

## Sketch and Stretch

1. Students listen as a story, article, or poem is read to them.
2. Students draw a picture that expresses:
  - how the story, article or poem makes them feel
  - what they think story, article or poem story means
  - what they think the author looks like
  - anything that comes to mind during the reading
3. Students explain their drawing to a partner/small group.

*The class discusses the similarities/differences in their pictures.*

## Question/Answer/Relationships (QAR) (Also related to “Book and Brain”)

**“Right there”**

(in the text)

--book questions--

**“Think and Search”**

(text + my thinking)

--book and brain—

**“In my head”**

(my thinking only)

--book questions--

--have to infer.—

*Identifying similarities and differences*

## Classifying



\_\_\_\_ate family



\_\_\_\_at family

Sort the word cards (or pictures) into the correct bucket.

*Identifying similarities and differences*

## Comparing Frame

**FRACTIONS and DECIMALS are similar**  
**because** they both ...

\_\_\_\_\_  
\_\_\_\_\_

**FRACTIONS and DECIMALS are different**  
**because** they both ...

Fractions \_\_\_\_\_, but decimals \_\_\_\_\_.

Fractions \_\_\_\_\_, but decimals \_\_\_\_\_.

Fractions \_\_\_\_\_, but decimals \_\_\_\_\_.

*Identifying similarities and differences*

## Creating Analogies

Analogies help us see how seemingly dissimilar things are similar, increasing our understanding of new information.

|| : = : = : = : = : = : = : = : = : ||  
" thermometer **is to** temperature "

as

odometer **is to** speed

**BOTH MEASURE THINGS!**

*Identifying similarities and differences*