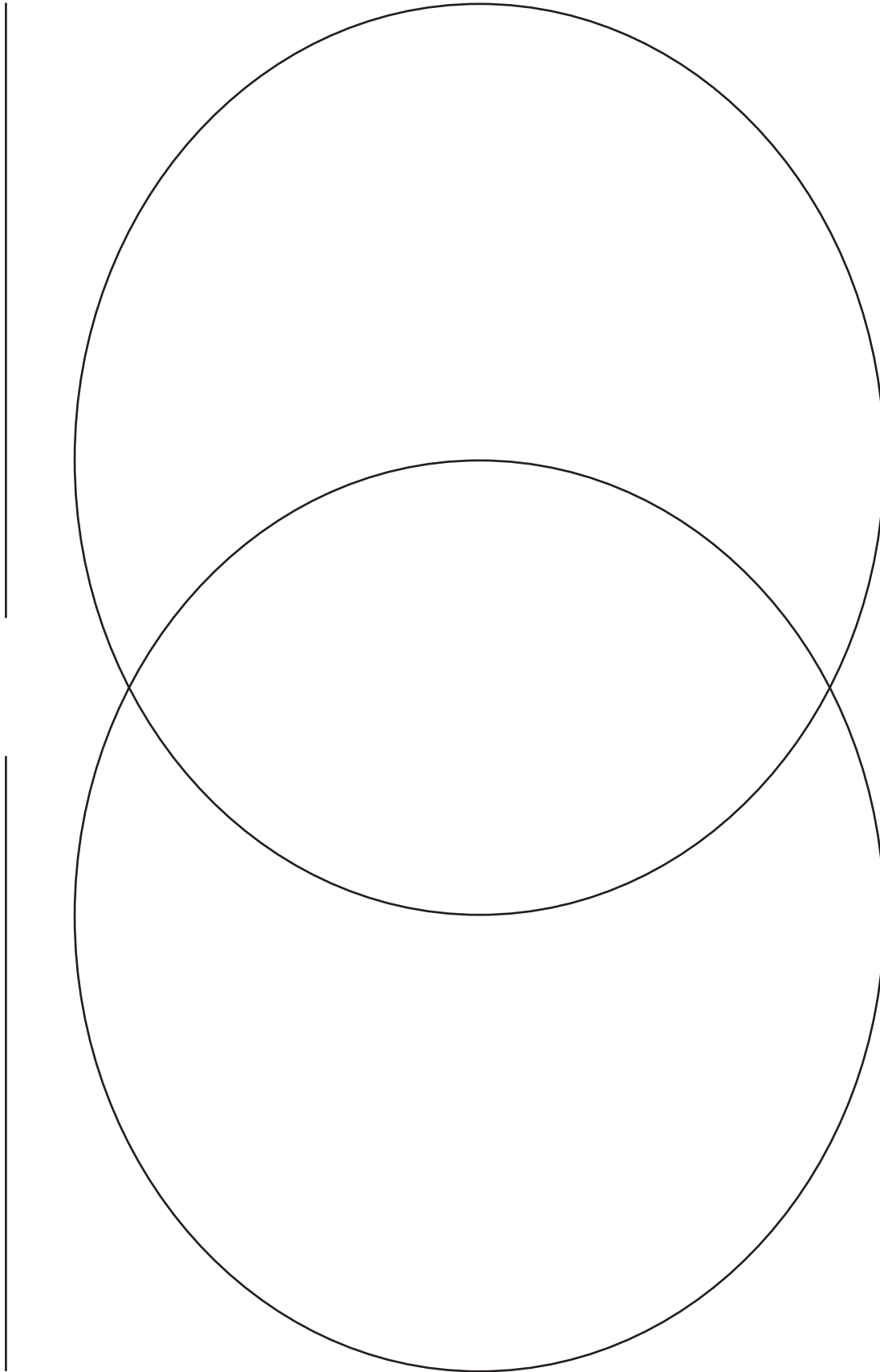
**EXTEND**

- Have students use a graphic organizer to compare and contrast topics from their own lives to (e.g., two songs, two friends, two sports). Then, have them write a brief paragraph explaining these similarities and differences. Encourage students to use words such as those from the Transition Word Lists included with this lesson.
- Provide students with a familiar fable or folktale. Have them work in pairs to compare and contrast two characters. Encourage students to underline or highlight details about each character in the text before recording the information in a graphic organizer.

 **CONNECT**

- Have students choose two concepts or terms from their social studies or science textbooks to compare and contrast using a graphic organizer. For example, during a science lesson on geology, students may compare and contrast rocks and minerals.
- To integrate multimedia, have students create a presentation that compares and contrasts two objects, places, or people. Students can gather information and images using an approved search engine. Then, they can present the two topics—their similarities and their differences—to the class.

# GRAPHIC ORGANIZER: Venn Diagram



↑ ↓  
DIFFERENCES

↓ ↑  
SIMILARITIES

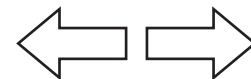
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DIFFERENCES

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# GRAPHIC ORGANIZER: Compare-Contrast Chart


  
SIMILARITIES

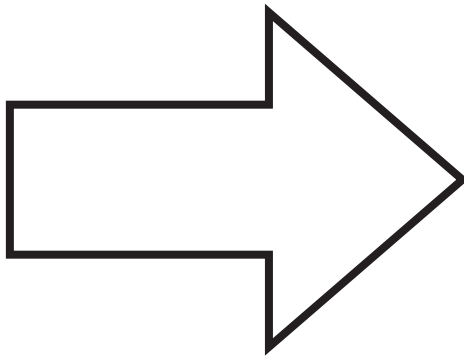

  
DIFFERENCES


  
DIFFERENCES

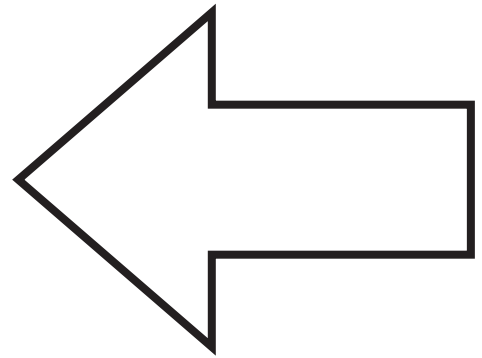
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## TRANSITION WORD LISTS

