

- For students reading at
Literacy Level F/9, including:
- English-language learners
 - Students reading below grade level
 - First-grade readers

Objectives at a Glance

COMPREHENSION

Students will:

- Compare and contrast
- Stop, think, and write
- Utilize text and graphic features
- Summarize the information in the book
- Answer text-dependent questions

VOCABULARY

Students will:

- Recognize high-frequency words
- Develop Tier Two vocabulary
- Develop Tier Three vocabulary

GRAMMAR, WORD STUDY, AND LANGUAGE DEVELOPMENT

Students will:

- Ask and answer questions
- Use compound words
- Recognize the sentence structures ____ sees ____ and ____ counts ____

PHONICS

Students will:

- Problem-solve by searching all the way through words
- Recognize words with long e digraphs

FLUENCY

Students will:

- Read with appropriate stress or emphasis

WRITING

Students will:

- Write to a picture prompt
- Write to a text prompt

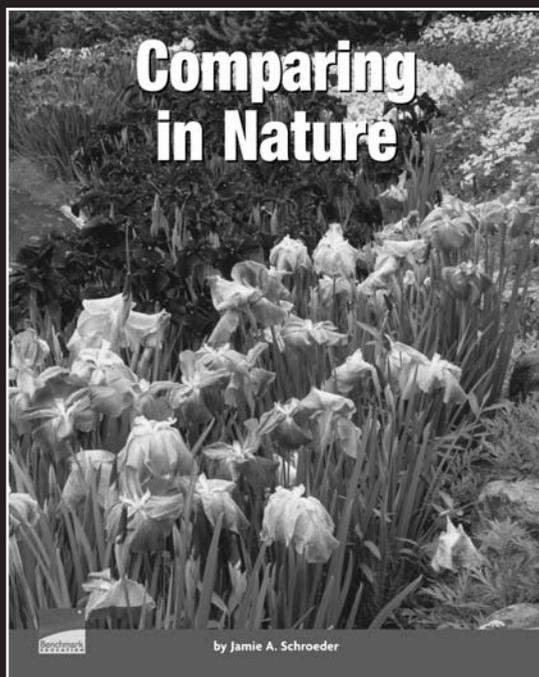
Comparing in Nature

Theme: Comparing Numbers

- Comparing in Nature (F/9)
- Animals Side by Side (H/13)

Math Big Idea:

Readers learn to compare and contrast by watching two children count objects in the backyard.



ISBN 978-1-4008-7473-3



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Before Reading

Related Resources

The following Benchmark Education resources support this lesson.

Other Early Explorers Books

- Numbers Big and Small (J/18)
- The Mystery of the Missing Cookies (J/18)
- Measure and Compare (L/24)

Fluency and Language Development

- *Comparing in Nature* Audio CD

Comprehension Resources

- *Comparing in Nature* question card
- Power Tool Flip Chart for Teachers
- Student Bookmark
- Compare and Contrast poster

Assessment

- *Early Explorers Overview & Assessment Handbook*
- *Grade 1 Comprehension Strategy Assessment Book*

Make Connections and Build Background

- **Use Realia** Place several leaves and rocks (or other natural items) on the table. **Say:** *We will read a book about some children. The children like to look for things in nature. The children count the things they find. Then they compare the numbers. Look at my leaves and pebbles. Do I have more leaves or more pebbles?* Allow time for students to respond. Then ask them to Think/Pair/Share other items they could count and compare in nature.

- **Use a Graphic Organizer** Write **Comparing in Nature** on the board and underline it. Read the phrase and ask students to help you list things they could count and compare in nature. As students respond, write the words under the heading. Then read each word and ask students to echo-read.

Comparing in Nature

leaves
rocks
squirrels
bugs
bushes
flowers

Introduce the Book

- Give each student a copy of the book. Remind students they will read about counting things in nature and comparing the numbers. Preview the book, encouraging students to interact with the pictures and text on each page as you emphasize the elements from the page 3 chart that will best support their understanding of the book's language, concepts, and organization. (Items in bold print include sample "teacher talk.")
- **Pages 2–3 Words to Discuss** Ask students to point to each photograph as you say its matching label. Repeat the process, inviting students to echo-read. After students Think/Pair/Share what they know about each word, fill in any missing details. **Say:** *We will see these words in the book.*

