

## Lesson Plan #1

Teacher: Demeri Bredefeld

**Assumptions:** Students have already finished reading and analyzing the fairytale story elements of Cinderella and Yeh-Shen. These elements include: protagonist, antagonist, setting, magic, problem, solution, and author's message. All elements have been recorded on individual student charts as well as a whole class story element graphic organizer.

**Unit:** Informative Writing: Compare/Contrast

**Subject and Grade Level:** Literacy, 2<sup>nd</sup>/3<sup>rd</sup> Grade

**Lesson Length:** 1 hour 15 minutes (Part 1: 30 minutes; Part 2: 45 minutes)

Lesson Title:	Compare and Contrast	
<b>Content Standards:</b>	<p><u>2<sup>nd</sup> Grade:</u> <a href="#">CCSS.ELA-Literacy.W.2.2</a> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. <u>3<sup>rd</sup> Grade:</u> <a href="#">CCSS.ELA-Literacy.W.3.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<b>Content Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able to compose a compare and contrast informational text about two different stories.</li></ul>	
<b>Language Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able to identify similarities and differences between the Cinderella and Rough Face Girl by organizing the similarities and differences on a three-column chart.</li></ul>	
<b>Academic Language Requirements/ Demands:</b> Such as: Vocabulary, words and phrases and/or tier 2 words that might be challenging, language functions and text types/structures	<b>Instructional Vocabulary:</b> <ul style="list-style-type: none"><li>Similarity</li><li>Difference</li><li>Compare</li><li>Contrast</li><li>Native American</li><li>Long ago</li><li>Character trait</li><li>Three-column chart</li><li>Setting</li><li>Signal Words</li><li>Same as</li><li>Both</li><li>But</li></ul>	<b>Content Vocabulary:</b> <ul style="list-style-type: none"><li>Similarity</li><li>Difference</li><li>Compare</li><li>Contrast</li><li>Same as</li><li>Both</li><li>But</li></ul>
<b>Academic Language Supports:</b> What specific supports do I need to include to help ALL students achieve the lesson objectives?	<p>The following language frames will be provided to the students for discussion purposes:</p> <ul style="list-style-type: none"><li>“ _____ and _____ are similar because they both _____.”</li><li>“ _____ and _____ are different because _____.”</li><li>“ _____ is the same as _____ because _____.”</li><li>“ In Cinderella _____ but in Rough-Face Girl _____.”</li></ul>	
<b>Differentiation:</b> Beyond language supports list other strategies related to content, process or product that were included in the lesson to support the identified learning strengths and needs of your students.	<p><u>ELLs:</u> A color-coded compare/contrast chart will be used as a visual to assist ELLs in organizing the concept of things that are similar and different. In addition, during partner work, ELLs will be paired with a strong, native English user. New vocabulary will be introduced using simple definitions and vivid pictorial</p>	

representations. The tasks and activities within the lesson will be modeled by me before students are asked to complete them independently or with a partner.

Visual Learners: A color-coded compare/contrast chart will be used as a visual to assist those students who learn best through visual modalities. The pictures used throughout the lesson to introduce vocabulary and identify which book is being discussed will also assist the visual learners in understanding the content. The PowerPoint of Rough-Face Girl will also provide strong visuals to go with the text being read out loud. Directions for tasks within the lesson will also be visually displayed. Before students are asked to complete a task on their own, I will model the procedures.

Auditory Learners: The text that students are using to compare and contrast will be read out loud to the entire class to allow auditory learners to have stronger access to the text. In addition, all directions will be verbally presented in addition to the visual presentation of a list.

Advanced Learners: Options will be given for advanced learners to go a step further in the tasks and assignments within this lesson. These extension activities will be optional and indicated on the board.

Struggling Learners: Throughout the lesson, students will have access to all scaffolds mentioned above. I will monitor the struggling students and assist when possible. In addition, struggling students will be paired with a basic or more advanced student during partner work.

Student with IEP: For this student, I will provide a checklist of tasks to be completed.