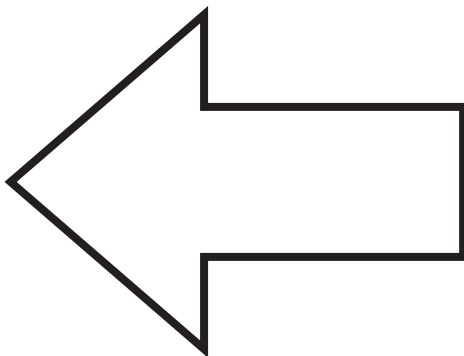
### **compare = alike**



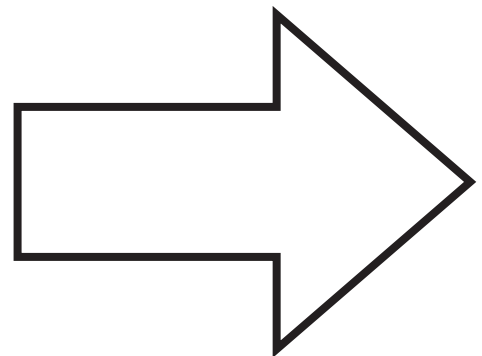
as well as  
likewise  
also  
both  
similarly  
in the same way



### **contrast = different**



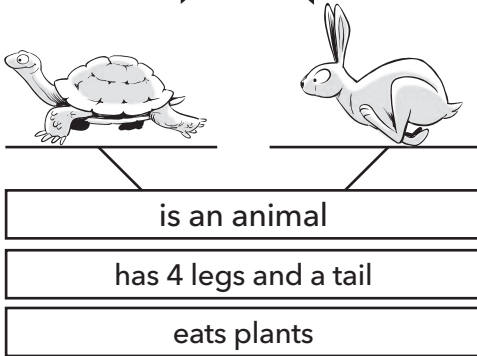
however  
instead  
but  
although  
in contrast  
on the other hand



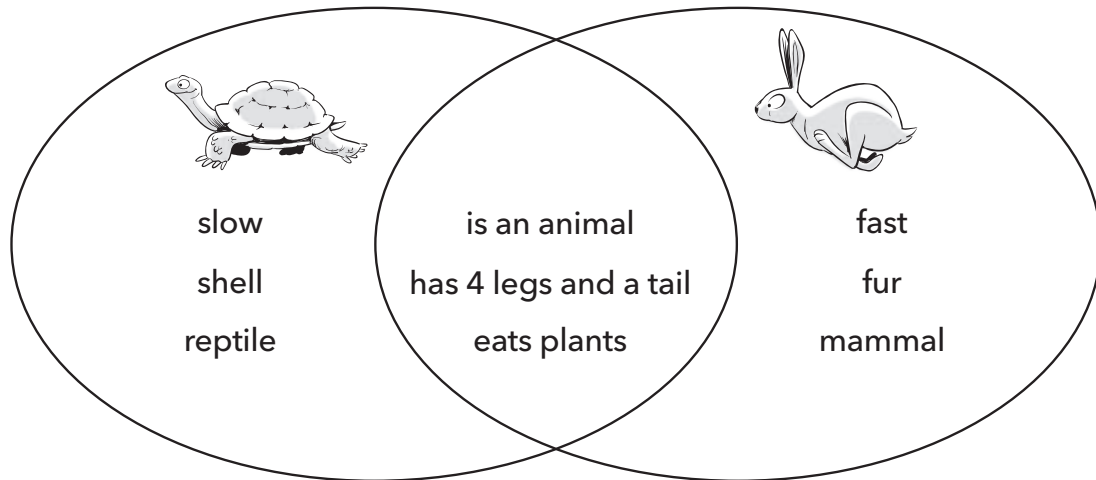
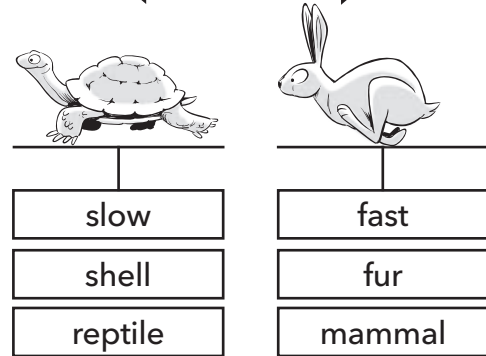
# ANCHOR CHART

## Compare & Contrast

**Compare** means to tell how two things are alike.



**Contrast** means to tell how two things are different.



So, what's in it for me?

