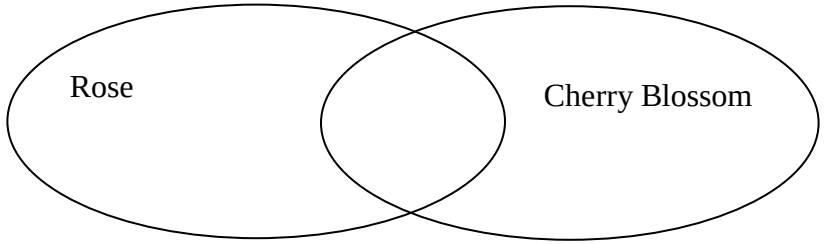
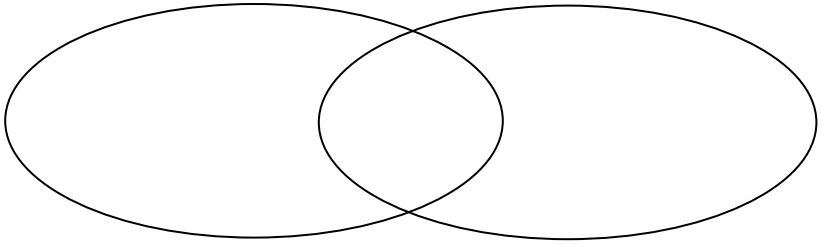
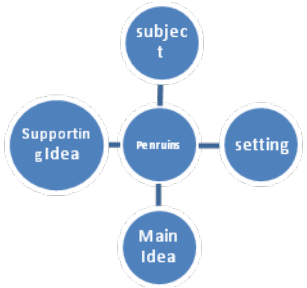
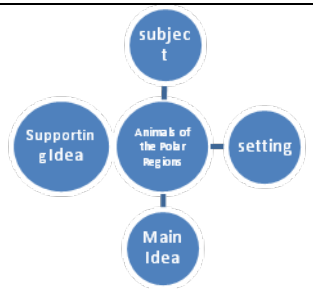
Grade Level	2	**Content Area**	English Language Arts – Reading
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The student will be knowledgeable of the concept of similarities and differences in order to expand into the concept compare and contrast. In addition, students with be knowledgeable of the different parts of a Venn Diagram. Finally, students will be able to read non-fiction books and gain information from them.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate. In reading and writing, we have made a shift to including more informational text. Teaching is centered on supporting each child individually, allowing us to customize the learning process for every student. The teacher will differentiate in small groups providing extra aide to those who need it and more enriching activities to those students that are ready to go beyond base concept.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**1.RI.9** Compare and Contrast the most important points presented by two texts on the same topic.		
Materials/Resources Needed	Copies for every child of the book, *Animals of the Polar Regions*, several copies of the book, *Penguins*, dry erase markers and white board, Venn diagram templates, graphic organizer template, and picture of a cherry blossom and rose with stem and leaf		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies	Student Activities
1	**Whole Group Instruction**: Introduce the concept of compare and contrast. Introduce that comparing looks for similarities in two or more things while contrast is looking for differences in two or more things. Ask students for some examples of subjects that we compare and contrast. **Shared Writing Activity:** Use a Venn Diagram template, work with students to compare and contrast flowers and tree. 	

	Whole Group Instruction: Reflect with students on what they found when they explored just pictures using a Venn Diagram. When we look at where the two circles overlap we find their similarities or compare the two objects. However, when we look at the rest of the two circles we find the differences or contrast the two objects.	**Interaction**: Work with the Venn Diagram template to compare and contrast their two favorite vegetables. The two vegetables they are using should be put on the two lines and what they are comparing and contrasting are put in the parts of the circle that are appropriate. Ask them to put at least two examples and up to four examples in each spot of the diagram. 
2	**Whole Group Instruction**: Remind students what compare means to look for similarities and contrast means to look at differences. Explain that over the next couple days we are going to read two different books and then compare and contrast them. **Interaction:** Work with begin with the group that may need more help. After the teacher gets the group started and feels that they are on their way, the teacher will move to the other groups to determine that they are on tract and answer any questions they may have.	**Independent Reading Groups**: Divide into groups of two or three and have them read the story, *Penguins*. Ask the students to take turn reading the pages of the story. When finished ask them to return to their seats so the teacher knows they are done. The teacher will walk around and monitor the room to aid students if they struggle with any words from the story.