Materials	Teacher: <ol style="list-style-type: none"><li>1. Cinderella and Yeh-Shen Chart</li><li>2. Large Compare/Contrast Chart</li><li>3. Markers</li><li>4. Rough-Face Girl PowerPoint</li><li>5. Timer</li></ol>	Students: <ol style="list-style-type: none"><li>1. Compare/Contrast Chart (1&amp;2)</li><li>2. White Board (writing surface)</li><li>3. Pencil</li><li>4. White Board Marker</li><li>5. Rough-Face Girl Text</li></ol>	
Part 1			Time
<b>Anticipatory Set</b> How can I tap into students' prior knowledge, get them engaged in the lesson?	I will begin the lesson by drawing students' attention to the Cinderella/ Yeh-Shen chart on the board. I will remind students that we have been reading and learning about these two texts. I will then assign students into partners and have them summarize Cinderella and Yeh-Shen. I will designate the partner on the left as partner A and the partner on the right as partner B. Partner A will start by summarizing Cinderella. After two minutes, partner B will summarize Yeh-Shen. After students have shared with their partner, I will ask one student to share about Cinderella, and one student to share about Yeh-Shen.		5 minutes
<b>Lesson Body:</b> The main learning activities that align with the learning objectives and assessment.	<b>Direct Instruction:</b> I will tell students that we are going to begin the writing process for a compare and contrast text. I will then present the steps within that writing process to the students. The steps are as follows: <ol style="list-style-type: none"><li>1. Create a compare/contrast chart</li><li>2. Create a writing plan (all good writers plan!)</li><li>3. Write!</li></ol> These steps will be displayed in the classroom for the duration of the learning segment and each step will be marked off as it is completed.		6 minutes

	I will tell the students that we will be working as a whole class to write a compare/contrast text for Cinderella and Yeh-Shen, but that they would each be working individually to create their <i>own</i> compare/contrast text for Cinderella and another book that we will read.	
	I will tell students that we will be working on comparing and contrasting Cinderella and Yeh-Shen today using a three column chart. Students have already had experience using a three column chart so I will briefly review the structure of it by having students tell me what information goes in the center (similarities) and what goes in the outside columns (differences). I will remind students that similarities are what <i>both</i> books have in common, and differences are the things that are slightly different for each. I will also introduce a chart that lists words we use when comparing or contrasting.	
	<p>Comparing Words</p> <ul style="list-style-type: none"> <li>• Also</li> <li>• Same as</li> <li>• As well as</li> <li>• Both</li> <li>• Like</li> <li>• Same</li> <li>• Similar</li> <li>• Similarly</li> <li>• Too</li> </ul>	<p>Contrasting Words</p> <ul style="list-style-type: none"> <li>• But</li> <li>• Even though</li> <li>• Instead</li> <li>• On the other hand</li> <li>• Unlike</li> <li>• While</li> <li>• Unless</li> </ul>
	After the structure of the chart and signal words have been reviewed, I will model writing a similarity for the center column (ie. "Both took place long ago" or "Both have a stepmother"). I will use the method of thinking aloud to assist my students in understanding the process of finding similarities.	
	I will draw students' attention to the sentence frames displayed on the board and ask them what signal words are present: " _____ and _____ are similar because they both _____."	
	<p><b>Guided Practice:</b>            Students will then work with their partner to use the Cinderella/Yeh-Shen chart to come up with at least two more similarities between the two books. Students will record their ideas on their white board.            I will monitor students as they are discussing similarities with one another and encourage them to use the sentence frame provided.</p>	7 minutes
	Students will then share out their ideas to the class and participate in a discussion about the ideas presented.	
	<p><b>Direct Instruction:</b>            After the similarities are recorded on the three-column chart, I will tell students that we now need to fill in our differences columns. I will remind students that the differences we are looking for are related to the similarity in the middle. I will model how to write difference on the chart (ie. Similarity: "Both took place long ago" Difference: "Cinderella took place in Paris but Yeh-Shen took place in China").</p>	5 minutes

