

# Compare & Contrasting: Lesson Instruction Guide

## LESSON INTRODUCTION

1. Activate students' knowledge of the items to be compared/contrasted. You might ask,
  - a. What do you know about the first object? Repeat for second object.
  - b. What does it mean to compare/contrast?
  - c. Discuss the term 'signal words'. You might say, "Signal words are special words which send a signal or message. These words help others to know that something similar or different is about to be shared or communicated. Signal words help speakers and writers to connect the ideas in sentences."
  - d. Read the signal words provided. Add more from the list below if needed.
2. Introduce the learning intention and success criteria.

## DURING THE LESSON

1. Support students to identify similarities/differences. Tip: You may wish to take notes to support students to create sentences.
  - a. A list is a simple notetaking tool for lessons which focus only on similarities, or lessons which focus only on differences.
  - b. For lessons in which both similarities and differences are identified, a graphic organiser is suggested on the lesson guide. Printable templates of the suggested organiser are available should you wish to repeat the task using the same images, or your own, for the purpose of independently practising the skill.
2. After identifying the similarities/differences, support students to use an option from the signal word list to put the idea into a sentence. For example,
  - a. Snakes and lizards are both reptiles. (similarity)
  - b. Lizards have legs but snakes do not. (difference)

## LESSON CONCLUSION

- Sum up the learning. For example, "What have we learned about the items/objects/animals we have examined?"
- Return to the success criteria and check off the learning behaviours demonstrated.

| SIMILARITIES           | DIFFERENCES         |
|------------------------|---------------------|
| • alike                | • although          |
| • also                 | • as opposed to     |
| • as                   | • but               |
| • as well as           | • but not           |
| • at the same time     | • by contrast       |
| • both                 | • contrary          |
| • either ... or        | • contrary to       |
| • equally              | • conversely        |
| • equivalent           | • even though       |
| • have in common       | • despite           |
| • in a similar fashion | • differ            |
| • in the same way      | • different         |
| • in addition          | • different to/from |
| • in common            | • differs from      |
| • in like manner       | • however           |
| • just like            | • in opposition     |
| • like                 | • in spite of       |
| • likewise             | • instead           |
| • most important       | • less than         |
| • not only ... but ... | • more than         |
| • resemble             | • nevertheless      |
| • same                 | • on the contrary   |
| • similar              | • on the other hand |
| • similarly            | • opposed           |
| • the same as          | • opposition        |
| • too                  | • though            |
|                        | • unless            |
|                        | • unlike            |
|                        | • whereas           |
|                        | • while             |
|                        | • yet               |

# How is an orange dissimilar or not like orange juice?

**Learning Intention:**

- To notice things which are different or dissimilar to each other

**Skills:**

- Comprehension: contrasting dissimilar features
- Grammar: using signal words to highlight differences

**Success Criteria:**

We will:

- find or identify features or things which are different
- put the different ideas into a sentence
- use a helper word to connect the ideas

**These words signal that something is different. Use them in your sentences.**

- but
- different
- different from
- different to
- however
- unlike

