

LESSON OVERVIEW

OBJECTIVES

Vocabulary Objectives

- Learn target vocabulary to enhance reading comprehension.
- Apply target vocabulary in written responses and oral language.

Comprehension Objectives

- Compare and contrast based on prior knowledge and visuals.
- Compare and contrast based on information in a text.
- Use a Venn diagram to represent text.

ESL MODIFICATIONS



Listening • Students will respond verbally or nonverbally to identify similarities and differences heard in the whole group reading activity.



Reading • Students will identify similarities and differences from a text using visual support and graphic organizers.



Speaking • Students will repeat new vocabulary and respond to questions about visuals.



Writing • Students will record similarities and differences from a simple text.

MATERIALS

TEACH

- “What’s Alike? What’s Different?” Student Page 1

GUIDED PRACTICE

- “Compare and Contrast,” Student Page 3
- “Venn Diagram,” Student Page 2

INDEPENDENT PRACTICE

- Passage “Getting Ready for a Parade” Level 3, Student Page 6
- “Venn Diagram,” Student Page 2

ESL MODIFICATIONS

TEACH

- “What’s Alike? What’s Different?” Student Page 1

GUIDED PRACTICE

- LEVELS 1–3** • “Compare and Contrast,” Student Page 3
- LEVELS 2–3** • “Venn Diagram,” Student Page 2

INDEPENDENT PRACTICE

- LEVEL 1** • “Getting Ready for a Parade” Level 1, Student Page 4
 - “Venn Diagram,” Student Page 2
- LEVEL 2** • “Getting Ready for a Parade” Level 2, Student Page 5
 - “Venn Diagram,” Student Page 2
- LEVEL 3** • “Getting Ready for a Parade” Level 3, Student Page 6
 - “Venn Diagram,” Student Page 2

Performance definitions for levels of English language proficiency available as a downloadable Teacher Resource document at www.istation.com

VOCABULARY SUPPORT



Target Vocabulary Words

skiing muscles balance fit helmet squat

- When introducing each word, first say the whole word. Next, say the word parts slowly while clapping them. Then say the word quickly again. Have students repeat with you the steps above. Finally, write the word on the board or chart. Read the definition of each word to students and give examples or sample sentences to build meaning.

skiing ski • ing (*'ske-ih*) Skiing is a winter sport that people do in the snow. Skiers wear long, narrow skis that let them glide down a snowy mountain. *Skiing is one of the sports in the Winter Olympics.*

muscles mus • cles (*'mæ-salz*) Muscles are the strong, stretchy body parts you can feel under your skin. Muscles make your bones move. *Paul lifts weights to build up his arm muscles.*

balance bal • ance (*'ba-lən(t)s*) You balance on something when you use your muscles to keep you from tipping or falling. *The dancer had to balance on her toes as she twirled around.*

fit fit (*'fit*) If you are fit, you are healthy and strong. *Maria stays fit by jogging and swimming.*

helmet hel • met (*'hel-mət*) A helmet is a hard hat that protects your head and keeps it from getting hurt. *A football helmet covers more of your head than a bicycle helmet.*

squat squat (*'skwät*) To squat, you bend your knees and lower your body. *You have to squat down to get a bucket of water from a creek.*

- Have students write sentences using the Target Vocabulary Words in an ongoing Vocabulary Log. Call on volunteers to read one of their sentences to the class.

ESL MODIFICATIONS

Level 1 • Use each word in a simple sentence and act out the sentence using gestures and pantomime. Have students repeat the sentence and do the actions with you. Then have students make a vocabulary card with the word and a picture to help them remember the meaning.

Level 2 • Have students write each Target Vocabulary Word at the bottom of an index card. Then have them draw a picture that helps show the meaning of the word. Invite them to share and explain their cards to the group or to a partner before adding them to their vocabulary card collection.

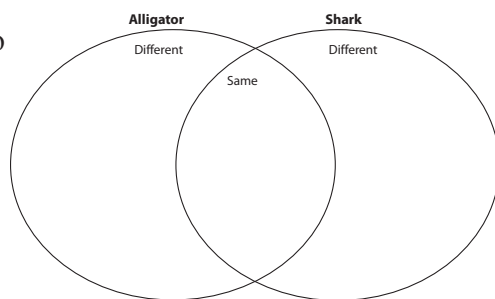
Level 3 • Ask students to work with a partner to write a sentence using each Target Vocabulary Word. Then have partners write one of their sentences on the board and leave a blank where the Target Vocabulary Word belongs. Invite the group or class to read and complete each sentence. Students should record words and sentences in an ongoing Vocabulary Log.