Pages	Text and Graphic Features	Words to Discuss	English/Spanish Cognates	Sentence Structures
Cover	title, author, photo			
1	title page, photo			
2–3	photos	birdbath, caterpillars, flowers, garden, ladybugs, tomatoes		
4	photos, caption	Ted, Kate, twenty, ladybugs, twelve, caterpillars		___ sees ___.
5	charts , caption	greater than, more, fewer		
6	photos, caption	flowers, fourteen, eleven	flower/flor	
7	charts, caption	less than		
8	photo, caption	birdbath, counts	count/contra	___ counts ___.
9	charts, caption	eight		
10	photos, caption	garden, tomatoes	garden/jardín, tomato/tomate	
11	charts, caption	equal		
12	photo, caption	rocks, seven	rock/roca	
13	charts, caption			
14	charts, caption	chart		
15	photo, thinking bubble, caption			
16	photo	leaves		

- Page 4 Sentence Structure** Write ____ sees ____ on the board. Read the sentence structure aloud and ask students to repeat it several times.
Say: *We use this sentence structure to tell what someone sees. Model using the sentence structure to tell about the photographs, such as Kate sees a caterpillar or Ted sees insects. Then assist students in forming their own sentences using the structure. **Say:** This sentence structure is in the book. Can you find the structure on page 4? Frame the sentence. Let's read the sentence together.*
- Page 5 Graphic Features** **Say:** *This page has two charts. Sometimes charts have pictures. Sometimes charts have numbers. What pictures do these charts show? (ladybugs and caterpillars) Why does the second chart have the number 12? (Twelve caterpillars are on the chart.)*
- Page 6 Spanish Cognate** **Ask:** *Does flower sound like a word you know in Spanish? (Allow time for students to respond.) Then **say:** The English word flower sounds like the Spanish word flor. Flower and flor mean the same thing. What is your favorite kind of flower? (Allow time for students to respond.) Write the word **flowers** on the board and ask students to locate it in on page 6 of the book.*

Rehearse Reading Strategies

- Say:** *One word in this book is yellow. Say the word yellow. What letters do you expect to see after the **ly**? Allow time for students to respond, assisting as needed. Then ask them to find the word yellow on page 6. **Say:** Search all the way through a word to help you when you read.*
- Remind students to use other reading strategies they are learning as well, such as looking at the pictures for additional information or rereading part of the sentence if something doesn't sound right.

Set a Purpose for Reading

- Direct students' attention to the list.
Say: *Now it's time to whisper-read the book. Read to learn what Kate and Ted count and compare in the back yard.*

Cue Source	Prompt	Example	Page
Graphophonic	Search all the way through the word. Are you blending the right sounds?	black	8
Syntactic	You read "The number are equal." Let's read this sentence together and make it sound right.	The numbers are equal.	11
Semantic	What do you see in the picture that would make sense in this sentence?	leaves	16

During Reading

Observe and Prompt Reading Strategies

- After the supportive introduction, students should be able to read all or most of the book on their own. Observe students as they read. Take note of the graphophonic, syntactic, and semantic cues they use to make sense of the text and self-correct. Prompt individual students who have difficulty problem-solving independently, but be careful not to prompt English-language learners too quickly. They may need more time to process the text as they rely on their first language for comprehension.

After Reading

Use the Graphic Organizer to Summarize

- Ask students to think about their reading. **Say:** *Look at our list. Which things did we read about in the book?* Put a ✓ beside any matching responses. Then ask students to name other things Kate and Ted counted in the book. Add these words and put checkmarks beside them. Choral-read the checkmarked words. Then ask students to use the graphic organizer to tell a partner about the book.

Comparing in Nature

leaves ✓
rocks ✓
squirrels
bugs ✓
bushes
flowers ✓
caterpillars ✓
ladybugs ✓
birds ✓
tomatoes ✓

Reading Strategy Mini-Lesson: Stop, Think, and Write

- **Reflect Ask:** *Did you understand what you read? What parts were hard to understand? How did you help yourself?*
- **Model Say:** *I want to understand what I read. I use a strategy called **stop, think, and write**. I stop to think about the reading. Then I write my thoughts. Look at page 4. The caption says Ted and Kate look for insects. Ladybugs and caterpillars must both be insects. I will write this important detail. Model how to do so, and then explain that writing important details helps you remember what you read.*
- **Guide** Invite students to look at the charts on page 14 with you. **Ask:** *What do you notice about these charts? Do you have a question about the information? What would you like to learn more about? What part could you say in your own words?* Record students' responses, providing assistance if they need help composing their ideas. **Say:** *Writing my thoughts and questions helps me understand the text.*
- **Apply** Ask each student to turn to his or her favorite page, read the page to a partner, share a thought aloud, and write it down. Observe students as they stop, think, and write, providing assistance if needed. See the *Early Explorers Overview & Assessment Handbook* for an observation chart you can use to assess students' understanding of the monitor-reading strategy. Then **say:** *You can stop, think, and write any time you read. Remember to stop, think, and write to help you understand.*

