

Compare and Contrast Points by the Same Author About the Same Characters
Date: 12/12/19

Grade:3rd	Subject: Language Arts
Materials: Reading booklets Compare/contrast charts	Technology Needed: Smartboard
Instructional Strategies: <ul style="list-style-type: none"> 🍎 Direct instruction 🍎 Guided practice 🍎 Socratic Seminar 🍎 Learning Centers 🍎 Lecture 🍎 Other (list) <ul style="list-style-type: none"> 🍎 Peer teaching/collaboration/ cooperative learning 🍎 Visuals/Graphic organizers 🍎 PBL 🍎 Discussion/Debate 🍎 Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> 🍎 Large group activity 🍎 Independent activity 🍎 Pairing/collaboration 🍎 Simulations/Scenarios 🍎 Other (list) <ul style="list-style-type: none"> 🍎 Hands-on 🍎 Technology integration 🍎 Imitation/Repeat/Mimic <p>Explain:</p>
Standard 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters. 3.RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Universal Design for Learning Below Proficiency: Students will be in groups that I assign. There will be mixed proficiency levels as to benefit below proficient students by having them collaboratively discuss with their peers who may understand better. I will also allow 1-2 sentence answers for each box or an oral answer if needed. Above Proficiency: I will challenge above proficient students by having them journal about why the points of view in the story are different and how this affects the plot. I will also challenge them by having them peer teach these concepts in their groups which may contain below proficient students. Modalities/Learning Preferences: <ul style="list-style-type: none"> • Visual: The compare/contrast chart as well as the modeling I will do with the class will benefit my visual learners. • Auditory: Our class discussion, as well as small group discussions will benefit my auditory learners. • Kinesthetic: Moving into small groups and discussing this way will help my kinesthetic learners. • Tactile: Writing in the comparison chart will benefit my tactile learners.
Objective By the end of the lesson, students will be able to compare and contrast plots by the same author about the same characters by engaging in class discussion. By the end of the lesson, students will be able to contribute to discussions by elaborating on their own opinions of the plots and POV in the texts. By the end of the lesson, students will be able to apply their cross-text analysis by filling in a comparison and contrast chart. Bloom's Taxonomy Cognitive Level: Analyze, Apply	Behavior Expectations- (procedures/expectations specific to the lesson, rules and expectations, etc.) Whole-group: <ul style="list-style-type: none"> • Students are expected to remain quiet unless called on • Students are expected to remain active listeners • Students are expected to follow along as I model how to fill in chart Small-group: <ul style="list-style-type: none"> • All students are required to participate in group discussion • All students are required to fill in their own chart • Students are expected to keep their voice level to a 1 or 2 Transitions: <ul style="list-style-type: none"> • All students are expected to stop what they are doing when they hear cues from the teacher • All students are required to stay seated until I give the "go ahead" key word • Students are expected to keep voices down when transitioning between activities
Minutes	Procedures

