

Making Connections

Reading Comprehension Skills and Strategies Book 2

Unit 4 Skill Focus: Compare and Contrast

Unit 4 Theme: Past and Present

Text 1

Unit 4 Compare and Contrast: To compare and contrast, find what is the same and what is different.

At the Fair

What different games did Mario and Grandpa play?

Mario had always wanted to go to a fair. One day, a fair came to town, so Grandpa took him.

When they arrived at the fair, Grandpa said, "When I was young, we didn't have a Slippery Dippery. We had donkey rides instead. But we did have a Ferris wheel."

"I want to go on the Slippery Dippery first!" said Mario.

"Whoosh!" "I feel a bit dizzy," he said when he got off. "I'll go next!" said Grandpa.

"Whoosh!" "I feel a bit wobbly," Grandpa said. "Maybe a ride on the Ferris wheel will make us feel better," said Mario.

Text 2

The Weirdest Bike Ever!

Our class went to the history museum yesterday. We saw a model of one of the first bikes ever built. It was all wood and did not have any metal. My bike has lots of metal.

What do you think is the most interesting difference between the old bike and the new bike?

It had two wheels, the same as mine. It had spokes, like mine, but it did not have any pedals! How weird is that? The riders had to put their feet on the ground and scoot themselves along.

Text 3

Two Boys

What differences does the boy notice in the old photos?

Up in the attic, I found some photos in a dusty box. One photo shows a boy and his dad in a funny old car. They look a little like Dad and me, but our car is more modern than that (even though Dad drives a used station wagon).

There is a photo of the boy and his family eating a turkey dinner. They're having a good time, just like we do at big family meals. In another photo, they are washing the dishes. I'm glad we have a dishwasher.

Scaffolding Level:

MODELING

GUIDED

COACHING/INDEPENDENT

Text 4

Two Bedrooms

What was the biggest difference between the two rooms?

Now

My bedroom is white and my carpet is red. Spacehips fly over the quilt on my bed. My desk and computer are right by the door. My books and my teddy bear sit on the floor.

Then

Gran's bedroom was yellow, her wood floor was bare. Her desk had a pen and some ink and a chair. Her books and her teddy bear sat on the shelf. Her mother had sewn the blue quilt by herself.

Text 5

Unit 4 Compare and Contrast

Name: _____ Date: _____

Read the text and answer the questions below.

Grandma and I

Grandma was a lot like me when she was young. She read lots of books and she loved cooking. She had a radio like I do, but she did not have TV.

She did chores like me, but the chores she did were a lot different. She had to help her mom with washing and ironing. I unload the dishwasher and set the table.

Grandma loved to play with her pet dog, Daisy. I named my dog Daisy after Grandma's dog. Maybe things aren't so different after all!

Fill in the circle next to each correct answer.

1. Grandma liked to

watch television.

do chores.

cook.

play on the computer.

Text 6

Comprehension Library

Carlsbad Cavern

by Moira Anderson

EDUCATORS PUBLISHING SERVICE

Scaffolding Level:

INDEPENDENT

INDEPENDENT

INDEPENDENT

Compare and Contrast
Identifying Detail

Text 2: The Weirdest Bike Ever!

BEFORE READING

Skill Focus

Ask students what comprehension skill they are using when they figure out how things are the same and how they are different. (*compare and contrast*) Have students compare and contrast familiar routines; for example, what they do after school, or what games they play at recess. Ask them what words and phrases like *instead, but, and, same, and like* are called. (*signal words*)

Background Knowledge

Ask: “How many of you have ridden a bike?” Encourage students to talk about their experiences riding bikes and to share what they know about how a bike works. Help them use the correct vocabulary (brakes, handlebars, chain, pedals) and be sure to encourage bike safety; for example, use of helmets.

Then ask if anyone has ever been to a museum. What did they see? Tell students that many museums show objects from a long time ago to help people better understand the past.



