Week of: 1/20-1/24

ACADEMIC VOCABULARY NEWSLETTER - COMPARE

WHAT?

Academic Vocabulary Boards are a way of ensuring all students are exposed to the critical vocabulary words necessary for better understanding and academic performance.

HOW?

PRACTICE VOCABULARY DAILY, ORALLY AND IN WRITTEN FORM, BY UTILIZING THE WEEKLY SUGGESTED ACTIVITIES INCLUDED IN THE NEWSLETTERS! **The Academic Vocabulary Activities are chosen since they can easily be differentiated across various instructional settings so that everyone that works with or even speaks to a student can help that child engage with the Academic Vocabulary words we're trying so hard to help them to master.**

WHY?

Applying the Academic Vocabulary, those all important verbs requires an understanding of the meaning of those words. Let's dive deeper into this week's word, COMPARE. Comparative thinking is considered a natural and early form of thought, we've literally been doing it since we were born and able to tell who our parent(s) were. However, many students lack the ability to put into words their comparisons therefore struggling to complete tasks that require, "compare & contrast" (hint hint: "contrast" is next week's word). Research over the last 20 years has shown that, "strategies that engage students in comparative thinking had the greatest effect on student achievement (45 point average percentile gain)." - ASDC.org. Let's help our students practice putting their thoughts into words, thinking about their thinking (yep metacognition) all on familiar topics using the suggested activity for this week. Using sentence stems will enable students to explain their COMPARATIVE THINKING. When they're not overwhelmed by an unfamiliar topic then they will begin to be able to demonstrate their comparative thinking skills. Once they have demonstrated that they are able to actively compare familiar topics then they will be able to transfer their COMPARATIVE THINKING skill, to any topic familiar or not.

ASCD.org, Why Compare and Contrast?

http://www.ascd.org/publications/books/110126/chapters/Section-1@-Why-Compare-$-Contrast%C2%A2.aspx

This week's Suggested Activities:

All Staff: **Ask students to COMPARE familiar topics using sentence frames to explain their thinking. Example: T: Compare coffee and hot cocoa please. S: Hot Coffee and Hot cocoa are similar because they are both hot beverages people like to drink in the winter.**

Example sentence frames:

1. ____ and ____ are comparable/similar because _____.

2. I know that ____ is comparable/similar to ____ because _____.

3. I think ____and ____ are alike because _____.

4. A similarity between ___ and ___ is _____.

5. It is clear that ___ and ___ are comparable because _____.

Classroom teachers , Specialists &

Small Group Instructors:

Have a Snowball Fight!

1. Use materials provided for a easy, familiar ***first round*** comparative thinking game. Introduce the sentence frames before you begin as well. *The first round is meant to focus on the process and later rounds introduce the difficult content. The focus would be lost if the new process and new content were introduced simultaneously.*

- ***In subsequent rounds you can change the topic (less familiar, more academic example: fiction vs. nonfiction, states of matter, types of rocks, historical figures, etc.), ask students to create the statements, and/or alter the sentence frames to meet your students' needs. This game can also be played at tables, in centers, in small or whole group settings.***

2. Place the signs in obvious places in the room (opposite corners, on the board, opposing walls etc.)

3. Give every student a statement slip and ask them to scrunch it into a "snowball."

When you announce, "go" students are to throw their snowball across the room. Allow students a couple of minutes to throw the snowballs and then shout, "freeze!" Once everyone has "frozen" allow them to pick up one snowball and begin to figure out which category sign they need to stand by based on their statement slip. **Give students time to discuss with those around them which category they should go stand by and why. Make sure they're using the sentence frames (sentence frame examples are on the front side of this newsletter). It is important that they're able to explain their comparative thought processes and or qualify their statements. Using sentence frames scaffolds this for everyone, not just your ELL students.** *Make sure you explicitly communicate your expectations on behavior for this game before you begin (walk, use calm voices, and when students are asked to "freeze" they must do so immediately).*

How else will you stretch your students comparative thinking skills throughout the curriculum?

How will you know your students have mastered Academic Vocabulary words?

https://teachingmadepractical.com/compare-and-contrast-snowball/

COMPARE

com·pare
kəm-ˈper

Part of Speech:
Verb

Definitions:

1. To identify similarities
   // She *compared* the types of fruit.
2. To examine for similarity or differences before buying
   // I will *compare* the two bicycles.
3. To appear in relation to others
   // She *compares* well with the rest of the class.