TEACH



USING COMPREHENSION STRATEGIES

- **When we compare two things, we tell how they are alike. When we contrast two things, we tell how they are different.**
- Write and read the words *alike, like, similar, both, also, too*, and *in the same way*. **Here are a few words and phrases we use when we compare things.** Write *Compare* as the heading for the list.
- **Let's use the words to compare two things, or tell how they are alike.** Distribute Student Page 1. Then write and read the following sentences with blanks: *An alligator and a shark are alike because they both _____. Alligators have _____, and sharks have _____ too.* Reread the sentences using words in the blanks to model for students.
- Challenge students to complete the sentences to create more comparisons. Encourage them to use the pictures as well as facts they already know about sharks and alligators. Affirm students' ideas or provide corrective feedback. Then model ways to restate the comparisons using other words from the Compare word list.
- Write and read the words *unlike, different, not*, and *but*. **Here are a few words we use when we contrast things.** Write *Contrast* as the heading for the second list.
- **Now let's use these words to contrast two things, or tell how they are different.** Write and read the following sentences with blanks: *Unlike a shark, an alligator has _____. A shark has _____, but an alligator does not.* Reread the sentences using words in the blanks to model for students.
- Have students complete the sentences to create more contrasts. Affirm students' ideas or provide corrective feedback. Then model ways to restate the contrasts using other words from the Contrast word list.
- Draw a Venn diagram to compare and contrast a shark and an alligator. Direct students to the Venn diagram on Student Page 1.



Point out parts of the diagram and explain what kind of information belongs in each section. Repeat details about alligators and sharks from the discussion and have students point to their diagram to show where each one belongs in the diagram. Then record the details in the diagram on the board.

ESL MODIFICATIONS

Use these comprehension questions to help students compare and contrast an alligator and a shark.

Level 1

1. Which animal can go on land? (*alligator*) Which animal can swim? (*both*)
2. Which animal has fins? (*shark*) Which animal has legs? (*alligator*)
3. Which animal has sharp teeth? (*both*) Which animal is a hunter? (*both*)

Level 2

1. Which animal can go on land? (*alligator*) Which animal can swim? (*both*) Which animal always stays underwater? (*shark*)
2. What body parts help a shark swim? (*tail and fins*) What body parts help an alligator swim? (*tail and legs*)
3. Which animal has a flat tail with two points? (*shark*) What words describe the alligator's tail? (*long, pointed, strong*)

Level 3

1. What is a way that both animals can move? (*swim*) What is different about the way the two animals move? (*The alligator uses legs to walk or swim. The shark uses fins and a tail to swim.*)
2. What body parts help a shark swim? (*tail and fins*) What body parts help an alligator swim? (*tail and legs*)
3. What do you think these animals eat? (*other animals*) How do their bodies help them hunt or attack? (*They are both strong and have sharp teeth.*)

GUIDED PRACTICE

**Let's practice comparing and contrasting.**

- Distribute “Compare and Contrast,” Student Page 3; and “Venn Diagram,” Student Page 2.
- Have volunteers read aloud the text under each picture. Guide them in identifying and underlining related details about each activity.
- Finally, guide students in recording the details in the Venn diagram. Create and complete a diagram on the board for students to use as a model or for checking their answers.

ANSWERS**Skiing:**

winter sport

need skis, poles, boots, and warm clothes

Both:

build leg muscles

use muscles to balance

fun

good workout

Skateboarding:

warm weather sport

need skateboard, pads, and helmet

ESL MODIFICATIONS

Use these strategies to build vocabulary for the discussion and to help students compare and contrast. For all levels, distribute Student Page 3.

Level 1

1. Point to and name things in each picture. Have students point to the same thing and repeat *This is ____*. Review by pointing to the items in random order and having students name them.
2. Use the same nouns to ask questions about the pictures. (Examples: **Is this snow? Is he or she wearing gloves? Are there wheels in this picture?**) Have students respond by putting thumbs up or down.
3. Read the passage to students. Then ask them to listen for similarities and differences as you reread it. Pause after each paragraph and ask questions to help students identify ways skiing and skateboarding are alike or different: **What things did the passage say you need to ski? What do you need to skateboard?** Have students underline pairs of related details about the two sports. Model recording the details in the chart. After the whole passage has been reread, have students circle details that are alike in the two columns. Then have students tell you where to record each of the details as you create a Venn diagram on the board.

