Grade Level	1	**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.*	Students have begun to understand the terms similarity and difference. Students are able to read at least at a level H in the Guided Reading series. Finally, students are able to work independently on assigned centers while the teacher is working with small groups.		
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.*	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** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Materials/Resources Needed	Multiple copies of *A Day with a Mechanic*, by Joanne Winne, multiple copies of *A Day with Air Traffic Controllers*, by Joanne Winne, reading journals, white board, and markers		

* ***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 students will:
1	**Whole Group Instruction**: Have students explain what a career is. Ask them what career they would like to have when they grow up and write answers on the board. **Interaction**: Work with each group to introduce two books. Have students take a picture walk through the book. Look at front cover with the children and ask them what similarities the books have. Some examples are there are similarities in the titles and in pictures, the author is the same, and they are both about careers. Then ask them what differences the two front covers have. Some examples are that the titles are different, there are boys on one and a girl on the other, and they are about two different careers. Start reading the book, *A Day with a Mechanic*. Some groups will read aloud and some will read independently a page a time and reflect after each page on the similarities and differences of the page.	**Guided Reading Groups**: Be placed into groups according to their reading level. At The Caepe School, students are put into reading groups in order to give them a more personalized education. Each group consists of no more than four students. While the teacher is meeting with a group, the other groups are rotating around centers. This week centers include a phonemic awareness activity where they have several words that they will replace first letter with another letter to make new words. Students will see how many new words they can make. The beginning words will be changed each day. The other center will be play dough to work with phonics shortcuts and make words. Each child will receive one container of play dough and record their words on a piece of paper. **Student Activity**: Read pages 6 and 7 of *A Day with a Mechanic* and then pages 6 and 7 of *A Day with Traffic Controllers* and ask students to write on paper one similarity and one difference from these pages. Students will be comparing pages 6 and 7 of one book to pages 6 and 7 of the other book. When all students are done, discuss with students what

		they found. Students will write their responses in their reading journal.
2	**Whole group instruction:** Review with students what similarities and differences were found in the two books on the prior day.	**Guided Reading**: Go to their reading groups. The teacher will put out the centers as explained in lesson one. When meeting with a group, the teacher will continue as done on day one going through pages either reading out loud as a group or independently pages 8 and 9 and then again with pages 10 and 11. Students will be comparing book to book. **Student Activity**: Reflect with the teacher and others in their group on the similarities and differences of each page in words and pictures. For pages 12 through 15, ask students to read aloud or independently. This activity is done while meeting with the teacher in their guided reading groups. When done reading, have students write down two similarities and differences about what they read and saw throughout the pages. Have students share what they found with their group.

(Note: If there is a group of children who cannot read the books independently, the teacher will meet with that group and help them read the rest of the two stories.)

Summative Assessment: Read pages 16 through 21 of both books. Use these papers to write three similarities and three differences you found while reading to the two different texts. You may use your books while for this.

Answer Key/Scoring Rubric: Students will be awarded one point for each similarity for a maximum of 3 points. Students will be awarded two points for each difference, one point for one book and one point for the other for a maximum of 6 points. No partial credit will be awarded. The assessment is worth 9 points. A score of 7/9 demonstrates mastery.

1. Similarities: Both books have people liking their jobs. Both books have examples of things they have to do with their jobs. Both books have steps go through that particular part in their job. Both have pictures of people working.
2. Differences: *A Day with Air Traffic Controllers* shows pictures demonstrating and talks about how air traffic controllers work day and night, while *A Day with a Mechanic* shows how mechanics only works in the day. The air traffic controller book uses the word "we," and the mechanic book uses the word "I." The air traffic controller book shows the workers mostly sitting, and the mechanic book shows the mechanic standing all the time.

Name_____
Date_____

Similarities and Differences

Similarities
1.
2.
3.

Differences

A Day with a Mechanic	***A Day with Air Traffic Controllers***
1.	**1.**
2.	**2.**
3.	**3.**