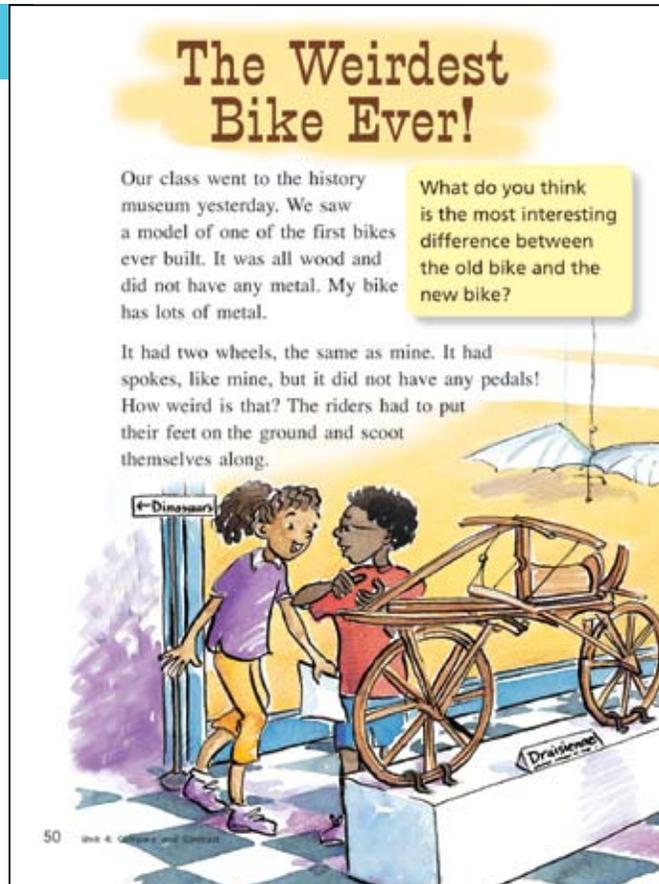
Find ELL support for background knowledge on page 79.

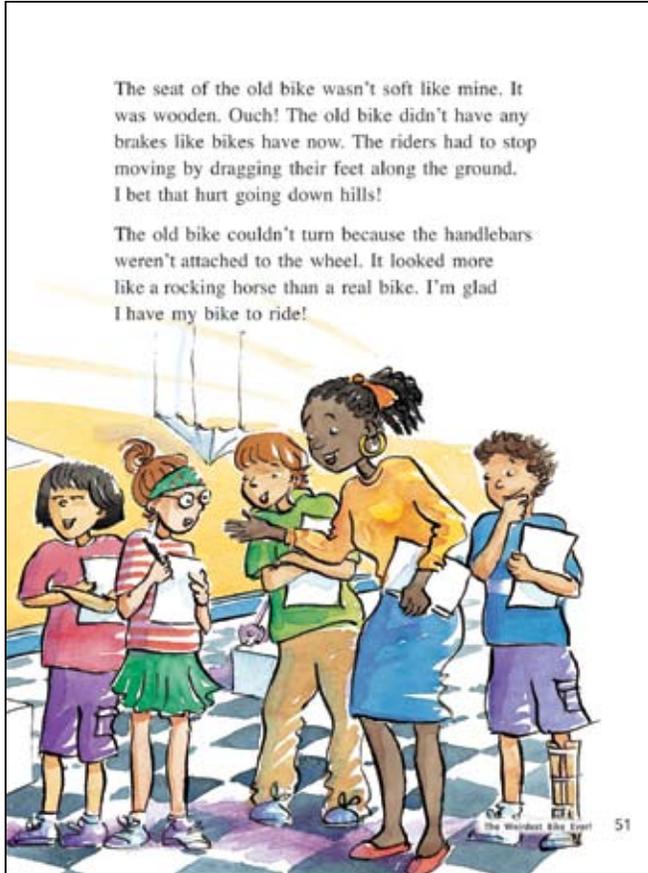
Text Structure and Purpose

Have students open their books to page 50. Explain that this text tells about a class trip to a museum, where the students see a model of one of the first bikes ever built. Explain that it was written as if a student was talking, and that all the paragraphs in the text compare and contrast the old bike with a modern bike.

Text Features

Read the title and focus question aloud together with students. Remind them to keep the focus question in mind as they read the text. Have students describe the illustration. Ask: “How does the bike in the picture compare with a bike from today?”





The seat of the old bike wasn't soft like mine. It was wooden. Ouch! The old bike didn't have any brakes like bikes have now. The riders had to stop moving by dragging their feet along the ground. I bet that hurt going down hills!

The old bike couldn't turn because the handlebars weren't attached to the wheel. It looked more like a rocking horse than a real bike. I'm glad I have my bike to ride!

DURING READING

Comprehension Monitoring/ Question Generating

First Reading

Read the text aloud with students, directing them to circle words, phrases, or sentences they don't understand.

After reading each paragraph, invite volunteers to ask questions they have about what they have read. Encourage students to think aloud as they use different strategies to answer the questions.

