**Solar Lesson Plan Format**

**Kylee Leingang**

**Age Level: 5th grade**

**Subject(s) Area: Language Arts**

**Materials Needed:**

* **Mars YouTube Video** [**https://youtu.be/XRCIzZHpFtY**](https://youtu.be/XRCIzZHpFtY)
* **Comprehension Anchor Poster 2**
* **Mars PowerPoint**

**S**tandards**:**

**Code and description:**

**5.RL.3 Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact)**

**O**bjectives**:**

**Students will identify and use the signal language for comparing and contrasting with 75% accuracy.**

**Students will determine important information in a passage with 75% accuracy.**

**L**earning Activities:

**Opening Element:**

1. **Tell students we are going to take a trip and compare where we end up to Earth.**
2. **Show Trip to Mars Video. (Skip from 1:54 to 2:50)**

**Reflective Questions:**

1. **What does comparing and contrasting mean?**
2. **Why is it important to compare and contrast?**
3. **How does comparing and contrasting help you?**
4. **What signal words are used for comparing and contrasting?**

**Technology:**

1. **Active Board**
2. **Computer**

**Required Vocabulary:**

1. **Compare**
2. **Contrast**
3. **Similar**
4. **Difference (math and comparison term)**
   * **Vocabulary will be added to the vocab board with daily reference to definition.**

**Instructional Methods:**

1. **Explain to the students “yesterday when I looked at the “Airplanes Then and Now” poster, I determined what was most important to help me understand. First, I paid attention to the poster’s title. The words as well as what I saw in the photographs helped me know what was most important about the poster. Let me show you how I did this.”**
2. **Think Aloud: From the title and first paragraph, I know that this passage is about Mars and Earth. I will pay close attention to any details about Mars and Earth. I read about how Mars is the planet most like Earth. I read that they both have clouds, fog, canyons, mountains, and seasons. This is important information.**
3. **After reading the second paragraph, I know important details comparing the size of Mars and Earth. This paragraph also tells me that Mars is reddish in color while Earth looks blue. The third paragraph tells me important details about the heights of the mountains on these two planets.**
4. **Ask the students to think about signal words and phrases that helps them focus on the most important ideas in the text. Invite students to describe how the author used comparisons and contrasts to help readers determine the important information about Mars and Earth. Reinforce the idea that not all text is equal, and that determining what information is most important can help you understand what you are reading.**
5. **Have students complete the following sentences in their Reader’s Journal.**
   1. **One way Mars and Earth are alike is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
   2. **A signal word that helped me make this comparison is \_\_\_\_\_\_\_\_\_\_\_\_.**
   3. **One way Mars and Earth are different is \_\_\_\_\_\_\_\_\_\_\_\_\_.**
   4. **A signal word that helped me make this contrast is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.**
6. **Students will turn and talk to discuss their similarities and differences.**
7. **Go through a few sentence examples with the students.**
8. **Use the highlighter tool on the Active Board to highlight signal words.**
9. **Discuss why comparing and contrasting objects such as Mars and Earth is important.**

**Guided Practice Strategies:**

1. **I will demonstrate to the students how to compare and contrast a picture in the opening element.**
2. **As a class students will compare and contrast a passage in the opening element.**
3. **Individually, students will compare and contrast a passage given to them during the instructional activity.**

**Wrap-Up:**

1. **Draw a Venn diagram on chart paper of the student responses.**

**A**ssessment:

**Formative:**

1. **Students will turn in their Reader’s Journals in order to assess their understanding of comparisons, contrasts, and signal words.**

**Summative:**

1. **Students will be able to create 4-5 sentences using signal language to address comparisons and contrasts in a given passage.**