Level 2

1. Name and describe things in the pictures. Pause and have students point to each thing you discuss. Then have partners take turns using the sentence stems *This is ____* to name the items.
2. Read the passage to students and ask them to listen for similarities and differences. Then reread the passage, pausing after each paragraph for students to identify similarities and differences in the two sports. Record pairs of related details in the chart. After the passage has been reread, have students circle the details that are alike in the two columns. Then have partners fill in the Venn diagram. Coach as needed as they record on the diagram each detail from the passage.

Level 3

1. Ask students to name and describe what they see in the pictures.
2. Ask students to listen for similarities and differences as you read the passage. Then have volunteers read each part of the text. After each paragraph, have students identify and record on their chart details that show similarities and differences. Once the passage has been reread, ask students to fill in the Venn diagram and record each of their details in the correct section of the diagram.

INDEPENDENT PRACTICE



Now read another passage and watch for similarities and differences. Underline details you can compare and contrast. Record your findings on the Venn diagram.

1. Give each student a copy of “Venn Diagram,” Student Page 2; and “Getting Ready for a Parade” Level 3, Student Page 6.
2. Review the meaning of compare and contrast. Monitor students’ progress and remind them to watch for and underline pairs of details they can compare or contrast. Have students record their findings on their Venn diagram.

ANSWERS for Level 1**Details under “Lin”:**

*decorated wagon
put on a hat with stars
put streamers on dog’s collar*

Details under “Same”:

*used blue streamers
put red stars on wheels
decorated dog’s collar
wore red shirt and hat*

Details under “Josh”:

*decorated bike
put stars on dog’s collar
wore cowboy hat
put flag in hat band*

ANSWERS for Levels 2–3**Details under “Lin”:**

*decorated wagon
put on Uncle Sam hat
put streamers on dog’s collar*

Details under “Same”:

*used blue and white streamers
put red stars on wheels
decorated dog’s collar
wore red shirt and hat*

Details under “Josh”:

*decorated bike
put stars on dog’s collar
wore cowboy hat
put flag in hat band*

ESL MODIFICATIONS

Have students work independently using the following modified passages and the Venn diagram on Student Page 2. Level 2 Student Page 5 has a Word Study section that defines key vocabulary. Tell students they may use this to help with the meanings of some of the words in the text. Level 1 Student Page 4 includes a picture glossary.

Level 1 • Distribute Level 1, Student Page 4.

Reread related details from paragraph 1 and paragraph 2. For each similarity and difference, ask a question that requires only a one- or two-word answer: **Do Lin and Josh both have a wagon?** (*no*) **What does Josh have?** (*a bike*) **What color are the streamers Lin puts on her wagon?** (*blue*) **Does Josh use the same color?** (*yes*) Guide students in copying and placing details in the correct section of their Venn diagram.

Level 2 • Distribute Level 2, Student Page 5.

Reread related details from paragraphs 1 and 2 and ask: **Did they both have a pet in the parade?** (*yes*) **What was different about their pets?** (*Lin’s dog had streamers on its collar. Josh’s dog had stars on its collar. Lin’s dog would ride in a wagon; Josh’s dog would walk beside him.*) **Did Josh and Lin dress alike?** (*Answers may vary.*) **How were they dressed the same?** (*They both wore red shirts and hats.*) **How were they dressed differently?** (*Josh wore a cowboy hat, and Lin wore an Uncle Sam hat.*) Ask volunteers to read or point out each answer. Then have students copy or paraphrase those details to complete their Venn diagram.

Level 3 • Distribute Level 3, Student Page 6.

Model finding related details from paragraphs 1 and 2. **Lin used blue and white streamers. Josh did, too. That is one way they were the same.** Ask partners to find other pairs of related details in the paragraphs. Then have them copy or paraphrase those details to complete their Venn diagram. Display a list of signal words for comparison (same, different, alike, unlike, etc.). Have students use words on the list and information from their finished Venn diagrams to make comparison statements about Josh and Lin.

RETEACH SUGGESTIONS

If students still have difficulty with the comprehension skill "Compare and Contrast," provide additional opportunities for them to practice this skill. Repeat these activities as many times as necessary, varying the sources or prompts.

