<table>
<thead>
<tr>
<th>Lesson</th>
<th>Compare and Contrast Text Structure</th>
</tr>
</thead>
</table>
| **Objectives** | Students will do the following:  
  • Learn how to identify compare and contrast text structure  
  • Learn how to use knowledge of this structure to obtain meaning  
  • Learn how to use a graphic organizer (Venn diagram) to understand the information presented in a compare/contrast text  
  • Orally present the results from comparing/contrasting two items in a text |
| **Materials** |  
  • Four instructional-level examples of compare/contrast texts  
  • Two non-example texts (passages with a different text structure)  
  • Several copies of Venn diagrams  
  • Visible list of key compare/contrast words: whereas, however, on the other hand |
| **Session 1** | Review concept of compare and contrast  
  Teach relevant vocabulary  
  **Modeling**  
  • Review concepts of compare and contrast.  
  • Review the Venn diagram graphic organizer by modeling how to use it to compare/contrast the sun and the moon.  
  • Explain that the same process can be done with an expository text that compares and contrasts two things.  
  **Explicit Vocab Instruction**  
  • Teach key compare/contrast words: whereas, on the other hand, in contrast, both.  
  • Follow explicit vocabulary routines. |
| **Session 2** | Review vocabulary  
  Model how to identify text structure and obtain information  
  Lead guided practice for students  
  **Review Vocab Modeling Through Think-Aloud**  
  • Review key compare/contrast words: whereas, on the other hand, in contrast, both.  
  • Show a sample paragraph (*Tipis and Igloos*) on projector, read the paragraph, identify clue words, and use a think-aloud model to students how to do the following:  
    o Decide whether the text is a compare/contrast text  
    o If it is, learn about what it compares and contrasts by completing a Venn diagram  
  • Follow the same modeling procedure with a non-example text (*Renting a Boathouse*).  
  **Guided Practice**  
  • Pair students according to skills and needs.  
  • Pass out an example (paragraph A) and a non-example (paragraph B) to each pair.  
  • Have students take turns reading paragraph A, identifying clue words, and deciding whether paragraph A is a compare/contrast text.  
  • Stop students to ask about the process they are using, the clue words they have identified, and whether paragraph A is a compare/contrast text.  
  • Provide feedback as necessary. |
<table>
<thead>
<tr>
<th>Language and Reading Skills Analysis</th>
<th>Scaffolds to Implement</th>
</tr>
</thead>
</table>
| Key academic words and terms | • Whereas, on the other hand, in contrast, both  
                                 • Structure, compare, contrast, different, equal, graphic organizer, Venn diagram  
                                 • Plains, herds, temporary, support | • Pre-teach academic terms  
                                 • Create vocabulary cheat sheets |
| Key academic language structures | _______ whereas, _________ | |
| Academic language required for the lesson | To discuss with others  
                                          • I believe that…  
                                          • In my opinion…  
                                          • I agree with…  
                                          • I disagree… | Sentence frames bookmarks |
| Academic language required for the lesson | To present to others  
                                          • We agreed on…  
                                          • We believe…  
                                          • The paragraph contrasts and compares… | |
| Reading skills required for the lesson | • Advanced phonics skills to read grade-level words  
                                          • Fluent reading to read paragraphs  
                                          • Sentence and paragraph comprehension | Adapt texts for Sofia |

<table>
<thead>
<tr>
<th>Content and Background Knowledge Analysis</th>
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| Unfamiliar topics | • Native people of North America  
                        • Inuit of the cold Arctic region  
                        • The concept of renting a houseboat as a vacation | Explain concepts |

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| Teaching activities | • Modeling  
                        • Monitoring  
                        • Think-Alouds  
                        • Providing feedback | Adapt think-aloud script to model academic language and foster comprehension |
| Grouping format | • Whole group  
                        • Pairs | |
| Student activities | • Listen to modeling  
                        • Read texts independently and with partner  
                        • Identify compare/contrast structures  
                        • Discuss with partner  
                        • Present to group | |
# Scaffolding Planning Guide

<table>
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<tr>
<th>Language and Reading Skills Analysis</th>
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<tr>
<td>Grouping format</td>
<td></td>
</tr>
<tr>
<td>Student activities</td>
<td></td>
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</tbody>
</table>
- If the text is a compare/contrast text, have students complete graphic organizer.
- When done, walk around to review graphic organizer and provide feedback.
- Repeat procedure with paragraph B, stopping and providing feedback along the way.

### Session 3

<table>
<thead>
<tr>
<th>Students complete independent practice</th>
<th>Students present to group</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Independent Practice</th>
<th>Pass out one last paragraph—some will get an example and some will not.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Remind students of procedures: read text, identify clue words, and decide whether paragraph is compare/contrast text. If it is, students should complete Venn diagram with information.</td>
</tr>
<tr>
<td></td>
<td>Some students work independently; other students work in pairs according to needs.</td>
</tr>
<tr>
<td></td>
<td>Monitor students as they work independently.</td>
</tr>
</tbody>
</table>

| Presentation to Group | Select students to present their work to the rest of the group. |

Adapted from Texas Center for Reading and Language Arts. (2001). *Texas second grade teacher reading academy*. Austin, TX: Author.
Lesson Introduction
Today you will learn how to decide whether a text is a compare/contrast text. We will use the text that you see here. This process has several steps that we will follow.

