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| **Lesson Content** |
| **What Standards (national or state) relate to this lesson?**(You should include ALL applicable standards. Rarely do teachers use just one: they’d never get through them all.) | LAFS.1.RI.3.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). |
| **Essential Understanding**(What is the big idea or essential question that you want students to come away with? In other words, what, aside from the standard and our objective, will students understand when they finish this lesson?)  | How are two texts on the same topic (Dr. Seuss) similar and different?  |
| **Objectives- What are you teaching?**(Student-centered: What will students know and be able to do after this lesson? Include the ABCD’s of objectives: action, behavior, condition, and degree of mastery, i.e., "C: Given a sentence written in the past or present tense, A: the student B: will be able to re-write the sentence in future tense D: with no errors in tense or tense contradiction (i.e., I will see her yesterday.)." Note: Degree of mastery does **not** need to be a percentage.) | Given two stories of similar context (Dr. Seuss), students will be able to compare and contrast details within each story.  |
| **Rationale**Address the following questions:* Why are you teaching this objective?
* Where does this lesson fit within a larger plan?
* Why are you teaching it this way?
* Why is it important for students to learn this concept?
 | I am teaching this objective so that students are able to understanding that texts about the same topic can be alike and different. The lesson fits within a larger plan because students need the ability to compare and contrast across many grades and content areas. For example, comparing which number is larger (mathematics), examining two objects (science), etc. I am teaching it in whole group manner, with modeling so that students are able to grasp the concept quickly. Additionally, students will be able to collaborate and foster ideas while discussing the texts with their peers in small group discussion within the whole group lesson. It is important for students to learn this concept because it will assist them in future lessons across content areas.  |
| **Evaluation Plan- How will you know students have mastered your objectives?**Address the following: * What formative evidence will you use to document student learning during this lesson?
* What summative evidence will you collect, either during this lesson or in upcoming lessons?
 | Formative assessment: Discussing with classmates/contributing to whole class discussion and contributing to the group Venn diagram (and copying the information of their individual Venn diagram).Summative assessment: Completion of individual Venn diagram.  |
| **What Content Knowledge is necessary for a teacher to teach this material?** | The teacher must have an understanding of the similarities and differences between the two texts (Dr. Seuss in Journeys and Dr. Seuss on MyOn) and comprehend how to use a Venn diagram.  |
| **What background knowledge is necessary for a student to successfully meet these objectives?** * How will you ensure students’ have this previous knowledge?
* Who are your learners?
* What do you know about them?
* What do you know about their readiness for this content?
 | Students must have already read the two texts (NEWNGW). Students must have some understanding of the words similar (same) and difference (different). The two texts will be read during the two lessons prior.  |
| **What misconceptions might students have about this content?** | Students may have the misconception that since the stories are about the same topic (Dr. Seuss) there are no differences between the texts, or that since the stories are different there are no similarities. Students may also have the misconception that the main idea and key details are the same. |
| **Lesson Implementation**  |
| **Teaching Methods**(What teaching method(s) will you use during this lesson? Examples include guided release, 5 Es, direct instruction, lecture, demonstration, partner word, etc.) | Students will start with discussion of the two texts previously read, collaborating on recalling details from the stories. The teaching method of modeling will be implemented throughout the first bullet point in each section of the Venn diagram.  |
| **Step-by-Step Plan**(What exactly do you plan to do in teaching this lesson? Be thorough. Act as if you needed a substitute to carry out the lesson for you.)Where applicable, be sure to address the following:* What Higher Order Thinking (H.O.T.) questions will you ask?
* How will materials be distributed?
* Who will work together in groups and how will you determine the grouping?
* How will students transition between activities?
* What will you as the teacher do?
* What will the students do?
* What student data will be collected during each phase?
* What are other adults in the room doing? How are they supporting students’ learning?
* What model of co-teaching are you using?
 | Time  | Who is responsible (Teacher or Students)? | Each content area may require a different step-by-step format. Use whichever plan is appropriate for the content taught in this lesson. For example, in science, you would detail the 5 Es here (Engage/Encountering the Idea; Exploring the Idea; Explanation/Organizing the Idea; Extend/Applying the Idea; Evaluation).* Today we are going to look at the two Dr. Seuss texts that we read earlier this week.
