Compare and Contrast

Grade Level: 1 – 6

Standard:

Minnesota Academic Standards in ELA (Common Core Reading Standards for Informational Text K-5)
1.2.2.2 – 5.2.2.2 Key Ideas and Details
1.2.4.4 – 5.2.4.4 Craft and Structure
1.2.7.7 – 5.2.7.7 Integration of Knowledge and Ideas
1.2.10.10 – 5.2.10.10 Range of Reading and Level of Text Complexity

Writing Benchmarks K-5 (Common Core Writing Standards K-5, 6-12)
1.6.2.2 – 5.6.2.2, 6.7.2.2, 1.6.3.3 – 5.6.3.3, 6.7.3.3 Text Types and Purposes
3.6.4.4 – 5.6.4.4, 6.7.4.4, 3.6.5.5 – 5.6.5.5, 6.7.5.5, 3.6.6.6 – 5.6.6.6, 6.7.6.6 Production and Distribution
        of Writing
3.6.7.7 – 5.6.7.7, 6.7.7.7, 3.6.8.8 – 5.6.8.8, 6.7.8.8 Research to Build and Present Knowledge
3.6.10.10 – 5.6.10.10, 6.7.10.10 Range of Writing

Minnesota Academic Standards in Science Codes
1.4.1.1.1, 3.4.1.1.2, 5.4.1.1.1 Living things are diverse with many different observable characteristics
        that enable them to grow, reproduce and survive
1.4.2.1.1, 1.4.2.1.2 Natural systems have many components that interact to maintain the living system
3.1.1.2.1, 3.1.1.2.2, 3.1.1.2.3, 3.1.1.2.4 Scientific inquiry is a set of interrelated process incorporating
        multiple approaches that are used to pose questions about the natural world and investigate
        phenomena

Link Resources:
www.bear.org
www.bearstudy.org
http://www.bear.org/website/images/stories/Documents/Black_Bear_Basics.pdf
http://www.bear.org/website/images/stories/education-outreach/resources/ABCs_100dpi.pdf
http://www.bear.org/website/images/stories/education-outreach/resources/ABCs_300dpi.pdf

Curriculum Focus:
The learner will gain knowledge in the area of scientific facts about bears and at least one other animal and will share factual information.

Curriculum Focus:
Science, Written Language, Technology Skills

Lesson:
Step 1 - Bear Research: Build Background Knowledge of Black Bears
Read the *ABC's of Black Bears* as a class read-aloud. Discuss various facts as you read. If you have an Interactive White Board or LCD projection system, show selected video links as you read. You might schedule a few letters each day for a week or so, to spread out the information. Allow time in the computer lab, if possible, for students to investigate the resource links above and additional information, as time allows.

Step 2 - Other Animal Research

Have students research one or more other animals. Teachers may wish to limit the 'other animal' choices by providing a list from which to choose or by assigning specific animal types to different groups—for instance, insects, amphibians, etc.

Provide non-fiction animal books and allow students computer access for fact finding. You may need to bookmark specific pages on the computer.

Step 3 - Take Notes

Introduce the Compare/Contrast graphic organizer (form included) or use a Venn diagram. For younger students, fill in the various areas together as a class. For older students, allow time for them to find information for each area independently. At this point, stress writing facts as phrases, not sentences. Older students should be able to find multiple facts for each area.

Step 4 - Create Reports

For younger students, choose from the following formats to create a simple poster report:

- **Pictures with Four Sentences**
  Each student draws a color picture of a black bear and the other animal.

  The student (or an adult) writes two sentences under each picture—one telling an important way that these animals are ALIKE and the other telling an important way that these animals are DIFFERENT.

- **Pictures with Two Paragraphs**
  Each student draws a color picture of a black bear and the other animal.

  The student writes two paragraphs telling how these animals are ALIKE and how these animals are DIFFERENT.

- **Poster with Captions**
  Each student draws a large color picture of a black bear and the other animal.

  The student (or an adult) writes single facts on sentence strips or 3x5 index cards and attaches the facts to the poster. Another way to add facts would be to type the facts and print them out as strips or sections to be glued onto the poster in various areas. Similarities and differences should be grouped together.

For older students, choose from the following formats to create a bear report:

- **Paragraph Report**
  Students write an introductory paragraph about the two animals, a paragraph comparing the two animals (stating how they are alike) and a paragraph contrasting the two animals (stating how they are different). Students should be able to make three paragraphs from their notes. Paragraphs can be written one per day or all at once depending on the age/grade level of the students.

  With a partner or adult, paragraphs are REVISED (changed to make better) and EDITED (errors fixed). Partners might be assigned to do scientific content checks on the information written.