		Student Activity: Receive a graphic organizer from the teacher to complete using the story *Penguins*. The graphic organizer will include the subject, setting, main idea, and supporting ideas. 
3	**Whole Group Instruction**: Review what it means to compare and contrast. **Shared Reading**: Have a copy of the book, *Animals of the Polar Regions*, for each student and have them take turns reading a page at a time until the story is complete. This will be done as a whole group during a read aloud. Students will be encouraged to contribute to the reading, but no child will be forced to read.	**Student Activity**: Receive a graphic organizer from the teacher to complete using the story Animals of the Polar Regions. The organizer will include subject, setting, main idea, and supporting ideas.

Summative Assessment: Use a Venn diagram to compare and contrast the stories *Penguins* and *Animals of the Polar Regions*. Complete the diagram by providing three responses in each part of the diagram. There are three parts, so you should record nine responses.

Answer Key: Students will be given one point for each response they give for a total of nine points, three points for the contrasting part of *Penguins*, three points for the contrasting part of *Animals of the Polar Regions*, and three point for comparing the two stories. No partial credit is available. A score of 8/9 demonstrates mastery.

Name_____
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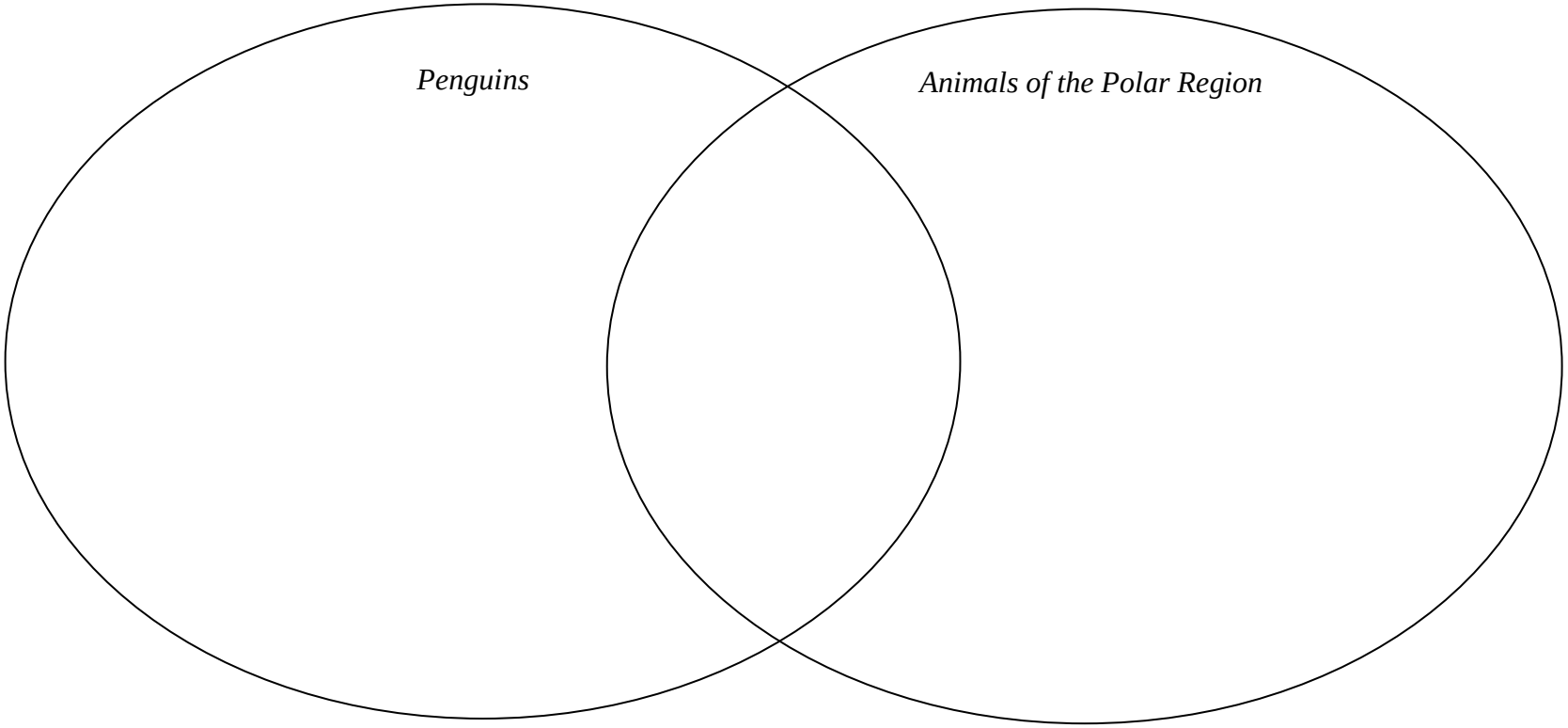
Assessment