

# ACADEMIC VOCABULARY NEWSLETTER - CONTRAST

## WHAT?

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

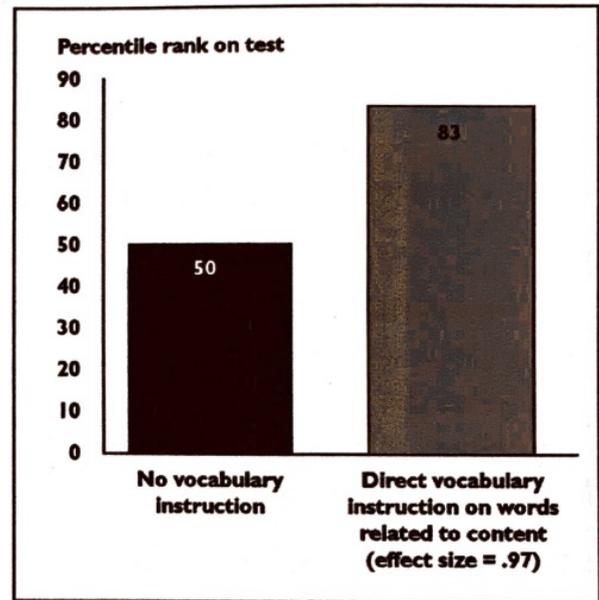
## HOW?

**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?** A profound excerpt from the article: *The Need for a Program to Build Academic Vocabulary*

<http://www.ascd.org/publications/books/105153/chapters/The-Need-for-a-Program-to-Build-Academic-Vocabulary.aspx>

Teaching specific terms in a specific way is probably the strongest action a teacher can take to ensure that students have the academic background knowledge they need to understand the content they will encounter in school. **When all the teachers in a school focus on the same academic vocabulary and teach it in the same way, the school has a powerful comprehensive approach.** The bar on the left-hand side of the figure depicts a student who is at the 50th percentile in terms of ability to comprehend the subject matter taught in school, with no direct vocabulary instruction. The bar on the right-hand side shows the comprehension level of the same student after specific content-area terms have been taught in a specific way. As you can see, the student's comprehension ability has **increased to the 83rd percentile.** **Why, you might ask, does vocabulary instruction have such a profound effect on student comprehension of academic content? People's knowledge of any topic is encapsulated in the terms they know that are relevant to the topic.** For example, people who know a great deal about snow skiing understand terms such as *fall line, snow plow, corn snow, unweight, powder, packed powder, green slope, blue slope, black slope, mogul, carving, and face-plant.* Likewise, students who understand the content in their state mathematics standards document regarding data analysis and statistics have an understanding of terms such as *mean, median, mode, range, standard deviation, and central tendency.* **The more students understand these terms, the easier it is for them to understand information they may read or hear about the topic.** On the other hand, without a basic knowledge of these terms, students will have difficulty understanding information they read or hear.



## This week's Suggested Activities:

### All Staff: Word Play Everyday

Continue the practice put into place last week of incorporating sentence stems into conversations with students and stretch it by giving them random associations and asking them to compare and contrast the two. This mirrors the activities that are HOPEFULLY being done in classrooms/groups by utilizing sentence frames to have students practice comparative thinking. It is a higher order thinking so the more practice students get on easy and familiar topics the easier it will be for them to apply this skill when they come across an academic topic they're less familiar with, **like on a test.** Choose your own examples or use the ones provided below.

**sample conversation is included below:** **Staff member:** "Hey Billy, how are you? We're practicing comparing and contrasting this week. How are you doing with this? Hey, can you compare and contrast apples to oranges or cellphones to laptops? Tell me more about it."

**Billy:** "Apples and oranges are both fruits but their shapes are different. Cellphones are similar to laptops since they are both computers but they're different because cellphones are smaller and we can talk on them."

## **Classroom teachers , Specialists & Small Group Instructors:**

**Donut Discussions**—*crumb to think of it ...this strategy would make for great breakfast conversations!*



**ROUND 1:** For a beginning activity, use the provided cards about familiar topics that have similarities as well as differences. Use baggies or envelopes to keep the paired pictures together for students. Modeling whole group before having students work in small groups or in pairs is a must. Students should practice utilizing sentence stems to explain their thoughts on comparing and contrasting the familiar pictures. Don't forget to set behavioral expectations before turning students loose in small groups (calm voices, stay in your spot, use the sentence stems, respect each other's opinions etc.!) This activity can be done verbally or in written form on white boards, practice pages, or journals.

**ROUND 2:** Once students are comfortable comparing and contrasting familiar things, they'll be ready to apply their skills to reading material. Using familiar stories ask students to compare and contrast story elements, specific events, morals, themes etc. Don't forget to prepare your cards for discussions ahead of time!