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	<p>Set-up/Prep before lesson: Print off copies of Compare/Contrast chart for each student Make sure every students has their reading packets with both stories Get Smartboard or projector ready to display chart to model with students</p>
<p>5 min</p>	<p>Engage: (opening activity/ anticipatory Set - access prior learning / stimulate interest /generate questions, etc.)</p> <p>Wait for students to be ready at their desks “Good morning students, I have a question for you guys today. Who in here likes to go on rollercoasters? Who just gets super excited to go on rollercoasters and has a ton of fun? Ok, now does anyone in here not like rollercoasters? I like rollercoasters now too, but when I was younger, I was super scared of rollercoasters. They absolutely terrified me, I didn’t want to go on them and even when I did, I would close my eyes the whole time!” “When two or more people do or experience the same thing, but they have different opinions or see things in different ways, do we know what that is called? It is called a point of view.” For instance, let’s say my friend and I go on the same rollercoaster together at the same park, and she gets super excited and has a great time the whole way and wants to go back on again, but I get super scared and end up closing my eyes the whole time and have an awful time, do we have the same point of view on our experience?” “Exactly, we don’t! We both went on the same rollercoaster at the same place, but we have different points of view on the rollercoaster.” “Do you think this would change how we talked or wrote about our experience? Yup! I would probably say that the rollercoaster was awful and I didn’t have fun at all. My friend on the other hand would talk about how much fun the rollercoaster was and how she can’t wait to go again.” “Authors sometimes do this when they write their stories too. They write stories based on different characters’ points of view and this can change how the events in the story go.” “Can anyone tell me what the events in the story are called? Like what the characters do or what happens to them? Great! The events that happen in the story are called the plot!”</p>
<p>7 min</p>	<p>Explain: (teacher-led)</p> <p>“This week we have read two stories written by the same author about the same characters. We read “Cinderella’s Very Bad Day” and “Cinderella, Too Much For Words.” Both of these stories are written by Gare Thompson and they both include the same characters: Cinderella, her stepsisters, and her stepmother.” “Does this mean that they are the same story?” “No, exactly! Sometimes authors will write multiple stories or books on the same characters, but they are different stories.” “Can we think of some ways that stories by the same author on the same characters can be different?” Allow time for answers “Very good class, stories on the same characters by the same author can be different in many ways. Maybe the setting is different, or what happens in the story (which is called a plot) is different, or maybe even who is telling the story is different.” “Do you guys know what it is called when two different people tell the same story based on their own opinions or experiences?” “Exactly! Just like I talked about my experience on the rollercoaster versus my friends, it’s different points of view!” “We can also see this in our stories on Cinderella and her family. When we read the first story, “Cinderella’s Very Bad Day” who’s point of view is the story based on? Exactly, it is based on Cinderella’s point of view.” “Do we get to see her stepsister’s point of view in this story as well? Do they tell us how they feel? No, very good, this story is only based on Cinderella’s point of view.” “Do you think the story would be different if it was based on her stepsisters’ point of view? Definitely! Events in the plot of a story are affected by the characters’ different points of view.” “That is what we are going to focus on in our lesson today. We are going to compare and contrast these two Cinderella stories by the same author with the same characters, and see how different points of view can affect the events in the plot!”</p>

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<p>20 min</p>	<p>Elaborate: (concrete practice/application with relevant learning task -connections from content to real-life experiences)</p> <p>“I’m going to handout compare and contrast charts to everyone based on out two Cinderella stories. We will go over a couple of the boxes together, so when you get your chart, just write your name and number on the top and then wait quietly for everyone else to get ready.”</p> <p>Once I see that everyone is ready, I will start to go over the directions and model how to fill in two of the boxes on the chart.</p> <p>“As you guys can see, the first box says “Point of View” so this is where it talks about Cinderella’s point of view and then her stepmother and stepsisters’ point of view.”</p> <p>“The next two boxes talk about our two stories, the first one is “Cinderella’s Very Bad Day” and the second one is “Cinderella, Too Much for Words.” So in the boxes next to the character’s points of view, we will write down what their point of view was in the story, if they had one.”</p> <p>“After we discuss and write down what the characters’ points of view were in the stories, we will move down to the boxes that look at how the different points of view effect the plots of the stories. What this means is, if we look at the point of view from our first story, like who is talking, how does that effect our plot, or what happens in the story? And if we look at our second story, how does the point of view effect the plot in this as well?”</p> <p>“Now I want you guys to take a look up at the board so we can practice on how to fill some of these out together so you have a better understanding of what I am looking for.”</p> <p>“If we think about our first story, “Cinderella’s Very Bad Day,” who’s point of view is this story told from? Good, this story is told from Cinderella’s point of view in first person because it is her private journal entry. So in the box next to Cinderella’s name I would write “The story is told from Cinderella’s point of view. She believes she works hard and is tortured by her stepsisters.”</p> <p>“But what about in the second text “Cinderella, Too Much for Words?” Do we see Cinderella’s point of view in this reading? No, exactly, Cinderella is not a character in this text so we don’t see her point of view. In the second box by Cinderella’s name I would write down “Cinderella’s point of view is absent (or not there) because she is not a character.”</p> <p>Check for understanding of expectations on chart or concepts before moving forward.</p> <p>“Alright class, now I’m going to break you up into small groups to finish filling out your compare and contrast charts. I want you to discuss the questions in your groups and think about the points of view in the stories. When you get to the effect on plot section, I want you to talk about what happens in the story and how the point of view or who is talking, effects the plot. For instance, I might say to my group “I think the plot of the play (or second reading) is different from the first story because the plot of the play doesn’t tell what Cinderella is doing.” Or I could say “The plot of the play focuses on the events that happen to the stepmother and stepsisters because it comes from their point of view.”</p> <p>“Once you have discussed your thoughts in your groups and filled out your charts, I want you to quietly put your hands up so I know that you’re done, and then you may return to your desks with your charts and quietly read until other groups are finished as well.”</p>
<p>3 min</p>	<p>Closure (wrap up and transition to next activity):</p> <p>I will remind students when they have 5 minutes left to work, and then 3, and then 1.</p> <p>If we have time, I will ask for students to share what their group wrote down or share out what they discussed in their groups.</p> <p>I will also ask questions about the lesson to the class to check for understanding again and to wrap the lesson</p> <p>“Why do you think Cinderella and her stepsisters view the same experiences so differently?”</p> <p>“How does this affect the plot of each reading?”</p> <p>“What is a point of view and what does it mean in our readings?”</p> <p>“Thank you for all your hardwork and thoughtful discussions! Now I would like you to all pass your charts to the front of your row, and clear your desks to get ready for the next lesson!</p>
<p>Formative Assessment: (linked to objective, during learning)</p> <ul style="list-style-type: none"> Progress monitoring throughout lesson (document of student learning, data collection) <p>I will assess my students by performing “understanding check-ups.” I will also walk around as students discuss and fill in their charts. The discussion at the end of the lesson and their completed charts will my assessment of if they met the objectives at this point or not.</p>	<p>Summative Assessment (linked back to standard, END of learning)</p> <p>The summative assessment will be ongoing at this time. I will still assess charts but it is not the end of learning yet.</p>