Antonyms: *words that mean the opposite of compare.*

Contrast
Dissimilarity
Not similar
Unalike, not alike
Difference
Differentiate
Discern
Discriminate
Distinguish
Separate
Distinguish between
Uncover
Inequality
nonequivalence
Unequal

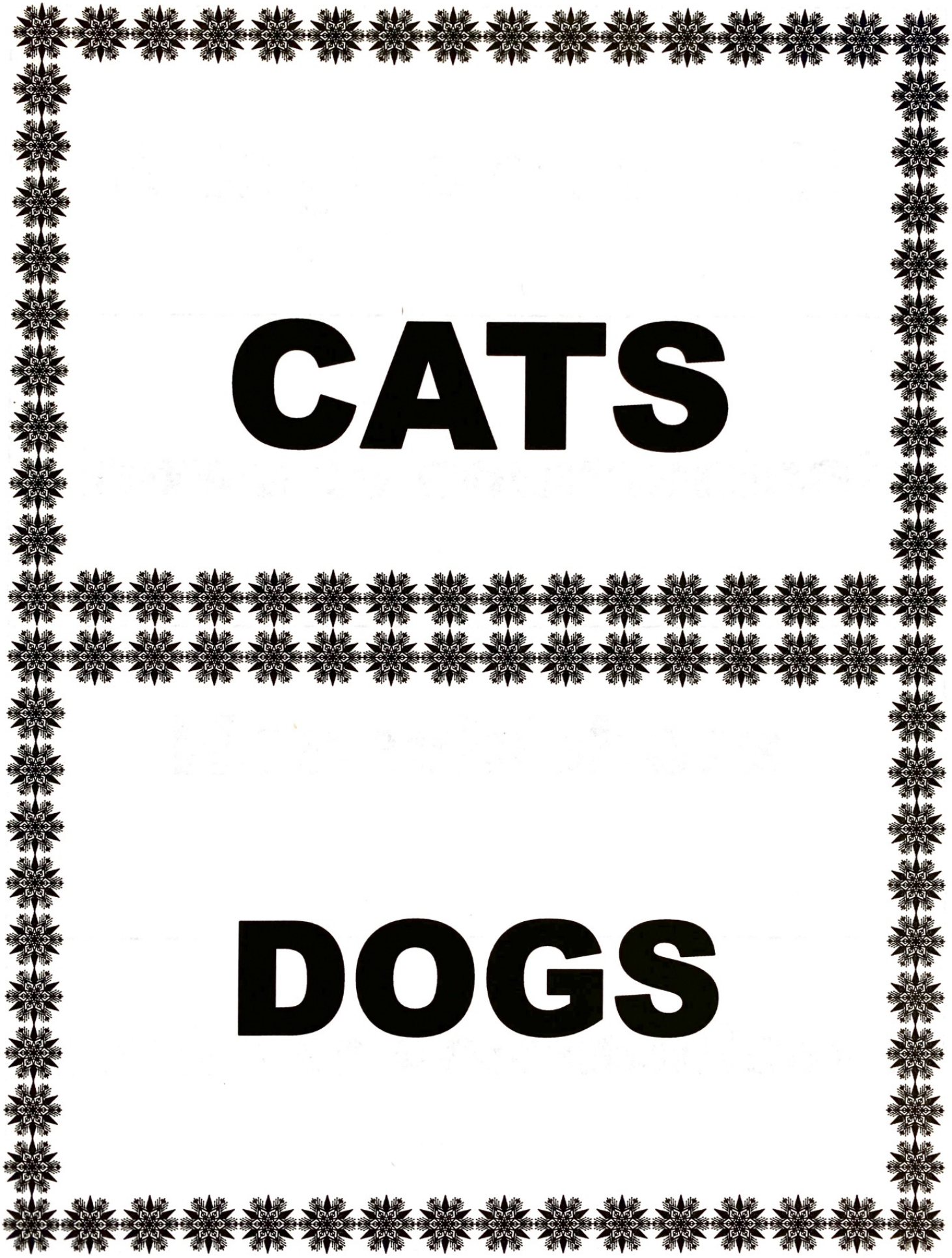
Synonyms: *words that are similar to compare.*

Similar, notice similarities
Analyze
Assimilate
Correlate
Equal
Equate
Match
Connect
Link
Relate
Allegorize
Balance
Identify with
Approximate to
Be on par with
Measure
Study
Collate
Consider
Examine
Inspect
liken
Make like
Size up
Match up
Set side by side
Put alongside
Weigh against another
Stack up with
Draw parallel