First, we will read the text once, one time, to learn what the text describes, or talks about.

Second, we will read the text again to see whether we can identify, whether we can find, some of the key words that we just learned: whereas, while, on the other hand, both, in contrast, and unlike. We will also decide whether the text talks about two items, two things, or mostly about only one item, or only one thing.

Third, we will decide whether this text is a compare/contrast text.

Fourth, if the text is a compare/contrast text, we will complete our graphic organizer—the Venn diagram, the graphic organizer with the two circles—to compare/contrast the two items.

Think-Aloud
I will begin reading the text to learn what the text describes. Before that, I will try to see whether there is something else in the text that can help me. I see the photo of an igloo. Perhaps the text talks about igloos.

Teacher reads first paragraph and stops.

I learned that this text is talking about tipis. I know what tipis are, but if I did not, I could use my vocabulary cheat sheet to learn. The text says that tipis were easy to put up and take down. I will continue reading.

Teacher reads second paragraph.

Now, the text started talking about igloos. I know what an igloo is, but if I did not, I could use my vocabulary cheat sheet.

Now, I will read again to look for key words.

Teacher reads again and stops at the word “whereas.”

I found the word whereas, and it is one of the key words. I will underline this word. I believe this is an important word for a compare/contrast text. I will continue reading.

Teacher continues reading and stops at the word “both.”

I read the word both. This is another key word for a compare/contrast text. I will underline this word.

Teacher continues reading and stops after “while, in contrast” and follows the same procedure.

After reading it the second time, I can say that the paragraph describes two items, a tipi and an igloo, because the author gives information for both tipis and igloos. The author also tells how these two items, these two things, are different and how they are equal. In my opinion, this text compares and contrasts tipis and igloos.
Many years ago the Native people of North America built special houses. One kind of house was a tipi. Tipis were easy to put up and take down. In fact, it only took about 30 minutes to do this.

The Inuit, who lived in the cold Arctic region, sometimes lived in igloos. Igloos were temporary homes like tipis. However, they were built for the cold winter months, whereas a tipi could be used all year.

Both tipis and igloos had one big room for the family. The tipis and igloos were usually made for only one family. Tipis and igloos were made of very different materials. Igloos were made from blocks of snow put on top of each other, while tipis were made from buffalo hide, tree bark, or grass. The shapes of tipis and igloos were also different. Tipis were made in the form of cones. In contrast, igloos were round.

1. Does this paragraph compare and contrast two things? 
   Yes   No

2. If no, how do you know it is not a compare and contrast paragraph?
   __________________________________________________________

3. If yes, what two things are being compared?
   __________________________________________________________
   __________________________________________________________

4. Circle the clue words in the paragraph that show that the author is comparing and contrasting information.
Are you looking for an adventure when you go vacationing? If you are, then a houseboat might be the thing for you. You can find places that rent houseboats in different countries. This would be a great opportunity to travel the world in a unique way.

You can do many different activities when vacationing on a houseboat. You can fish, swim, travel to different destinations, or just lie out and enjoy the sun and breeze.

You should also consider cost when renting a houseboat for a vacation. You can actually rent a houseboat for about the same amount of money that you would spend on a nice hotel. One advantage of renting a houseboat is that you can cook your meals there because most houseboats have a kitchen. This will save you money on your vacation. So, if you want an affordable—not very expensive—adventure, try renting a houseboat for your next vacation.

5. Does this paragraph compare and contrast two things?  
   Yes  No

6. If no, how do you know it is not a compare and contrast paragraph?  
   ______________________________________________________

7. If yes, what two things are being compared?  
   ______________________________________________________
   ______________________________________________________

8. Circle the clue words in the paragraph that show that the author is comparing and contrasting information.
A **ger** is a home that is circular and looks like a tent. It was often used by the people of Mongolia. **Gers** are easy to take down and put up. In fact, when the **ger** is collapsed or folded down, one animal can take it to the next place. This is perfect for people who need to move from one place to another quickly.

Unlike the **ger**, an **adobe house** does not move from one place to another. It is permanent and it is meant to stay in one place for a long time. An **adobe house** is built with bricks made of clay, water, and straw. A **ger**, on the other hand, is made with wooden poles and canvas material. **Adobe houses** are perfect for people who live in hot climates. The bricks keep the home cool when it is hot. In contrast, a **ger** is great for cold and warm weather.

1. Does this paragraph compare and contrast two things?  
   Yes   No

2. If no, how do you know it is not a compare and contrast paragraph?
   ____________________________________________________________

3. If yes, what two things are being compared?
   ____________________________________________________________
   ____________________________________________________________

4. Circle the clue words in the paragraph that show that the author is comparing and contrasting information.
Some settlers of the Great Plains made their houses out of sod. A **sod house** was made out of bricks that were made of dirt. These dirt bricks came from the fields. The settlers chose a place to build their sod house and began laying the sod bricks. They added bricks until the sod house was tall enough for people.