	I will draw students' attention to the sentence frame displayed on the board: “ _____ and _____ are different because _____ but _____.”	
	<b>Guided Practice:</b> Students will then work with a partner to use the Cinderella/Yeh-Shen chart to come up with at least two more differences between the two books. Students will record their ideas on their white board. I will monitor students as they are discussing differences and encourage them to use the sentence frame provided.	7 minutes
	Students will then share out their ideas to the class and participate in a discussion about the ideas presented.	
<b>Part 2</b>		Time
	<b>Teacher Read Aloud:</b> I will read a modified version of <i>The Rough-Face Girl</i> using a PowerPoint presentation. I will tell the students to listen for the characters, setting, magic, problem, solution, and message as we read through the story together.	10 minutes
	<b>Independent Practice:</b> I will tell students that they will now be working on comparing and contrasting Cinderella and Rough-Face Girl. I will pass out a copy of <i>Rough-Face Girl</i> to each student as well as three-column chart labeled with Cinderella on one column, and Rough-Face Girl on the other column.	15 minutes
	Students will reread their copy of Rough-Face Girl and annotate things that are similar to Cinderella. After students have annotated their text, I will ask them to write down the similarities on their chart.	
	After students have recorded the similarities, I will have them share the things they found with their seat partner. I will designate the partner on the left as Partner A and the partner on the right as Partner B. Partner A will share their ideas first, and partner B will share their ideas second. I will give each partner 2 minutes to share. Once both partners have shared, they may record any new ideas. I will monitor students as they work independently and in partners.	
	I will then have 4-5 students share out the similarities they found.	
	Students will then work independently to write down differences between Cinderella and Rough-Face Girl on their chart. I will remind students that the differences should still be related to the similarity in the center column.	15 minutes
	After students have recorded the differences, I will have them share the things they found with their seat partner. Partner B will share their ideas first, and partner A will share their ideas second. I will give each partner 2 minutes to share. Once both partners have shared, they may record any new ideas. I will monitor students as they work independently and in partners.	
	I will then have 4-5 students share out the differences they found.	
<b>Closure:</b> How will I end the lesson today?	At the end of the lesson, I will ask students what the purpose is in finding similarities and differences between two texts like we did during this lesson. Students will share their responses and I will collect their three-column charts for Cinderella and Rough-Face Girl.	5 minutes

	The first step on the writing process chart will be marked off.	
<b>Assessment:</b>	<p><b>Informal:</b>          Informal assessment is included throughout the lesson. In part 1, I will informally assess whether or not students recall the information in both Cinderella and Yeh-Shen to determine whether I need to review the information in more detail. When preparing to use the three-column chart, I will ask students where information should be placed. This will allow me to check for student understanding in using the graphic organizer. Additionally, as students discuss similarities and differences with one another, I will monitor student discussion and identify any errors in comprehension that need to be addressed. I will do the same when students share out their ideas with the whole class.</p>	<p><b>Formal:</b>          Formally, I will be collecting the three-column charts that students complete for Cinderella and Rough-Face Girl to analyze. From this data, I will be able to assess how well students understood the concept and structure of the comparing and contrasting. Based on student performance, I will then determine whether students are able to move on to the next step in the compare/contrast writing process (creating a writing plan).</p>
<b>Resource List:</b>	<i>Cinderella</i> by Amy Ehrlich and Susan Jeffers <i>Yeh-Shen</i> by Ai-Ling Louie <i>Rough-Face Girl</i> by Rafe Martin	

