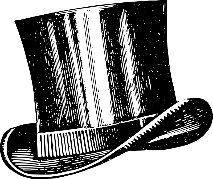
**Lesson Plan: Compare and Contrast Texts**

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| **CCSS Connections:**  **ELA 9** | |  |  |  | | --- | --- | --- | | **K** | **1** | **2** | | With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | Compare and contrast the most important points presented by two texts on the same topic. | |
| **Materials** | * Two *Inspire My Kids* articles on the same topic (Our website is searchable by topic!) * “Compare and Contrast Texts” Worksheet, programmed with the article titles and topic. (This is called the “top hat” graphic organizer because of its shape. Characteristics that are different go in the columns under each heading. Characteristics that are the same go in the box at the bottom of the page.) |
| **Duration** | * Approximately 1 hour |
| **Grade Level** | * Kindergarten - 2nd |

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|  | **Activities** |
| **Objective** | **K & 1: I will identify how two articles are the same and different.**  **2: I will compare and contrast the most important points made in two texts.** |
| **Mini-lesson/ vocab**  **15 min.** | **Introduce the vocabulary for your grade level:** “same,” “different,” “similarities,” “differences,” “compare,” “contrast.”  **Model how to compare and contrast.**   * Ask two students to stand up. Ask the class to find one way they are the same and one way they are different. Repeat this procedure with different pairs of children. * Introduce the top hat graphic organizer. Label one side with the name of one student and the other side with the name of the second student. Record students’ answers on the graphic organizer. |
| **Practice Time**  **25 min.** | **Read the first article.**   * After reading, discuss the main points in the article, to review. |
| **Read the second article.**   * After reading, discuss the main points in the article, to review. |
| **Find similarities and differences as a class.**   * As a class, discuss how the articles are the same and different. Consider the pictures, the settings, the actions of the subject, the character traits of the subject, etc. * Record one similarity and one difference on the graphic organizer. Students can use pictures or words, depending on the grade level. |
| **Find similarities and differences in partners.**   * In partners, students should find one more similarity or difference and record it on their sheet. (You may want to have students share their answers before recording). * Have students share out their answers to prepare them for the assessment. |
| **Assess**  **10 min.** | **Find similarities and difference independently.**   * Students should find one more similarity or difference and record it on their sheet. |
| **Wrap-up**  **10 min.** | **Share out.**   * Students share the similarity or difference they recorded. When sharing, students should use the following sentence frames: “**Both** articles \_\_\_.” “In the first article, \_\_\_, **but** in the second article, \_\_\_\_.” Emphasize the bolded words as key words to use. |

 **Compare and Contrast Texts**

Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Article #1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Article # 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| Article #1 | Article #2 |
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