

LESSON 4: COMPARE & CONTRAST USING A T-CHART

Essential Question

How can readers compare and contrast two passages using T-charts?

Materials

"Baby Brother" passage
"The Cafeteria Thief" passage
T-chart anchor chart and printable

Mini Lesson

"Yesterday we recorded the story elements we underlined in the passage 'The New Puppy' onto a T-chart. Today we are going to record the story elements we underlined in the passage 'Baby Brother' in the same T-chart. This will allow us to see the similarities and differences between the passages when we're finished.

"Let's quickly take a few minutes to look at the story elements we underlined in that passage, and we will fill them in on our anchor chart."

Give students some time to find the story elements they underlined.

"It's important that the information we record on our T-chart is from the passages because we are writing a compare and contrast essay using the details from the passages. We should not add details that are not in the stories. It's also helpful to write the paragraph numbers next to the information we record to help show where the information came from when we write our essay."

As they share the story elements they find, model how to write them under the correct columns on the T-chart. Have students follow along as you record the details for them on your chart.

Work Time

Have students go back to "The Cafeteria Thief" passage to identify the story elements they underlined. Write the story elements and the paragraph numbers under the correct columns on the T-chart.

Closing

"With your partner, share some of the similarities and differences you found in the

INCLUDES 10 DAYS OF LESSON PLANS!

Missing Snacks

All season, someone had been stealing food from the snack stand. Tristan was determined to find out who it was. He worked at the stand during every home football game. At first, he thought that he had just miscounted. However, it soon became clear that there was a thief.

"I know I had another open box of candy bars when I locked up last time. Now, they're nowhere to be found," he complained.

Tristan spoke to the principal. At first, she brushed off his complaints.

"You said that you locked up the snack stand after the game, so no one could've gotten in. You must have just lost track of the snacks. Try to do a better job of counting," she told him.

Tristan was furious. He was an excellent math student and very organized. He pulled out spreadsheets of data to show how he tracked the snack supply. The principal was impressed. She agreed to put in a better door and lock.

Still, the thefts continued. Week after week, candy was missing. Tristan couldn't find any sign of a break-in. He had his cousin work with him during one game, so that Tristan could keep a close eye on things. Nothing went missing during the game. The thefts only happened between games when no one was around.

One night, Tristan tried setting up a video camera. He aimed it right at the door of the snack stand, but it didn't show anything. Another night, Tristan brought his sleeping bag to the nearby bleachers. He hoped to catch the thief in the act.

"If I ever catch the thief who has been stealing the candy, I'll make sure that he pays," Tristan said to himself.

He even knew exactly what the bill would come to. He had kept track of every missing potato chip and candy bar. Add to that the cost of a new door and lock, and it was a lot of money.

INCLUDES 3 SETS OF PAIRED PASSAGES
FOR A TOTAL OF 6 PASSAGES

It seemed that Tristan had caught his thieves, but they wouldn't be paying for the candy they had stolen after all.

USING A T-CHART TO COMPARE AND CONTRAST

THE NEW PUPPY		BABY BROTHER
	SETTING	
	CHARACTERS	
	PROBLEM	
	SOLUTION	
	THEME	

NOT SO WIMPY TEACHER: LESSON 3 & 4

USING A T-CHART TO COMPARE AND CONTRAST

THE NEW PUPPY		BABY BROTHER
Steven's house- He moved from an apartment to a house. (para. 1)	SETTING	Rudy's apartment- Rudy lived in an apartment. (para. 1)
Steven- He had always wanted a puppy. (para. 1)	CHARACTERS	Rudy- She wasn't sure that she liked the idea of having a little brother. (para. 7)
The puppy began chewing on sneakers and Steven's comic books and having accidents on the floor. Steven was tired. (para. 3 & 4)	PROBLEM	Rudy's toys were being put away to make room for a crib, Mom was too tired to go to the park, and Rudy had to share a room with the baby. (para. 7)
Mom and Dad stepped in to help Steven with the puppy. (para. 7)	SOLUTION	Rudy started liking her brother. She could make him grin, and she read books to him. (para. 9)
Steven loved having a best friend, but he realized that it was going to be hard work. (last paragraph)	THEME	Even though her baby brother could annoy her, Rudy learned that there was a lot more to love about him. (last paragraph)

INCLUDES 12 BLANK AND FILLED IN ANCHOR CHARTS OR POSTERS.

COMPARE AND CONTRAST WRITING RUBRIC

Student Name: _____ Date: _____ Score: /18

	2	1	0
lead	The essay includes a lead that is interesting and grabs readers.	The writer attempted to write a lead.	The essay does not include a lead.
paragraphs	The text is divided into paragraphs to show changes in the topics.	The text is divided into paragraphs, but some errors were made involving when to start a new paragraph.	The text does not include paragraphs.
using the text	The essay sufficiently uses evidence from the original texts to support the ideas.	The essay includes very little evidence from the original texts to support the ideas.	The essay does not include any evidence from the original texts to support the ideas.
compare	The essay points to specific evidence from the texts that shows multiple comparisons between the topics.	The essay includes evidence from the text that shows one comparison.	The essay points to no evidence from the texts and shows no evidence of comparison.
contrast	The essay points to specific evidence from the texts that shows multiple contrasts between the topics.	The essay points to evidence from the texts that shows one contrasting detail.	The essay points to no evidence from the texts and shows no evidence of contrast.
keywords	The essay uses a variety of comparing and contrasting keywords to help the essay flow	The essay uses limited comparing and contrasting keywords.	There are no comparing and contrasting keywords present in the essay.

INCLUDES SIMPLE AND STUDENT FRIENDLY RUBRICS.

	appropriate errors.	that should have been edited.	should have been edited.
punctuation	The essay includes correct punctuation.	The essay has some punctuation errors.	The essay has many punctuation errors.