

Object Compare/Contrast

Preparation:

Gather several objects that have similarities and differences. Group them together for viewing, revealing one set at a time to students.

1. Place students in groups of no more than four.
2. Ask each student to make a T-chart with one side labeled “similarities” and the other labeled “differences.”
3. Reveal one object at a time.
4. Provide students with a minimum of 30 seconds of quiet “think time” before brainstorming as many similarities and differences as they can think of.
5. Announce, “Stop, compile your lists,” and then ask students to make a group t-chart of the similarities and differences found for each object.
6. Invite groups to share their t-charts with the class.
7. Repeat steps 2-7 with several more objects, allowing students to practice finding similarities and differences for common and unusual objects.

Modifications:

1. Count the number of similarities and differences of each group and keep score.
2. Pair rather than group ELL and/or SPED students to make lists and share with their face partners to later compile a group product.
3. Share the steps of the activity and the objects that will be used prior to group placement to allow them prep time for better collaboration.

Key Questions:

1. What items are being compared and contrasted?
2. What categories of attributes can be used to compare and contrast the items?
3. How are the items alike or similar?
4. How are the items not alike or different?
5. What are the most important qualities or attributes that make the items similar?
6. What are the most important qualities or attributes that make the items different?
7. In terms of the qualities that are most important, are the items more alike or more different?

Taken from: Enrau, N. (2008). *Content Area Reading and Writing: Fostering Literacies in Middle and High School Cultures*. Upper Saddle River, NJ: Pearson Education, Inc.