Clinical Lessons
Design for Learning

Instructor: Meredith Wright Grade Level: K
Lesson Title: Halloween Measuring Date: October 29
Curriculum Area: Mathematics Estimated Time: 45 minutes

**Standard Connection:** AL K Mathematics (14) Describe measurable attributes of objects such as length or weight. Describe several measurable attributes of a single object.

**Learning Objective(s):** When given a recording sheet with five different classroom objects, students will be able to measure and record the lengths of each object with 100% accuracy by using unifix cubes.

**Learning objective(s) stated in “kid-friendly” language:** Today, boys and girls, we are going to measure and record all sorts of objects with our unifix cubes!

**Evaluation of Learning Objective(s):** Students will be given a “recording sheet” with five different classroom items: a desk, a chair, a new crayon, their nametag, and a notebook. Each of these students’ objects will be the same size. Students will be asked to determine the length of each object using unifix cubes and record them on their recording sheet. I will collect the sheets at the end of the lesson and sort them. Students that record the length of all five objects correctly will be considered green. Students that measure and record only four objects correctly will be considered yellow. Students that measure and record three or less objects correctly will be considered red.

**Engagement:** Teacher will start off with explaining what they will be doing that day and what they will be learning about. The students will be sitting criss-cross around the carpet. Okay, boys and girls. 1, 2, 3, eyes on me! Teacher waits until she has full attention of all students. Okay, now can anyone tell me which holiday we just celebrated? Teacher waits for response. Halloween! That’s right!! And just yesterday day, we went on a field trip. Who can remind me of where we went? Teacher waits for response. Old Baker Farm! That's right! And we got to see all sorts of fun things! I want for someone to raise your hand and tell me something that you did at Old Baker Farm yesterday. Teacher calls on students until a student recalls the pumpkin patch. We went to a pumpkin patch, yes!! Give me a thumbs up if you loved the pumpkin patch? Teacher waits for students to respond and makes sure she has the attention of each student. Wow! You all sure did love the pumpkin patch! Me too! Well, one thing that I noticed at the pumpkin patch was that the pumpkins were all different sizes. Some were very large (teacher spreads arms open wide) and some were very small (teacher brings arms together to demonstrate a small pumpkin). Now, did we all get a small pumpkin or a big pumpkin? Teacher waits for students to respond. We all had to get a small pumpkin, that's right! What if we had two pumpkins that looked close in size? What might we need to do? Teacher waits for responses. Measure it! Great! Can anyone tell me what measuring length is? Teacher will wait for responses. Length is whenever we measure how long something is. Now, who can tell me what this is? Teacher points to the pumpkin on the small table beside her. A pumpkin!!! Now is this pumpkin a little bit larger or a little bit smaller than the ones we got yesterday? Teacher waits for response. It is larger, isn’t it! Well today, we are going to play a little game called “Estimation Station” which is similar to what you guys do on Fridays. I just know that you guys will be pros! Then, we are going to measure all sorts of different Halloween objects with our unifix cubes! So first, I want you to all stay on the edge of the carpet and one-by-one I will call on you to tell me your estimate for what you think the length is of this pumpkin? Now, I want for you guys to be careful that you make your guess based off of your own brain and not someone else's! Good Deal? Teacher waits for thumbs up. Great! I love seeing all those thumbs up. Teacher writes “Our estimates” on a piece of charter paper and then a number line down below it to record the student’s answers. Then, the teacher goes around to each student and gets every students estimate and records it on a number line. Okay, student A, what is your estimate of the length of the pumpkin. Teacher waits for response. Good
answer! Teacher records the answer. What about you? What is your estimate, student B? Teacher waits for response. That’s a good answer, too! Now would that number be higher or lower than Student A’s estimate on our number line? Teacher waits for response. Lower, that’s right! Teacher records the number on the timeline. She continues to do this until children have given their estimate and she has recorded it. Wow! Look at all these great estimates that you guys gave me. Are you guys ready to find out how tall our pumpkin is? Teacher waits for response. Me too! I can’t wait!