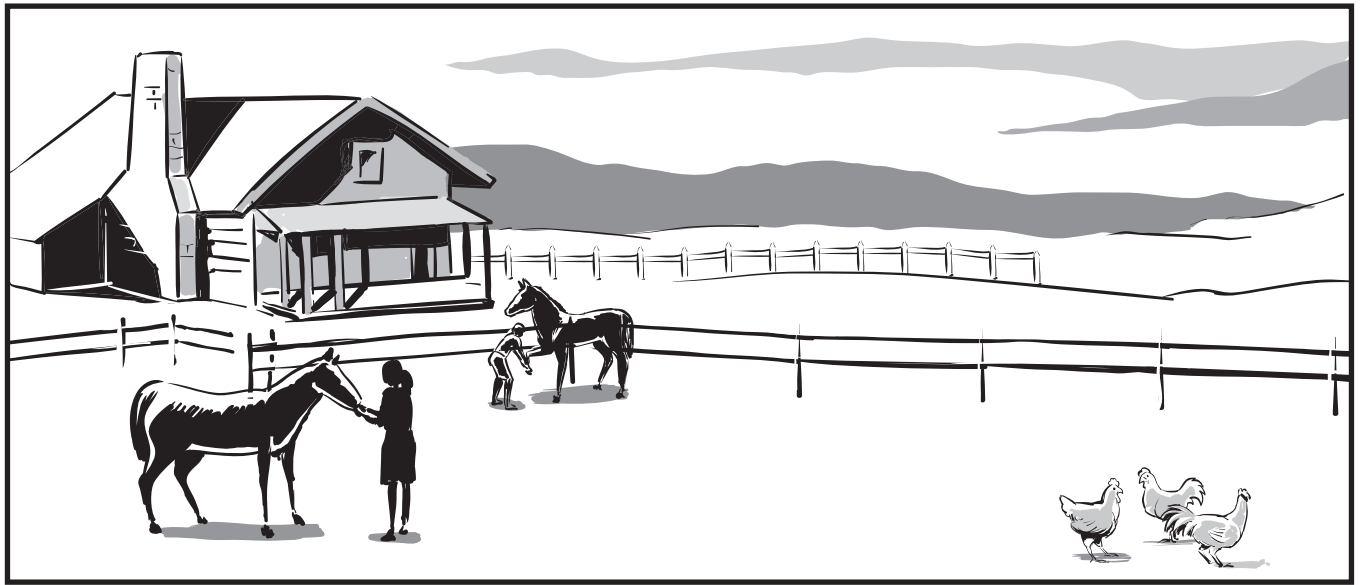
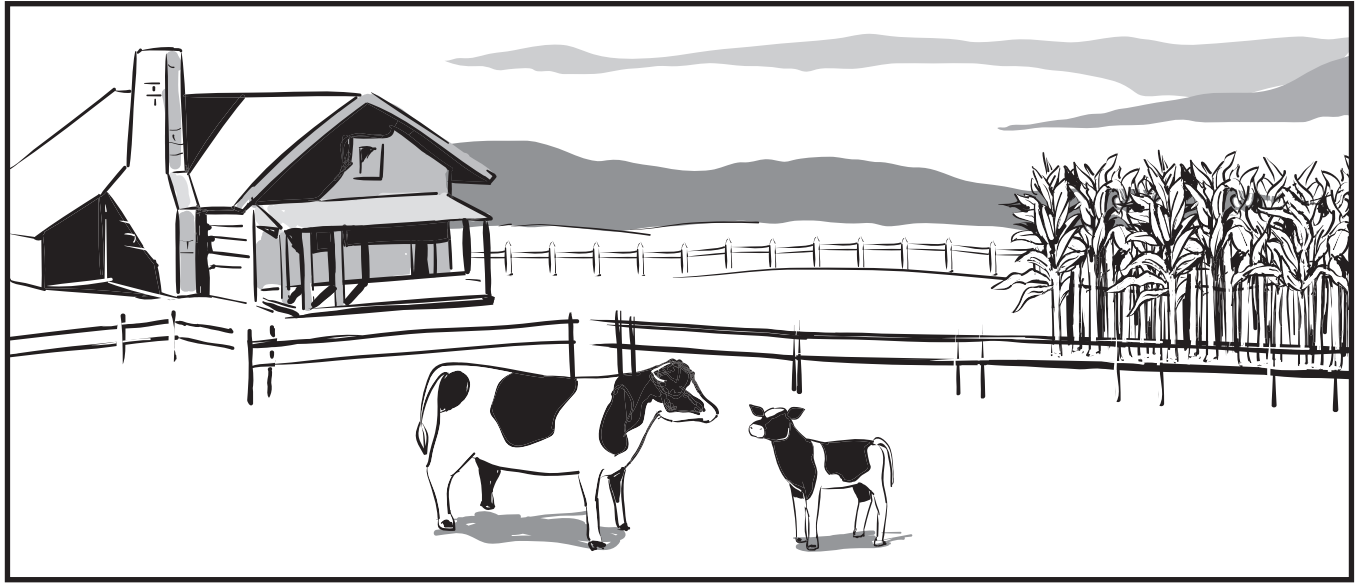


What would you say if someone told you that there is an amazing way to boost your grade? Wait, what?! How?

Research shows that when students find similarities and differences—that's comparing and contrasting—they understand more, learn more, and remember more! Comparing and contrasting helps you ...

- focus on what's important when you read
- remember key ideas and details after you read
- think about what you read in different ways
- discuss and write about what you have read

## SAMPLE ILLUSTRATIONS



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## SAMPLE SENTENCES

1. Potatoes grow underground, \_\_\_\_\_ corn grows above ground.  
(and, but)
2. Fables are a type of narrative. Science fiction is \_\_\_\_\_ a kind of narrative text. (also, yet)
3. Mushrooms sold in the store are good for you. \_\_\_\_\_, many wild mushrooms are poisonous. (Similarly, On the other hand)
4. A polar bear's paw is the size of a baseball glove. A lion's paw is \_\_\_\_\_ the size of a baseball glove. (also, in contrast)
5. In London drivers use the left side of the road, \_\_\_\_\_ New Yorkers drive on the right side. (as well as, but)
6. A blue whale's heart beats 6 times per minute. \_\_\_\_\_, a mouse's heart beats almost 700 times per minute. (Likewise, In contrast)
7. Small lizards move by twisting from side to side. \_\_\_\_\_ Komodo dragons also twist from side to side. (In the same way, In a different way)
8. Most owls in folktales are wise. \_\_\_\_\_, people who train owls say that these birds are not smart at all. (However, Likewise)
9. Soda has a lot of sugar. \_\_\_\_\_, candy is made with a lot of sugar. (Instead, Similarly)
10. Candles can be used if there is no electricity. \_\_\_\_\_ candles, most lamps need electricity to work. (Like, Unlike)

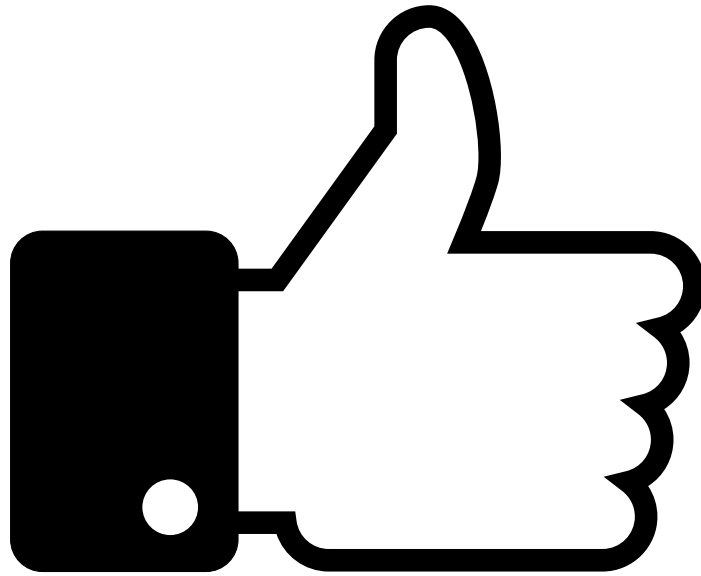
### ANSWER KEY

- |                             |                           |
|-----------------------------|---------------------------|
| 1. <i>but</i>               | 6. <i>In contrast</i>     |
| 2. <i>also</i>              | 7. <i>In the same way</i> |
| 3. <i>On the other hand</i> | 8. <i>However</i>         |
| 4. <i>also</i>              | 9. <i>Similarly</i>       |
| 5. <i>but</i>               | 10. <i>Unlike</i>         |

