

Comparing and Contrasting in Informational Text Lesson Plan

Lesson Overview

Topic	Lesson Information
Lesson Title:	Comparing and Contrasting in Informational Text
Lesson Author:	Deborah Tkach
Date Created:	June 21, 2022
Lesson Timeframe:	90 minutes SDL-approved resources and approximately 90 minutes teacher-created activities. (See note under "Text, Materials, and Resources" section.)
Content Area(s):	Reading Language Arts
General Topics/Skills Covered:	Reading Informational Text and Critical Analysis Writing Thesis Statements
NRS Level(s):	Reading Level 4-5
Prerequisite Skills:	Basic comprehension and analytical writing, including familiarity with compare/contrast and writing thesis statements/topic sentences Access CASAS GOALS Academy account Access Google Classroom and/or Google Docs

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Standards and Skills Addressed

Topic	Your Standards and Skills Addressed
College and Career Readiness Standards (CCRS):	RLA CCR Anchor 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Writing CCR Anchor 5: With guidance and support focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
English Language Proficiency Standards (ELPS (if applicable):	N/A
Target Grammar/Language Forms (for ESL):	N/A
Standards for Mathematical Practice:	N/A
Foundation Skills Framework (Workforce Skills):	Locates and uses information in documents to perform tasks. Uses appropriate writing style for audience and purpose.
Digital Literacy Skills (also see checklist below):	Keyboarding and mouse skills; Google Docs/sharing; email Access CASAS GOALS Academy account Access Google Classroom and/or Google Docs

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Topic	Your Standards and Skills Addressed
Digital Literacy Skills Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are students taught how to find--and evaluate the validity of--online sources? Are they given an opportunity to practice doing so with different topics and for different tasks? <input type="checkbox"/> Are sufficient instructions given to students around the use of digital tools and is sufficient time provided to practice the use of tools? <input type="checkbox"/> Do students use digital tools to create and present products (e.g., papers, presentations, graphics)? <input type="checkbox"/> Are students provided with an opportunity to select and use appropriate technology to solve problems in class?

Objectives, Materials, Vocabulary, and Culturally Responsive Teaching

Topic	Your Objectives, Materials, Vocabulary, and Culturally Responsive Teaching
Lesson Objective(s):	<p>By the end of the lesson, the SWBAT correctly identify 80% of the similarities and differences after analyzing two food product labels and adding the information to the comparison/contrast table and Venn diagram using Google Docs.</p> <p>By the end of the lesson, the SWBAT write a thesis statement or topic sentence about the products' similarities and differences using aspects of a strong thesis statement or topic sentence as demonstrated on the Thesis Statement Rubric and achieve a score of three out of four points in each category.</p> <p>By the end of the lesson, the SWBAT conduct a peer review on at least one other classmate's thesis statement using the Thesis Statement Rubric and submit comments using Google Docs.</p>

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Lesson Objective Tips:	<ul style="list-style-type: none"><li data-bbox="472 342 1633 375">• Check it with SMART. (Is it Specific, Measurable, Achievable, Relevant, and Timely?)