Answer Text-Dependent Questions

- **Explain** Remind students they can answer questions about books they have read. **Say:** *We answer different kinds of questions in different ways. I will help you learn how to answer each kind.* Tell students today they will practice answering Prove It! questions. **Say:** *The answer to a Prove It! question is not stated in the book. You have to look for clues and evidence to prove the answer.*
- **Model** Use the first Prove It! question on the question card. **Say:** *I will read the question to figure out what to do: What do the charts on page 11 tell about the tomatoes? This question asks me to use a graphic feature to interpret information. I know because it has the word **charts**. What other words in the question will help me?* (Allow students responses.) *Yes, I need to look on **page 11**. I need to look for information about **tomatoes**.* Model looking at the charts. **Say:** *One chart has eight red tomatoes. The other chart has eight green tomatoes. This tells me the children counted the same number of tomatoes. The evidence in the chart supports my answer. The answer makes sense.*
- **Guide** Ask students to answer the other questions on the question card. Use the Power Tool Flip Chart and Student Bookmark to provide additional modeling as needed. Remind students to ask themselves: *What is the question asking? How can I find the answer? Does my answer make sense? How do I know?*

Build Comprehension: Compare and Contrast

- **Explain** Create an overhead transparency of the “Comparing in Nature” graphic organizer on page 12 or draw it on the board. Label the columns **Page**, **Alike**, and **Different**, and label the rows **5**, **7**, **9**, **11**, and **13**.

Say: *Nonfiction books sometimes tell how things are alike and different. We **compare** by telling how things are alike. We **contrast** by telling how things are different.*

- **Model Say:** *Let’s figure out how the charts in the book are alike and different. Ask students to turn to page 5. **Say:** *Page 5 has two charts. Both charts show insects. Showing insects is a way the charts are alike. Write **show insects** in the **Alike** column. Then **say:** *Now let’s see how the charts are different. One chart shows ladybugs. The other chart shows caterpillars. Write **show different insects** in the **Different** column. Then **say:** *The numbers of insects are different too. Add **more ladybugs than caterpillars** to the column.****

- **Guide Say:** *Let’s compare and contrast some other charts. Look on page 7. How are the charts alike? (Allow time for students to respond, assisting if needed.) Yes, both charts show flowers. We can write **show flowers** in the **Alike** column. How are the charts different? (Again allow time for students to respond, assisting if needed.) Yes—the charts show different colors. The numbers of flowers are different, too. We can make a note about colors and numbers in the **Different** column.*

- **Apply** Ask students to work with a partner to compare and contrast the charts on pages 9, 11, and 13. If more support is needed, utilize all or part of the “Guide” process. Finally, read the completed graphic organizer aloud and invite students to echo-read.

Name: _____ Date: _____

Comparing in Nature

Page	Alike	Different
5	show insects	show different insects; more ladybugs than caterpillars
7	show flowers	show different colors; more yellow flowers than orange flowers
9	show birds	show different colors; more red birds than black birds
11	show tomatoes; same number of red tomatoes and green tomatoes	show different colors
12-13	show things from nature	show different things; more flowers than rocks

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Home Connection

- Give students the take-home version of *Comparing in Nature* to read to family members. Encourage students to work with a friend or family member to find two sets of items and compare them on a chart. Invite them to bring their charts to school and explain to the group how their items are alike and different.

Reader Response

Invite students to respond to the book in a way that is meaningful to them. Model and use think-alouds as needed to scaffold students before they try the activities on their own.

- Draw a picture of one thing that Ted and Kate find. Ask a partner to label your picture.
- Find two groups of objects in the classroom. Tell how the groups are alike and different.
- Tell about your favorite photograph in the book. Explain why you like it.
- Write a list of other things Ted and Kate might find outside.
- Write what you think Ted or Kate is thinking in one of the photographs.
- Draw two groups of items from the book. Then discuss the items with a partner.

Mini-Lessons

for Differentiating Instruction

Write to a Picture Prompt

- **Write a Personal Narrative** Tell students they will talk about a picture from the book. Then they will write about the picture. Ask them to turn to page 4. **Say:** *I can use this picture to tell about something that happened to me: **Some ladybugs came into my house last summer. I took the ladybugs to the window. Then they flew away.** Now I will write my idea.* Model writing your sentences on the board. Ask students to tell a partner about something they have experienced that goes with one of the pictures. Allow time for students to share their narratives, providing assistance as needed. Then **say:** *You used a picture to tell about an experience. Now write your idea. After you are finished, read your writing to a partner.*

Write to a Text Prompt

- **Write a Description** **Say:** *Imagine you are in a garden. Write about things you can see, hear, and smell. Write how you feel, too. When you are finished, read your writing to a partner.*

Phonics: Long e digraphs

- Ask students to locate the word **sees** on page 4. Write **sees** on the board and circle the letters **ee**. **Say:** *The letters **ee** stand for the long e sound in the word **sees**.* Slowly draw your finger under the word as you say it, and ask students to do the same in their books. Point out that **ee** also stands for the long e sound in **fourteen** (page 6) and **green** (page 11). Then repeat the process with the letters **ea** in **leaves** (page 16).

