Seventh Grade Common Core Language Arts Reading Session 25

*Sample mentor comments are represented in italics throughout the lesson plan.*

Focus: Good readers compare and contrast texts and their elements to increase understanding. Good readers use story elements such as character, setting, and conflict to compare and contrast texts. Good readers use elements such as who, what, where, when, how, why, so what, and fun facts to compare and contrast texts.

Materials: 7th grade reading textbook, journal, pen/pencil, graphic organizers, chrome book/Internet access, post-it notes

Genre: fiction, non-fiction, compare and contrast between varied texts

 Before reading:

1. Enhance rapport. Check up on each other since the last session. Review the work of last week

regarding comparison and contrast examples and cue words.

1. Review the definition of compare/contrast you used last session.

*To compare and contrast is to look at objects and think about how they are similar and how they are*

*different. To compare means to decide how texts are the same. To contrast means to decide how texts are different.*

Compare how objects are the same

Contrast how objects are different

1. Choose a new compare and contrast of two people you know, or two singers, or two celebrities,

or two pets, or a granola bar and a candy bar, or two breakfast cereals, or hamburgers and hotdogs, or two magazines from the media center; etc., to record in the journal. Use a graphic organizer. A three-section chart works well. Here is the example from last session:

Hot dog same hamburger

 Top with sauerkraut meat top with blue cheese & mushrooms

Cooked by boiling can be grilled outside pan fried inside

 Could be pork, beef, chicken often eaten with a bun beef or chicken

 Shaped like a banana picnic food shaped in a patty

 bratwurst add mustard and ketchup

 popular at sporting events

 fast food

1. Review the signal/cue words recorded in the journal last session which follow.

*As you read, look for the following signal/cue words to point out similarities.*

*Like similarly both all every*

*Every also in the same way also likewise*

*Like as neither…nor either…or in addition*

*As you read, look for the following signal/cue words to point out differences.*

*Unlike but on the other hand more less*

*In contrast however by contrast yet instead*

*Whereas while although otherwise*

 During reading:

1. For this second session on comparing and contrasting, read side by side stories orally

together. Side by side stories for this session are texts that are on the same topic but from different genres or written by different authors. Use a graphic organizer to compare and contrast after completing GIST Charts. Graphic organizers are attached and/or a three section chart or Venn Diagram may be used. The 7th grade reading textbook has two reading choices as listed below. Read the shark pieces OR the Clara Barton pieces.

“What Do You Know about Sharks?” by Sharon Guynup and “Great White Sharks,” by Peter Benchley—two non-fiction pieces, OR

“Clara Barton: Battlefield Nurse,” by Jeanette Covert Nolan and “The War Diary of Clara Barton,”--a historical fiction drama and a non-fiction memoir.

1. Read through the two texts the first time for flow. Reread to revisit areas which are

similar and different between the two pieces. Use a GIST Chart (earlier session) to record the WHO, WHAT, WHERE, WHEN, HOW, WHY, SO WHAT, and FUN FACTS for each of the two pieces chosen. Draw the graphic organizer in the journal and complete during the revisit of the two pieces.

 After reading

1. Use the GIST Charts for the two pieces (sharks or Clara Barton) to complete a Venn

Diagram comparing and contrasting the two pieces.

1. As you complete the graphic organizer, point to additional places where the texts are alike

and different. For example, the two shark pieces are both non-fiction, while the two Clara Barton pieces are different genres, historical fiction drama and first person autobiographical diary.

 Closing:

1. Wow! We accomplished so much today. I am super proud of our work together. Next session,

we will use the information we collected today to write a short comparison/contrast paper. We’ll meet on \_\_\_\_\_, at \_\_\_\_\_. Have a terrific week.

1. Complete previous closing activities before leaving the building. See Session One. Thank you

for your time and talent.