

## PARENT EDUCATION LESSON PLAN

### Workshop Topic: Reading Comprehension, Compare and Contrast

**CCRS Reading Anchor/Standard:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### NELP Predictors:

- Reading readiness: usually a combination of alphabet knowledge, concepts of print, vocabulary, and phonological awareness
- Concepts about print: knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, and text)

#### Objective: At the end of this session, participants will be able to:

- Define compare and contrast.
- Complete a Venn diagram comparing two characters in a book.

#### Materials:

- Appropriate children's book(s) and/or pictures (see *Modeling, Application, and Controlled Practice* sections)
- Teacher-created handout with Venn diagram (You may want two versions of the Venn diagram, one with sentence/question stems, and one blank version for the *Instruct, Controlled Practice, and Application* sections).
- Parent Handout (see the *Central Ideas* section)
- Dry erase board and markers
- Internet access
- *Optional:* Teacher-created exit ticket (see *Wrap-up/Closure* section)

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#### Welcome/Ice Breaker:

Write on the board:

1. Compare summer to winter.

The instructor will explain that the word “compare” means to find differences and similarities. Draw a large Venn diagram on the board or project one for the class to see. Explain where to write

winter, summer, and similarities. Ask parents to label their own Venn diagrams.

Think-Pair-Share.

- Think: Individually, ask parents to write similarities and differences between winter and summer in their Venn diagrams.
- Pair: With partners, ask parents to share their answers and create a final Venn diagram of similarities and differences.
- Share: On the board, ask everyone add their ideas until the class Venn diagram is complete.

**\*Teaching tips for lower-level learners:**

Give parents cut up pictures and cut up vocabulary words. Ask them to sort the pictures according to summer, winter, or both. Then, have them match the pictures to vocabulary words and copy the words into their Venn diagrams. Emphasize the definitions of “alike,” “similar,” and “different” during the Ice Breaker.

**\*Teaching tips for higher-level learners:**

Ask parents to describe the similarities and differences between seasons in the U.S.A. compared to their native countries.

**Central Ideas:**

Before Reading:

Pre-teach vocabulary: comprehension, active, purpose, strategy, improve, (Venn diagram—already introduced in the Icebreaker).

**\*Teaching tip for all levels of learners:**

Instead of explaining the words to parents, get them involved. Write example sentences using the words on the board. Read the sentences together, but do not explain the specific meaning of each word. Ask parents to think about the overall meaning of the sentences to try to understand the vocabulary word in context. Then, write each of the definitions for the vocabulary words on separate notecards (use language appropriate for the learners’ levels). Make enough copies of the notecards for parents to work in groups of three and have a full set of the definition notecards. Ask parents to work in their small groups to match the definitions to the vocabulary words on the board by thinking about the meaning of the example sentences on the board. Review the answers as a whole class and answer any remaining questions about the vocabulary words.

Read:

Give each parent a copy of the Parent Handout. Read the text. Adapt the text to fit the level of your learners as appropriate.

Parent Handout

When we read, we want to understand what we read.

Comprehension is the reason for reading.

When good readers comprehend what they have read, they understand it and can communicate it to others.

Reading comprehension is:

- Purposeful—good readers have a purpose for reading.
- Active—good readers think actively while reading.

Reading comprehension can improve through reading with another person and talking about what you read.

Teachers work to help students understand the texts that they are reading and become stronger readers.

In school, children read many kinds of texts, and ask and answer questions about the text.

Teachers often use tools like Venn diagrams to help children with reading comprehension.

A Venn diagram can help students to understand information in the story. The Venn diagram is just one tool teachers use.

*At Home*

There are also ways that parents can help!

Reading aloud and sharing books are ways parents can help children understand what they are reading.

Parents can also use the Venn diagram to talk about books with their children.

After Reading:

Ask parents comprehension questions about the text. Remember to write the questions down on the board or on the Parent Handout rather than asking the questions orally. Then, give parents an opportunity to answer the questions individually or in pairs before reviewing the questions as a

whole class in order to ensure all learners have sufficient time to answer the questions, not just those who are the most proficient readers.

### **Practice (Content and Strategies):**

#### **Instruct**

Create a handout of a Venn diagram (see Figure 1 below). Include question and sentence stems or prompts that help parents formulate questions and responses for implementing the skill with their children. Plan to use the same language during the *Modeling* section, especially for lower-level learners. Have a book in mind when designing the question and sentence stems for use in the Venn diagram.

Read the Venn diagram together. During the upcoming *Modeling* section, ask learners to circle the examples they hear you use while prompting parents for similarities and differences.

#### **Modeling:**

Choose an appropriate children's book to model using the Venn diagram with parents. When choosing the book, take into consideration the following: a) the print language skill level(s) of the parents; b) the age of their children; c) whether the characters can be compared and contrasted (Example: using books like *The Ugly Duckling* or *The Three Little Pigs*); and d) the language/vocabulary needed to describe the similarities and differences within the book. You could also choose a book that you have read together previously to reduce the amount of time spent on basic reading comprehension.

Read the book aloud to the parents. Ask parents if they can tell who the characters are in the story. Choose two of the characters' names and write them on the board in Venn diagram format. Then, ask parents what the differences are between the characters. Focus on modeling the questions that parents can ask to prompt their children for similarities and differences they shared during the *Instruct* section of the lesson. Remind parents to circle the questions/sentence stems they hear you use as you ask them. Together, write their answers in the corresponding sections of the Venn diagram to reinforce completion of the Venn diagram.

#### **\*Teaching tip for lower-level readers:**

The Instructor could use picture-based book and ask parents questions based on the pictures.

#### **\*Teaching tip for learners of all levels:**

Be prepared to provide vocabulary and language support beyond the language you highlighted on the Venn diagram. This will change depending on the book you have chosen, and you may need to provide a list of vocabulary words or useful phrases to help parents describe the characters in the chosen book.

**Controlled Practice:**

Use the same book from the *Modeling* section. If you have multiple copies of the same book, parents can work in pairs to complete the Venn diagram on their own. The instructor should tell parents to use the prompts as guidance. If only one copy of the book is available, pass the book around the room, or ask parents to practice using other pictures that you have prepared. Ask pairs to practice completing the Venn diagram with one partner being the child and one partner being the parent.

**Application:**

The instructor will provide a similar book to the one used in the *Modeling* and *Controlled Practice* sections. The book should have characters that parents can compare and contrast. Also, ensure that the book meets the needs of the parents (level, vocabulary skills, etc.) Parents will complete another Venn diagram with the new book with their partner or group. Parents should use the Venn diagram from the *Controlled Practice* section as reference. The instructor monitors, assesses competency, and provides support if necessary.

Note: For parents struggling with the new vocabulary or concept of this activity, you may want to use the same book again from the *Modeling* and *Controlled Practice* sections of the lesson. This will help parents build confidence and fluency with this activity.

**Interactive Learning Activity:**

Use the same strategy with children. For struggling learners, send home the same book modeled and practiced in this lesson.

Parents can encourage their children to draw pictures to show similarities and differences between the characters as well.

At home: You can also encourage parents that this same practice is valuable when done in their native languages. It can increase the richness of the conversations and parents' confidence to complete the Venn diagram with their children at home.

**Wrap-up/Closure:**

The instructor can ask parents to read a book and complete the Venn diagram with their children at home. Parents should bring in one completed Venn diagram to share in the next class.

Figure 1:

# VENN DIAGRAM

***Different***

***Same***

***Different***