## Lesson Plan #2

Teacher: Demeri Bredefeld

**Unit:** Informative Writing: Compare/Contrast

**Subject and Grade Level:** Literacy, 2<sup>nd</sup>/3<sup>rd</sup> Grade

**Lesson Length:** 1 hour (Part 1: 35 minutes, Part 2: 25 minutes)

Lesson Title:	Compare and Contrast	
<b>Content Standards:</b>	<p>2<sup>nd</sup> Grade: <a href="#">CCSS.ELA-Literacy.W.2.2</a> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3<sup>rd</sup> Grade: <a href="#">CCSS.ELA-Literacy.W.3.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<b>Content Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able to compose a compare and contrast informational text about two different stories.</li></ul>	
<b>Language Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able to identify the different elements of a compare/contrast writing piece (topic, conclusion, main points, key details) and organize information from two stories onto a writing plan.</li></ul>	
<b>Academic Language Requirements/ Demands:</b> Such as: Vocabulary, words and phrases and/or tier 2 words that might be challenging, language functions and text types/structures	<u>Instructional Vocabulary:</u> <ul style="list-style-type: none"><li>Compare</li><li>Contrast</li><li>Topic Sentence</li><li>Concluding Sentence</li><li>Main Points</li><li>Key Details</li><li>“Red” details</li><li>Signal Words</li><li>Both</li><li>Also</li><li>But</li><li>Similar</li><li>Different</li></ul>	<u>Content Vocabulary:</u> <ul style="list-style-type: none"><li>Compare</li><li>Contrast</li><li>Topic Sentence</li><li>Concluding Sentence</li><li>Main Points</li><li>Key Details</li></ul>
<b>Academic Language Supports:</b> What specific supports do I need to include to help ALL students achieve the lesson objectives?	<p>The following language frames will be provided to the students for discussion purposes:</p> <ul style="list-style-type: none"><li>“ _____ and _____ are similar because they both _____.”</li><li>“ _____ and _____ are different because _____.”</li><li>“ _____ is the same as _____ because _____.”</li><li>“ In Cinderella _____ but in Rough-Face Girl _____.”</li></ul> <p>In addition, new vocabulary will be defined and written out so all students may refer to it as needed.</p>	
<b>Differentiation:</b> Beyond language supports list other strategies related to content, process or product that were included in the lesson to support the identified learning strengths and needs of your students.	<p><u>ELLs:</u> A color-coded writing plan chart will be used as a visual to assist ELLs in organizing the different components of a compare/contrast text. In addition, during partner work, ELLs will be paired with a strong, native English user. New vocabulary will be introduced using simple definitions and vivid pictorial representations. I will model the tasks and activities within the lesson before students are asked to complete them independently or with a partner.</p> <p><u>Visual Learners:</u> A color-coded writing plan chart will be used as a visual to assist those students who learn best through visual modalities. The pictures used</p>	

	<p>throughout the lesson to introduce vocabulary and identify which book is being discussed will also assist the visual learners in understanding the content. Directions for tasks within the lesson will also be visually displayed. Before students are asked to complete a task on their own, I will model the procedures.</p> <p><u>Auditory Learners:</u> Information will be presented orally to the students. In addition, all directions will be verbally presented in addition to the visual presentation of a list.</p> <p><u>Advanced Learners:</u> Options will be given for advanced learners to go a step further in the tasks and assignments within this lesson. These extension activities will be optional and indicated on the board.</p> <p><u>Struggling Learners:</u> Throughout the lesson, students will have access to all scaffolds mentioned above. I will monitor the struggling students and assist when possible. In addition, struggling students will be paired with a basic or more advanced student during partner work.</p> <p><u>Student with IEP:</u> For this student, I will provide a checklist of tasks to be completed.</p>	
<b>Materials</b>	<p><u>Teacher:</u></p> <ol style="list-style-type: none"> <li>1. Large Writing Plan Chart</li> <li>2. Markers</li> <li>3. Large Compare/Contrast Chart</li> </ol>	<p><u>Students:</u></p> <ol style="list-style-type: none"> <li>1. Individual Writing Plan</li> <li>2. Pencil</li> <li>3. Compare/Contrast Chart WS</li> </ol>
<b>Part 1</b>		Time
<b>Anticipatory Set</b> How can I tap into students' prior knowledge, get them engaged in the lesson?	I will review the steps of the writing process with the students and review the compare and contrast chart completed in the following lesson. I will tell the students that today we will begin the second step in the writing process, creating a plan. I will remind the students that we are working as a whole class to write a compare and contrast text for Cinderella and Yeh-Shen, but that they are working individually to write their own text with Cinderella and Rough-Face Girl.	5 minutes
<b>Lesson Body:</b> The main learning activities that align with the learning objectives and assessment.	<p><b>Direct Instruction:</b></p> <p>I will present the writing plan chart to the students and tell them that we will be using this format to write out our plan. I will tell the students that it is important to be organized when we write a paper, otherwise the whole thing can end up confusing. The writing plan chart is a good way to stay organized.</p> <p>I will then go through the chart and label/define each section of the writing plan (topic, conclusion, main points, key details):</p> <ol style="list-style-type: none"> <li>1. Topic: What will the paper be about?</li> <li>2. Conclusion: What did you just write about?</li> <li>3. Main Points: What are three main similarities?</li> <li>4. Key Details: How are they different and why?</li> </ol> <p>I will use mnemonics and symbols as a way to help the students remember the four sections of a plan for a compare and contrast paper:</p> <ol style="list-style-type: none"> <li>1. Topic: point up/ green T</li> <li>2. Conclusion: point down/ green C</li> <li>3. Main points: wiggle left hand/ yellow stars</li> <li>4. Key details: wiggle right hand/ red bullets</li> </ol>	10 minutes

