

LESSON 6—ANALYZING A PASSAGE THAT EXPLAINS SIMILARITIES AND DIFFERENCES

TEACHER-PRESENTED MODEL

PREPARING TO WORK IN THE WRITER'S WORKSHOP—ACTIVITY

Getting Started

PREPARATION: Display an alphabet chart where all the students can see it. You may also wish to provide each student with an alphabet strip.

Each student will need a copy of the dictionary found at the end of this unit on pages 96-101. Assemble the dictionary into a report folder with fasteners. They will also need their writing portfolio.

Make a transparency or Smart Board file of the boxed text found throughout this part of the lesson.

A dictionary tells what words mean and how they're spelled. A dictionary also tells other information about words. (Give each student a copy of the dictionary. Have the students flip through the pages of their dictionaries to familiarize themselves with the format.) **The words in a dictionary are written in a list.**

Alphabetical Order

To make the words in a dictionary easy to find, they're listed in the order of the letters of the alphabet. This is called alphabetical order. What do we call the order of the letters of the alphabet? *Alphabetical order.*

(Ask the students to say the letters of the alphabet in order. Tell the students they may refer to the alphabet chart or to the alphabet strips on their desks if they need help.)

(Display boxed text.)

animal
banana
cone
deciduous
Earth
family

(Call on a student to read the list aloud.) **What's the first letter of the alphabet? A. What's the first word of this list? *Animal*. What letter does animal begin with? A.**

What's the second letter of the alphabet? B. What's the second word of this list? *Banana*. What letter does banana begin with? B. (Repeat for the remaining items.)

These words follow the order of the alphabet, so this list is in... *alphabetical order*.

(Display boxed text.)

trunk
name
pecan
orange
scientist

Let's practice putting words in alphabetical order. (Write the heading "Alphabetical Order" on the board or Smart Board. Call on a student to read aloud the list.) **What's the first letter of the word *trunk*? T.** Underline the t in trunk. **What's the first letter of the word *name*? N.** (Underline the n in name. Repeat for the remaining words.)

I'll say the letters of the alphabet. When I say a letter that's underlined in the list, you say stop. (Say the letters of the alphabet. When you say the letter n, the students should say stop. Write name as the first item under "Alphabetical Order.")

Say the next letter of the alphabet—o. The students should say stop. Write orange as the second item in the alphabetical order list. Continue until all five words have been listed in alphabetical order. Have the students read the alphabetical order list. name, orange, pecan, scientist, trunk.)

We've worked together to write a list in alphabetical order. (Ask the students to place their dictionaries in their writing portfolios.)

DELVING INTO THE TOOLS—ACTIVITY

PREPARATION: On lined paper, write the following in a single column. Make a transparency or Smart Board file of the page and a paper copy for each student.

Part 1 Alphabetical Order

plant
living
squash
jelly

Part 2 Alphabetical Order

group
tomato
language
acorn

(Discuss with students how important it is to practice a skill many times to become good at that skill. Explain that this exercise will help them become good at various writing skills. Have each student complete this exercise to reinforce the concept of writing lists in alphabetical order.)

Display the transparency or Smart Board file, and give each student a paper copy.) **Touch Part 1. The next words are Alphabetical Order. What makes words easier to find in a dictionary?** *Idea: They are listed in alphabetical order.* (Have the students say the alphabet. Tell them they may refer to the alphabet chart or their alphabet desk strips for help.)

What's the first letter of the word plant? *P.* **Underline the letter p in plant. What's the first letter of the word living?** *L.* **Underline the letter l in living.** (Repeat for the remaining words.)

I'll say the letters of the alphabet. When I say a letter that's underlined in the list, you say stop. (Say the letters of the alphabet. When you say the letter j, the students should say stop.) **Write the word jelly as the first item under "Alphabetical Order."** (Continue saying the letters of the alphabet. When you say l, the students should say stop.) **Write the word living as the second item under "Alphabetical Order."** (Continue until all four words have been listed: jelly, living, plant, squash.)

Depending on the skill level of your students, you may now ask the students to complete Part 2 independently, or you may continue to guide them.

After students have completed Part 2, review and discuss the answers with them.)

Answers:

Part 2	Alphabetical Order
group	acorn
tomato	group
language	language
acorn	tomato

APPLYING THE TOOLS TO MY WRITING—WRITER'S WORKSHOP

PREPARATION: Make transparencies or Smart Board files of BLMs 6A, 6B, and 6C.

You will need highlighters of two different colors.

Each student will need a copy of BLM 6A.

