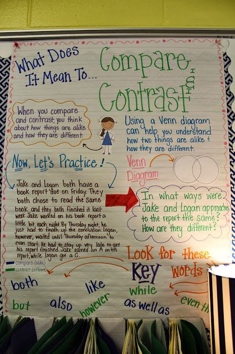
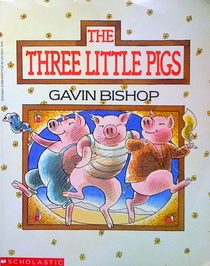
University of Mary Division of

Education Instructional Sequence

Grade Level: 3rd

Subject(s) Area: Language Arts

Materials Needed:

* Compare and Contrast Anchor Chart
* *The Three Little Pigs* by Gavin Bishop

Standards:

* SL 3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
  + SL 3.1b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Objectives:

* Students will identify and use the signal language for comparing and contrasting.
* Students will identify comparisons and contrasts in text.

Learning Activities:

* Ask students to think of ways that myself and Mrs. Eder are similar and raise hand to share
* Ask students to think of ways that myself and Mrs. Eder are different and raise hand to share
* Tell students, “By thinking of ways that Mrs. Eder and I are similar and different, we are comparing and contrasting.”
* Introduce compare and contrast anchor chart
* Go over compare and contrast definitions
* Explain Venn Diagram
  + Ask students to turn to their learning partner to discuss if they have used a Venn diagram before. If yes, when and why?
* Point out comparison and contrast key words
* Read text on anchor chart out loud
* Ask learning partners to identify similarities, then differences in the text
* Ask students to think about the characters, setting, problem, etc. during the read aloud
* Read *The Three Little Pigs*, using metacognitive strategy determine text importance.
* Record important information from the book on large paper.
* Tell students they can compare and contrast characters in books they are reading or books they have already read during Daily 5 to understand them better
* Record Daily 5 choice in notebook

Assessment:

* Take note of which students can or cannot contribute to the discussion of the compare and contrast poster
  + Use learning partners and call on them with popsicle sticks to see who understand the concepts.

Reflection:

* No matter what I do, teaching based on set lesson plans and standards does not seem natural at all.
* I liked how they received comparing and contrasting Mrs. Eder and I at the beginning. That helped them engage right away.
* Also, its hard for me to use specific metacognitive strategies while reading picture books. I understand using the general strategies while reading the book, but doing specific ones seems so awkward to me.
* They received the concept quite well and had already used Venn diagrams.
* I was surprised with their little struggles when comparing and contrasting the little passage I had written.
  + Prompting helped well with some, but really had to help one girl.
* I have to edit my lesson plan tomorrow, changing the book as they already read two I was going to use.
* Next time, I will put questions on sticky notes stuck to the book so I know exactly what to say when reading, as it seemed very rocky.