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<p>Texts, Materials, Resources (also see checklist below):</p>	<p>Using this Lesson: This lesson was originally designed within Google Classroom, but users who do not have an LMS or who use a different LMS can also access and use the lesson.</p> <p>If you want to use the lesson in your own Google classroom, please follow the steps below:</p> <ol style="list-style-type: none">1. View the classroom as a student by clicking this link: https://classroom.google.com/c/NDk2Nzk3ODYwNjg2?cjc=rulbe4t2. To obtain your own copy of the classroom to share with your students, email deta.tiu11@gmail.com to request access.3. You will be added as a co-teacher to DLDE’s copy of the course. To create your own copy of the course, visit your classes dashboard, open the menu for this course, and select “copy.”4. Once your own copy of the course is created, all activities will be available in the “Classwork” tab of the lesson. Make these activities visible to your students by entering edit mode for each activity and clicking the “Assign” button.5. Direct your students to access all assignments by clicking the “Classwork” tab once they access the course. <p>If you want to use the lesson outside of Google Classroom:</p> <ol style="list-style-type: none">1. Use the directions and resources located in this alternate document to build the lesson into your own LMS, or2. Share this alternate document directly with your students. They will be able to complete the lesson using only this document, but you may need to update the sharing permissions on some of the items before sharing them with your students. <p>Teacher-Created Resources: (90 minutes SDL time if the students complete both activities):</p> <ol style="list-style-type: none">1. Compare & Contrast Food Label Table and Venn Diagram in Google Docs https://docs.google.com/document/d/1Kd2378y4XvYL_H58d9HWSkQWZEPqpp2k/copy
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	<p>2. Thesis Statement Rubric – PDF in Google Drive</p> <p>Approved Supplemental DL Resources: (1 hour for the Scoreboost lesson and approximately 0.50 hours for the CASAS Goals Academy Lesson. Please track time in CASAS Goals. ***If your agency does not have access to these resources, students can still complete the teacher-generated resource activities above to receive 90 minutes of instruction.)</p> <p>1. Scoreboost: Thinking Skills – Critical Thinking for Reading, Science, and Social Studies (pg 29) https://drive.google.com/file/d/1FEEuLEQtkOdvToLgoNR1Zv2VH4dC6b-W/view?usp=sharing (Copy used with permission from New Readers Press)</p> <p>2. CASAS GOALS Academy: Comparing & Contrasting Accounts</p>
Texts, Materials, Resources Checklist:	<p><input type="checkbox"/> Are the recommended texts relevant to adult learners, culturally responsive, and useful for building knowledge and achieving the objectives?</p>
Lesson Vocabulary:	Click or tap here to enter text.
Culturally Responsive Teaching Notes (also see checklist below):	Click or tap here to enter text.

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Culturally Responsive Teaching Checklist:	<ul style="list-style-type: none"><input type="checkbox"/> Is it evident that students will connect content to their own lives and to what they already know?<input type="checkbox"/> Do the student resources regularly include authors, images, and ideas from a range of racial, cultural, linguistic, gender, and (dis)ability representations and backgrounds, especially those of our students?<input type="checkbox"/> Do cultural representations and varied perspectives seem to be fair and accurate? Are stereotypes avoided?

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Instructional Activities

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Lesson Introduction:	<p><i>This lesson is a supplement to in-person/remote instruction in which compare/contrast and writing thesis statements were already discussed and taught.</i></p> <p>The following will be listed in the Google Classroom:</p> <ul style="list-style-type: none">• <i>Lesson objectives:</i> As listed above.• <i>Connections to prior learning/real-life scenarios:</i> Reading food labels will help adults learn to make comparisons when shopping and preparing nutritional foods. Comparing information and supporting observations made through writing are also skills needed to pass the HSE exams.• <i>Engaging for learners:</i> To introduce the importance of reading food labels, direct learners to watch a video similar to this: https://youtu.be/UpfLapy4AH8. Students will answer three follow-up questions through Google Forms. The link is in the Lesson Introduction.<ol style="list-style-type: none">1. <i>Where do you find food labels? (On the back or side of packaging.)</i>2. <i>(True or False) Ingredients that are heaviest in the product are listed at the top of ingredients list. (True)</i>3. <i>What are the five key items to look for in the products? (How much fat, saturated fat, sugar, salt, and fiber?)</i>
Lesson Introduction Tips:	<ul style="list-style-type: none">• Explain how the lesson objectives will be shared with learners.• Make connections to learners' goals and prior and future lessons.

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Lesson Body, Direct Instruction:	<p>Provide some Direct Instruction prior to assigning this lesson. Students will also have access to videos/instructions on how to access these resources in Google Classroom:</p> <ul style="list-style-type: none">• Ensure that students are able to access the CASAS GOALS website and find the Compare/Contrast lesson.• Demonstrate how to access the online labels and how to complete and submit their work through Google Classroom/Docs.
Lesson Body, Guided Practice:	Click or tap here to enter text.

