



## **FOLLOW-UP LESSON 1: COMPARE AND CONTRAST TUTORIAL**

### **HELP LEE DECIDE**

#### **STUDENTS MAKE THEIR OWN DECISION: LEARNING TO WEIGH ATTRIBUTES TO MAKE A DECISION**

##### **Goals:**

1. Students will learn to weigh the importance of attributes in making decisions.
2. Students will learn to use a chart as a graphic organizer to help them put ideas into categories.

##### **Materials:**

*Handouts 1 and 2 (see attached)*

##### **Background information:**

We are assuming most teachers have used a Venn diagram as a graphic organizer for comparing and contrasting. Venn diagrams are particularly useful for comparing one attribute at a time and are an excellent way to introduce the compare and contrast concept. However, when we want students to compare/contrast a number of unspecified attributes at the same time, a chart version of a Venn diagram can serve as a more effective tool. A chart allows students to think explicitly about the attributes they are comparing. In the **Help Lee Decide** tutorial ([http://www.literacymatters.org/18under/cc\\_activites.htm](http://www.literacymatters.org/18under/cc_activites.htm)) we have used the six cues of “who,” “what,” “why,” “when,” “where,” and “how” as attributes to show students that comparing and contrasting can be a complicated a process.

##### **Procedure:**

###### **Teacher lead discussion**

Ask students the following question:

- How did Cindy and Tony make their decision?

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Review the six cue words (who, what, why, when, where, and how) with the class.

Either make a chart on the board similar to the one in the program using the categories of who, what, why, when, where, and how, OR make a transparency and handouts of *Handout 1*.

Distribute Handout 1 to students. Go over the decisions made by the students in **Help Lee Decide**. Discuss how the six cues help focus the comparison. Suggest this as a strategy to students for making further comparisons and contrasts.

### **Student Activity:**

- Use *Handout 2*, Help Lee: Make Your Own Decision. Make a transparency of it.
- Have a brief class discussion to engage students in the thinking process.  
Ask students which job they would have taken.
- Discuss that each decision is an individual decision based on personal preferences. In this example there is no right or wrong answer.
- Distribute *Handout 2*. Have students do this activity in pairs or small groups.

### **Teacher Lead Discussion**

Bring the class back together. Discuss the following:

- Which job did you decide to take? Why?
- Which of the six cues (who, what, why, when where and how) were the most important for you in making your decision?

Students should understand that when two things are compared, comparisons can be based on different attributes. In making decisions, they as readers decide which attributes form the basis for a meaningful comparison.

# HANDOUT 1

## LEE'S CHART FOR DECISION MAKING

|                   | <b>Summer Camp –<br/>Cindy</b> | <b>Sandwich Shop –<br/>Tony</b> |
|-------------------|--------------------------------|---------------------------------|
| <b>Where</b>      | Outdoors                       | Inside (in air conditioning)    |
| <b>Who</b>        | Younger kids                   | Friends                         |
| <b>How (much)</b> | \$8 per hour                   | \$8 per hour                    |
| <b>When</b>       | Get up early every day         | Different hours each day        |

## **HANDOUT 2**

### **CHART FOR MAKING A DECISION**

If you had been given this choice which job – sandwich shop or day camp – which would you have chosen. WHY?

Use the chart below to explain WHY you chose the job you did.

| Factor | Information | Reason why this is important to you. |
|--------|-------------|--------------------------------------|
| Who    |             |                                      |
| What   |             |                                      |
| When   |             |                                      |
| Where  |             |                                      |
| Why    |             |                                      |
| How    |             |                                      |

I would have taken the \_\_\_\_\_ job because \_\_\_\_\_.