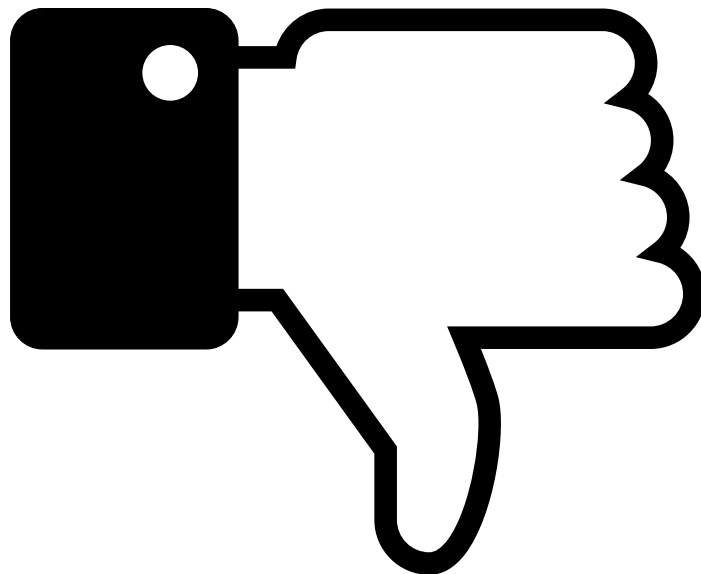
## THUMBS UP/DOWN CARDS



**compare = alike**



**contrast = different**



## COMPARE AND CONTRAST EXAMPLES: Unsorted

Bananas, as well as apples, are healthy snack choices.

My brother likes chocolate ice cream, but my favorite flavor is vanilla.

A tadpole is not a fish. On the contrary, it is an amphibian that will become a frog.

I live on a ranch in Texas. Likewise, my cousins live on a ranch in Argentina.

Porcupines use their quills for protection. Hedgehogs are similarly protected by quills.

This morning it was cold and cloudy, but it turned out to be a warm, sunny day.

Soccer is a sport in which players use a ball. Golf is also played with a ball.

Although most birds can fly, ostriches are too large to get off the ground.

Eating vegetables is good for you. In the same way, exercise is a healthy habit.

Asia is the largest continent in the world. Australia, on the other hand, is the smallest.

Both the golden poison dart frog and the red-backed poison frog can be deadly.

I rarely have cereal for breakfast. Instead, I usually eat eggs or toast with peanut butter.

## COMPARE AND CONTRAST EXAMPLES: Sorted

### COMPARE

Bananas, as well as apples, are healthy snack choices.

I live on a ranch in Texas. Likewise, my cousins live on a ranch in Argentina.

Porcupines use their quills for protection. Hedgehogs are similarly protected by quills.

Soccer is a sport in which players use a ball. Golf is also played with a ball.

Eating vegetables is good for you. In the same way, exercise is a healthy habit.

Both the golden poison dart frog and the red-backed poison frog can be deadly.

### CONTRAST

My brother likes chocolate ice cream, but my favorite flavor is vanilla.

A tadpole is not a fish. On the contrary, it is an amphibian that will become a frog.

This morning it was cold and cloudy, but it turned out to be a warm, sunny day.

Although most birds can fly, ostriches are too large to get off the ground.

Asia is the largest continent in the world. Australia, on the other hand, is the smallest.

I rarely have cereal for breakfast. Instead, I usually eat eggs or toast with peanut butter.

## PREPARE

**CONCEPT** Comparing and contrasting involve looking at the similarities and differences between two things. Strategic readers pay attention to how stories and passages are organized and can identify when an author compares (highlights similarities) and contrasts (highlights differences) in a text.

**VOCABULARY** compare, contrast

**MATERIALS** Lesson reproducibles, two different-colored highlighters or markers

## INSTRUCT

Display or distribute a short fable or folktale, such as the Sample Fable included with this lesson. Have students think about both characters as they listen to the story. While reading, pause to underline or highlight information about the characters, using one color for details about the tortoise and another color for details about the hare.

Next, ask students: *How would you describe the Tortoise? What did he say? What did he do? How would you describe the Hare? What did he say? What did he do?* Encourage students to use the highlighted text to describe the characters.

Then, distribute the Transition Word Lists included with this lesson. Encourage students to use these words to discuss how the characters are similar and how they are different. Explain to students that when they look at how two characters are alike, they are comparing. When they look at how the characters are different, they are contrasting.

Define the terms:

- **Compare means to tell how two things are alike.**
- **Contrast means to tell how two things are different.**

Have students complete a graphic organizer to record the similarities and differences between the characters. (Two useful graphic organizers are included with this lesson: a Venn Diagram and a Compare-Contrast Chart.)

Then, refer students to the Anchor Chart to develop understanding:

1. Have students compare their graphic organizers about the characters in the fable to the one about the animals in the Anchor Chart. Point out that comparing and contrasting the characters involves thinking about more than just basic similarities and differences. Explain that readers can also compare and contrast topics, settings, or other text elements.
2. Read the *So, what's in it for me?* section with students. Discuss how comparing and contrasting can help students understand and remember what they read (*clears up confusion between two concepts, provides a way to organize information about a topic or a character, draws attention to key details*).

## PRACTICE

- Provide students with a text that compares and contrasts information, such as the Sports Passage included with this lesson. Have students work with a partner to read and discuss similarities and differences. Then, have them reread the text, using a different color highlighter or marker to note shared and unique features. Finally, students should record information in a graphic organizer, like either of the ones included with this lesson.

- Provide students with either of the Diamante Poems included with this lesson. Explain that each half of the poem describes a different thing and the line in the middle describes how the two things are alike. Have students use the structure of the poem to compare and contrast the two things in a graphic organizer.
- Have students compare themselves to a character in their current reading material. They should use a graphic organizer, like either of the ones included with this lesson, to record similarities and differences. Encourage students to think about what the character does, thinks, and says, as well as physical characteristics. Students can use the Transition Word Lists to share their observations.