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<p>Lesson Body, Independent Practice:</p>	<p>SDL Lesson Steps:</p> <ul style="list-style-type: none"> • Review the Compare/Contrast video https://www.youtube.com/watch?v=GskPgmjXYZQ • Click on the link to review the Cheetos, Mac N Cheese, Bold & Cheesy Flavor label: https://smartlabel.pepsico.info/015300014954-0002-en-US/index.html • Review the Chef Boyardee Lasagna label: https://www.heb.com/product-detail/chef-boyardee-lasagna/153066 • Watch video on how to complete the table and Venn diagram in Google Docs: https://www.youtube.com/watch?v=5HkarJaViQU • Complete the table and Venn diagram: https://docs.google.com/document/d/1Kd2378y4XvYL_H58d9HWSkQWZEPqpp2k/copy • Watch video on how to access, share and add comments to a document for peer review: https://edu.gcfglobal.org/en/googledocuments/adding-and-replying-to-comments/1/ https://www.youtube.com/watch?v=xapBM5iOnn4 • Review how to write a Thesis Statement video: https://www.youtube.com/watch?v=TotaRoYh60Y • Submit your thesis statement: https://docs.google.com/document/d/12EbTZmkwpiN41g3EAbdRKquoD4dF5TjeUbrLzedPIjQ/copy • Complete the GED Practice worksheet: https://drive.google.com/file/d/1FEEuLEQTkOdvToLgoNR1Zv2VH4dC6b-W/view?usp=sharing https://docs.google.com/forms/d/1FhFrZoKiegsCICuJHSpTrkDqIvpG5qjWCXnm1BYD5E/copy • Complete the Comparing & Contrasting Accounts in CASAS GOALS Academy course.

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Lesson Body Tips:	<ul style="list-style-type: none"> ● Provide enough detail that another instructor could teach this lesson based on the information in this lesson plan. ● Include how the students will be grouped, approximate timeframes for each activity, and how technology will be integrated. ● Describe where in the lesson sequence, and how, the instructor will model the target skills and/or tasks for the learners.
Differentiation (also see checklist below):	Click or tap here to enter text.
Differentiation Checklist:	<ul style="list-style-type: none"> <input type="checkbox"/> Are teachers cued to adapt instruction for their specific learners? <input type="checkbox"/> Are there adequate supports to help teachers differentiate instruction to meet the needs of individual learners, including English learners and those with learning disabilities? (e.g., texts at different levels, broad topics or compelling tasks that allow teacher/student flexibility) <input type="checkbox"/> What kinds of choices are students able to make within the lesson plan (e.g., text selection, project topics or products)?

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Assessment:	<p>Formative Assessments:</p> <ul style="list-style-type: none"> Students complete a table and Venn diagram; should have at least 80% of the items listed or eight out of 10 items added to the Venn diagram. Confirm completion of the Scoreboost PDF by checking answers on the accompanying Google Form. <p>Summative Assessments:</p> <ul style="list-style-type: none"> Complete the CASAS GOALS Academy on Comparing & Contrasting Accounts. Submit thesis statement on shared class Google Doc. Students will add comments to at least one of their peers' statements.
Assessment Tips:	<ul style="list-style-type: none"> Describe the ongoing assessments that will be used to check learners' progress toward the lesson objectives. Describe the cumulative assessments that will measure the extent to which learners met the lesson objectives.
Lesson Conclusion:	<p>Students complete the Next Steps Ticket which asks that they explain how they think they could use the information from this activity in their everyday life.</p> <p>During next in-person/remote lesson, begin to review the next phase in the writing process for a compare/contrast essay.</p>
Lesson Conclusion Tips:	<ul style="list-style-type: none"> Review lesson objectives. Provide an opportunity for student reflection. Connect to prior and future learning.

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Lesson Extension, Homework:	Click or tap here to enter text.
Lesson Extension, Additional Enrichment/Practice Opportunities:	Invite students to find other food labels that they would like to compare and share their findings in the Google Classroom Discussion board.
Key Shifts:	<ul style="list-style-type: none"> • Check to ensure that your lesson addresses the Key Shifts in the CCRS.
ELA Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Text Complexity <input checked="" type="checkbox"/> Evidence <input checked="" type="checkbox"/> Building Knowledge
Math Key Shifts (check all that apply):	<ul style="list-style-type: none"> <input type="checkbox"/> Focus <input type="checkbox"/> Coherence <input type="checkbox"/> Rigor

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Instructor Reflection Before the Lesson

Instructor Reflection Questions (to be completed before teaching the lesson):

- Are there opportunities to position students as experts on topics?
- What implicit bias might be reflected in the lesson or instructional design of the lesson?
- Were sufficient instructions on the use of digital tools provided and do students have an opportunity to practice?
- Were students provided with the opportunity to make choices regarding the lesson topic, project, etc.?

Instructor Reflection After the Lesson

Instructor Reflection Questions (to be completed after teaching the lesson):

- What went well in the lesson?
- What did not go well in the lesson?
- Did the learners meet the lesson objectives? If not, why?
- What changes should be made for next time the lesson is taught?