1. Compare and contrast likes and dislikes.

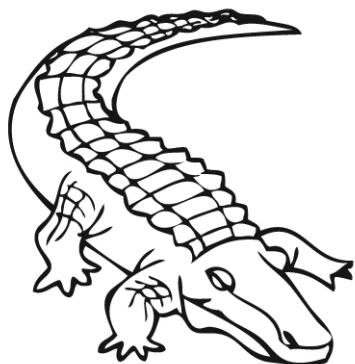
- Display and read a list of questions about students' likes and dislikes, such as *What is your favorite color? TV show? Game? Animal? Subject? Snack? Cafeteria lunch?* Have students record their answers. Help students with spelling or vocabulary as needed.
- Pair students and have them compare their list of likes and dislikes. Then have them create a large Venn diagram showing the similarities and differences in their lists. If they have no answers in common, have them ask each other questions until they find at least one thing they both like.
- Invite students to share their Venn diagram and what they learned about their similarities and differences. If needed, ask yes/no or same/different questions, such as *Did you both say pizza is your favorite lunch?* or *Do you like the same subject or different subjects?*
- Display the Venn diagrams and help students make statements about which pairs had the most and least in common. Then give each pair of students a diagram made by another pair. Have them use information in the diagram to ask and answer questions, such as *Who liked blue?* or *What did ____ and ____ both like?*

2. Compare and contrast stories.

- Read aloud two fables, such as "The Fox and the Crow" and "The Tortoise and the Hare." Have students summarize each story.
- Draw a large Venn diagram on the board. Then choose three students to act as recorders—one to record details about the first fable, one to record details about the second, and a third to record details they have in common.
- Have students point out similarities and differences in the stories. To prompt responses, ask questions about the characters, setting, problem, and moral of the stories. As students respond, have the class decide which recorder should add each detail to the diagram.
- Extend by having students work in groups of three to compare and contrast two familiar stories, or two new stories they read together. Have each student take one of the recording roles as they discuss story details and complete a Venn diagram.

What's Alike? What's Different?

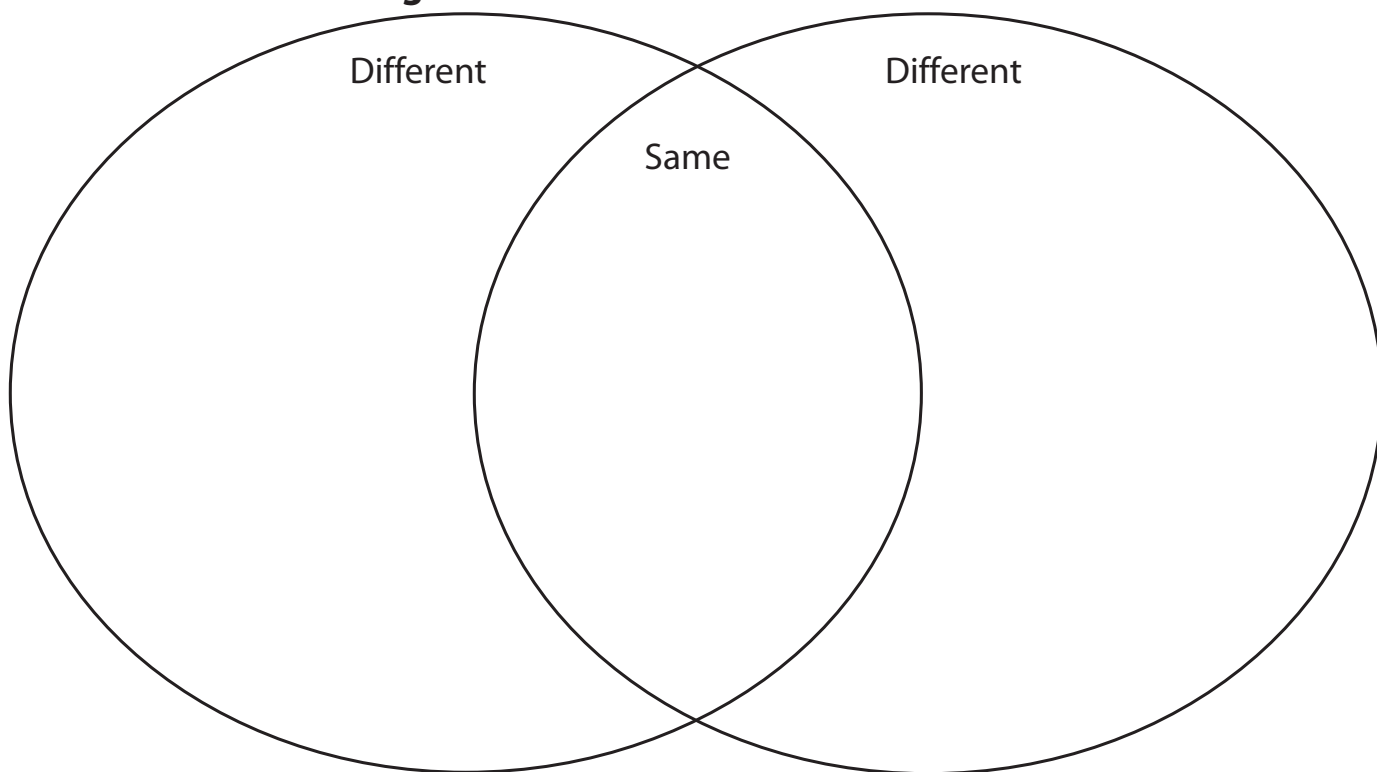
Study the pictures and think about things you know about alligators and sharks. Think of words and phrases that describe each one. Where does each idea belong in the Venn diagram?



