



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 9

Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about Rivers and Streams



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)

Supporting Learning Targets

- I can compare and contrast two texts about rivers and streams.

Ongoing Assessment

- Comparing and Contrasting Texts recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Reader: Comparing and Contrasting Classmates (5 minutes)2. Work Time<ol style="list-style-type: none">A. Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes)B. Comparing Texts (25 minutes)C. Contrasting Texts (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes)4. Homework<ol style="list-style-type: none">A. Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality.B. Continue reading in your independent reading book.	<ul style="list-style-type: none">• This lesson builds on Lessons 6–8, with students comparing and contrasting the two texts they read in those lessons.• During Opening A, students compare and contrast two classmates. Be thoughtful about the framing of this activity in relationship to your classroom norms. If you are not convinced that students can do this kindly, provide two pictures (e.g., two animals) for them to compare and contrast instead.• The Comparing and Contrasting Texts recording form used in this lesson, Lesson 12, and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format.• In advance: Review students' annotated texts from Lessons 6–8 and make sure they have determined both the main ideas and key details. Make sure all students have access to these annotated texts from Lessons 6–8.• Students should be in the same pairs as in Lessons 6–8.• Post: Learning target.



Lesson Vocabulary	Materials
compare, contrast, similar/similarity(-ies), different/difference(s)	<ul style="list-style-type: none">• Power Words/Water Words anchor chart (from previous lessons)• Students' annotated texts, "Rivers and Streams" and "River to the Sea" (from Lessons 6-8)• Chart paper for new anchor chart: Comparing and Contrasting• Comparing and Contrasting Texts recording form (one per student and one for display)• Comparing and Contrasting Texts recording form (for teacher reference)• Document camera



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Comparing and Contrasting Classmates (5 minutes)</p> <ul style="list-style-type: none"> • Collect students' homework for use with Lesson 11. • Tell the class: "In a minute, I am going to ask for two volunteers. You will have a chance to describe them using what you <i>know</i> about them, not what you <i>see</i>." • Ask: <ul style="list-style-type: none"> * "What sorts of things might we share about our volunteers?" • Give students time to think, then elicit responses. These might include ideas such as: things they like, sports they play, the makeup of their families, things they are good at, etc. • Ask for two student volunteers to stand in front of the class. Ask the class to think and then talk with a partner: <ul style="list-style-type: none"> * "How can we compare (name) and (name)? What is <i>similar</i> about them?" * "How can we contrast (name) and (name)? What is <i>different</i>?" • After partners get a chance to talk, solicit responses from three to five students. As students compare and contrast their classmates, reinforce the vocabulary of similarities and differences by responding with comments like: "That's a great <i>similarity</i>" or "You named a big <i>difference</i> between them." • Remind students that in Lesson 8, they learned the words <i>compare</i> and <i>comparison</i>. Explain that today you are introducing a few new words: <i>contrast</i>, <i>similar</i>, and <i>different</i>. Explain that when you compare two things, you think about what is similar, or alike, and what is different, but when you contrast two things, you are focusing only on what is different. • Point out the parts of speech of the words <i>similar/different</i> (adjectives) and <i>similarities/differences</i> (nouns). Add the words <i>compare</i>, <i>contrast</i>, <i>similar</i>, <i>similarities</i>, <i>different</i>, and <i>differences</i> to the Power Words section of the Power Words/Water Words anchor chart. • Remind students that in Lesson 8, they examined comparisons in sentences and paragraphs within a text. Explain that today they will compare and contrast two different texts. • Direct students to the learning target. Tell them that today they will be comparing and contrasting (or finding the similarities and differences between) the two texts that they have read about rivers and streams. Tell them that this is much like the work they did when they compared poison dart frogs (in Module 2A). 	



