|  | **TEACHER NAME:** Billie Beginner  **SUBJECT/GRADE:** ELA – Grade 6 *(3 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:**   * Listen to a country song and Hip Hop song with similar themes compare/contrast using a T-chart. * After discussion, students pair up with partners to sort details into categories. * The teacher calls students back together and revisit the “hook” later. | **+ Music hooks middle school students.**  **Pose a question to spark students’ curiosity about how the songs will link to the lesson.** |
|  | **GRAPHIC ORGANIZER:** Reading Selection Comparison  **VOCABULARY STRATEGY:** 4 Square Word Analysis  **LESSON INSTRUCTION:**   * Partners read the Essential Question and guess what the words in blocks mean. * Students receive plastic bags with definitions of *compare, contrast, text, similar, themes, topics,* and *differences*. * In vocabulary notebooks, students create 4-Square Word Analysis for each word.  | Vocabulary Term | In My Words | | --- | --- | | Description/Definition | Examples/Graphics |  * Students discuss definitions in groups. * **Teacher Input:**  1. Refer to the hook asking these questions:  * How were the songs similar? Different? * How did each artist approach the topic?  1. Students summarize what they learned to Partners. Report out. 2. Students copy organizer in notebooks as teacher models using two texts (fictional story/journal entry) for the **Reading Selection Comparison organizer**. 3. Students turn and talk: How did the organizer help them to understand the texts and how to write a summary? | **+ Collaboration supports middle school students’ need to talk and understanding of the concept.**  **+ Comprehension Notebook helps with understanding & reviewing.**  **+ Effective modeling & questions!**  **+ Text structures provide knowledge of how an author organizes a text. Helps with comprehension!**  **In the future, provide students with the types of questions that align to specific types of text structures.** |
|  | **LEARNING TASK:**   * Provide a 1-page fictional story and a poem. * Teacher meets with the lowest students (2 groups of 6) on the assignment. * Students rotate on a computer program to address deficiencies and gaps in learning. * The teacher models reading and “think alouds.” Choral reading and partner reading for other parts of the texts. * Students fill in the graphic organizer and write their own summary. * Other students work individually. | **+ Small groups were pulled by you and the Inclusion teacher – great way to support students!**  **+ “Think alouds” modeled effectively**  **+ Online Reading program Usage reports show recommended time used! Bravo!**  **Did the text meet the needs and provide complexity for your average/above average students?** |
|  | **SUMMARY STRATEGY (i.e., Ticket Out the Door):**   * 3, 2, 1 on notecards. 3 things you learned, 2 questions, and 1 thing you want to know more about.   **Homework:** *(Use a Venn-Diagram.)*   * Listen to or read the lyrics for 2 favorite songs. Compare the artists’ feelings about the topic and write a summary of that comparison. | Textilpflegesymbol – Wikipedia **Evaluate the independent assignment for rigor. Were all students challenged?**  **Hugo, Bill, Walther, Myles, and Al finished quickly and interrupted other students doing the assignment portion of the lesson.** |

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