

**Lesson:** Compare and Contrast Seasons  
**Date:** December 2, 2009

**Grade:** 1<sup>st</sup>  
**Time:** 11:15-11:45

### **Objectives**

The student will review the concept of compare and contrast.

The student will identify objects that are similar and different based on the seasons fall and winter.

The student will discuss why some objects belong to both fall and winter.

### **Virginia Standards of Learning**

1.1 The student will continue to demonstrate growth in the use of oral language.

d) Express ideas orally in complete sentences.

1.2 The student will continue to expand and use listening and speaking vocabularies.

a) Increase oral descriptive vocabulary.

1.3 The student will adapt or change oral language to fit the situation.

c) Use appropriate voice level in small-group settings.

d) Ask and respond to questions in small-group settings.

**Materials:** hula hoops, fall pictures, winter pictures, fall/winter pictures, chart paper, markers

**Prerequisite Knowledge:** general understanding of comparing and contrasting

### **Procedures:**

1. Students will gather on the carpet to review the concept of compare (alike, the same) and contrast (different).
2. The teacher will lead a discussion on comparing and contrasting the seasons, taking student input to brainstorm ideas for each season on chart paper.
  - a. *Questions:* What makes you think of fall? What makes you think of winter? What makes you think of spring? What makes you think of summer? Are there any things that remind you all more than one season?
3. The teacher will introduce the fall and winter pictures whole group so that students know what each picture represents.
4. The teacher will model how students will overlap the hula hoops to make a Venn Diagram to complete the activity: identify one side as fall, one side as winter, and the middle, overlapping part as both fall and winter.
5. The teacher will assign partners and one group of three for students to complete the activity and hand out the bags with fall, winter, and fall/winter pictures.
6. Students will locate his/her own location in the classroom to complete the activity.
7. Students will sort the pictures into the appropriate portions of the Venn Diagram: fall only, winter only, fall and winter.
8. The teacher will monitor students as they work, making sure accurate identifications are made. Questioning will occur during this time as well.
  - a. *Questions:* Why did you choose this picture for fall? Why did you choose this picture for winter? Why does this picture belong in the middle? Can you think of other items that could belong on either side as a difference or in the middle as a similarity?

9. Students will be brought back to the carpet to review the activity whole group and identify each item as belonging to fall only, winter only, or both fall and winter. The teacher will lead the discussion.

### **Differentiation**

Students will be paired in a way that provides all students an equal chance to participate so that students of mixed ability levels are working together. This should help facilitate discussion for each season as the students work together to complete the activity.

### **Evaluation**

The teacher will monitor student performance through questioning and observation during the activity for formative assessment.

### **Grouping for Activity**

Josh – Zane - Tyler

Lauren – Samantha

Kendal – Ryan

Quinn – Caroline

Elijah – Zachary

Hunter – Sammy

Matthew – Hannah

Adryen – Nadeem