## ADAPT

### SUPPORT

- Use illustrated versions of the Practice section texts (included with this lesson) to support student understanding of the similarities and differences between two sports, topics, or characters. Have students work together to identify similarities and differences, using the illustrations to support what they read.
- Provide students with page from a narrative or informational text. Have them find and highlight one particular transition word or phrase that indicates comparison (e.g., *as well as*). Then, have students identify the things that are being compared. Repeat the activity with a transition word or phrase that indicates contrast.

### EXTEND

- Have students read two different texts that share a topic, like the Ant Passages included with this lesson. Students should underline or highlight key details before recording similarities and differences in a graphic organizer. Using the Transition Word Lists provided with this lesson, students can write a summary of both texts.
- Have students work with a partner to compare and contrast two books by the same author or between a book and the movie version of that book. They should take notes in a graphic organizer. Then, have students discuss which book or version they prefer, supporting their opinions with observations from their notes.

## CONNECT

- Have students use a graphic organizer to compare and contrast information in a science or social studies reading assignment. Emphasize to students that recording similarities and differences in a graphic organizer is also an effective note-taking strategy.
- To integrate multimedia, have students work in pairs to compare and contrast two topics. Then, create an audio or video recording of student partners discussing the similarities and differences between topics with each other. Encourage students to use words or phrases from the Transition Word Lists.

## SAMPLE FABLE

### The Tortoise and the Hare

A young Hare was making fun of the old Tortoise for being so slow.

“Do you ever get anywhere?” the Hare asked with a mean laugh.

“Yes,” answered the Tortoise calmly. “I get there sooner than you think. I’ll race you to prove it.”

All the other animals gathered to watch the race. The Hare bragged about how fast he could run. The wise Tortoise simply smiled. As soon as the race started, the Hare sped ahead. He was soon far out of sight. The Tortoise set off at a much more steady pace.

The Hare was confident that he would win. In fact, he felt so sure of himself that he decided to teach the Tortoise a lesson. The Hare lay down beside the race course to take a short nap. He hoped the Tortoise would see him and feel foolish for challenging him.

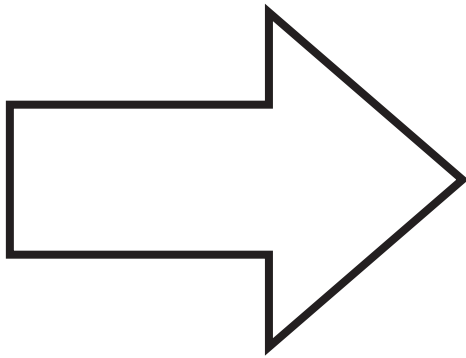
Meanwhile, the Tortoise kept moving forward. He took one slow step at a time. Soon enough, he passed the sleeping Hare. The Tortoise was near the finish line when the Hare woke from his nap. The Hare ran as fast as he could, but it was no use. The Tortoise had already won the race.

The Tortoise proved that a slow and steady pace can win a race.

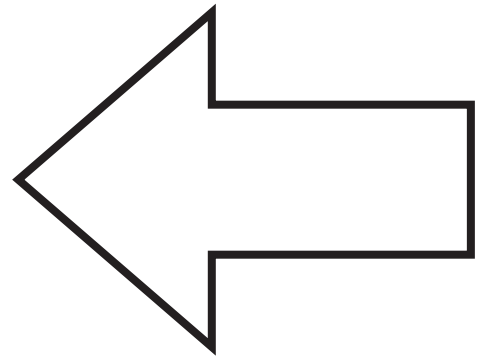
## TRANSITION WORD LISTS

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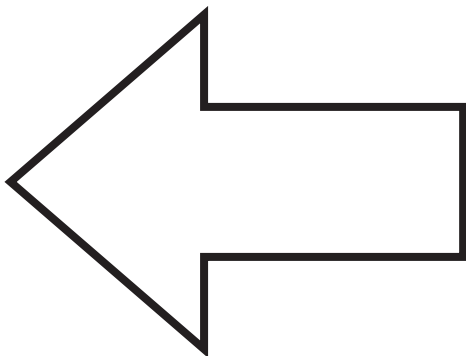
### **compare = alike**



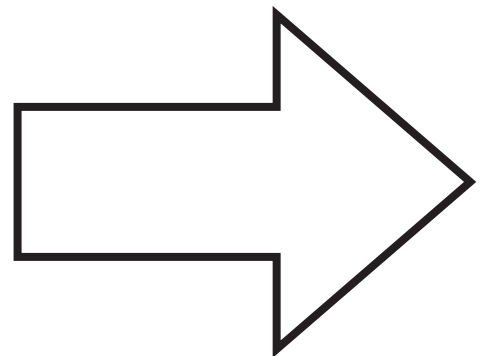
as well as  
likewise  
also  
both  
similarly  
in the same way