* Please get out your webs/charts from the Dr. Seuss #1 (Journeys) and Dr. Seuss #2 (MyOn).
* I will know you are ready when your hands are on your head.
* Today we are finding how these two texts are alike and how they are different.
* We are going to use a Venn diagram.
* Circles
* Yellow: this circle is ALL/ONLY about Dr. Seuss #1 (Journeys)
* Blue: and this circle is ALL/ONLY about Dr. Seuss #2 (MyOn).
* When these two circles over lap, what do you think this circle is in the middle?
* What the two stories have in common
* Put circles on board – label – arrow (similar/alike, different)
* Review webs/charts
* Pass out Venn diagrams
* Is there information that is in one text and not the other?
* Are the photographs in the two texts the same or different?
* Model: I noticed that \_\_\_\_\_\_\_\_\_\_. I am going to write that on the side that is only about Dr. Seuss #1 (Journeys)
* Now, you talk with your table about another thing that you noticed is only true about Dr. Seuss #1 (Journeys).
* 2 students share.
* Now you have two minutes to add more to this circle
* Lets move on to what is only true about Dr. Seuss #2 (MyOn).
* Model: I noticed that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am going to write that on the opposite side because it is only true about Dr. Seuss #2 (MyOn).
* Talk with your table about another thing that you noticed that is only true about Dr. Seuss #2 (MyOn).
	+ 2 students share.
	+ Now you have two minutes to add more to this circle
* Now lets look at the middle. Remember that the middle is how these two stories are alike.
* What information is in both texts?
* Model: I noticed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I am going to write that in the middle because it is true about Dr. Seuss #1 (Journeys) and Dr. Seuss #2 (MyOn).
* Now, I want you to fill in another line in the middle.
	+ Two students share.
* Finished, add one more to each section if necessary.
* Put worksheets in middle, collect.
* Read quietly so that we can transition.
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| **What will you do if…** | **…a student struggles with the content?**If the student struggles with the content, they will be provided with a worksheet that they are permitted to reference that explains the Venn diagram. Additionally, the teacher will circulate and assist the students as needed, asking questions that lead the student to comprehension.  |
| **What will you do if…** | **…a student masters the content quickly?**If the student masters the content quickly, they will be asked to come up with additional similarities/differences and share them with their peers.  |
| **Meeting your students’ needs as people and as learners** | **If applicable, how does this lesson connect to the interests and cultural backgrounds of your students?**The lesson connects to the interests of the students because it examines a well-known and loved children’s literature author, Dr. Seuss. Many, if not all, of the students have read stories written by Dr. Seuss.  |
| **If applicable, how does this lesson connect to/reflect the local community?**This lesson connects to every day life because is requires the students to compare and contrast two similar texts/pieces of information. This ability is important when making decisions in the community.  |
| **How will you differentiate instruction for students who need additional challenge during this lesson (enrichment)?**In order to enrich students that need additional challenge, I will require them to further examine the similarities/differences of the two texts to write on their Venn diagram and share with peers.  |
| **How will you differentiate instruction for students who need additional language support?**In order to provide further support to students that need additional language support, they will have access to the stories (in their Journey’s text, and a printed version of the MyOn text). Additionally, their Venn diagram will be labeled properly and the definition of similar and different will be printed on the worksheet.  |
| **Accommodations (If needed)**(What students need specific accommodation? List individual students (initials), and then explain the accommodation(s) you will implement for these unique learners.) | A: muscular problem; falls down frequently. In order to make proper accommodations for this student, he will not be required to stand up during discussion. J: Heading impaired. Educator will wear the RFM so that the student is able to hear/understand further. Additionally, Venn diagram organizer is being written in large print so that he can visualize what is being said as well. |
| **Materials**(What materials will you use? Why did you choose these materials? Include any resources you used. This can also include people!) | Venn diagram circles – provide visual for the circles that make up the Venn diagram Venn diagram worksheet Journeys text: Dr. Seuss (1)MyOn text: Dr. Seuss (2) |