**Learning Design:**

I. Teaching: Teacher tears off the “Estimation Station” chart paper and starts a new one. She writes, “What is the length of our pumpkin?” at the top. Okay, 1, 2, 3, eyes on me! Let’s read together what I just wrote: What is the length of our pumpkin? Teacher points along with the words as they read together. Okay, Can someone remind me one more time of what length is? Teacher waits for responses. Thank you! You are exactly right. Length is where we measure how long something is. Teacher writes the definition on the chart paper. So would this be measuring length? Teacher points from side to side on the pumpkin. Noooo! That’s measuring width. How about this? Teacher points up and down. Yes! Measuring the length of an object means that we measure it from the very top to the very bottom. Okay, let’s find out whose estimate was the closest by measuring this pumpkin. Now when we measure with unifix cubes, we can continue adding on cubes until we reach the right length. Since this pumpkin is a little bumpy and round, it may be a little difficult for us to measure right now. Instead, we’ll measure this paper pumpkin that I made. Don’t worry, though! I made sure that it is the same size of our real pumpkin! Teacher pulls the hand-made pumpkin into the center of the floor where the students are working. First, let’s start with making a ten’s stick. Good Deal? Teacher waits to see all thumbs up in the air and makes sure she has secured the attention of each student. The teacher and students count together as they form a tens stick with the unifix cubes. Teacher holds the tens stick up to pumpkin. Uh oh, do you guys think we need to add any more cubes? Teacher waits for responses. Yes! I think so too! Okay, I am going to keep adding cubes and I want for you guys to tell me when to stop! Teacher continues adding on unifix cubes while holding it up to the pumpkin. When the students say stop, she holds the stick up to the air beside the pumpkin. So, boys and girls, is this stick the same size as our pumpkin? Teacher waits for response. Yes! It is! This stick of unifix cubes represents the length of our pumpkin. What does it represent? That’s right! The length! And length measures from the …top…to the…the…bottom! Teacher prompts the students to say “top” and “bottom” with her. Okay, Great! Let’s find out how many we have by counting by our two’s. Teacher and student count aloud together until they reach the end. So, if we have 17 unifix cubes, what is the length of our pumpkin? Teacher waits for response. Wow, you guys are smart! Our pumpkin is 17 unifix cubes long!

II. Opportunity for practice: For practice, each table group will receive their cutouts of different Halloween objects and measure the objects with their unifix cubes. After measuring each object. Students will report to me the length of the object and I will record it on the chart that is drawn on the board. Students will move back to their table groups for this activity. Okay boys and girls, 1, 2, 3, eyes on me! Now we are going to measure our own Halloween items, but first we need to move back to our table groups when I dismiss you. Let’s see, I like that way you are sitting, Student A, your table group may go back to your table. Teacher continues to dismiss table groups from the carpet and back to their tables until all students are back at their tables. While she is dismissing the tables, the teacher will be walking around the room and placing the cut-outs of the Halloween objects in the center of the table with the images facing down. Now before you look, what are some things you guys think of when you think of Halloween? Teacher allows time for a few students to respond. Well today, you guys are going to get to measure together with your table group a cutout of a candy corn, a witch’s broom, and a pumpkin! This is sort of like a race so I want for you guys to work together and to work efficiently! Then, once you have measured one object and checked it three times, you can report the length that you found back to me. I will record your answers on the board and we’ll see which table group has the biggest objects! Teacher gives the students adequate time to measure the objects and report them back to her. Okay class, 1, 2, 3, eyes on me! Wow! You guys did a great job at working together and finding the lengths to these objects. Let’s look at our results. So for the candy corn, Table 1 found that theirs was how long? Teacher waits for response.
16 unifix cubes long! That's right. Let's make sure we include the unit! What was the length of Table 2's candy corn? Teacher points to the number and waits for students to respond. 10 unifix cubes long! And what about Table 3? Teacher waits for response. That's right, their candy corn was only 5 unifix cubes long! So if we know all of the different lengths, which group has the longest candy corn? Teacher waits for response. Table 1! Great job! You guys did a great job measuring all the different Halloween objects!