- Ask students to brainstorm words with a long **e** sound. Acknowledge all correct responses, and record those spelled with **ee** or **ea** on the board.
- **Say:** *I will give you a clue about an imaginary person whose name is one of the words. You will guess which word is the person's name. I will circle the letters that make the long e sound in the word. Then you will know you guessed correctly.* Model the process using one of the words on the list, such as *My favorite food is honey. I am ___.* (**Bee**) Then invite each student to make up a clue about an imaginary person whose name is one of the words on the board and circle the letters that make the long **e** sound.

Vocabulary

- **Tier Two Vocabulary** Pronounce the word **observant** and ask students to repeat it. **Say:** **Observant** people notice many things. Ted and Kate are **observant**. Ted and Kate notice bugs, flowers, and birds. They notice how things are alike and different, too. Discuss other ways people are **observant**, such as noticing if a friend is unhappy, paying attention to rain clouds in the sky, or studying how a basketball player shoots free throws. Then model a sentence, such as *My **observant** friend saw a deer hiding behind a tree.* Invite students to share their own sentences, providing assistance as needed. **Ask:** *What word have we been talking about? Yes—**observant**. Let's try to use the word **observant** many times today. We can use the word at school and at home.*

- **Tier Three Vocabulary** Review the book with students. Then write the words **ladybugs, caterpillars, flowers, birds, tomatoes, rocks, leaves, count,** and **compare** on index cards. Invite students to read the words with you and add illustrations to the cards. Then choose two cards, read the words, and explain how the objects you selected are alike or different. Invite students to take turns choosing cards and comparing or contrasting the words. Continue the game until each student has had a turn with several different pairs.

Grammar, Word Study, and Language Development

Ask and Answer Questions

- **Model** Explain that authors sometimes ask questions when they write. Ask students to read the caption on page 5 with you: *Can you count all the insects?* **Say:** *I see a question mark at the end of the sentence. I know the author is asking a question. Sometimes the author answers the question. This time the author wants the reader to answer it. How would you answer this question?* Allow time for students to respond. **Say:** *I can ask questions, too. Listen to each question. Use your finger to make a question mark in the air. Then whisper the answer to a partner: Will we have school tomorrow? What time will you go to bed tonight? Which animal is your favorite pet?*

- **Guide** Invite students to read page 13 with you. Ask the following questions, allowing time for students to respond to each one: *Does the author ask questions? How do you know? Does the author answer the questions? What are the answers?*
- **Apply** Ask students to find another question in the book and read it to a partner. If more support is needed, utilize all or part of the “Guide” process on pages 14 and 16.

Compound Words

- **Model** Explain that authors sometimes use **compound** words when they write. Tell students a compound word is made of two words put together. Ask them to turn to page 4. **Say:** *The author talks about ladybugs. The word **ladybugs** is a compound word. Write the word **ladybugs** on the board. Draw a line under each part as you **say:** *The words **lady** and **bugs** make the compound word **ladybugs**.**
- **Guide** Invite students to read page 8 with you. **Ask:** *Which word is a compound word? (**birdbath**) What two words make the compound word **birdbath**? (**bird, bath**)* Write the word **birdbath** on the board. Draw a line under each part as you and the students say **bird** and **bath**.
- **Apply** Write the following compound words on the board: **bedroom, butterfly, sunshine, inside**. Read them aloud and ask students to echo-read. Then invite partners to name the parts of one of the compound words.

Fluency: Read with Appropriate Stress or Emphasis

- **Say:** *We do not read every word the same way. Instead, we watch for important words to stress or emphasize.*
- Ask students to turn to page 4. First, read the page in a flat voice. Discuss how this makes the listener feel. Then read the page again, emphasizing the words **twenty ladybugs** and **twelve caterpillars**. **Say:** *Emphasizing the number of ladybugs and caterpillars helps the listener hear what is important.* Read the page again, asking students to echo-read.
- Ask students to turn to page 8. Help students locate words they might want to emphasize, such as **birdbath, red, and black**. Choral-read the page with them, emphasizing the words discussed.
- Invite students to take turns rereading *Comparing in Nature* with a partner. Remind them to stress or emphasize important words as they read.

Name: _____

Date: _____

Vocabulary

Choose four words from the box. Write a sentence for each word. Draw a picture for each sentence.

ladybugs
tomatoes

flowers
rocks

birds
leaves

Word: _____

Sentence:

Name: _____

Date: _____

Comparing in Nature

Page	Alike	Different