Work Time	Meeting Students' Needs
<p>A. Reviewing the Texts: Beginning the Comparing and Contrasting Anchor Chart (10 minutes)</p> <ul style="list-style-type: none">• Ask students to sit with their partners and their annotated texts from the previous lessons: “Rivers and Streams” (from Lessons 6–7) and “River to the Sea” (from Lesson 8).• Tell students: “Talk with your partner. What are some of the similarities and differences between these two texts? How would you compare and contrast them?”• As pairs work, circulate and observe the approaches they are using for finding similarities and differences. Take note of any effective methods to add to the Comparing and Contrasting anchor chart in the next section of the lesson.• After 5 minutes, ask:<ul style="list-style-type: none">* “What did you and your partner do to find similarities and differences between these texts?”• Challenge each pair to come up with at least one or two ideas. After they have had a chance to work, cold call a few students to share ideas. Add these to the Comparing and Contrasting anchor chart. As each group shares, invite other students who had the same idea to give a silent signal. Continue sharing until the class has shared at least two or three ideas for both similarities and differences. Listen for ideas like: “Read the main idea statements for both texts. Think: How is the main idea the same? How is the main idea different?” or “Reread the key details that you have starred. Circle words and phrases that have the same meaning” or “Make notes in the margin about similarities.”	<ul style="list-style-type: none">• If students were absent for one of the two previous lessons, provide an annotated text or have them look on with their partner.• If students complete preparation early, give one of these options:<ul style="list-style-type: none">– Support your partner.– Share the similar ideas that you found.– Talk with your partner about the strategies you used.– Investigate the text to see if there are additional similarities.



Work Time (continued)	Meeting Students' Needs
<p>B. Comparing Texts (25 minutes)</p> <ul style="list-style-type: none">• Distribute the Comparing and Contrasting Texts recording form. Point out that this tool is different from the Venn diagram that they used in Module 2, but it serves the same purpose.• Ask:<ul style="list-style-type: none">* “Why is it important to try different tools?”• Give students time to think and then call on a few to respond. Listen for ideas like: “Different tools can help you get the job done better,” “There is often more than one tool that will work,” and “You have to figure out which one is best for you.”• Direct the class to the first section, Similarities. Call on a student to read the question in this box aloud.• Tell the class: “Your first task is to work with your partner to write down words and phrases in the Similar Ideas to Include box. Remember, you want to write down similar ideas. It’s OK if the words the authors use are a little different.”• Give pairs about 5 minutes to work.• Observe them as they are working. As you observe, take notes about effective strategies partners are using to identify similar ideas to include (circling similar phrases/ideas, taking notes in the margin, cross-checking texts, and writing phrases in the Ideas to Include box) and to support each other to share with the class (e.g., asking each other questions, comparing their recording forms, trying to craft sentences together).• As pairs work, ask them questions like:<ul style="list-style-type: none">* “What are the similar ideas that both authors want you to know about rivers and streams?”* “What evidence is there from BOTH texts to support this idea?”• After about 5 minutes, gather students together. Ask for one or two volunteers to share some of their Similar Ideas to Include. Tell students to give a silent signal if they have written down similar ideas.• Direct the class to the Similarities Statement section of the recording form. Say: “Now you are going to take your ideas to include and turn them into a statement. This is a lot like the main idea statements that you wrote in the previous lessons.”• Ask: “What do you think these statements should include?” Solicit ideas from the class, such as:<ul style="list-style-type: none">* It should address the major similarities between the texts.* It should pull together the key details.	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> * It should be short, only two or three complete sentences. * Ideas should connect. • Write these on the board for reference. • Give students about 5 minutes to write their own similarities statement. Circulate as they work, directing them to the criteria as needed. Notice which students have strong similarities statements to share with the class. • After about 5 minutes, gather students together. Share a few of the students' statements. Tell students to give a silent signal if they have written similar statements. Name what makes these statements strong. (For example: "I notice that (student) included the major similarities from both texts" and "I noticed (student) used words like <i>as</i> to make the ideas connect.") 	
<p>C. Contrasting Texts (15 minutes)</p> <ul style="list-style-type: none"> • Project the Comparing and Contrasting Texts recording form on the document camera. Direct the class to the second section, Differences. Call on a student to read this box aloud. Tell students that they will now contrast texts, or find the things that are different, just as they did with their classmates this morning. Give a few examples of the differences they named in the classmate comparison. • Refer the class to the Comparing and Contrasting anchor chart. Tell students that if they get stuck, they can use these ideas to find the differences between the texts. • Tell pairs that they will have 5 minutes to work together to complete the Differences section of the Comparing and Contrasting Texts recording form. Tell them that they can write words and phrases if they choose. • As pairs work, circulate and record effective strategies that you see them using. After 5 minutes, stop the students. Call out a few effective strategies that you observed. If needed, pull a small group or the whole class together for a mini lesson. For example, you might have students compare the sections on erosion in the two texts. • If no mini lesson is needed, give students 5 additional minutes to work independently on the Differences section of their recording form. Tell them they can get support from their partner if they need it. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Adding to the Strategies for Comparing and Contrasting Anchor Chart (5 minutes)</p> <ul style="list-style-type: none"> • Gather students together. Ask them to share a few of the differences they recorded. Give them think time, then solicit a few responses. • Ask: <ul style="list-style-type: none"> * “Which was easier, finding similarities or finding differences?” • Ask students who thought it was easier to find similarities to raise their hands. Then ask students who thought it was easier to find differences to raise their hands. Call on a few from each group to share their best strategy. If there are any new strategies, record them on the anchor chart. • Commend students for their effort. Tell them that they will have another chance to try this after they read two more texts. • Preview the homework. 	<ul style="list-style-type: none"> • Physical movement supports ELLs and students with different learning styles. • Reading the text from <i>One Well</i> promotes fluency and may provide some students with deeper understanding of the text.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Check over your Comparing and Contrasting Texts recording form to make sure it is complete with your best quality. Don't forget to bring home your texts. • Continue reading in your independent reading book for this unit at home. 	<ul style="list-style-type: none"> • Before Lesson 12, carefully review the students' Comparing and Contrasting Texts recording forms to determine the specific support they may need. A few possible mini lessons are shared in Lesson 12.



