|  |  |
| --- | --- |
| Lesson: A Drop of Water/ A drop Around the World Day 3 | |
| Standard: RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. | |
| Goal  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G The goal of our lesson is to compare the **main points** and **key** **details** from our 2 texts. |
| Access Prior Knowledge  (6) Nonlinguistic Representations  (7) Cooperative Learning  (10) Cues, Questions and Advance Organizers | A  Show students a blank Venn Diagram. Ask, “What do you think of when you see this?” Hopefully, students will state it is used for comparing things.  (I had a hard time thinking of APK for this lesson) |
| New Information  (3) Summarizing and Note Taking  (5) Homework and Practice  (11) Teaching Specific Types of Knowledge  venn.jpg | N  We are making a comparison today between the main points of these two texts that we have been reading. We can look at our chart and see where we have recorded the main points and key details that support it. Now, we are going to compare and contrast the main points.   * What do you notice about both of our texts and what we recorded as the main point/idea with the sections that we read? (both talk of water changing) * Look at the key details that we recorded: are the key details the same or different? * When determining the similarities and differences between 2 things, we can use a Venn diagram to help us organize our information. |
| Application  (2) Identifying Similarities and Differences  (9) Generating and Testing Hypotheses  (10) Cues, Questions and Advance Organizers | A  Give each student a copy of the Venn Diagram. Have them label the diagram with the titles of the books and then Main Idea and Key Details. See attached example. |
| Generalize  (8) Setting Objectives and Providing Feedback  (4) Reinforcing effort and Providing Recognition | G  The goal of this lesson was to compare the main points and key details with 2 texts on the same topic. |

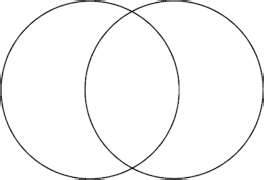
*Example* of chart that would be in the classroom:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | A Drop of Water  p. 7  Day 1 | A Drop of Water  p. 21Day 2 | A Drop Around the World  Day 1 | p. 4  Day 2 |
| What is the main idea of the section we read? | Water is made of tiny parts (molecules)  p.7 | Water turns to ice | The drop wants to become rain  p. 1 and 2 | The drop turns to a snowflake |
| What key points used to support the main idea? | You can’t see water’s tiniest parts; there are 300 trillion molecules in one drop of water | Molecules lock together; liquid to a solid; temp of 32 degrees | The wind blows, the moisture feeds, the drop has grown | Vapor fre;winter skies, alpine peaks |
| What text features does this author use to teach about water? | Real photographs; facts; sub-title | Photographs; sub-title | Illustrations; water symbols; poetry | Illustrations; poetry |

What is the main idea or main point for both of these texts? When you look at what is recorded on the charts, students should be able to come up with: water changes, or both books talk about water turning into something. The key details are different with the texts and should be easy to place in the diagram.

A drop of water

A drop around the world



Rain changes to vapor

The drop wants to change into a snowflake

Water changes to ice when temp is 32.

Water has 3 trillion molecules

Water is always changing