	<b>Guided Practice:</b> I will then begin the planning process with the student by asking them to identify what they think the topic sentence of the compare contrast paper should be. I will guide students through a discussion towards the ultimate topic sentence similar to, "Cinderella and Yeh-Shen are similar and different in many ways." The topic sentence will be recorded on the whole class chart.	20 minutes
	I will repeat the same process with the concluding sentence. I will guide students to the ultimate concluding sentence of, "Although they are similar in many ways, Cinderella and Yeh-Shen also have some important differences."	
	After the topic and conclusion are written on the chart, I will have students decide what the main points (similarities) should be. I will have students think-pair-share their ideas. The main points (similarities) will be recorded on the planning chart.	
	The final step in the writing plan is to fill in the key details or "red" details. We will refer to these as "red" details because they will be bulleted in red on the paper (this is also terminology previously used by the students). I will have students think-pair-share their ideas for the differences and examples. I will remind students that we need at least three details for each starred main point, but that more are <i>always</i> ok.	
	I will have students do a quick write in which they identify the four sections of a compare and contrast writing plan.	
<b>Part 2</b>		Time
	<b>Independent Practice:</b> After the whole class writing plan is complete, I will briefly review each section of the compare and contrast writing plan and then tell the students that now, they will be working on their very own plan for Cinderella and Rough-Face Girl. I will then have students return to their desks to begin working on their own writing plan. I will pass out individual copies of a writing plan to each student.	20 minutes
	Students will then complete a writing plan independently. I will monitor student progress and use a timer to help them manage their time.	
	When students have completed their plans, I will have them share them with their seat partner. I will also have a few students share their plans to the whole class on the document camera.	
<b>Closure:</b> How will I end the lesson today?	I will wrap up the lesson by having students share out the four elements of a writing plan and why it is important to have a writing plan. I will collect the students' writing plans and check off the Writing Plan step on the writing process chart.	5 minutes
<b>Assessment:</b>	<u>Informal:</u> While we are filling out the whole class writing plan, students will be talking with a partner and sharing out their responses. I will monitor these responses to determine misconceptions	<u>Formal:</u> Formal assessment will include the quick write that students complete, as well as the writing plan that is collected at the end of the lesson. I will use both of these items to assess whether or not students

	<p>and address them as they arise. In addition, students will be asked to share out the four steps of the writing plan. I will use their responses to gauge whether they are ready to proceed in the lesson and whether or not they are ready to complete the formal assessment of a quick write.</p>	<p>understand the four components of a writing plan. I will also use this information to determine if further instruction is required.</p>
<b>Resource List:</b>	<p><a href="http://www.readwritethink.org/files/resources/interactives/compcontrast/">http://www.readwritethink.org/files/resources/interactives/compcontrast/</a></p>	