For the next few lessons, you'll learn to write explanations of how things are the same and how they're different. When you explain how two things are the same, you are comparing those things. What are you doing when you explain how two things are the same? *I'm comparing those things.*

When you contrast two things, you explain how they're different. What do you do when you contrast two things? *I explain how they are different.*

Many authors use graphic organizers to collect information to sort their ideas before they write an explanation. After we read an information passage about how the Arctic is different from Antarctica, I'll show you the graphic organizer one author used to collect information for his explanation. Finally, I'll show you the passage the author wrote to explain how to tell the Arctic from Antarctica.

(Encourage students to focus on the topic and to remember the most important points as the passage is read aloud.)

Display BLM 6A. Give each student a copy of BLM 6A. Call on individual students to read aloud parts of the passage. Students should follow along on their copies.)

What sentence does the author use to start the article? *The Arctic and Antarctica are at opposite ends of Earth.*

(Call on a student to reread the first paragraph aloud.) **What does the first paragraph tell about?** Idea: *The location of the Arctic and Antarctica.* (Display BLM 6B.) **Information about location is the main idea of the first paragraph, so the author wrote location in the box at the top of the middle column under Both. The paragraph tells about the location of both the Arctic and of Antarctica.**

(Display BLM 6A.) **What facts does the author tell about the location of the Arctic?** Ideas: *To the far north, covered by ice of the Arctic Ocean, some parts are in Canada, Russia, Greenland, Norway, and Alaska.* (Highlight the phrases mentioned. Display BLM 6B. Call on a student to read aloud the details in the left-hand column, and show that they match the highlighted details on BLM 6A.

(Display BLM 6A. Call on a student to read aloud the second paragraph.) **What does this paragraph tell about?** Idea: *Temperature and seasons.* (Display BLM 6B.) **Information about temperature and seasons is the main idea of the second paragraph, so the author wrote temperature and seasons in the middle column under Both. The paragraph tells about the temperature and seasons of both the Arctic and of Antarctica.**

(Display BLM 6A.) **What facts does the author tell about the temperature and seasons of the Arctic?** Ideas: *Average winter temperature is -40°F, 24 hours of sunlight in summer, 24 hours of darkness in winter, January is winter.* (Highlight the phrases mentioned. Display BLM 6B. Call on a student to read aloud the details in the left-hand column, and point out that they match the highlighted details on BLM 6A.

(Display BLM 6A. Call on a student to read aloud the third paragraph.) **What does this paragraph tell about?** Idea: *Animals.*

(Display BLM 6B) **Information about animals is the main idea of this paragraph, so the author wrote animals in the middle column under Both. The paragraph tells about the animals of both the Arctic and of Antarctica.**

(Display BLM 6A.) **What facts does the author tell about the animals of the Arctic?** Ideas: *There are polar bears, foxes, wolves, musk oxen, lemmings, seals, seabirds, fish, squid, whales.* (Highlight the phrases mentioned.

Display BLM 6B. Call on a student to read aloud the details in the left-hand column and show that they match the highlighted details on BLM 6A.

(Display BLM 6A. Call on a student to read aloud the fourth paragraph.) **What's the main idea of this paragraph?** Idea: *Plants.* **Information about plants is the main idea of the fourth paragraph, so the author wrote plants in the middle column under Both. Explain why the author wrote plants in the Both column. The paragraph tells about the plants of both the Arctic and of Antarctica.**

What fact does the author use to tell about plants of the Arctic? Idea: *About 1,700 species.* (Highlight the phrase that is mentioned.

Display BLM 6B. Call on a student to read aloud the detail in the left-hand column, and show that it matches the highlighted detail on BLM 6A.

(Display BLM 6A. Call on a student to read aloud the fifth paragraph.) **What does this paragraph tell about?** *People.* **Information about people is the main idea of the fifth paragraph, so the author wrote people in the middle column under Both.**

What fact does the author use to tell about people in the Arctic? Idea: *Lived in the Arctic for thousands of years.* (Highlight the phrase that is mentioned.

Display BLM 6B. Call on a student to read aloud the detail in the left-hand column, and show that it matches the highlighted detail on BLM 6A.

(Point to the right-hand column of BLM 6B.) **This part of the graphic organizer tells how Antarctica is different from the Arctic.** (Display BLM 6A. Call on a student to reread paragraph 1.) **What does the author tell about the location of Antarctica?** Ideas: *It is to the far south; in the Southern Ocean; covered with ice, snow, and glaciers.* (Highlight the phrases mentioned with a second color.

