

# Venn Diagrams

This strategy has been used in the following ABLÉ lesson(s):

OTC Medications - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=93](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=93)

Paul Revere's Ride - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=167](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=167)

Rent to Own - Reading Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=170](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=170)

Essay Writing - Writing Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=174](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=174)

Quilting Geometry - Math Strategy

[http://mercury.educ.kent.edu/database/eureka/detail\\_lesson\\_general.cfm?LessonsID=187](http://mercury.educ.kent.edu/database/eureka/detail_lesson_general.cfm?LessonsID=187)

## Purpose:

To enhance understanding by means of comparisons, to foster students' abilities to make connections between texts, and to encourage thoughtful reflection and categorization.

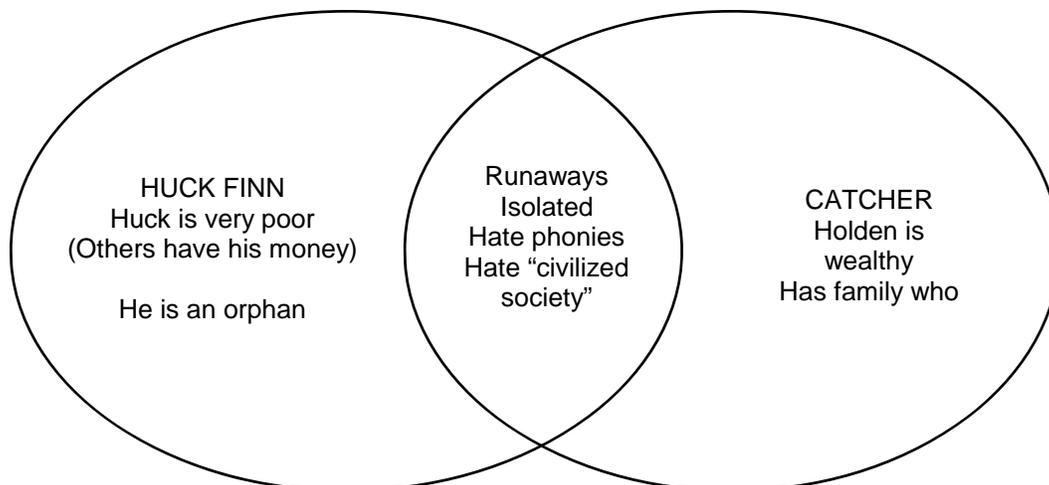
## Materials:

Multiple copies of texts, paper and pencil or chalkboard and chalk

## Procedure:

1. Students look for contrasts and comparisons as they read or after they have read.
2. Students work in small groups of two or three, brainstorming and then drawing a Venn diagram together.
3. Class shares and discusses the diagrams and expands on the ideas within the circles.
4. Students keep the diagrams in their portfolios for future writing activities. A logical assignment is a comparison/contrast paper using the Venn diagram as a base.

Example from The Adventures of Huckleberry Finn and Catcher in the Rye.



# Venn Diagrams

*continued*

**Notes:**

Another alternative is for the teacher to select words and phrases from the text before students work with the diagrams. The student's task in this case would be to decide where to place words and phrases on the diagram and to prepare reasons for their decisions.

When students become comfortable with the diagrams, they can use them during prewriting as a way to organize their thoughts.

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