## Lesson Plan #3

Teacher: Demeri Bredefeld

**Unit:** Informative Writing: Compare/Contrast

**Subject and Grade Level:** Literacy, 2<sup>nd</sup>/3<sup>rd</sup> Grade

**Lesson Length:** 1 hour (Part 1: 30 minutes, Part 2: 30 minutes)

Lesson Title:	Compare and Contrast	
<b>Content Standards:</b>	<p>2<sup>nd</sup> Grade: <a href="#">CCSS.ELA-Literacy.W.2.2</a> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>3<sup>rd</sup> Grade: <a href="#">CCSS.ELA-Literacy.W.3.2</a> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>	
<b>Content Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able to compose a compare and contrast informational text about two different stories.</li></ul>	
<b>Language Objectives:</b>	<ul style="list-style-type: none"><li>Students will be able compose a compare and contrast informational text about <i>Cinderella</i> and <i>Rough Face Girl</i>.</li></ul>	
<b>Academic Language Requirements/ Demands:</b> Such as: Vocabulary, words and phrases and/or tier 2 words that might be challenging, language functions and text types/structures	<u>Instructional Vocabulary:</u> <ul style="list-style-type: none"><li>Compare</li><li>Contrast</li><li>Similar</li><li>Different</li><li>Topic</li><li>Main Points</li><li>Key Details</li><li>Conclusion</li><li>Signal Words</li><li>Also</li><li>Same as</li><li>Too</li><li>But</li></ul>	<u>Content Vocabulary:</u> <ul style="list-style-type: none"><li>Compare</li><li>Contrast</li><li>Similar</li><li>Different</li><li>Topic</li><li>Main Points</li><li>Key Details</li><li>Conclusion</li><li>Informative Text</li></ul>
<b>Academic Language Supports:</b> What specific supports do I need to include to help ALL students achieve the lesson objectives?	<p>The following language frames will be provided to the students for discussion and writing purposes:</p> <ul style="list-style-type: none"><li>“ _____ and _____ are <b>similar</b> because they both _____.”</li><li>“ _____ and _____ are <b>different</b> because _____.”</li><li>“ _____ is the <b>same as</b> _____ because _____.”</li><li>“ In Cinderella _____ <b>but</b> in Rough-Face Girl _____.”</li></ul>	
<b>Differentiation:</b> Beyond language supports list other strategies related to content, process or product that were included in the lesson to support the identified learning strengths and needs of your students.	<p><u>ELLs:</u> The whole class will work together with me to write a compare/contrast text using Cinderella and Yeh-Shen. This will provide a language model for the ELLs in the class. In addition, during partner work, ELLs will be paired with a strong, native English user. New vocabulary will be introduced using simple definitions and vivid pictorial representations. I will model the tasks and activities within the lesson before students are asked to complete them independently or with a partner.</p> <p><u>Visual Learners:</u> The whole class text will be written out using color coding in order to assist those students who learn best through visual modalities. The pictures used throughout the lesson to introduce vocabulary and identify which book is being</p>	

	<p>discussed will also assist the visual learners in understanding the content. Directions for tasks within the lesson will also be visually displayed. Before students are asked to complete a task on their own, I will model the procedures.</p> <p><u>Auditory Learners:</u> Information will be presented orally to the students. In addition, all directions will be verbally presented in addition to the visual presentation of a list.</p> <p><u>Advanced Learners:</u> Options will be given for advanced learners to go a step further in the tasks and assignments within this lesson. These extension activities will be optional and indicated on the board. For this particular lesson, I will encourage advanced learners to add more key details to their writing piece beyond the required three.</p> <p><u>Struggling Learners:</u> Throughout the lesson, students will have access to all scaffolds mentioned above. I will monitor the struggling students and assist when possible. In addition, struggling students will be paired with a basic or more advanced student during partner work.</p> <p><u>Student with IEP:</u> For this student, I will provide a checklist of tasks to be completed.</p> <p><u>Student with Writing Difficulties:</u> I will provide larger lined paper for this student to write their compare/contrast text on.</p>	
<b>Materials</b>	<p><u>Teacher:</u></p> <ul style="list-style-type: none"> <li>• Chart paper</li> <li>• Markers</li> <li>• Writing Plan Chart</li> <li>• Writing Steps Checklist</li> </ul>	<p><u>Students:</u></p> <ul style="list-style-type: none"> <li>• White board</li> <li>• White board marker</li> <li>• Writing plan chart</li> <li>• Lined paper</li> </ul>
<b>Part 1</b>		Time
<b>Anticipatory Set</b> How can I tap into students' prior knowledge, get them engaged in the lesson?	I will draw students' attention to the writing steps checklist and tell them that today we will be starting on the final step. I will tell them that so far we have completed the compare and contrast graphic organizer, the writing plan, and that today we will be turning out plans into actual writing. I will also remind the students that we have been writing a compare/contrast paper all together (Cinderella and Yeh-Shen) and a compare/contrast paper on our own (Cinderella and Rough-Face Girl).	2 minutes
<b>Lesson Body:</b> The main learning activities that align with the learning objectives and assessment.	<b>Direct Instruction:</b> I will tell the students that when we write a compare and contrast paper, there are certain words we use to let the reader know if we are comparing, or contrasting the two items. I will then present the comparing and contrasting signal words chart to the students and post it on the board. I will tell the students to keep these signal words in mind as we write our paper. I will refer back to the chart as we write the paper together.	8 minutes