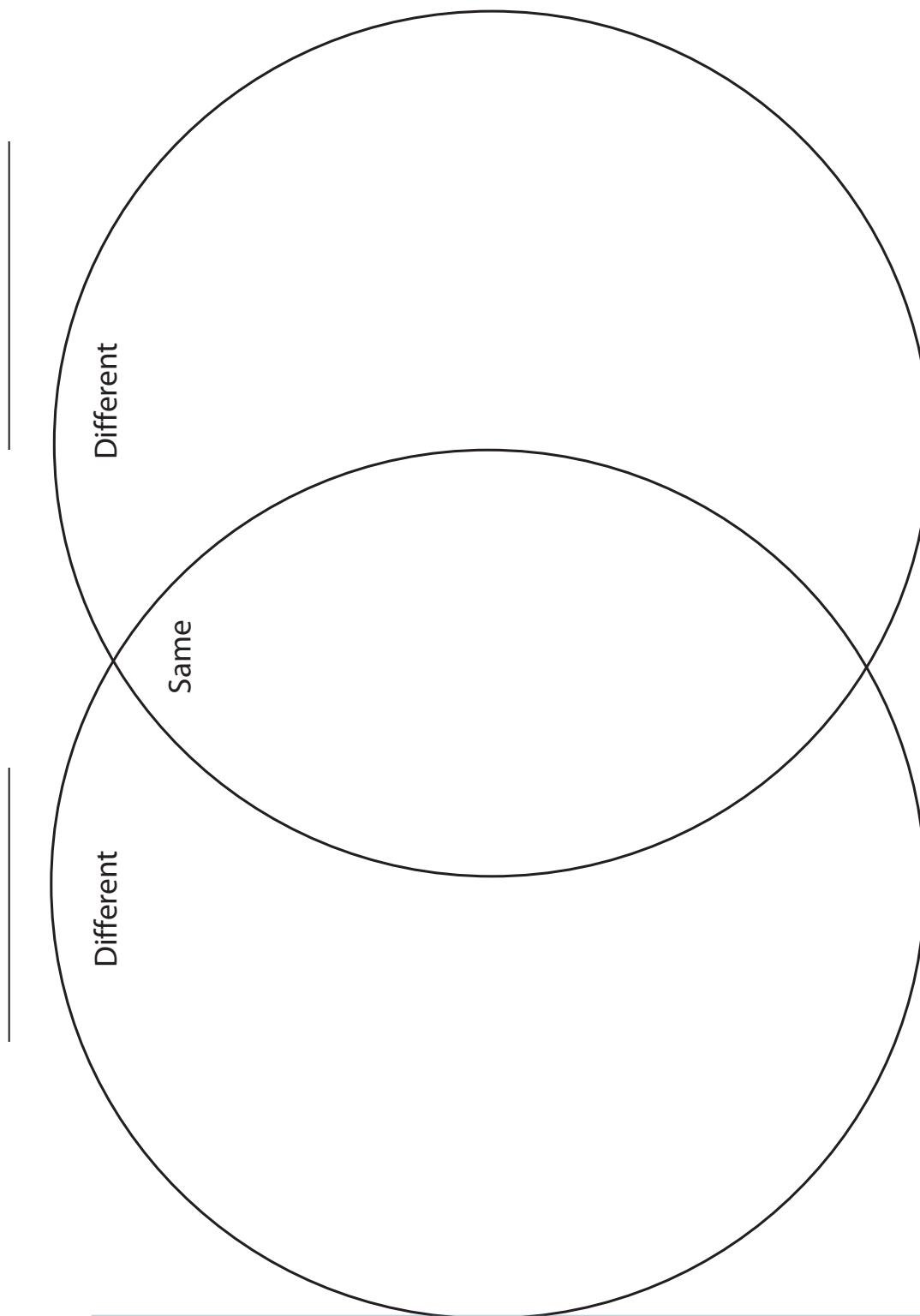
Alligator



Shark



Venn Diagram



Compare and Contrast

Read each paragraph of the passage. Underline details you can compare and contrast. Then record the details about each sport onto a Venn diagram.

Staying Healthy and Fit



If you want to be healthy, stay active all year long. In cold and snowy weather, skiing is fun. For this sport, you need two long skis and two poles. You also need special boots and warm clothes.

Skiing builds strong muscles. Your legs work hard to help you turn and jump. Muscles in your back and stomach help you balance on your skis so you don't fall. Skiing also makes your heart and lungs strong. Zipping over the snow is fun, and it gives you a great workout!



When the weather is warm, you can stay fit by riding a skateboard. To start, you need a skateboard, a helmet, and pads to protect your knees and elbows.

Skateboarders do all kinds of tricks. They use their leg muscles to squat down, jump, turn, and kick. They also use back and stomach muscles to balance on the skateboard. If you skateboard every day, you will get fit and strong fast. You'll learn to do some fun skateboard tricks, too!

Getting Ready for a Parade

¹ Lin and Josh are getting ready for the big **parade**. Lin puts blue **streamers** on her **wagon**. Her dog Max will ride in it. She puts red stars on the wheels. Lin is wearing a red **shirt** and a hat with stars. She ties **streamers** to Max's **collar**.

² Josh will ride his bike in the **parade**. His dog Buddy is going to walk along next to him. Josh ties blue **streamers** to his bike. He puts red stars on his **bicycle spokes**. He puts red stars on Buddy's **collar**, too. Josh is wearing a red **shirt** and a **cowboy hat**. He puts a little **flag** in his hat band.



Picture Glossary

parade



streamers



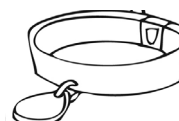
wagon



shirt



collar



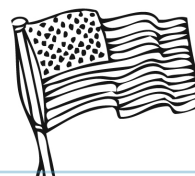
bicycle spokes



cowboy hat



flag



Getting Ready for a Parade