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Supporting Materials



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Comparing and Contrasting Texts Recording Form

Text 1: _____ **Text 2:** _____



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

Similarities statement:

Differences: What different details does each author include to support the big idea?



Text 1:

Text 2:



Comparing and Contrasting Texts Recording Form
For Teacher Reference

Text 1: “Rivers and Streams”

Text 2: “River to the Sea”



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

(Answers will vary but should mostly connect to the answer below)

Start in high places; run downhill; streams join to form rivers; carry rocks with them; rivers connect to oceans.

Similarities statement:

(Answers will vary but should mostly connect to the ideas above)

Rivers and streams start at high points like mountains. As water moves downhill, small streams and rivers join other small streams and rivers until they become large rivers. As rivers flow, they cut into the land and carry rocks and sand downstream. Eventually, the rivers connect to larger bodies of water like oceans.

Differences: What different details does each author include to support the big idea?



Text 1:

(Answers may vary; full sentences are not necessary)

Erosion is cutting into the land.

River deposits can create new land.

Text 2:

(Answers may vary; full sentences are not necessary)

As rivers, brooks, and streams join, they often get wider, deeper, and faster.

Current is strongest in the deepest parts of the rivers.



Comparing and Contrasting Anchor Chart
For Teacher Reference; Adapt to Suit Based on Student Responses

Comparing (Finding Similarities)	Contrasting (Finding Differences)
<p>Read the main idea statements for both texts. Think: How is the main idea the same?</p> <p>Reread the key details. Code words and phrases that have the same meaning.</p> <p>Make notes in the margin about similarities.</p> <p>Cross-check texts.</p>	<p>Read the main idea statements for both texts. Think: How is the main idea different?</p> <p>Reread key details. Code words and phrases that are different.</p>