	<p><b>Comparing Words</b></p> <ul style="list-style-type: none"> <li>• Also</li> <li>• Same as</li> <li>• As well as</li> <li>• Both</li> <li>• Like</li> <li>• Same</li> <li>• Similar</li> <li>• Similarly</li> <li>• Too</li> </ul> <p><b>Contrasting Words</b></p> <ul style="list-style-type: none"> <li>• But</li> <li>• Even though</li> <li>• Instead</li> <li>• On the other hand</li> <li>• Unlike</li> <li>• While</li> <li>• Unless</li> </ul>	
	<p><b>Guided Practice:</b> I will review the different components of a writing plan with the students and the information we included in our plan. I will then pose the question: How should we begin writing our paper? Students will think-pair-share with a partner and then share out their ideas to the class.</p> <p>We will begin by writing the opening and topic sentence.</p> <p>Following this, I will guide students to the next section of our paper, the body. I will then use a think aloud method to write the first paragraph of the paper. I will model looking at the graphic organizer and list of compare and contrast signal words before writing down the information.</p> <p>For the second paragraph, I will have the students work with a partner to write it out on their white boards. I will remind students to use signal words when writing their paragraphs. Sentence frames will be clearly displayed as students work with their partner.</p> <p>I will record a compilation of student responses for the second paragraph and guide them to appropriate sentences and structure. Sentence frames will be available for students to use.</p> <p>For the third paragraph, I will have students share out their ideas with the whole class and I will record the responses given.</p> <p>I will then ask students what they think is an appropriate way to end our paper (conclusion). I will have students think-pair-share with a partner and then share out whole class. I will record a compilation of student ideas on the chart.</p>	20 minutes
<b>Part 2</b>		
	<p><b>Independent Practice:</b> I will tell the students that now they will be writing their own paper using the same strategies and format we used for our whole class paper. I will remind them to use their writing plan and signal words.</p> <p>Students will then work independently on writing their paper. I will encourage them to do their best.</p> <p>I will provide sentence frames for the ELLs and struggling students and provide two lined paper options for students who need it.</p>	30 minutes
<b>Closure:</b> How will I end the lesson today?	I will end the lesson by crossing off the last step on the writing	2 minutes

	<p>process chart. I will tell students that although we have finished writing, that it is always a good idea to go back through our paper and find things we need to edit or change. I will tell them that we will be working together to edit our writing and create a final copy in the weeks to come. I will then collect the students' papers.</p>	
<b>Assessment:</b>	<u>Informal:</u> I will informally assess students when they share out after a think-pair-share to determine if they are understanding the concepts and acquiring the skill of writing a compare and contrast paper. In addition, I will monitor students as they work individually and in partners. I will use the sentences they write on their white boards to also assess whether they understand the concepts and structure of the lesson.	<u>Formal:</u> I will assess the students formally by collecting their compare and contrast texts. I will use a rubric (attached) to evaluate student work and determine if they have reached the content objective for the learning segment.
<b>Resource List:</b>	<a href="http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-compare-contrast-essay-275.html?tab=4#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/teaching-compare-contrast-essay-275.html?tab=4#tabs</a> <a href="http://www.readwritethink.org/files/resources/interactives/compcontrast/">http://www.readwritethink.org/files/resources/interactives/compcontrast/</a>	