III. Assessment: Now, you guys are going to show me how great you can measure length on your own! This time, instead of measuring Halloween objects on paper, we are going to measure real objects around the room! Good deal? Teacher waits for thumbs up and makes sure that she has the attention of each student. She begins to pass out the recording sheet. I have a recording sheet here that I am going to pass around. On it, there is a box with each object that you need to find around the room and record how long it is. Let's look at this list and read it together: A New Crayon, Notebook, chair, desk, and nametag. Great job! Thanks for helping me read off those times. All of these things can be found around your desk so there should not be any walking around the room. Are there any questions? Great! Once you are finished, if your peers are still working, you may choose three other objects to measure and record on the back of your sheet! The teacher will be working at her table with students that struggle, but will occasionally walk around the room to observe how students are doing.

IV. Closure: The teacher will recap what they have learned about measuring length and get the students to recite some of the things that they have learned. 1, 2, 3, eyes on me! Okay boys and girls, now that we have all finished recording, I would love for each table leader to collect your classmates sheets and place them in the bin on my desk. Teacher gives students time to turn in sheets and clean areas. Wow, Table 2! Way to work quickly! You guys can come join me on the carpet. Thank you, Table 1, for sitting back down once you were finished. You guys can come join us now. Table 3, you may now come join us on the carpet, also. Now can someone tell me what you guys have been learning about today? Teacher waits for response. Measuring! There are lots of different things we can measure, though, right? What have we been measuring today? Length! I want for someone to raise their hand and tell me what length is? Student C, what is length? Teacher waits for response. Give me a thumbs up if you guys agree. Teacher gives students time to respond. Exactly! Length is when me measure how long something is. When we measure length, we measure from where to where? Teacher waits for response. From top to bottom! That's right! When you guys were measuring all the different lengths earlier, were there any objects whose length surprised you? Teacher allows for students to respond. Sometimes things may seem longer or shorter than we think, that's why it is important that we measure objects so we know how long they truly are! It seems like you guys did a wonderful job measuring today and I am so proud of each and every one of you. Let's go back to our tables and get read for our next task!

Materials and Resources:
- Chart Paper
- Marker
- Large Pumpkin
- Paper replica of the pumpkin
- Cut-outs; candy corn, witches broom, and pumpkin
- Uni-fix cubes
- Classroom objects; desk, chair, a new crayon, nametag, notebook
- Recording sheet
- Pencils

Differentiation Strategies:
H- Students will record the length of three more objects. Then, they will go back and find the width of the objects.

L- Students will sit at the teachers semi-circle desk to help them stay more on task and their recording sheets will only have three objects for them to measure.
Data Collection: All of the students accurately measured the length of the classroom objects. A few made mistakes when counting their cubes, but corrected themselves when they went back and counted. The area that they struggled the most with was estimating the length of the pumpkin.

Reflection: There are several different aspects of this lesson that I would do differently the second time. First, I would have done the lesson on chart paper on the floor and had the students sitting around me. I felt that it was hard to engage and manage the students because I was at the board while they were at their table. It would have been much easier to keep them from getting distracted had we all been on the floor together. Two of the students kept arguing and managing them would not have been difficult if I was able to keep my eyes on them the whole time and not turning to look at the board. Also, I would have had the students place their estimates on a number line since they seemed to be struggling with understanding the true value of their estimates.

Design for Learning

Instructor: Meredith Wright  Grade Level: Kindergarten
Lesson Title: the –at family  Date: November 4, 2014
Curriculum Area: English Language Arts  Estimated Time: 35 minutes

Standards Connection: AL K Language Arts (22) Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]
  - Distinguish between similarly spelled words by identifying the sounds of the letters that differ. [RF.K.3d.]

Learning objective(s): When given a passage that focuses on the –at word family, students will be able to recognize and read all of the –at words aloud to the teacher!

Learning objective(s) stated in “kid-friendly” language: Today boys and girls, we will be learning about a special word family called the –at family and you guys are going to get to read a few fun passages that are full of words that belong to the –at family!

Evaluation of Learning Objective: Teacher will evaluate the student’s knowledge of the –at word family by observing them read from the poem “Pat the Bat” individually. She will record the words that belong to the –at word family that they read correctly or incorrectly.