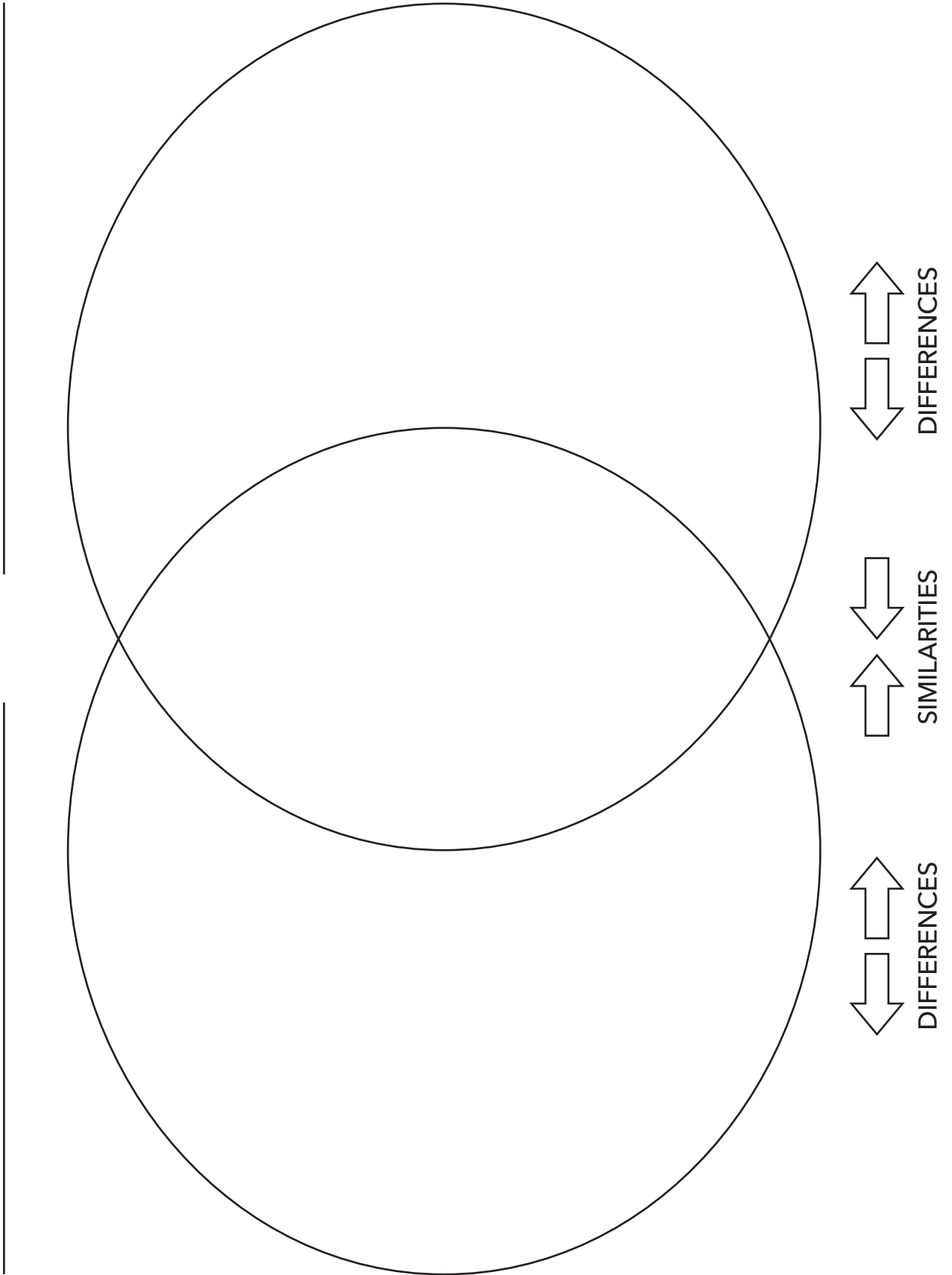
### **contrast = different**



however  
instead  
but  
although  
in contrast  
on the other hand

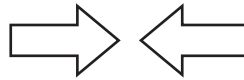


# GRAPHIC ORGANIZER: Venn Diagram



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# GRAPHIC ORGANIZER: Compare-Contrast Chart

SIMILARITIES




DIFFERENCES



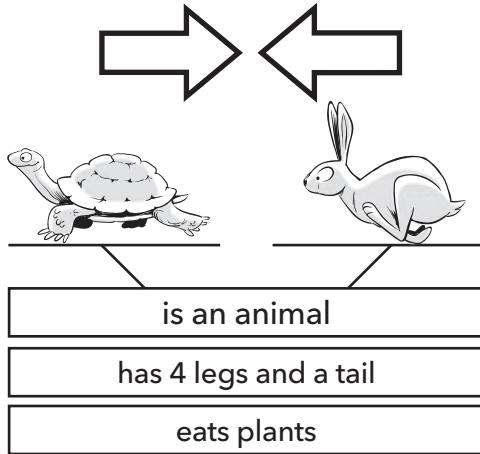

DIFFERENCES

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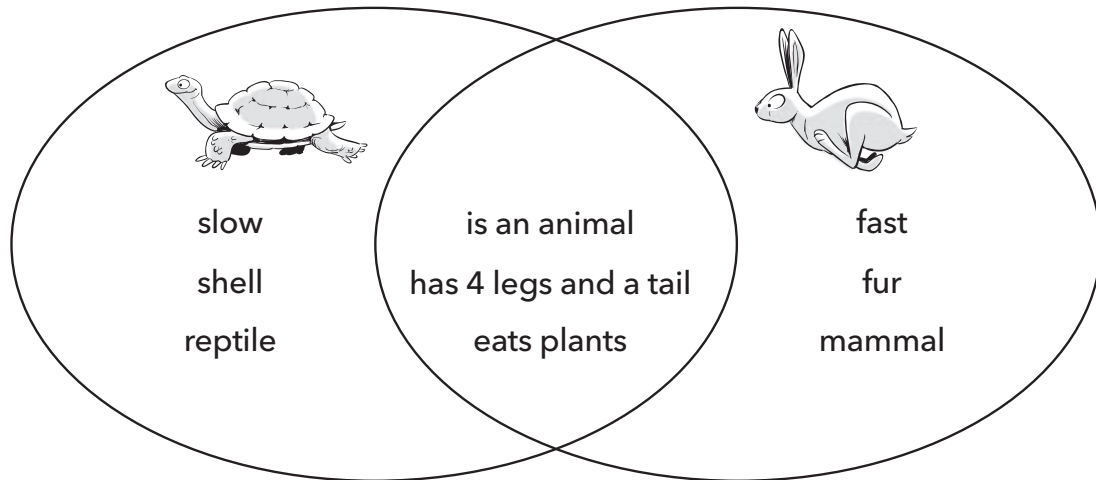
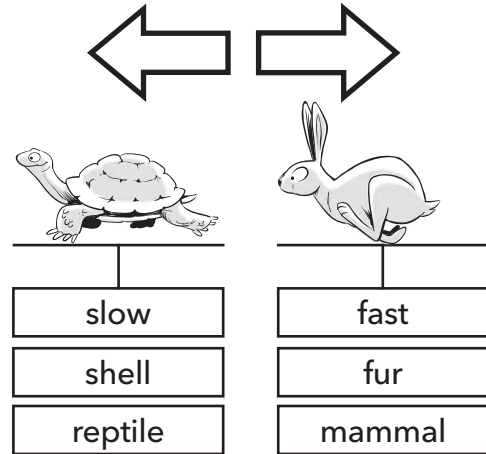
# ANCHOR CHART

## Compare & Contrast

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What would you say if someone told you that there is an amazing way to boost your grade? Wait, what?! How?