Vocabulary

- If a student volunteers the word *model*, ask other students to use the illustration and context clues to explain. (*It is a copy of an old bike; it's not the real bike itself.*) Tell students that if it was really the first bike ever built, it would probably be behind glass, to protect it.
- If a student volunteers the word *spokes*, ask other students to use the illustration and context clues to explain the meaning. (*It's a part of the bike that bikes today also have. Looking at the picture, maybe it's the part that runs between the center and edge of the wheel.*)

Phrases and Sentences If students have circled the phrase “scoot themselves along,” ask them to think about the word *scoot*. Ask: “What word do you get when you add ‘-er’ to *scoot*?” (*scooter*) “What is a *scooter*?” (*a two-wheeled platform you ride on*) “How do you make a *scooter* go?” (*by pushing with your feet*) Help students use this knowledge to determine what it means to scoot yourself along.

Compare and Contrast
Identifying Detail

Text 2: The Weirdest Bike Ever!

Rereading

Work with the class to underline everything that is the same about the bikes in one color, and then everything that is different in another color. Remind students to make a key on the page.

Have students reread the focus question to themselves. Ask a volunteer to read it aloud and another volunteer to answer it. (*Answers will vary.*)

Cooperative Learning

Give students the opportunity to work in small groups to discuss any other words, phrases, and sentences, and to compare and contrast the two bikes using the information they have underlined. Invite the groups to share their ideas with the class.

Students can reinforce their understanding of compare and contrast with the following activity:

- Have group members work together to illustrate someone riding an old bike. Tell them to label all the parts.
- The group can then work together to illustrate someone riding a new bike, and label the parts.
- Have a reporter from each group describe the drawings, highlighting similarities and differences.

Practice the Skill

Same and Different

1. Fill in the diagram to show how the first bike and a new bike are the same and different.

Different	Same	Different
		
<ul style="list-style-type: none"> • wood • no pedals • wooden seat • no brakes • handlebars • don't steer 	<ul style="list-style-type: none"> • two wheels • spokes • handlebars 	<ul style="list-style-type: none"> • metal • pedals • soft seat • handlebars • steer • brakes

2. List three things new bikes have that the old bike did not have.

- pedals
- a soft seat
- brakes

52 Unit 4: Compare and Contrast

Check Comprehension

1. What do you think is the best thing about new bikes?
Answers will vary.
2. What do you think is the worst thing about the old bike?
Answers will vary.
3. Which bike do you think is safer to ride? Why?
Answers will vary.

Writing
If you designed a bike, what would you like it to do?

The Weirdest Bike Ever! 53

AFTER READING

Reread for Fluency

Have partners reread the text, alternating paragraphs and monitoring each other for accuracy and appropriate expression. Remind them that the text is supposed to sound like a student is talking, and they should try to make their voices sound like the student while they are reading aloud.

Graphic Organizers and Question Answering

Tell students that the chart at the top of page 52 is called a Venn diagram. It has a shared section in the middle for things that are the same and separate sections for things that are different.

You may want to have a whole class discussion about the Writing activity before students begin. Tell students that they should use their imaginations to include any features they want on their dream bike.

 Find ELL support below for the question answering.

Summarizing

Ask volunteers to help you create a summary by telling the most important information from the text, and referring to the comparisons and contrasts they have underlined. Monitor students’ responses: for example, the fact that “It looked more like a rocking horse than a real bike” helps readers picture the bike, but it isn’t an important comparison in the text.

ELL Support 

Background Knowledge While many students will be familiar with bicycles, they may not know the correct terminology for the different parts of a bike. Draw a diagram, labeling parts such as pedals, spokes, and seat.

Question Answering To complete the writing activity, give students the option of creating a labeled diagram of their dream bike. Encourage longer captions for some features.

ACTIVITIES FOR USE UPON COMPLETION OF UNIT 4, TEXTS 1–5

Text Connections

Explore the following questions and activities with the whole class or small groups, or assign them for independent work. Review Texts 1 through 5 with students, including the activity pages. Tell students they may need to refer back to these pages.