Engagement: The teacher will first start off with explaining what they will be doing that day and what they will be learning about. She will tell them about the short poem that they will be reading that covers several words in the –at word family. The students are sitting around the edge of the rug. Today boys and girls, we are going to read this funny poem about a Cat named Rat-a-Tat! Do any of you guys have a cat? Teacher waits for response. Wow, that’s wonderful! First, I am going to read the poem out loud by myself and then we can read it aloud all together! Teacher reads the poem fluently. That’s a pretty fun poem, isn’t it? Yes! And many of the words in this poem rhyme! Let’s read this poem together slowly at first, ok? I want for you guys to read along with my finger. Teacher reads with the students aloud with the students slowly. Great job, you guys! Lets read it one more time and a little bit faster this time. The teacher and students read the poem together aloud one more time. Now in this poem, there are a few words that rhyme. Can you guys tell me what some of them are? Teacher waits for students to respond. That’s right. Words like hat, cat, tat, and rat all sound alike because they have the same word ending and they rhyme! Today boys and girls, we will be learning about a special word family called the –at family and you guys are going to get to read a few fun passages that are full of words that belong to the –at family! I’ve got our special highlighter here and I want for you guys to show me in our poem where some of our –at word endings are? Student A, can you circle the
word “at” inside one of our other words? Teacher waits. That was great! Who thinks they can find another? Teacher continues doing this until the “at” portion of all five words is circles. Great job, guys!

**Learning Design:**

I. Teaching: Teacher will first introduce the concept of word families. The teacher will demonstrate substituting letters with the –at word family based on the words in the poem. Students will circle words that belong to the –at family in the poem. Can anyone tell me what a word family is? Teacher waits for response. Yes! A word family is when certain words have the same ending sounds. Can someone tell me what they think that the word family is in the poem that we just read? Teacher waits for responses. The –at word family, that’s right! Teacher places “___at” in the word-building folder. Okay, let’s sound this out together. /l/-/l/-/t/. At! Great job, guys. Now let’s look at what happens when I add this letter in front. Teacher places a “c” in front of the word ending. Let’s sound this out together. /l/-/l/-/l/-/l/. Cat! Now if I take away the “c” and replace it with an “h”, what would we have now? Teacher places an “h” in front of the word ending. Hat! Let’s do a few more. What about if I switch “h” with “t”? Teacher places a “t” in front of the word ending and waits for students to respond. Tat! See, you guys are great at this. Okay just a few more. What if we replace the “t” with a “b”? Teacher waits for a response. Bat! Great Job! Okay last one and this one may be a little trickier because it used on of our 4-H friends. What if we put a “Th” in front of “at”? Teacher places “th” in front of word ending. Let’s sound this one out /th/-/l/-/l/-/l/. That! Great Job! Isn’t that crazy how one letter can change the entire meaning of a word? Now, we are going to make a list of all the different words that we can think of that belong in the –at word family. Do you guys think that we can do it? Teacher waits for response. Me too! Teacher writes “–at” on the board. I’ll start us off. The first word I can think of that belongs to the –at word family is cat! Teacher writes cat on the board. What are some other ones that we could add? Teacher waits for response and records as the students call out words. Wow! Great job, you guys! Look at how many words we thought of! Let’s read the words that we put on our list together. Class reads the –at word family list together. Okay, we are going to play one more little game and then I am going to see what you guys know! How does that sound? Great! I have written on each line four different words. Let’s look at this first one. Words are cat, hat, bat, and net. Do all of these words belong to the –at word family? Teacher waits for response. Nooo! They don’t! Net does not belong in our word family! Since net does not belong in the word family, I have to swat it with my fly swatter! Teacher demonstrates swatting the word “net”. Okay, Student A, let’s see if you can do it. Teacher points to the line they should look at. On this line, which one doesn’t belong in our word family? Teacher gives time for student to guess. Great Job! Teacher continues doing this until each child in the small group has had a turn. Wow, I am so impressed by how well you guys really know your –at word family!

