



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 12

Comparing and Contrasting: Finding the Similarities and Differences between Two Texts about the Water Cycle



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Comparing and Contrasting:
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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe how events, ideas, or concepts in an informational text are related. (RI.3.3) I can compare and contrast the main ideas and key details in two texts on the same topic. (RI.3.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe the relationship of words about the water cycle using a relational word wall.• I can compare and contrast two texts about the water cycle.	<ul style="list-style-type: none">• Comparing and Contrasting Texts recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engage the Reader: Water Cycle Words (5 minutes)Work Time<ol style="list-style-type: none">Creating a Relational Word Wall (20 minutes)Preparing to Compare and Contrast Texts (15 minutes)Comparing and Contrasting Texts (15 minutes)Closing and Assessment<ol style="list-style-type: none">Exit Ticket: Note to Self (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">This lesson follows the pattern of Lesson 9. Students compare and contrast the two texts they read in Lessons 10 and 11. Make sure all students have their annotated texts from Lessons 10 and 11.The Comparing and Contrasting Texts recording form used in this lesson and the end of unit assessment is intended to expose students to a more sophisticated tool than the Venn diagram that they used in Module 2A (Freaky Frogs). Consider having Venn diagrams available for students who have the skill to compare and contrast but may struggle with the new format.In advance: Review students' Comparing and Contrasting Texts recording forms from Lesson 9. Determine what, if any, mini lessons you may need to offer. See supporting materials for suggested mini-lessons, or design your own mini lesson to meet the needs of your students.In advance: Review students' annotated texts from Lessons 10 and 11 to be sure they are complete. Provide additional support as needed. Form groups of four (for Work Time A). Consider forming these quads by combining two pairs of students from Lessons 10 and 11. If possible, review the homework from Lesson 11 and select three papers that use rich and varied water vocabulary. Be prepared to share these during Opening Part A. If this is not possible, decide whether to use a teacher model or to select volunteers to share.Post: Learning targets.



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Lesson Vocabulary	Materials
relational, relationship, related; groundwater, atmosphere, runoff, water vapor, condensation, precipitation, evaporation (Note: Content vocabulary was taught in Lessons 10 and 11.)	<ul style="list-style-type: none">• Sticky notes or small pieces of paper and a roll of tape (for every four students)• Power Words/Water Words anchor chart (from previous lessons)• Relational Word Wall directions• Document camera• A large piece of chart paper for every four students• One to four markers for every group of four students (teacher's choice based on whether you want kids to discuss and share a marker for illustrations or more efficiently add illustrations)• Students' annotated texts, "Recycling Water from the Well" and "The Water Cycle" (from Lessons 10 and 11)• Comparing and Contrasting anchor chart (from Lesson 9)• Comparing and Contrasting Texts recording form (one per student)• Comparing and Contrasting Texts recording form (for teacher reference)• Annotated teacher copies of page 8 of <i>One Well</i>, "Recycling Water in the Well" and "The Water Cycle" for the mini lesson• Slip of paper (one per student)



Opening	Meeting Students' Needs
<p>A. Engage the Reader: Water Cycle Words (5 minutes)</p> <ul style="list-style-type: none">• Gather students together with their homework and a pen or pencils. Ask for volunteers to read their homework papers: "I need two volunteers who really challenged themselves to use new vocabulary to slowly read aloud their homework to the class."• Distribute a small stack of sticky notes to each student. Say: "As you listen to the volunteers read, write down the words you hear that are <i>related to</i> or about the water cycle. Write only one word on each sticky note. Don't worry if you don't get down every word or you don't know how to spell them perfectly."• Ask the first volunteer to read his or her paper SLOWLY, pausing briefly after each sentence. At the end of the passage, ask students to share some of the words they captured. Make sure that the words are related to the water cycle and that they have written only one word per sticky note.• Tell the students that as the second volunteer reads, they should again write down words related to the water cycle. They do not need to write words that they have already written.• After both volunteers have shared, have students set aside their sticky notes.	<ul style="list-style-type: none">• If you are concerned about students being able to write all the words quickly enough, pair students or have them work in small groups to record words. Alternatively, assign someone to be the "listener" and someone else to be the "writer."