This activity can be done whole group, small group, or in centers. Be sure not to overwhelm students by asking them to compare & contrast AND record too many things at once. Until your students demonstrate otherwise, limit the activity to 1 topic per group so as not to overwhelm them. Quality over quantity here, the purpose of the activity is to develop comparative thinking skills not produce every last known detail about 2 topics.

This activity can also be done using non-fiction texts, fiction & on-fiction together, and be played with **ANY subject**. Comparing and contrasting are DOK level 3 skills so get creative with the topics and build those comparative thinking skills sets in your students!

### **Example sentence frames:**

- 1. \_\_\_ and \_\_\_ are not alike/different/are in contrast because \_\_\_\_.**
- 2. \_\_\_ and \_\_\_ are alike/comparable/similar because \_\_\_\_.**
- 3. A difference between \_\_\_ and \_\_\_ is \_\_\_\_.**
- 4. A similarity between \_\_\_ and \_\_\_ is \_\_\_\_.**
- 5. It is clear that \_\_\_ and \_\_\_ are not comparable because \_\_\_\_.**
- 6. It is clear that \_\_\_ and \_\_\_ are comparable because \_\_\_\_.**

### **Compare and Contrast Cards Activity from:**

<https://www.the-teacher-next-door.com/my-blog/reading/compare-and-contrast-activities>

# CONTRAST



## Definitions:

'kän-, trast

**1. VERB:** to show differences when compared; be different; show the opposite of

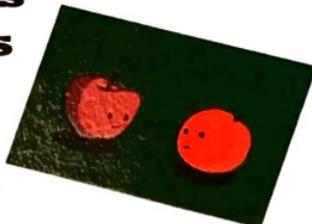
// Compare and *Contrast* the characters in the texts.

**2. NOUN:** degree of difference between the lightest and darkest parts of a picture in print, photographs, or digital screens.

// *The contrast in that painting is brilliant!*

**Synonyms:** words that are similar to contrast.

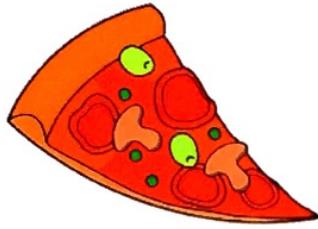
**Opposite**  
**Differ**  
**Vary**  
**Difference**  
**Disagreement**  
**Discrepancy**  
**Disparateness**  
**Disparity**  
**Dissimilarity**  
**Dissimilitude**  
**Distance**  
**Distinction**  
**Distinctiveness**  
**Distinctness**  
**Diverseness**  
**Diversity**  
**Otherness**  
**unlikeness**



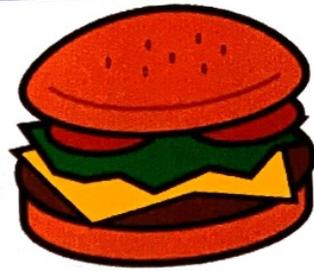
**Antonyms:** words that mean the opposite of compare.

**Compare**  
**Match**  
**Same**  
**Alikeness**  
**Analogousness**  
**Analogy**  
**Community**  
**Likeness**  
**Resemblance**  
**Sameness**  
**Similarity**  
**Equality**  
**Conformity**  
**Agreement**  
**Harmony**  
**Copy**  
**Uniformity**