II. Opportunity for Practice: Teacher will have the students move back to their desks for the practice. Now, you guys are going to get to practice this a little! First, we need to move back to our desks, though. I need to see who is sitting the quietest first, though. Thank you, Student A, for sitting so quietly. You may go back to your desk. Teacher will continue dismissing students. 1,2,3, eyes on me! Okay boys and girls, you know all about the –at word family, don’t you guys? Well, I am going to give you guys this fun activity sheet. On the activity sheet are different sort of objects. It looks like we have a cat, a bat, a bird, and a few other things! What I want for you guys to do is colors which of the words belong to the –at word family so that I can see! Do you guys have any questions? Great! If you are having trouble with a word, try sounding out the word out loud!

**Assessment:** The teacher will pull out students individually while they are working on their activity sheet to have them read the “Pat the Bat” poem. As y’all are working on this activity sheet, I am going to pull each of you aside individually to read to me another story! Once the students have gotten started on the activity sheet, she will pull the first child aside. Okay, this is a poem about a bat and many of the words in this poem belong to the –at word family! I just want for you to read it to me and I will listen!

**Closure:** The teacher will recap what they have learned about word families. Now that we have all finished our activity sheet and you guys have done such a wonderful job reading for me, let’s review what we learned today! Can
someone tell me what they have learned about today? Teacher will wait for students to say word families. Word families! That’s right! Can someone tell me which word family? Teacher will wait for response. The -at word family, that's right! I bet that we all know lots of words that belong to the -at word family now! Let’s go around the circle and share one word that we know that belongs to the -at family! I’ll start: bat! Okay, Student A, how about you start. What word do you know that belongs to the -at word family? Teacher will allow the students to go around the room and share their one word. Great job, you guys! Let’s go back to our classroom to catch up with what the rest of our class

**Materials:**
- “Cat named Rat-A-Tat” poem on butcher paper
- chart paper with -at word family for swatting game
- blank butcher paper for --at word family list.
- Marker
- Colored Pencils or Crayons
- -at word family coloring sheet
- "Pat the Bat" poem
- Word Building Folder

**Differentiation:**
H- Students will group words that belong to the -at word family and words that belong to the -an word family.

L- Students will identify the words that belong to the -at word family in the poem.

**Data Collection:** By the end of the lesson, the students were able to successfully recognize words that belong to the -at word family. Also, they successfully decoded the words when using the word pockets. Many of the students struggled with reading the poem during the assessment. Words that they all specifically struggled with were “pat” and “that”. While the students can recognize words in the -at word family, reinforcement is still needed.

**Reflection:** Out of the three lessons that I taught throughout this semester, this lesson was undeniably the lesson that I felt the most confident with. While I do feel that it was my strongest lesson, there were definitely areas that I could have improved on and elements that could be added in the future to enhance the lesson. I felt that my areas of strength in the lesson were that it incorporated all of the different learning styles through a variety of strategies. Since there were a variety of strategies that were used, I felt that students were engaged throughout the entirety of the lesson. However, there are several aspects that I would change for the lesson. Since it was a small group lesson, most of my students were on the same skill level except for one who was exceptionally higher than the other students. As a result of this, this student would yell out answers before other students had the chance to speak and I felt like it was discouraging to some of the other students. Next time, I plan to make wise small group choices so that students are on the same level. Another aspect that I would change is that I would provide pictures in the poem, “Pat the Cat” that we read during the engagement. I wrote the lesson on chart paper, but I feel that if I had drawn pictures beside the -at words, it would have been a great reinforcer and assisted students that need visual aid.

**Design for Learning**

Instructor: Meredith Wright  
Date: December 1, 2014
Lesson Title: Three Little Pigs  
Estimated Time:  
Curriculum Area: Language Arts  
Grade Level: Kindergarten, Mrs. Underwood

**Standards Connection:** AL English Language Arts (8) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RF.K.9].
Learning Objective(s): When given a Venn Diagram, students will choose to either illustrate or write at least one similarity and a difference for both The Three Little Pigs and The True Story of The Three Little Pigs with complete accuracy.

Learning Objective(s) stated in “kid-friendly” language: Today, boys and girls, we will be completing a Venn Diagram that shows what was the same and what was different in our two stories: The Three Little Pigs and The True Story of The Three Little Pigs!