Comparable

BOTH

Cats and Dogs


CATS
DOGS

4 legs and a tail

Meows to communicate

Has whiskers

Barks to communicate

Likes to swim

Enjoys catnip

Has fur

Can be brown, black, or white

Likes to eat fish

Will walk on a leash

Called, “man’s best friend”

Independent by nature

Is less than 20 pounds

Uses claws to defend itself

Likes to play outside

Likes to hunt

Likes to cuddle

Likes wetfood in a can

Will chase a lazer toy light

Can be domesticated (live in a home)

Can live in the wild

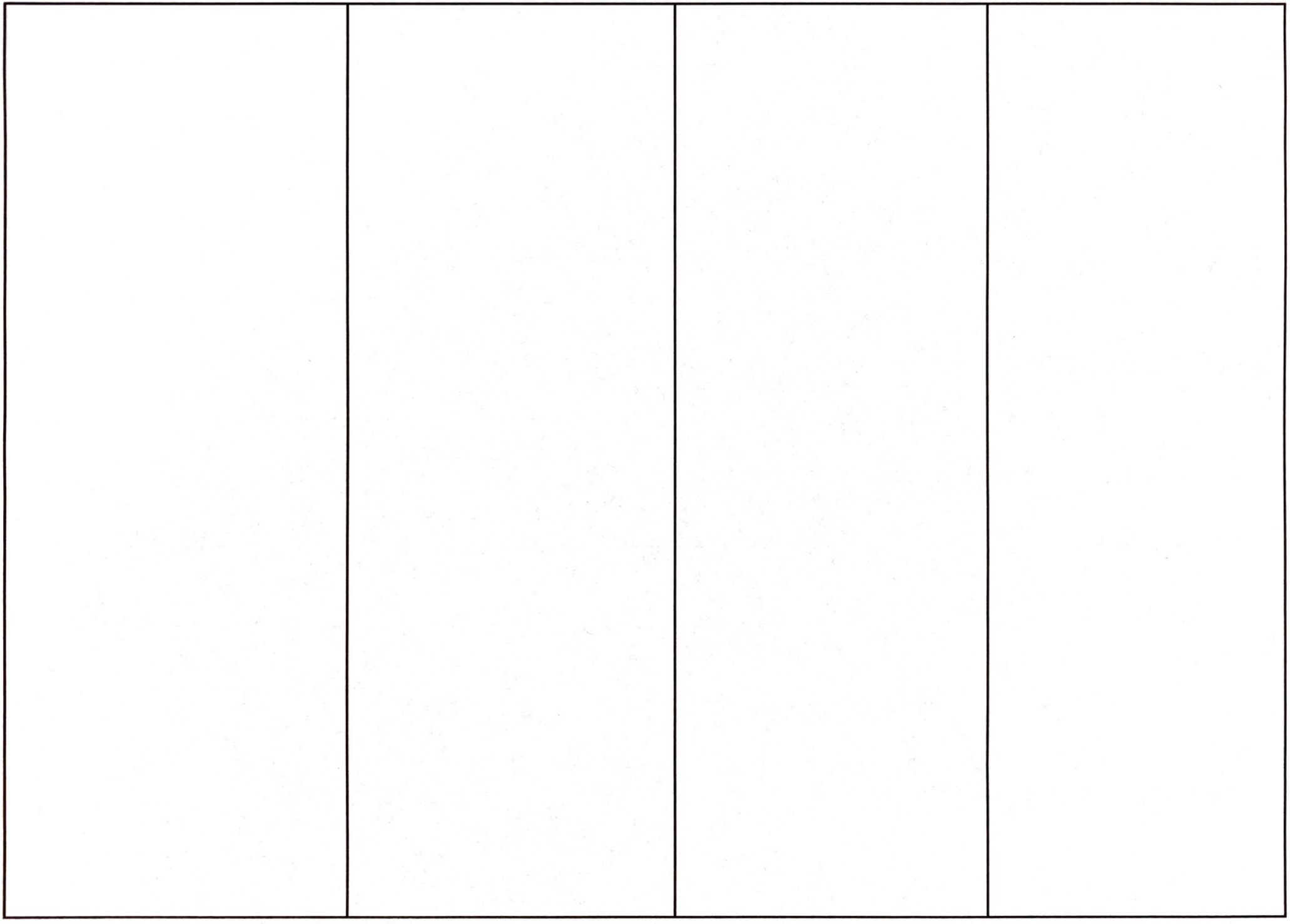
Sharp claws

Pack mentality

carnivorous

territorial

Is a mammal

Can help improve the health and mood of it's owner

affectionate