|  | **TEACHER NAME**: Chris Confused**SUBJECT/GRADE:** ELA – Grade 6 *(3-4 Days)***STANDARD(S) ADDRESSED:** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics. | **Peer Observation:** |
| --- | --- | --- |
| **ESSENTIAL QUESTION (EQ):** How can compare/contrast help me better understand text with similar themes and topics?  |  |
| **LESSON HOOK:** * Review & Find Your Partner: Half of the class is assigned previous vocabulary and reading strategies clues and other half is assigned the answers. Students find the matches silently.
* Listen to a song or read a poem, short story, or a blog on the topic of heartbreak, write a detailed description of the heartbreak, and pair up with another group to compare.
* The teacher will ask the following questions:
1. What did you notice about your comparisons?
2. Did the details and/or the comparisons help you understand the topic? How?
3. What other comparisons could be made from the two texts that were compared?

  | **+ Pairing students by reviewing prior concepts!** **+ Students were hooked from the beginning.** **+ The questions asked throughout the lesson were well-developed, and some were higher-order!** |
|  | **GRAPHIC ORGANIZER**: Reading Selection Comparison **VOCABULARY STRATEGY**: Extending Your Vocab!**LESSON INSTRUCTION:*** The teacher reads the Essential Question aloud to the class.
* Using their laptops, students will find synonyms for the following words: *compare, contrast, texts, topic,* and *theme*.
* The teacher refers to the lesson hook by asking the following questions:
1. How were the texts similar? Different?
2. Explain how each artist approached the topic.
3. Summarize what you have learned to your partner.
* ***Teacher Input*:**
1. The teacher models (as students copy in their Comprehension Notebooks) how to compare/contrast two reading selections (historical fiction/poem) using a **Reading Selection Comparison organizer** for *Title, Author, Setting, Main Characters, Conflict, Resolution,* and *Theme.*
2. Students turn and talk about how the graphic organizer helped them understand the two texts.
3. The teacher discusses how each author approached the topic.
 | **+ You were extending students’ vocabulary.** Textilpflegesymbol – Wikipedia **I wonder if your lowest students made connections to definitions during the lesson? (Mike, Luke, Ella, and Holly)****+ Comprehension notebooks allowed note-taking.** **Should you have modeled the writing of the summary and discussed it? Were all students able to grasp how to write a summary?** **Mr. Book Enz, Inclusion teacher was outside on his cell phone for at least 30 mins; is this a pattern for him? Many students needed his assistance.**  |
|  | **LEARNING TASK:*** The teacher assigns dramas and science fiction texts on the same topic on various Lexile levels of complexity to groups of students.
* Students choose a drama and science fiction text on their Lexile level with similar topics from the packets given to them.
* Students fill in the organizer.
* Students write a summary.
* Students answer the following question in their Comprehension Notebooks: How did the artists approach the topic in each of the texts?
* Students exchange texts and graphic organizers with another partner/group.
* Students analyze each other’s graphic organizer and give feedback on a notecard.
 | **+ Using lexile levels to provide complexity of texts is an effective way to meet students’ academic levels.** **+ student choice!** **Did responses to the 3, 2, 1 show mastery of the concept being taught? Gaps in understanding? What could be done differently?** **I noticed the same students having difficulties here as well – Mike, Luke, Ella, and Holly.**  |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):** * 3 things learned, 2 questions, and 1 thing you want to know more about.

**Homework:** *(Use the two different texts from class.)* * Write a dialogue between the main characters.
 | **+ Higher-order activities/ assignments used.**  |

\*This sample lesson plan is for training purposes only and is not meant to serve as an exemplar.