Comparing and contrasting are essential comprehension tools for all age levels. Using fairy tales, this lesson guides students in comparing and contrasting characters in a fun way!

Learning Objectives
Students will be able to describe a way that characters are the same and a way that they are different.

Materials and preparation
- Teacher copy of The Book that Cried Wolf workbook
- Class set of The Three Little Pigs: A Rebus Story
- Class set of Venn Diagram worksheet
- Little Red Riding Hood and Wolf Finger Puppets (one puppet per student, cut out)
- Two stuffed animals or toys

Key terms
- compare
- contrast

Attachments
- PDF
  The Three Little Pigs
- PDF
  Venn Diagram Graphic Organizer
- PDF
  Little Red Riding Hood Finger Puppets

Introduction (5 minutes)
- Ask for two volunteers to stand up in front of the class.
- Stand them next to each other facing the class so everyone can see. Ask your class to offer examples of how they are the same. For example: Bob and Matt both have brown hair.
- After discussing similarities, ask how they are different. For example, Bob has curly hair, and Matt has straight hair.
- Write your students' responses on the board.

EL

Beginning:
- Display the sentence frame, "Student A and Student B both have ____." Complete the sentence frame with a few examples, comparing the eye or hair color of a few students to model creating a complete sentence. Point out that the word both is a clue that the two students are the same in some way.
- Display the sentence frame, "Student A has ____, but Student B has ____." Use the sentence frame to give examples of ways the two students are different. Point out that the word but is a clue that the two students are different in some way.
Intermediate:

- Activate background knowledge by asking students to describe physical characteristics. Record student responses.
- Have students turn and talk to a partner, using the sentence frames to compare two students.

Explicit Instruction/Teacher modeling (5 minutes)

- Explain to your students that they just compared, or found similarities, and contrasted, or found differences.
- Reference the list of comparisons and ask students what they think it means to compare.
- Practice comparing again using two stuffed animals or toys.
- Repeat the same steps for contrasting.

EL

Beginning:

- Have students partner with student who speaks same home language (L1) if possible, and compare and contrast the toys using L1.
- For Spanish-speaking students point out cognates: compare/comparar, contrast/contrastar.

Intermediate:

- Brainstorm words to describe the toys and record student responses in a word bank.
- Have students use the sentence frames as needed to compare and contrast the toys in pairs.

Guided Practice (15 minutes)

- Show your students the Little Red Riding Hood finger puppets from the workbook.
- Pass out finger puppets for students to use as they follow along as you read Little Red Riding Hood. Invite students with Little Red Riding Hood to hold up their finger puppets when she is talking in the story. Invite students with the wolf to hold up their finger puppets when he is talking in the story.
- Stop to talk about the wolf character, his actions, and his behavior.
- When finished reading, make a quick list on the board of words to describe the wolf.
- Next, introduce The Three Little Pigs.
- Break groups apart for reading.
- After everyone is finished reading, return to the large group and discuss the wolf in The Three Little Pigs.
- Create another list on the board of words to describe the wolf in The Three Little Pigs.

EL

Beginning:

- Explain that the puppets are the characters from the story. Define characters as who is in a story.
- Chorally read The Three Little Pigs rather than having students read in small groups.
- Illustrate words and phrases that describe the wolves as you create the lists.

Intermediate:

- Model how to act out the story using the finger puppets with a small group.
- Have students retell the story in partners using the fairytale storyboard.

Independent working time (10 minutes)

- Introduce the Venn diagram from the workbook. Pass out one copy to each student.
- Show students where the characters' similarities are written on the diagram and where differences are written on the diagram.
- Have students write and draw one way that the wolves in the stories were the same and one way that they were different. Remind students of the lists of words on the board that describe the wolves from
each story.
- Walk around the room to assist students with adding to their Venn diagrams.

**Beginning:**

- Have students work in a teacher-led small group to perform the puppet play and complete the Venn diagram.
- Read qualities that describe the wolves from the lists. Instruct students to give you a thumbs up if the word describes a way that the wolves are the same, and a thumbs down if the word describes a way that the wolves are different.

**Intermediate:**

- Model how to complete the Venn diagram using the words and phrases on the board.
- Instruct students to work with a partner to fill in the Venn diagram.

**Related books and/or media**

- **GAME:** Sequencing *The Three Little Pigs*
- Find interactive books for each child's level.

**Differentiation**

**Enrichment:** Have above level readers use the Rebus Story version of *The Three Little Pigs* in the workbook to read with a partner. Encourage above level students to write more than one comparison on their Venn diagrams.

**Support:** Read *The Three Little Pigs* as a group.

**Assessment (5 minutes)**

- After finishing the Venn diagrams, instruct students to find a partner and share one way that the wolves were the same and one way they were different.
- Listen that students are able to use the information from the Venn diagram to describe the characters.
- Collect the Venn diagram to assess students' ability to compare and contrast characters.

**Review and closing (5 minutes)**

- Ask your students to turn to a partner, and have them identify three similarities between them.
- Ask for three volunteers to share.
- Repeat for contrasting.

**EL**

- Beginning:
  - Ask students to share one way that the wolves in the two stories are the same using the sentence frame, "Both wolves ____".
- **Intermediate:**
  - Ask students to share one way that the wolves in the two stories are the same, and one way that they are different. Provide the sentence frame, "The wolf in *Little Red Riding Hood* ____ but the wolf in *The Three Little Pigs* ____."
- Ask students to share their favorite character from one of the stories.
- **Intermediate:**
  - Invite students share their favorite character from the two stories and explain why they chose that character.