|  | **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.