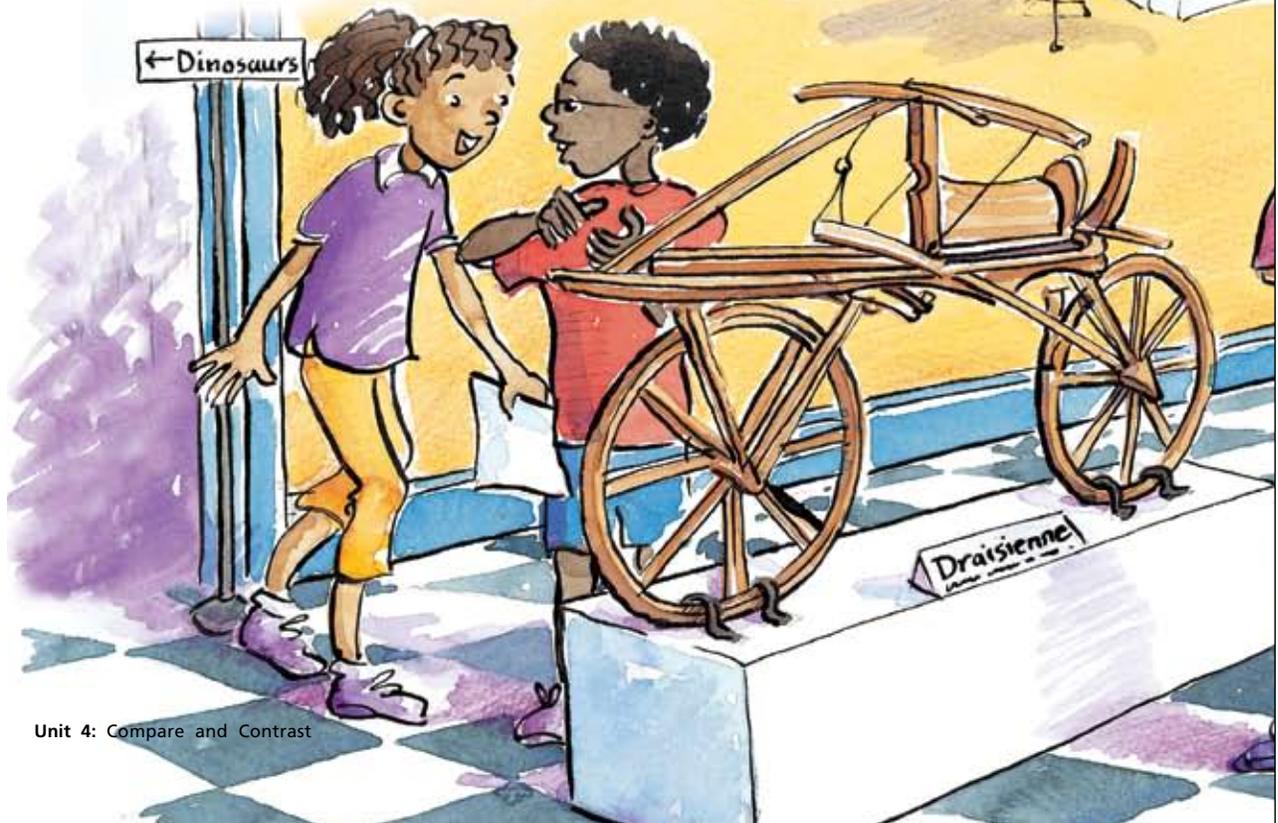
- 1 Have you ever been to a fair? If so, how was it the same as Mario's visit and how was it different?
- 2 What do you think would be the most difficult thing about riding one of the first bikes? Explain your answer.
- 3 What do you know about your grandparents' lives when they were children? Write a sentence about something they (or someone else who is much older than you) did that is very different from your life today.
- 4 Write a description of your bedroom and say how it is different from one of the bedrooms in the poem "Two Bedrooms."
- 5 Make a Venn diagram to compare and contrast the characters in "Grandma and I." Use the graphic organizers on pages 52 and 59 to help you.
- 6 What do you think kids did in their spare time at home before television, computers, and electronic games were invented? Do you think you would have liked to live then? Explain your answer.
- 7 What do you think life will be like one hundred years from now? Write a few sentences about how your great-grandchildren might get from place to place, the games they might play, and clothes they might wear.
- 8 Learn more about early forms of transportation. Share with the class what you learned.

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The seat of the old bike wasn't soft like mine. It was wooden. Ouch! The old bike didn't have any brakes like bikes have now. The riders had to stop moving by dragging their feet along the ground. I bet that hurt going down hills!

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Practice the Skill

Same and Different

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_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. List three things new bikes have that the old bike did not have.

- _____
- _____
- _____

Check Comprehension

1. What do you think is the best thing about new bikes?

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