Unit 4 Skill Focus: Compare and Contrast

Unit 4 Theme: Past and Present

Text 1
At the Fair

Text 2
The Weirdest Bike Ever!

Text 3
Two Boys

Text 4
Two Bedrooms

Text 5

Text 6
Carl Bed Lovers

Scaffolding Level: MODELING

Scaffolding Level: GUIDED

Scaffolding Level: COACHING/INDEPENDENT

Scaffolding Level: INDEPENDENT

Scaffolding Level: INDEPENDENT

Scaffolding Level: INDEPENDENT
**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.

**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.
**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.
**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 that 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.
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.
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.

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.

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

![Diagram with two columns: One for "Different" and one for "Same". Each column has space for five items.]

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?
2. What do you think is the worst thing about the old bike?
3. Which bike do you think is safer to ride? Why?

Writing

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

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

2. What do you think is the worst thing about the old bike?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

3. Which bike do you think is safer to ride? Why?
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________

Writing

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