The settlers left a small hole in the front for the door. They left a smaller hole in the back for a window. They didn’t have wood, so they used blankets as the door. They used paper to cover the windows. The roof was made with weeds and hay. When the roof was finished, the settlers moved into their new house. Home sweet home!

1. Does this paragraph compare and contrast two things?  
   Yes   No

2. If no, how do you know it is not a compare and contrast paragraph?

   ____________________________________________________________

3. If yes, what two things are being compared?

   ____________________________________________________________
   ____________________________________________________________

4. Circle the clue words in the paragraph that show that the author is comparing and contrasting information.
### Vocabulary Cheat Sheet for text “Tipis and Igloos”

<table>
<thead>
<tr>
<th>Term</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>buffalo hide = buffalo skin</td>
<td><img src="image" alt="Buffalo" /></td>
</tr>
<tr>
<td>tree bark</td>
<td><img src="image" alt="Tree Bark" /></td>
</tr>
<tr>
<td>cones</td>
<td><img src="image" alt="Cones" /></td>
</tr>
<tr>
<td>Native People of North America</td>
<td><img src="image" alt="Native Americans" /></td>
</tr>
<tr>
<td>Inuit</td>
<td><img src="image" alt="Inuit" /></td>
</tr>
<tr>
<td>Plains</td>
<td><img src="image" alt="Plains" /></td>
</tr>
<tr>
<td>herds</td>
<td><img src="image" alt="Herds" /></td>
</tr>
<tr>
<td>temporary</td>
<td><img src="image" alt="Temporary" /></td>
</tr>
</tbody>
</table>

- **buffalo hide = buffalo skin**: buffalo skin is the raw material obtained from the hide of a buffalo, commonly used in the construction of Tipis and Igloos.
- **tree bark**: bark from a tree, used for structural support and insulation in Tipis.
- **cones**: cone-shaped structures, possibly used in the construction of Igloos.
- **Native People of North America**: refers to various Indigenous groups who lived in the North American region, including Inuit and Plains indigenous people.
- **Inuit**: a name used for the indigenous peoples of Arctic Canada.
- **Plains**: a geographic region in the central United States characterized by wide, flat lands.
- **herds**: groups of certain animals, often referred to in the context of livestock or wildlife.
- **temporary**: not for always, just for some time.
### Vocabulary Cheat Sheet for text “Renting a Houseboat”

<table>
<thead>
<tr>
<th>Word</th>
<th>Image</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>houseboat</td>
<td><img src="image1.png" alt="Image" /></td>
<td>A boat with a cabin, often used for leisure activities like fishing or cruising.</td>
</tr>
<tr>
<td>countries</td>
<td><img src="image2.png" alt="Image" /></td>
<td>Mexico and the United States are different countries. <strong>Países</strong></td>
</tr>
<tr>
<td>Lie out</td>
<td><img src="image3.png" alt="Image" /></td>
<td>To spend time outdoors in a relaxed manner, often with a drink.</td>
</tr>
<tr>
<td>breeze</td>
<td><img src="image4.png" alt="Image" /></td>
<td>A gentle wind.</td>
</tr>
<tr>
<td>meals</td>
<td><img src="image5.png" alt="Image" /></td>
<td>Food served at a meal.</td>
</tr>
</tbody>
</table>
### Vocabulary Cheat Sheet for text “Adobe Houses and Gers”

<table>
<thead>
<tr>
<th>Term</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>ger</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
<tr>
<td>collapsed</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
<tr>
<td>adobe bricks</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
<tr>
<td>straw</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
<tr>
<td>wooden poles</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
<tr>
<td>canvas material</td>
<td><img src="image.jpg" alt="Image" /></td>
</tr>
</tbody>
</table>

*un tipo de tela*
### Vocabulary Cheat Sheet for text “Sod Houses”

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>settlers of the Great Plains</td>
<td>settlers of the Great Plains</td>
</tr>
<tr>
<td>dirt bricks</td>
<td>dirt bricks</td>
</tr>
<tr>
<td>weeds</td>
<td>weeds</td>
</tr>
<tr>
<td>hay</td>
<td>hay</td>
</tr>
</tbody>
</table>
**Flashcards for Instructional Words**

- **text**
- **paragraph**
  - a part of a text
  - Example: My favourite toy is my doll. I have it with me since I was two. My uncle gave it to me on my birthday. It wears a pink dress and two ponytails just like me. I play with my doll everyday.

- **compare**
  - to see how things are equal
  - *Well, we're both fruit.*

- **contrast**
  - to see how things are different
  - *I don't think dogs and cats are the same.*

- **different**

- **equal**

- **graphic organizer**

- **Venn diagram**
Discussing with Partner

- I think...
- I believe...
- I agree...
- In my opinion, ...
- I disagree...

Presenting to Others

- We would like to share...
- We concluded that our paragraph...
- We agreed that...

Making Connections

- This is similar to...
- This is different than...
- This reminds me of...
- This is related to...

Predicting

- I predict that...
- Based on ____, I infer....
- I hypothesize that...
References


