

Planning for Learning:
Use of **Comparing** to Identify Similarities and Differences

Course: _____ Lesson: _____ Date: _____

SPECIFIC STUDENT LEARNING OUTCOME(S): (What are your students going to accomplish today? What will they know or be able to do by the end of the learning session?)

How will using comparing to identify similarities and differences help students meet the learning outcome(s)?

ASSESSMENT: (How will you know if students met the specific learning outcomes? What classroom assessment technique or other strategy will you use for formative assessment?)

PREPARING FOR SUCCESS

IDENTIFYING SIMILARITIES & DIFFERENCES via COMPARING: Comparing is a habit of mind that involves several steps or processes. How will you help students learn to use these general **mental processes involved with comparing** (adapted from *Dimensions of Learning*, Marzano, et al., 1997)? Or, if you use instructor-directed comparison tasks, how will you reveal to students your thinking related to these mental processes?

1. Select the items to compare.

2. Select the characteristics of the items on which to base comparison(s) and provide reasoning for the selection of those characteristics.

3. Explain how the items are similar and different with respect to the characteristics.

INSTRUCTOR/PROFESSOR DECISIONS: (What specific steps/ processes will you use? Consider all the possibilities below, and check those that will most likely help students learn. Use the back of the planner to organize in more detail. Attach any handouts necessary for students **or** sketch organizer or example you will put on overhead or screen (students don't need everything in handouts; they may remember more if they sketch their own graphic organizer from your example).

- Instructor-directed comparison task
- Student-directed comparison task
 - Students select characteristics.
 - Students select **both** the items to compare and the characteristics.
- Graphic Organizers (diagram on back and/or attach handout)
 - Venn diagram
 - comparison matrix
- Students work individually
- Students work in teams
 - partners selected via _____
 - team size of _____ grouped via _____

QUESTIONS: (What questions will you use to accomplish the desired outcomes? Consider “why” you chose the questions you did. Remember, the best questions are specifically planned prior to class.)

CLOSURE: (How will you end class? Consider a strategy to get them to continue thinking as they walk out the door and/or a classroom assessment technique.)

What information will you give your students?

How would you complete the task you are giving your students?

REFLECTING ON THE LESSON...

How it worked... *What is your reaction to the plan you had for learning. . . How do you think students reacted? What is your evidence? Did students meet the specific learning outcomes? How do you know? What is your evidence?*

What I might try next time...