Grade Level	K	**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 able to sit and listen to a story, engage with the teacher in a discussion on a particular topic allowing students to answer questions and give feedback in a whole group discussion, and circle answers when prompted by a teacher.		
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 Kindergarten, the Caepe School utilizes a variety of reading techniques such as read aloud, shared reading, guided reading, and independent reading depending on the level of difficulty in the books being read. Finally, individualization is given to all students allowing children to be challenged where they are at.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**K.RI.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Materials/Resources Needed	globe, world map, book, *Little Red Riding Hood*, by Trina Schart Hyman, *Lon Po Po: A Red-Riding Hood Story from China* (CCSS Exemplar Text), by Ed Young, organizer table, non-fiction book, *Where Do Birds Live?*, by Betsey Chessen, and non-fiction book, *Nests*, *Nests*, *Nests*, by Susan Canizares		

* ***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 The teacher will…	Student Activities The student will…
1	**Whole Group Instruction**: Introduce the concept of similarity and difference. Place globe and map in the center of the circle. • Ask students what is the same about the two objects placed in the circle. If not pointed out, point out that they are both types of maps and have land and water on them. When it is the same it is called a similarity. • Now ask the students what is different between the globe and the map. If not pointed out, point out that one is circular and one is flat. Also the size of the same waters and land are different sizes in each maps. When it is different, it is called a difference. **Whole Group Instruction**: Introduce China and Europe on both of the maps. Discuss the similarities and differences between both places. Make sure children look at land and water differences. Then discuss how it is not just the land and water that is similar and different, the people, food they eat and even the stories they read can be similar but at the same time different. Over the next couple of days we will read the same story from these two different places.	**Interaction:** Work with the teacher to find things that are the same and things that are different on the map and globe. **Interaction:** Help teacher find things that are the same and different between China and Europe.

2	**Whole Group Instruction**: Review with students what similarities and differences are. Remind them of the map and globe. Discuss the story of Little Red Riding Hood. What are some of the things you know about the book. Some examples are characters, plot, and setting. **Read Aloud**: Introduce the first book, *Little Red Riding Hood*, by Trina Schart Hyman. Present that the story was written in Europe. Read to the students the book.	**Interaction**: Create a list details throughout the story. Make sure students include characters, setting, plot, and resolution of the story. Write all students' ideas on the board.
3	**Whole Group Instruction**: Review with students what similarities and differences are. **Read Aloud**: Introduce the second book, *Lon Po Po: A Red-Riding Hood Story from China*, by Ed Young. Read the students the book. When finished ask them which country they think this story is from.	**Interaction**: Create a list details throughout the story. Make sure students include characters, setting, plot, and resolution of the story. Write all students' ideas on the board.
4	**Whole Group Instruction**: Review what similarities and differences are. Remind students of the two books that have been read over the past two days. Ask students for help remembering what different parts of the stories that we talked about. Students should come up with subject, setting, plot, and resolution. Explain that today we are going to look at the two books and the similarities and differences when it comes to characters, setting, plot and resolution.	

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<td>Interaction: Help the teacher utilize the smart board to complete the table stating whether the character, setting, plot, and resolution. Then students will review the pictures in the two stories and help find whether they are similar or different. The students will help give reasons why they chose differences. Each student will have their own copy of the table so they can complete it with the teacher.
<table>
<tr><td>Characters</td><td>Similarity
Difference</td></tr>
<tr><td>Setting</td><td>Similarity
Difference</td></tr>
<tr><td>Plot</td><td>Similarity
Difference</td></tr>
<tr><td>Resolution</td><td>Similarity
Difference</td></tr>
<tr><td>Picture</td><td>Similarity
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Summative Assessment: The teacher will read two non-fiction books: *Where Do Birds Live?* and *Nests, Nests, Nests*. Using the same table from the day before, students will record whether the subject and setting are similar or different. Then teacher will show students the first and last picture to determine whether they are similar or different. As this is Kindergarten and students may not be able to read, during this assessment the teacher will read the assessment to the children and show students which option says similarity and which says difference.
Answer Key: Subject is similarity, setting is difference, picture one is difference, and picture two is similarity. A score of 3/4 indicates mastery.

Name_____

Subject	**Similarity** **Difference**
Setting	**Similarity** **Difference**
Picture 1	**Similarity** **Difference**
Picture 2	**Similarity** **Difference**