**Pizza**



**Cheeseburger**



**Birds**



**Bats**



**Motorcycles**



**Helicopters**



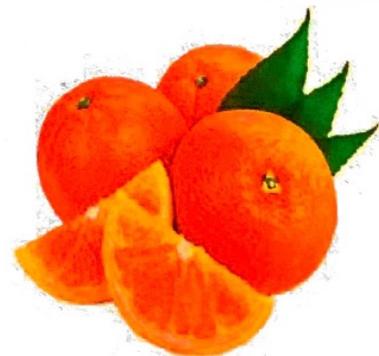
**Firefighter**



**Police Officer**



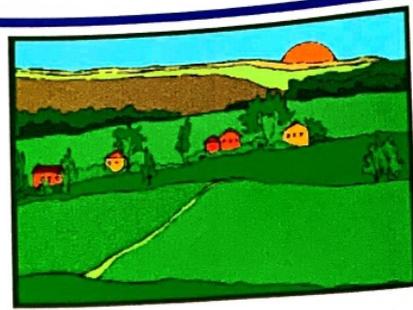
**Apples**



**Oranges**



**City**



**Country**



**Minecraft**



**Super Mario**



**Laptop**



**Cellphone**



**Teacher**



**Doctor**



**Pencil**



**Crayon**

**Setting**

**Plot**

**Problem**

**Characters**

**Solution**

**Moral**

**Theme**

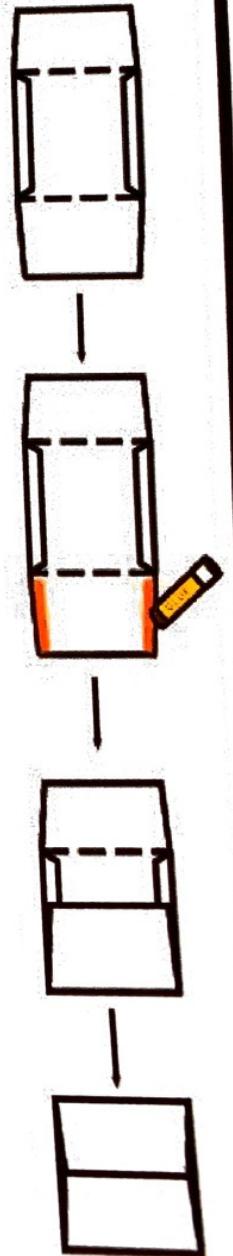
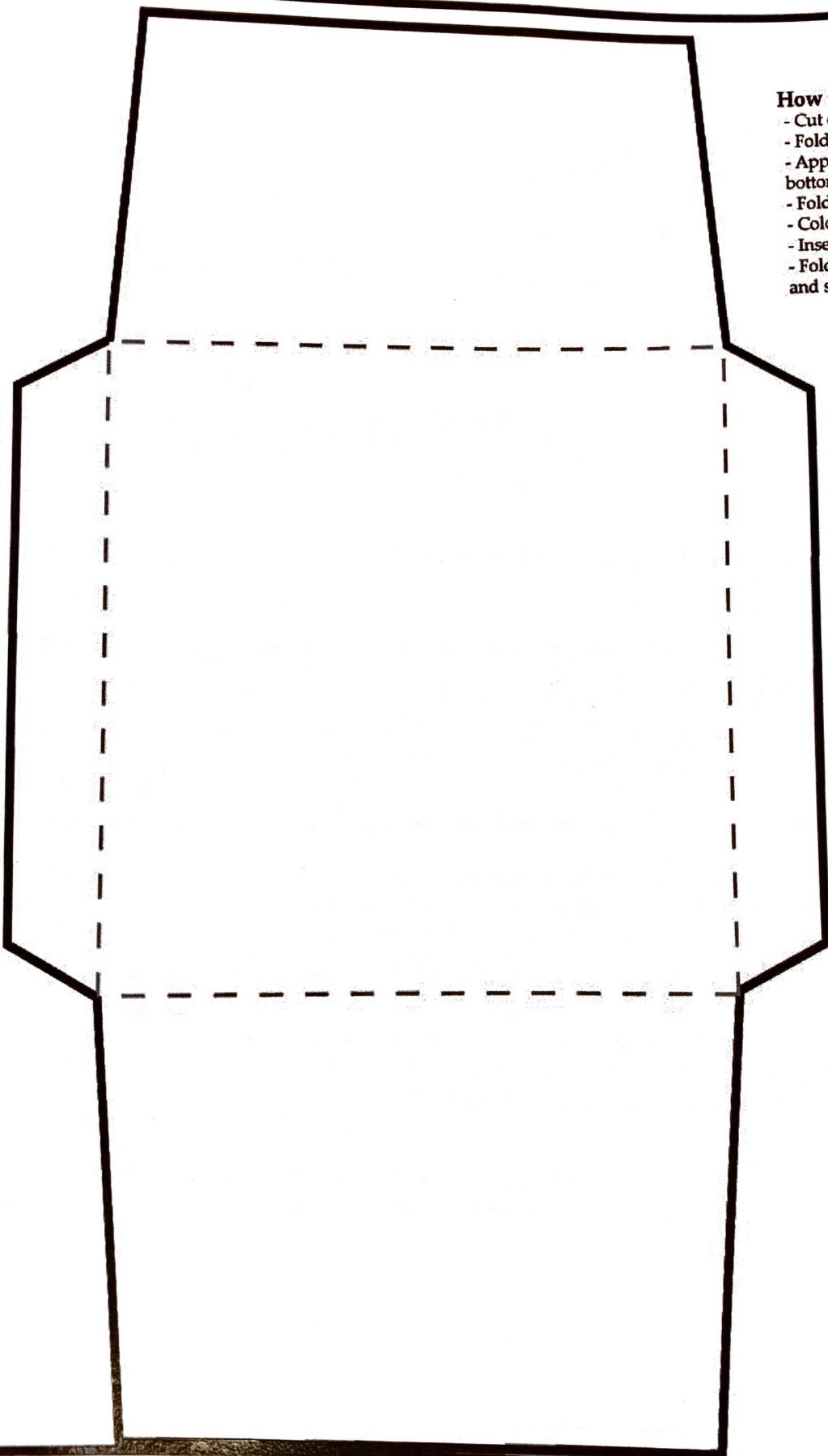
**Details**

**Text Features**

**Point of view**

**How to:**

- Cut out envelope
- Fold side flaps in
- Apply glue on bottom flap
- Fold bottom flap
- Color envelope
- Insert card
- Fold top flap over and seal



**DONUT DISCUSSIONS...*crumb* to think of it**