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- remember key ideas and details after you read
- think about what you read in different ways
- discuss and write about what you have read

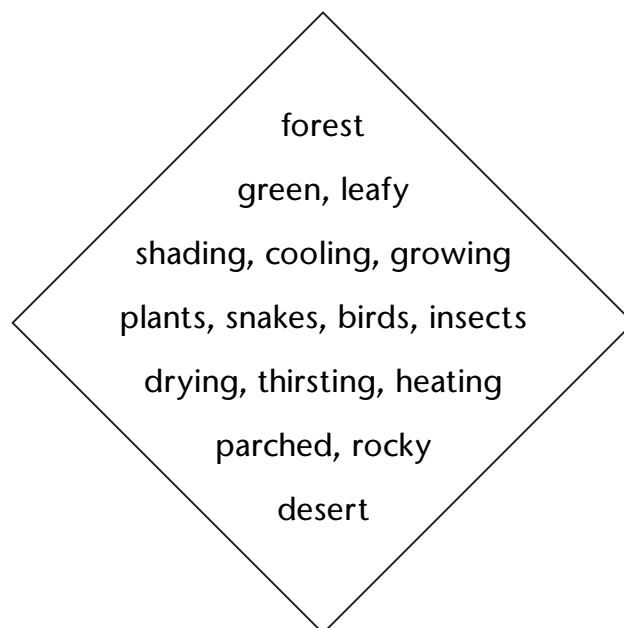
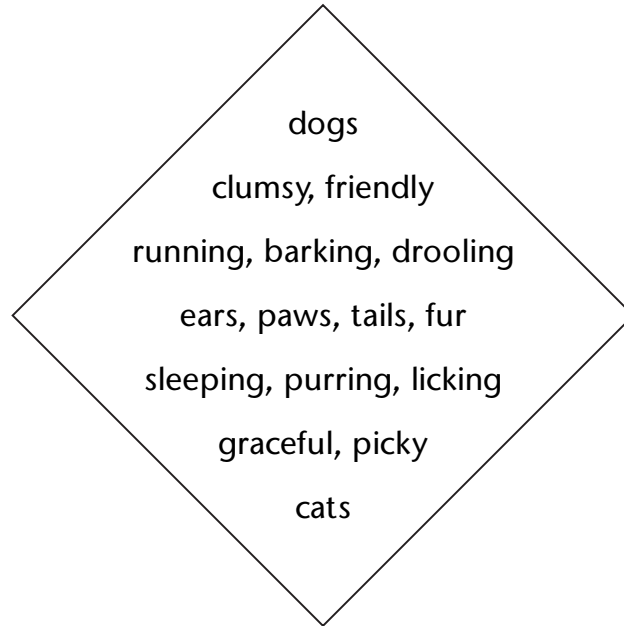
## SPORTS PASSAGE

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Play ball! Baseball and cricket are both popular sports played with a bat and ball. However, they are not exactly alike. One difference is that a baseball game may last three hours, but a cricket game may last three days! Baseball is played on a diamond-shaped field with four bases. In contrast, cricket is played on a circular field with two sets of wickets. Baseball and cricket players use a similar ball. On the one hand, in baseball, a pitcher throws the ball to a batter. On the other hand, in cricket, a bowler bounces the ball to a batsman. The batter in baseball must hit the ball forward. The batsman in cricket, however, may hit the ball in any direction. Both sports are exciting for players as well as fans!

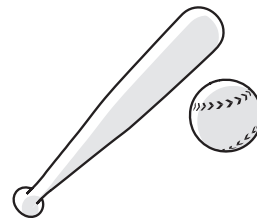
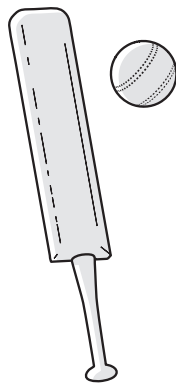
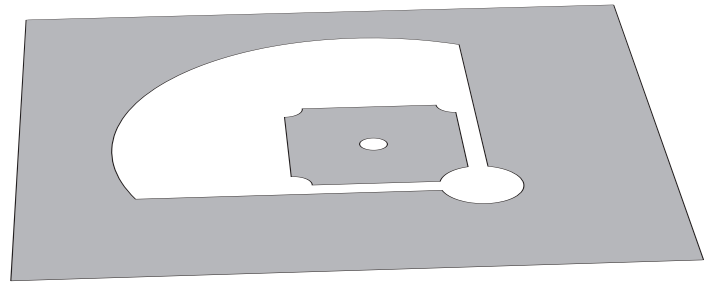
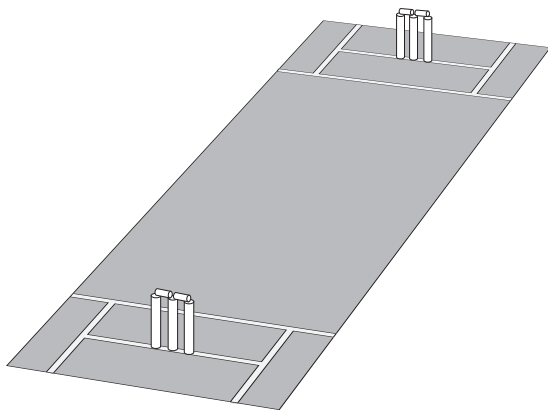
## DIAMANTE POEMS

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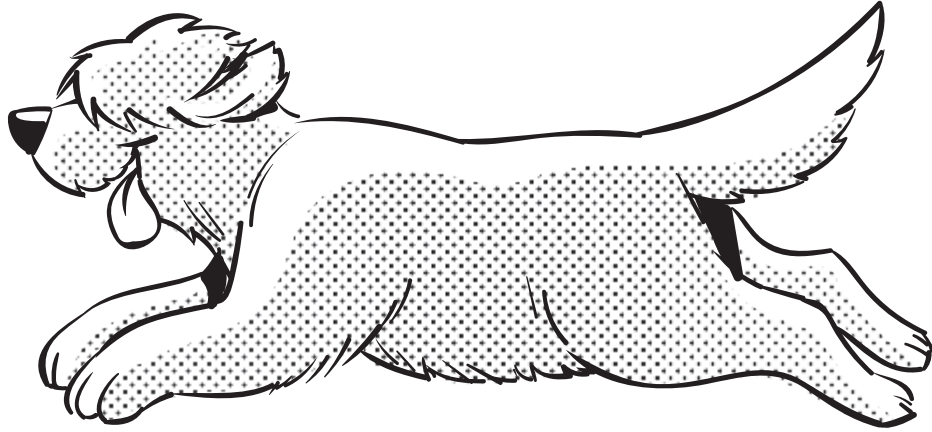