Evaluation of Learning Objective(s):

Engagement: Okay boys and girls, 1, 2, 3, eyes on me! Let’s get our breakfast cleared off of our desks and come join me on the carpet when I dismiss your table. Wow! Thanks for cleaning up so fast! Table 1, you can come join me on the carpet. Thank you Table 3, you can come sit! Let’s see-Table 2, that looks fine. You can come join us on the carpet too. Okay boys and girls, 5-4-3-2-1 (Teacher motions with hand in the air so that students know to quiet down). Thank you! Okay, so yesterday I heard that Mrs. Underwood read you guys a story about pigs, is that true?! Teacher waits for response. She did?! Now, what was that story called? Teacher waits for response. Ohhh! The Three Little Pigs! I wasn’t hear yesterday so I think I may need you guys to remind me what happens? Can someone tell me one thing about the book, The Three Little Pigs? Teacher allows for a few students to respond. Now we have all heard that story BUT i bet that you haven’t heard the one that I am about to tell you today. This story might be just a little different from the one that Mrs. Underwood read because instead of the pigs telling the story, the big bad wolf tells the story! Can you guys believe that? This story is called The True Story of The Three Little Pigs! The teacher holds up the book for the students to see. I want for you guys to show me by a show of hands but lets make sure to keep our mouths quiet, how many of you guys have ever done something that you weren’t supposed to do to a friend? Teacher waits for response. Yes, we all have! And sometimes do you think that our story of what happened might be a little different than what our friend that we were meant to might say? Teacher gives students time to respond. Yes, I think our stories might be different too. So do you guys think that the way the wolf tells the story might be just a little different from the way that the pigs tell the story? Teacher waits for response. Yesss! Me too! Are you guys ready to find out?! Teacher waits for response. Great! Let’s get started! The teacher reads The True Story of The Three Little Pigs to the students and asks guided questions along the way that pertain to the plot and characters. Now, was that story exactly like the story that Mrs. Underwood read you guys yesterday? Teacher waits for response. Nooo! That’s right! There were some parts of the story that were the same and some that were different. Today, boys and girls, we will be completing a Venn Diagram that shows what was the same and what was different in our two stories: The Three Little Pigs and The True Story of The Three Little Pigs!

Learning Design:

I. Teaching: Since there are things that are the same and that are different, that means that we can compare and contrast. When you compare you show how things are the same and when you contrast you show things may be different. So when you compare, you show that things are the....teacher waits for response. Same! That’s right! And when you contrast, you show how things are.... Teacher waits for response. Yes! You show how they are different! Okay, now I’m going to draw two big circles here on our easel. Teacher draws a Venn Diagram on the chart paper. Now, in this side of the circle we are going to list things that are only true in The Three Little Pigs (teacher writes “The Three Little Pigs” above the circle and places the book at the bottom of the circle) and in this side of the circle we are going to list things that are only true in The True Story of The Three Little Pigs (teacher writes “The True Story of The Three Little Pigs” above the circle and places the book at the bottom of the circle). Uh oh, now look at this. The circles overlap. What do you think that we should put in this area? Teacher points to the circle in the middle and waits for responses. Things that are the same! Great Job! Teacher writes “same” above the middle circle. Now we are all really going to need to put on our thinking caps, are you guys ready? Teacher waits for students to put on “thinking caps” and makes sure that she has the full attention of the students. Let’s start with things that are the same in the two books. I’ll start us. Let’s see...well the Big Bad Wolf was in both stories, so that works right?!
Right! Teacher writes Big Bad Wolf in the circle. Teacher continues to do this until there are around 3-4 things written in the “same” circle. Now, let’s think. What are some things that are only true in The Three Little Pigs? Would anyone like to start us? Yes, student A? Teacher allows time for student to respond. That is right! The Wolf did want to eat the pigs but he said he didn’t want to in his story! So we can write that down in this circle. Teacher writes “Wolf wanted to eat pigs” in The Three Little Pigs circle and continues to work this students until there are 3-4 items in the page. Now, what about this circle? What things were only true for The True Story of The Three Little Pigs? I’ll start us on this one. Well in this story, he accidentally blew down the house because he had a cold, right? But is that what the pigs would say? No! So we’ll put this one in our contrast circle. Now, who has something else that they could add? Teacher waits for responses and continues working with students until there are 3-4 things listed in The True Story of The Three Little Pigs circle.