Teacher Reflection (What went well? What did the students learn? How do you know? What changes would you make?):

We ended up reading the play during this lesson in small groups because we didn't have time to read it in an earlier lesson. This worked well though because I split students into 4 groups, some had 4 students per group and some had 5. There were only three speaking parts so the students had to take turns, but they did really well with this and actually liked it better I think. They were also using different voices for dialogue which was great and they understood how they were different. After the students were done reading, we started to talk about Points of view and how it affects the plot as a whole group discussion. This went well and when I asked them "How are these two stories different?" The first thing they came up with was "It comes from two different sides of the story" so this made it easy to explain POV. We talked about how you can see and experience the same things and have different opinions and points of view. After they fully grasped this, we went on to how it affects the plot. I think this is kind of hard to explain, but when we were filling out the chart, they had very thoughtful ideas. They also talked about how stories that they know, like Jack and the Beanstalk and Aladdin would be different if the stories were told in other characters' points of view. I think filling out the chart as a group was helpful for this class, and modeling up on the board was nice. If I had more time I would also include an activity or watch a video like the "Truth about the Three Little Pigs" or something to get them more excited or engaged. Also there is already visuals up in the classroom on Points of View but if there wasn't, I would also include this so that students can understand how point of view can be different, in a visual way. I know that they learned about point of view and how it affects the plot by assessing their comparison charts.

Students were very engaged in this lesson and were excited to talk about different points of view. They understood this part more than how the point of view affects the plot so next time I would touch on this more I think. We filled out the chart together, but the students told me what to write down. They had their own ideas and knew exactly what to say. This time, since I picked groups, they ran much more smoothly and ended up getting done around the same time. My time management has gotten much better and I had the perfect amount of time to reflect on our answers and close up the activity before we had to move on.

Compare/Contrast Chart for each student

LESSON
14

**Compare and Contrast Points
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Compare/Contrast Chart

Points of View	"Cinderella's Very Bad Day"	"Cinderella, Too Much for Words"
Cinderella		
Stepmother and Stepsisters		
Effect on Plot		

TYPE TO ENTER A CAPTION.