¹ It was the Fourth of July. Lin and Josh were getting ready for the big **parade**. Lin decorated a **wagon** with blue and white **streamers**. Her dog Max was going to ride in it. She put shiny red stars on the wheels. Lin put on a red shirt and an **Uncle Sam hat**. Then she tied some streamers to Max's **collar**.

² Josh planned to ride his bike in the **parade**. His dog Buddy was going to **trot** along next to him. Josh tied blue and white **streamers** to his **handlebars**. He put shiny red stars on his **bicycle spokes**. He put some red stars on Buddy's **collar**, too. Josh put on a red shirt and a **cowboy hat**. He stuck a small flag in his hat band.



Word Study

parade a line or group of people marching forward in front of people as part of a celebration

wagon a small cart with four wheels and a handle

streamers long, narrow strips of colored paper or cloth used for decorations

Uncle Sam hat a tall, narrow hat with a flat top that is red, white, and blue.

collar a band worn around the neck of an animal

trot to move at a jogging pace that is faster than walking but not as fast as running

handlebars a bar with handles at each end used to make a bike go in different directions

bicycle spokes a rod or bar that stretches from the center of the wheel to the outer part of the wheel

cowboy hat a hat with a tall top and a wide rim

Getting Ready for a Parade

¹ It was the Fourth of July, and Lin and Josh were getting ready for the big parade. Lin decorated a wagon with blue and white streamers. Her dog Max was going to ride in it. She put shiny red stars on the wheels. Lin put on a red shirt and an Uncle Sam hat. Then she tied a few streamers to Max's collar.

² Josh planned to ride his bike in the parade with his dog Buddy trotting along next to him. Josh tied blue and white streamers to his handlebars. He put shiny red stars on his bicycle spokes. Josh had a few stars left over, so he put those on Buddy's collar. Josh put on a red shirt and a cowboy hat. He stuck a small flag in his hat band.