Display BLM 6B. Call on a student to read aloud the detail in the right-hand column, and show that it matches the highlighted detail on BLM 6A.

Continue the same procedure for all the details in the right-hand column.

Display BLM 6A. Call on a student to read aloud the ending sentence.) **How does this article end?** Idea: *The Arctic and Antarctica are different but important parts of Earth.*

(Display BLM 6C.) **This is what the author wrote to explain how the Arctic compares to Antarctica.** (Call on individual students to read parts of the explanation aloud. Have the students look at the illustrations that accompany the explanation.)

An explanation has three parts: a beginning, a middle, and an end. Tell me the three parts of an explanation. *An explanation has a beginning, a middle, and an end.*

Authors start their explanations with the question they are trying to answer. How do authors start their explanations? *With the question they are trying to answer.*

Now let's discuss the middle. In the middle of an explanation, authors write sentences that explain how two things are alike and different. What do authors explain in the middle of an explanation? *How two things are alike and different.*

The author includes only information that will help the reader answer the question.

Finally, let's discuss the end of an explanation. In the end, authors close an explanation with a sentence that answers the question that starts the explanation. How do authors close an explanation? *With a sentence that answers the question that starts the explanation.*

Authors add drawings with labels to help the reader understand the main ideas of the explanation. What do authors add to help the reader understand the main ideas of the explanation? *Drawings with labels.*

BLM 6A

The Arctic and Antarctica

The Arctic and Antarctica are at opposite ends of Earth. The Arctic is to the far north. Most of it is covered by the ice of the Arctic Ocean. Some parts of Canada, Russia, Greenland, Norway, and Alaska are in the Arctic. Antarctica is to the far south in the Southern Ocean. It is a large land mass covered with ice, snow, and glaciers.



During winter, the average temperature in the Arctic is -40°F . The coldest temperature ever recorded in Antarctica was -136°F . Both the Arctic and Antarctica have 24 hours of daylight in summer. They have 24 hours of darkness in winter. When it is summer in the Arctic, it is winter in Antarctica. In January, it is winter in the Arctic, but it is summer in Antarctica.

Many animals live in the Arctic. Polar bears, foxes, wolves, musk oxen, lemmings, seals, and seabirds are some of them. Only penguins, seals, and seabirds live on the icy lands of Antarctica. The cold oceans of both the Arctic and Antarctica are filled with fish, squid, and whales.

About 1,700 species of plants live in the Arctic. Only about 250 species of very small plants are able to live in Antarctica.

People have lived in the Arctic for thousands of years. Until the 1800s, no people had ever seen Antarctica. Only scientists live there on research stations today.

The Arctic and Antarctica are different but important parts of our planet Earth.

Graphic Organizer

BLM 6B

The Arctic and Antarctica

The Arctic		Both		Antarctica
far north, Arctic Ocean, parts of Canada, Russia, Greenland, Norway, Alaska	←	location	→	far south, large land mass in Southern Ocean, covered with snow, ice, glaciers
winter average -40°F, summer 24 hours daylight winter 24 hours darkness, winter in January	←	temperature and seasons	→	Coldest temperature -136°F, summer 24 hours sunlight, winter 24 hours darkness, summer in January
animals: polar bears, foxes, wolves, musk oxen, seals, seabirds	←	animals	→	animals: penguins, seals, seabirds, fish, squid, whales
plants: 1,700 species	←	plants	→	plants: about 250 species very small
lived there for thousands of years	←	people	→	only scientists in research stations

Explanation

BLM 6C

The Arctic and Antarctica

How are the Arctic and Antarctica the same and different?

The Arctic is to the far north. Most of it is ice. Parts are in Canada, Russia, Greenland, Norway, and Alaska. Antarctica is to the far south in the Southern Ocean. It is a large land mass covered with snow, ice, and glaciers. Winter temperatures average -40°F in the Arctic. In Antarctica, it has been as cold as -136°F . Both the Arctic and Antarctica have 24 hours of daylight in the summer and 24 hours of darkness in the winter. In the Arctic, January is winter, but in Antarctica, January is summer. Polar bears, foxes, wolves, musk oxen, seals, and seabirds live in the Arctic. Only penguins, seals, and seabirds live in Antarctica. Fish, squid, and whales live in the oceans around both the Arctic and Antarctica. About 1,700 species of plants live in the Arctic, but only about 250 live in Antarctica. People have lived in the Arctic for thousands of years, but only scientists live in Antarctica.

These are some of the many ways the Arctic and Antarctica are different and the same.

