**Lesson Title:** Compare and Contrast

**Grade:** Preschool

**Teacher:** Fio Lazarte

1. **Standard(s):** [CCSS.ELA-Literacy.RL.K.3](http://www.corestandards.org/ELA-Literacy/RL/K/3/) With prompting and support, identify characters, settings, and major events in a story.

**Content/Language Objective:** TLWBAT identify a character in their book, using the sentence stem: “the books are similar because\_\_\_\_ and they different because\_\_\_\_”

**Assessment:** Students will be given a “✓” if they answer a question about Little Red Riding Hood, a “-“ if they did not meet this goal, and a “+” if they ask a question/give answer.

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| --- | --- |
| Key Vocabulary | Materials |
| * Same * “Describe”-review * Questions * Similar * Different | * “The curious garden” * Large poster paper * Markers |

**Getting Started:** *(how am I going to get their attention? How am I going to link it to their previous knowledge/backgrounds?)*

Today we are going to talk about similar and different! Similar means the same. And different means not the same.

**Lesson Sequence:**

1. I would like to have all the boys on this side and the girls on this side!
2. Let’s count and see how many boys we have. Perfect! Now let’s count and see how many girls we have!. Perfect.
3. I want us to look at the boys first. They are similar because they are all boys!
4. I want to ask the girls, what is different in the boys? Some are wearing a red shirt and for example (teacher will call childs name) is wearing a different color of shirt.
5. So they are similar, but they are different because they are not wearing the same outfit.
6. Now let’s look at the girls. I want the boys to talk between them and discuss how the girls are similar? (teacher will help them)
7. They all have black hair! That is right!
8. Now I want us to think, how they are different? Let’s have the girls stand up! Some are taller and some are smaller. See? They are the same but different!
9. I have here some legos!
10. How are they the same? They are similar because they are legos, but they are different because one is red and the other one is blue.
11. I have this very special book about a curious garden! Like the garden we will be visiting today!
12. While I am reading this story to you, I want you to think of the things that are similar and different!
13. I love this book! Who can tell me what was similar and this story? What was the same?
14. It was the same city. Were they building a garden in a different city? No!, it was in the same city.
15. Who can tell me why is different? Because not there is a beautiful garden! Now the city looks cleaner and colorful right?
16. Now I want you to go with your partner and find a book just 1 book and after reading the book careful, because, we have to put on our thinking caps on! I want you to tell me of 1 similarity and 1 difference.

**Closure:**

**(4-7 minutes reading)** (Gather children back into the circle.) Who would like to share?

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| **Lesson Features for English Language Learners**  *(Highlight)* | | |
| **Preparation** | **Scaffolding** | **Group Options** |
| Adaptation of content | Modeling | Whole class |
| Links to background | Guided practice | Small groups |
| Links to past learning | Independent practice | Partners |
| Strategies incorporated | Comprehensible input | Independent |
|  |  |  |
| **Integration of Processes** | **Application** | **Assessment** |
| Reading | Hands-on | Individual |
| Writing | Meaningful | Group |
| Speaking | Linked to objectives | Written |
| Listening | Promotes engagement | Oral |

*Adaptation of Content:* Have you adapted the content of this lesson for English Language Learners or different learning styles?

* Moving, standing up, sitting down.

*Links to Background*: Have you linked this lesson to students’ personal backgrounds (community events, family events, cultural elements).

* Yes, comparing themselves.

*Links to Past Learning*: Have you linked this lesson to students’ previous learning experiences?

* *It is not connected to a previous experience since it is a new subject.*

*Strategies Incorporated*: Have you incorporated strategies to help all learners, especially English Language Learners? (Strategies may include visuals, real objects, video, slowing your pace of language, choral reading/singing, linking between languages, etc.)

* Explicit modeling
* Shared discussion
* Partner talk

**Scaffolding:**

*Modeling*: Will you model something in this lesson so students know how to accomplish the task/goal?

* Yes! I will be modeling reading a text and how I find the differences and similarities.

*Guided Practice*: Will students practice with teacher guidance a particular task or skill?

* Yes! Shared reading in partners, partners will find differences and similarities.

*Independent Practice*: Will students work independently on a particular task or skill?

* No, they will work with their partners and teachers.

*Comprehensive Input*: Did you consider the students’ academic, social, and emotional development when designing your talk and the activities in this lesson?

* Yes! This is a new concept for many of the students. They will be supported by peers and teachers as needed.