II. Opportunity for Practice: The teacher will have the students move back to their tables for practice. Wow! Look at all of the things that you found the be similar and different between our two stories. Now, when I dismiss you, I want for you each to go back to your tables and pull out one green marker and one red marker. Table 1, you are sitting quietly, you may go. Table 3, you may also go back to your table. Alright Table 2, head on back. Teacher waits for students to get settled in desks. Now, I do not want for you to flip over the paper on your desk until I say go but we are going to play a little game. On each table, I have placed two images from The Three Little Pigs, except for one image is just a little different. Your job is going to be to circle all the things that are similar with the green marker and all the things that are different with the red marker. Do you guys think you can do that? I want to see which table group can finish first. When you think you have found all of them, raise your hand and I will come check. When I say go you can begin. On your mark, get set, go! Teacher walks around the classroom observing the students and their participation. Times up! Way to go, Table 1! You guys worked great together and found all the things that were alike and different quickly! Now, we have one more image to look at. This time, one image is the wolf from The Three Little Pigs and one is the wolf from The True Story of The Three Little Pigs. Instead of circling, I want for one person to write the things that are alike about the two wolves in green around the images and then, write the things that are different in red. Does anyone have any questions? On your mark, get set, Go! Teacher once again walks around the room and observes the students on their thinking. Times up! Wow, you guys have lots of things written. Table 1, can you share with me one comparison and one contrast? Teacher waits for response. Great job! What about you, table two? Teacher listens to response. Those are great points too! And last but not least, let’s hear what you got, table three? Teacher listens to response. Wow! You guys did a great job of observing all the different similarities and differences.

III. Assessment: Now you guys are going to get to do this on your own! You guys have learned all about the similarities and differences in our two stories and now I want you to show me what you have learned! Teacher is passing out the Venn Diagrams. The teacher holds up the two diagrams. You guys have two options, you can either illustrate for me one similarity and one difference for each story or you can write me a sentence in each circle! It is totally your decision! The teacher gives the students adequate amount of time to finish the Venn Diagram.

IV. Closure: Okay class, 1, 2, 3, eyes on me! Now that we have all finished our Venn Diagrams, I think we should share. As I dismiss you, I want for you guys to come join me on the rug. Teacher dismisses the students by table groups to the rug. Once all the students have settled on the rug, the teacher will begin to revisit what they have learned and allow the students to share what they put on their Venn Diagrams. You guys have learned a lot about Compare and Contrast today. Can someone tell me what it means if you are comparing two things? Teacher waits for response. That’s right. You are looking for how they are the same. And what about if you are contrasting two things? Teacher waits for response. You are seeing how they are different! Great Job. And we are did exactly that with our Venn Diagrams. Who like to come up and share with the class what you put on your Venn Diagram? Student A, come on up! Teacher assists students in sharing with the class and allows for a few more students to present. Wow! I cannot wait to look at all of these and I wish we had time for everyone to share. As we line up for recess, let’s place our Venn Diagrams on my chair.
**Materials and Resources:**
- The True Story of The Three Little Pigs
- The Three Little Pigs
- chart paper
- colorful markers
- Venn Diagram worksheets
- colored pencils
- pencils
- green marker
- red marker
- Compare and Contrast images

**Differentiation:**
H- Students will list or draw three similarities and differences.

L- Students will have images of different events or characters from the book and place them in the correct circle of the Venn Diagram.

**Data Collection:**
The students did well with the opportunity for practice. From the Assessment: 7 students were in green, 5 were in yellow, and 2 were in yellow.

**Reflection:**
There were parts of this lesson that I felt were effective, but I would definitely do some parts differently. I think that the opportunity for practice was effective and engaging for the students, but I would have modeled it first for the students in teaching to give students a visual. Also, I think that making a list of the main characteristics of both stories would have been helpful because the students argued during the teaching on what actually happened in each book. However, I would do the Venn Diagram again with the class as a part of discussion, but with the list as a guide. Also, I would establish some type of hand signal for the students because there were times where they were all trying to talk over each other and things became difficult to manage.