## SPORTS PASSAGE: Illustrated

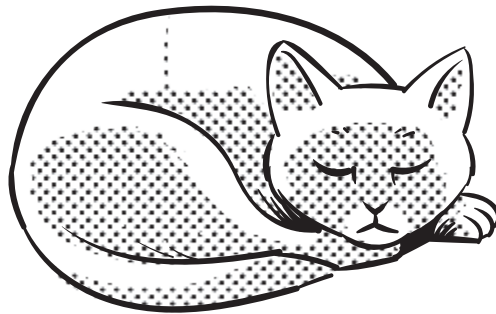
Play ball! Baseball and cricket are both popular sports played with a bat and ball. However, they are not exactly alike. One difference is that a baseball game may last three hours, but a cricket game may last three days! Baseball is played on a diamond-shaped field with four bases. In contrast, cricket is played on a circular field with two sets of wickets. Baseball and cricket players use a similar ball. On the one hand, in baseball, a pitcher throws the ball to a batter. On the other hand, in cricket, a bowler bounces the ball to a batsman. The batter in baseball must hit the ball forward. The batsman in cricket, however, may hit the ball in any direction. Both sports are exciting for players as well as fans!



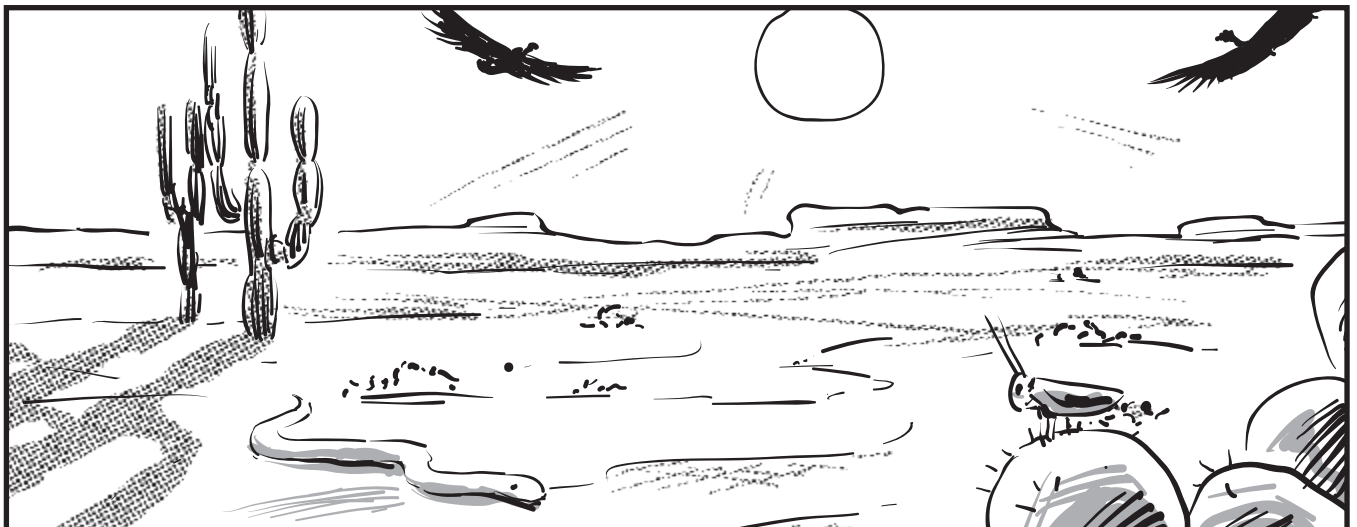
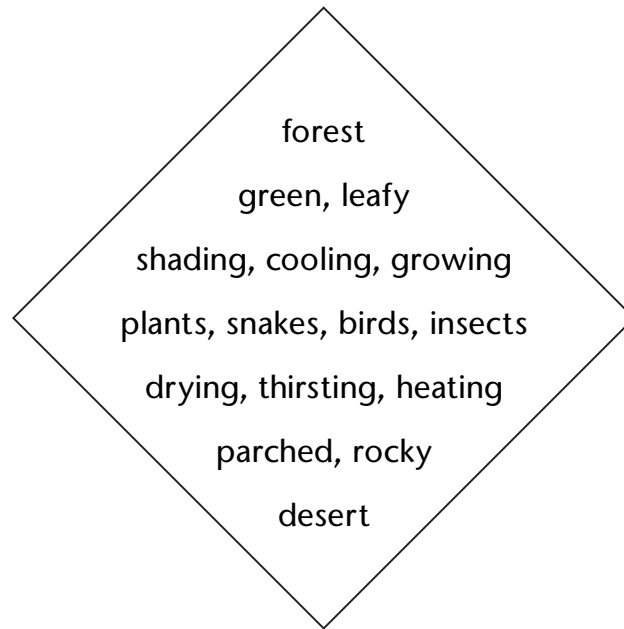
## DIAMANTE POEMS: Illustrated



dogs  
clumsy, friendly  
running, barking, drooling  
ears, paws, tails, fur  
sleeping, purring, licking  
graceful, picky  
cats



## DIAMANTE POEMS: Illustrated



## ANT PASSAGES

### Passage 1

All adult ants do the work of keeping the whole group—the colony—alive. For example, each colony of ants has a queen. The queen does not “rule” the colony. Her job is to lay eggs, which hatch into tiny wormlike beings. These are called larvae. Almost all the other adult ants are workers with different jobs. For instance, some worker ants tend the young. Other workers leave the nest to forage for food. Still other worker ants are in charge of defending the colony.

### Passage 2

Ants are everywhere! Scientists have identified about ten thousand species, or kinds, of ants. Many more are yet to be discovered. If you live in the city, you might see European pavement ants. This species came to North America in dirt carried by sailing ships. Another species, the leafcutter ant, lives in the Brazilian rainforest. Leafcutter ants grow their own food in underground gardens. A third ant species is the red fire ant. These ants sting when threatened. This can cause a painful rash.