

## Comparison Contrast Lesson Plan (Intermediate Levels)

Show the picture of the cats and ask if what things about these cats could be the same and/or different.

Say that you will be reading sentences comparing the two cats (Arthur and Kelly). Hand out the sentence strips (page 3) cut up  
Divide students into groups and ask them to try and order the sentences.

Review with students the 13 bold face words. Have them write a definition, part of speech and a sentence using the words.

Next discuss the organization of the sentences. Take the large outline (page 2), and have groups put the sentence in the correct spot.

Answer key

**TOPIC SENTENCE** Some people think cats are all alike, but I live with a pair that has quite different personalities.

**POINT #1:**

(One difference is the way they walk.)

DETAIL (a) **Dark and massive**, Arthur walks around with his head held high and followed by a moving tail.

DETAIL (b) On the other hand, Kelly **prances** on tiny toes and has **immaculate** ears and **whiskers** due to **perpetual** bathing.

**POINT #2** (Another difference is the way they relate to humans.)

DETAILS (a)

**Sniffing** at each chair to find the **proper** seat, Arthur finally **settles** at a safe distance from any humans.

DETAILS (b) Kelly has nothing but favorable reactions to people as she **nudges** the closest hand into a **patting** position and begins to wait for **petting**.

**POINT #3** Another parting of opinions comes at feeding time.

DETAILS (a)

Arthur lives to eat. He loves eating anything and **pounces** on his dish eating everything within minutes.

DETAILS (b)

Kelly is a **finicky** eater. With an unhappy look at her food, she touches it with her **paw**, pulls it away.

**Conclusion** Although both Arthur and Kelly have very different personalities, feeding habits and daily routines, they are both my cats. I love them very much.

Note that two of the main points are missing. Brainstorm with the class possible sentences that would be applicable here. (I have added to possibilities in the answer key.)

Brainstorm topics of comparison contrast by giving students the list of topics on page 5. Have them circle 5 they are interested in individually. Next put them into groups to discuss their interests. The goal of this activity is to have them find which topic they are really interested in by talking about the five they chose. At the end of the activity, they should each have one topic they really want to write about. Have them write their topic under my topic.

Finally they should fill out the outline using the one they did earlier as a model. Check sentence structure and suggest vocabulary before they write by reviewing the outline.

Homework: Students should write the paragraph.