Slide 1:

Rigorous and Relevant Instruction
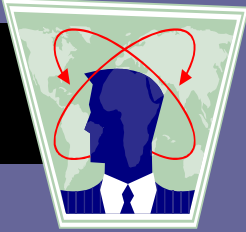
Peter Pappas
www.peterpappas.com

Slide 2:

additional projects and resources

Peter Pappas
DESIGNED FOR LEARNING

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Slide 3:

Skill Building #2: Comparing Similarities and Differences

The most powerful single instructional strategy

Research shows 45-percentile gain in student performance.
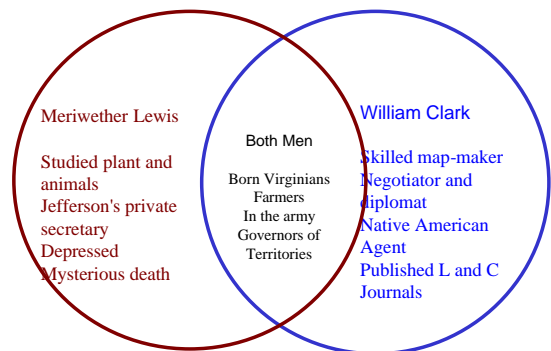*Classroom Instruction that Works, ASCD, 2001*

Slide 4:

Reflection

- What is the purpose of asking students to compare?
- What kind of activities do I use to help student to compare?
- What is the purpose for representing knowledge in graphic forms?
- When do I ask my student to represent knowledge using forms other than words
- What questions do I have about using comparing with graphic organizers in my classroom?

Slide 5:

To enhance students' understanding and ability to use knowledge

1. Present students with **explicit guidance** in identifying similarities and differences.
2. Present students with **highly structured tasks** (items and characteristics.)
3. Teacher-directed activities yield more **specific conclusions** by students.
4. They can include **rich discussion and inquiry** by students to explore the comparison.

Slide 6:

Meriwether Lewis

Studied plant and animals
Jefferson's private secretary
Depressed
Mysterious death

Both Men

Born Virginians
Farmers
In the army
Governors of Territories

William Clark

Skilled map-maker
Negotiator and diplomat
Native American Agent
Published L and C Journals

Later they can work on their own

1. Ask students to **independently** identify similarities and differences.
2. Student-directed yield more **divergent conclusions** by students.
3. Can include some combination of **selecting both the items and / or characteristics**.

Comparing and classifying

1. **Comparing** is the process of identifying similarities and differences between or among things or ideas (technically contrasting is looking for differences.)
2. **Classifying** is the process of grouping thing that are alike into categories on the basis of the characteristics

Student-directed classifying exercise
Best to introduce the skill with content they're familiar with

1. What do I want to classify?
2. What things are alike that I can put into a group?
3. How are these things alike?
4. What other groups can I make? How are the things in that group alike?
5. Does everything fit into a group now?
6. Would it be better to split up any of the groups or put any groups together?

Planning for comparing and classifying

1. Do I need to set aside time to teach these skills?
2. If so, how will I teach the process?
3. Will I use student- or teacher-directed models?
4. Will I ask students to use a graphic organizer?
5. How will students communicate their work?
6. How will I monitor how well students are doing with summarizing?
7. How will I respond if some students are not comparing effectively?

How would you use in class?

Strategy	Instructional Objective	Teacher-directed	Student-directed
Compare-contrast			
Classify			