Compare & Contrast Day 2

**Grade Level:** 1st grade

**Subject(s) Area:** Language Arts

**Materials Needed:**

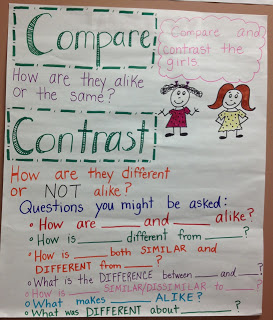
Compare & Contrast anchor chart, Venn diagrams (I each), pencils, board, dry erase marker, *The Red* Hen by Judith Stamper, and *The Little Red Hen* (Golden Books)

**Standards:**

RL.1.9 - Compare and contrast the adventures and experiences of characters in stories.

**Objectives:**

Students will **compare** and **contrast** two different versions of the same story. Students will **demonstrate** their ability to use a Venn diagram.

**Learning Activities:**

* Students come sit in morning meeting area in 4x4x5x4
* Bring clipboards and pencils

Hook/Review

* Who can remember way back to yesterday’s talk?
* What did we talk about?
* Turn and talk to your neighbor about what it means to compare and contrast something.
  + Use anchor chart to confirm answers and discuss
* What was that thing that we wrote in to compare and contrast cats & dogs and football & baseball?
  + Draw Venn diagram on board
  + Where does the comparing go? Where do the contrasts go?

Read

* Now we are going to compare and contrast 2 stories about the Little Red Hen
* Read *The* *Little Red Hen* (Golden Book)
  + Pause for some talks
* How do you think the next story will be similar or different from the one we just read?
* Read second *The Red Hen* by Judith Stamper
  + Pause for talks/contrasts/similarities

Venn Diagram

* Each of you will get an organizer just like yesterday.
  + What was it called again?
* Write the title of the first book in the left circle and the second title in the right circle
* Remember in the middle write how the two books are alike and write how each is different in its own circle.
* Who wants to share some of their thinking
  + Have students share how they are the similar and different and tell you where it should go in the circles (lone or overlapped)

Wrap-up

* Redirect back to anchor chart
* Compare is \_\_\_\_\_\_\_\_\_\_\_\_\_?
* Contrast is \_\_\_\_\_\_\_\_\_\_\_\_\_?

**Assessment:**

The teacher will listen to the students’ responses to questions and thinking during discussions. The students will show understanding by filling out a Venn diagram to compare and contrast two versions of the Little Red Hen. The teacher will look at diagrams to monitor if student understands comparing and contrasting and how well the students could apply the knowledge.

**Reflection:**

This is a lesson to keep. I like how engaged the kids were. The hook drew in their attention and they seemed excited. I’m relieved that they remembered comparing and contrasting. It makes yesterdays part 1 a keeper and made today go much smoother.

For this lesson the kids needed to be in their 4x4x5x4 arrangement, but then they need to have their pencils and clipboards in their laps. Today was okay but sometimes it became a distraction.

The review at the beginning helped prepare them for what was going to happen. It was also good that I started with *The Little Red Hen*. They knew it and could follow, even chime in. It seemed easier for them to compare *The Red Hen* to the other version since it was familiar. They didn’t have to focus on keeping all of the details from both books in their heads and could focus mostly on the second story. Then I started the kids on filling in the Venn diagram similarities first and the differences last because it seemed harder. I like that they had to write first so they had to think for themselves first. Then they shared out and I added it to the Venn on the board. Some kids were very proud to share. The differences were definitely harder for them so I gave an example on the board, which seemed to aid in jump-starting their own ideas. They had some great examples like how *The Little Red Hen* had 3 friends and *The Red Hen* had 2 friends or how both stories had different illustrators.

From the assessments I’m not sure if all the students have the concept down. It has only been two days though. They all talked during discussions, but a few Venn diagrams only had the things copied from the board. They didn’t add their own similarities or differences. They could use another day of practice at least. The seating arrangement makes it a bit difficult to move around to students and see what is on their clipboards unless they are sitting in front.

At the end of the lesson I did not quite wrap-up the lesson. I think the best way to do this in the future would be to just redirect their attention back to the anchor chart and ask them which term means similar or different. This is the major fix from the lesson, but I did like how I was able to use countdowns and jokes with the kids and they refocused back smoothly.