  More able students or older students might add more information in additional paragraphs by grouping main ideas—for example, contrasting habitats in one paragraph, then food sources in another paragraph, etc.

  New "perfect copies" of the paragraphs are written or typed and displayed with an accompanying illustration.

- **Black Bear Books**
  Each student writes or types their paragraphs on three or more individual pages. Illustrations are placed on facing pages, and pages are stapled into booklet form. Use construction paper for front and back covers.

- **PowerPoint**
  This can be an individual project or a whole-class effort. Students create PowerPoint pages for each general area from the graphic organizer and add their information as bulleted points, slide-in phrases, or sentences. They can add clip art to illustrate the pages. Students can be recorded reading the text aloud on some computers. PowerPoint presentations are popular for Parent Night, Parent-Student-Teacher Conferences, or Data Days, as they can be set up to run continuously.

- **Timeline**
  Each student uses two blank timeline forms and adds details to show the life cycle of a black bear and the other animal from birth to mature adult. Details could be written on index cards and glued on the timeline, or typed, printed, cut, and glued onto the timeline. Illustrations can be drawn to go with each life stage. Illustrations could be below the timeline with factual details above the timeline. Yarn gives a nice texture to connect the details and illustrations to the timeline.

  This could also be done as a whole-class project by assigning groups of students to each life stage and putting the class work together to create a single timeline for display.

Step 5 - Sharing

- **Display**
  Post student work in an area where others can access it, such as the hallway outside your classroom, online, or on the wall near the lunchroom or front entry way, etc.

  Ask at the mall, bank, local museum, etc.—many places are willing to display student work.

- **Authors**
  In the classroom, set up a row of "authors' chairs" in an open area. A few students at a time sit in the authors' chairs and read their reports aloud. If reports are short, you may be able to do this in one class period. For longer work, have a group of authors share each day. The teacher might consider completing the assignment and modeling by sharing in the author's chair prior to having children share.

- **Road Trip**
  Ask another teacher for a time when your class can visit and share their bear reports or share with an already-established buddy class. Students could be partnered (one student from each class in a pair), in small groups, or as whole group. If you have a large class, you might want to send small groups to share in different classes to limit the time needed for sharing.

  Another option for sharing would be to arrange a visit to a nearby nursing home. Practice ahead of time with students and let them visit residents and share their reports. Students might be most comfortable with two students to one resident.

Step 6 - Evaluation: Compare and Contrast Report Rubric

Before assigning the reports, decide which areas you are targeting for student mastery. Use the attached rubric, or one you have developed yourself. Share the rubric with students before they write their reports. Use the rubric to evaluate the finished work. The rubric was created in Word and can easily be modified to adjust for various grade levels; for instance the number of sentences or paragraphs can be changed to differentiate for grade levels or student abilities.

Created by: Diane McGraw, Helen Schwarz

Name _____   **Date** _____   **Average score** _____

Compare Contrast Report Rubric

4	3	2	1
states topic clearly; interests reader	states the topic	does not state topic	confusing; does not stay on topic
more than three paragraphs; varies sentence form and length	three paragraphs; varies sentence form and/or length	fewer than three paragraphs or many sentences begin the same way	run-ons, fragments, or partial sentences; may not be in paragraph form
uses scientific terms and higher level vocabulary	uses some scientific terms and/or higher level vocabulary	uses common words or boring and repetitive words	some words may be incorrect or uses the same word many times
has few or no errors in spelling, grammar, punctuation, capitalization; neatly written or typed	mostly correct in spelling, grammar, punctuation, capitalization; neatly written	some errors in spelling, grammar, punctuation, capitalization; readable	frequent errors in spelling, grammar, punctuation, capitalization; messy or hard to read

Name _____   **My Animal** _____   **Date** _____

Predators – who are its enemies?		**Family – does it live alone, in a small group, in a large group?**	
bear	my animal	bear	my animal
How does it protect itself?		**How does it communicate?**	

Babies			**Daily Life – active in daytime? at night? other interesting facts?**	
	bear	my animal	bear	my animal
who cares for them?				
how many?				
how often?				
special name?			circle one	circle one
how long do they stay with parent?			diurnal nocturnal	diurnal nocturnal

Name _____ **My Animal** _____ **Date** _____

Habitat – where does it live?		Foods – what does it eat?	
bear	**my animal**	**bear**	**my animal**
Where in the world?			
In my area or region?		**circle one**	**circle one**
		diurnal nocturnal	diurnal nocturnal

Body – what does it look like?			How does it get food? What body parts does it use for get food?	
	bear	**my animal**	**bear**	**my animal**
size				
color				
body covering				
tail?				
claws?			**How does it move?**	
teeth				
other details				