Work Time	Meeting Students' Needs
<p>A. Creating a Relational Word Wall (20 minutes)</p> <ul style="list-style-type: none"> Refer to the first learning target. Tell students that they are going to use the words they just recorded to create a <i>relational</i> word wall of the water cycle. Ask: “What other words do you know that sound like relational?” Affirm that <i>relationship</i> and <i>related</i> are related forms of this word. Tell the class that unlike a regular word wall, the relational word wall will show the relationship between words based on their placement to each other and illustrations. Add relational to the Power Words section of the Power Words/Water Words anchor chart. Place students in groups of four. Tell them to spread out the words they collected in the middle of their group. Say: “Your goal in the next 2 minutes is to create a set of important words related to the water cycle. Make sure that the most important words are all there. If you have duplicate words, keep the one with the best spelling and neatest writing. Set the others aside.” Clarify directions as needed. Post these Relational Word Wall directions on chart paper or on the board: <ol style="list-style-type: none"> Take turns selecting one word to place on your chart paper in relationship to the other words. Explain the placement of your word to the group each time you take a turn. Continue taking turns until everyone has placed at least two words. If you finish early, keep placing words or add images to make the placement of your words clear. Briefly model for students how to place words. Use the document camera (or magnets on the board) to model something like the following: “I am going to put precipitation near the top of the page because it falls from the sky.” Emphasize steps three and four. Ask: <ul style="list-style-type: none"> * “Where would you place the word <i>condensation</i>?” Give students a moment to think and then to share with a partner. Call on a volunteer to respond. Listen for an answer like: “I would put condensation above precipitation because rain falls from clouds.” Tell students that once they have each placed at least two words, they can add images to make the relationships on their word wall clearer. Demonstrate how you might add raindrops falling from the word <i>precipitation</i> or a cloud around <i>condensation</i>. 	<ul style="list-style-type: none"> Consider providing smaller chunks of text for ELLs (sometimes just a few sentences). Teachers can check in on students’ thinking as they write or speak about their text. If some students have not yet mastered the Speaking and Listening standards (3.1 and 3.6), you might consider using the Conversation Criteria checklist from Module 2 to continue gathering data about students’ conversational skills. Using silent signals (a quiet thumb, etc.) ensures engagement by promoting simultaneous engagement, communicating when students have had enough think time, and encouraging accountability. Any student who gives the signal is communicating readiness to share.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute chart paper and markers to each group. Give groups at least 10 minutes to place at least eight words (two per person) on their relational word wall and to add images.• As groups work, circulate to clarify directions, make sure everyone is participating, and ensure that all have these words: <i>groundwater, atmosphere, runoff, water vapor, condensation, precipitation, and evaporation</i>. If needed, cue students to take words from the Water Words portion of the Power Words/Water Words anchor chart.• After about 10 minutes, collect and display the relational word walls. Ask:<ul style="list-style-type: none">* How do our word walls show the relationship between words about the water cycle? What is alike? What is different?"• Give students time to think. Then call on two or three volunteers to share their comparisons.	
<p>B. Preparing to Compare and Contrast Texts (5 minutes)</p> <ul style="list-style-type: none">• Refer students to the second learning target. Tell them that today they will be comparing page 8 of <i>One Well</i> and “The Water Cycle.” Tomorrow they will read a new text about the water cycle and compare it to “Recycling Water in the Well.” Be sure students have their <i>One Well</i> book and annotations (Lesson 10) and their annotated text “The Water Cycle” (from Lesson 11).• Say: “It’s really important that you take responsibility for your learning today and make sure that you can compare and contrast two texts independently. Get the help you need from your partner or me to make sure you can do this.”• Ask:<ul style="list-style-type: none">* “What strategies do you remember from comparing and contrasting texts about rivers and streams?”• Give students think time, then ask them to share with their partners.• After the pairs have had a chance to work, cold call a few students to share ideas. As students respond, refer to or add to the Comparing and Contrasting anchor chart. As each group shares, invite other students who had the same idea to give a silent signal.	



Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Texts (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Comparing and Contrasting Texts recording form. Ask:<ul style="list-style-type: none">* “What do you remember about what you need to do in the Similarities box?”• Give the class time to think and then call on a volunteer. If needed, remind students that they should capture notes in the Similar Ideas to Include box before writing their two- or three-sentence similarities statement.• Then direct students to the two Differences boxes. Ask:<ul style="list-style-type: none">* “What do you need to do in these boxes?”• Give students time to think and then call on a volunteer. Tell them to use words or phrases from the texts to make the differences clear.• Ask a student to restate the directions. Then say:• “Remember, you will need to be able to do this on your own for your assessment tomorrow. During the next 15 minutes, you can work independently. If you get stuck, feel free to work with your partner, or you can join me for a mini lesson on ... ” (tell students about any mini lesson(s) you will be offering).• Based on your assessment of the Comparing and Contrasting Texts recording form from Lesson 9, offer a mini lesson that will meet the needs of your students (see Sample Mini Lesson in the supporting materials). Let all students know what mini lesson you are offering so they can opt in if they choose. Invite students to participate based on your assessment.• If no mini lesson is needed, or after you finish the mini lesson, circulate to observe students as they work.• If a student appears to be struggling, ask:<ul style="list-style-type: none">* “How have you used our anchor chart to help you to find the similarities/differences between the texts?”• If the student cannot name an approach, suggest one from the anchor chart.• After about 15 minutes, call all students together. Ask them to share one similarity and one difference with their partners.	



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Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Note to Self (5 minutes)</p> <ul style="list-style-type: none">• Distribute a slip of paper to each student. Post the question for the exit ticket:<ul style="list-style-type: none">* “What is the most important thing to remember when comparing and contrasting texts?”• Have students write the answer on a slip of paper. Collect the exit tickets.• Preview the homework.	<ul style="list-style-type: none">• Review the students' exit tickets. Notice common strategies to share with the class. If you notice any patterns that suggest a common struggle or misconception, be ready to address this in the beginning of Lesson 13.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	



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Supporting Materials



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Comparing and Contrasting Texts Recording Form

Text 1: _____ **Text 2:** _____



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

Similarities statement:

Differences: What different details does each author include to support the big idea?



Text 1:

Text 2:



Comparing and Contrasting Texts Recording Form
For Teacher Reference

Text 1: Recycling Water from the Well

Text 2: The Water Cycle



Similarities: What are the similar main ideas and key details that both authors want you to know?

Similar ideas to include:

(answers will vary)

evaporation, condensation, precipitation; precipitation returns to lakes, streams, oceans; happens all the time

Similarities statement:

(answers will vary)

Water moves continuously through the water cycle. Water vapor rises or evaporates from earth, then condenses into clouds. Finally it drops again in the form of precipitation and usually flows back to lakes, streams, or the ocean.

Differences: What different details does each author include to support the big idea?



Text 1:

(answers will vary)

The amount of water on earth does not change.

The same water has been used for many things over time/the history of the earth.

Text 2:

(answers will vary)

The sun provides energy to make the water cycle work.

Groundwater can end up in oceans and streams, or be taken in by plants.

Water can be in liquid, solid, or gas form.

Wind moves clouds.

Most water evaporates from the ocean.



Sample Mini Lesson: Using Highlights to Find Similarities (5 to 10 minutes)

For Teacher Reference

Gather a small group of students or the whole class. Say: “The way I get started when I compare and contrast texts is to find the similarities. I want to model for you what I’ve figured out.”

Show your annotated texts. Tell students: “First I start with my main idea statements. I put them side by side. When I find a word or an idea that is the same, I put a + next to it. Then I copy these words into the Similar Ideas box. Then I look at the rest of my text. I select one text to start with and read over my highlights. When I find one that I think I remember reading about in the other text, I go and look for it.”

Point out the section “Evaporation” and read the phrase, “water vapor floats high into the air” from “The Water Cycle.” Point out the paragraph about evaporation in *One Well* on page 8. Locate the sentence: “It rises into the air as water vapor.” Tell students that it’s OK if the words aren’t exactly the same. You are looking for the same ideas. In the Similar Ideas box, write: “evaporation = water vapor rising.”

In “The Water Cycle,” read the sentence: “Some precipitation and runoff soaks into the ground to become **groundwater**.” Tell students to look in the last paragraph of *One Well* page 8 to see if they can find a similar idea. Once they locate the sentence: “It also seeps into the soil and down into the groundwater,” ask:

“What is *it*? How do you know?” Listen for: “It is precipitation. It’s in the previous sentence.”) Have students work with a partner to decide what they would write in the Similar Ideas to Include box (e.g., “groundwater = water soaked into the ground”).

Give students an opportunity to try this with their own texts.