

# Compare and Contrast Lesson Plan

## Lesson: Compare and Contrast

**Length: 30 minutes**

**Age or Grade Level Intended: 3<sup>rd</sup> grade**

### Academic Standard(s):

Reading 3.3.7 Compare/contrast different versions of the same story

Writing 3.4.3 Topic sentence/fact/detail

### Performance Objective(s):

The students will use a Venn diagram to compare and contrast Florence Nightingale and Beatrix Potter.

The students will write three facts for each difference and similarity on the Venn diagram in complete sentences with 100% accuracy.

### Assessment:

The students will be assessed with the Venn diagram sheet. See attached rubric.

### Advance Preparation by Teacher:

- Make copies of “Florence Nightingale”
- Bring copies of “Beatrix Potter”
- Create Venn diagram sheet

### Procedure:

#### Introduction/Motivation:

Yesterday in class I read you two biographies. Whose biographies did I read? (Gandhi and Martin Luther King, Jr.) (Bloom: Knowledge Gardner: Verbal/Linguistic)

#### Step-by-Step Plan:

1. What did we do with these biographies? We put them into two categories. We compared and contrasted them. What is it called when we compare and contrast them? (Bloom: Knowledge) Venn diagram.
2. Yesterday I put up three facts about each of the famous people we read about. Then, we put in the middle how they were similar.
3. I had a specific way of writing the facts on the board. Does anyone remember what that was? (I used complete sentences.) Why is it important that we use complete sentences? How will this help you when you remember the famous people? (Bloom: Comprehension)

4. I have passed out to you a story about Florence Nightingale. Can someone tell me what they already know about Florence?
5. Last week we read about an author who wrote the story *Peter Rabbit*. Who was it? Beatrix Potter. What do we know about her already? Turn and talk to your neighbor. (Gardner: Interpersonal)
6. Can we compare these two? If we were to compare them, how would we say that they are the same? (They are alike because...) (Bloom: Analysis)
7. Using the story I gave you and the Beatrix Potter story from last week, I want you to fill out the Venn diagram for these two biographies. Make sure to write complete sentences and to begin the way we just discussed.

### **Closure:**

When you are done with these, you may turn them in and then begin reading on your own. (Gardner: Intrapersonal)

### **Adaptations/Enrichment:**

#### **Student with ADHD**

This student is on medication so he is usually able to do the assignments on his own. On the off chance that he struggles with something, he will raise his hand and ask myself or the other helps in the room for clarification. When he asks us questions, it is sometimes difficult to understand him because he struggles articulating what he is trying to say. This is why the medication that he is on is very beneficial for him.

#### **Student with Learning Disorder**

This student has helpers come in throughout the day and usually during reading time someone will be there when he is either working on a reading assignment or reading. The helper will sit by him and read with him the assignment and assist him in answering the questions. For this specific assignment, the biographies were read to him and then they worked together to fill out the Venn diagram.

### **Self-Reflection:**

- How did the Venn diagram help the students see the differences and similarities between Florence and Beatrix?
- Did they write in complete sentences?
- Were all facts important and in order?
- How could I have made sure their instructions were more explicit?

## Rubric

Content: Must have three important facts that are differences and be in sequential order

Total \_\_\_\_\_ / 6

Must have two important facts that are similarities and be in sequential order

Total \_\_\_\_\_ / 2

Grammar: Complete sentences that make sense and say, "They are alike because..."

Total \_\_\_\_\_ / 8

Total \_\_\_\_\_ / 16