

Student teaching lesson plan

Enthusiastic about:

This lesson plan was designed to take a couple days of time for students during their ELA work time. During the first day, the third graders will read through the text about wind power. During the second day, the third grade students will read through the text about solar power. During the third day, they will practice comparing and contrasting both texts.

Objective/Learning targets:

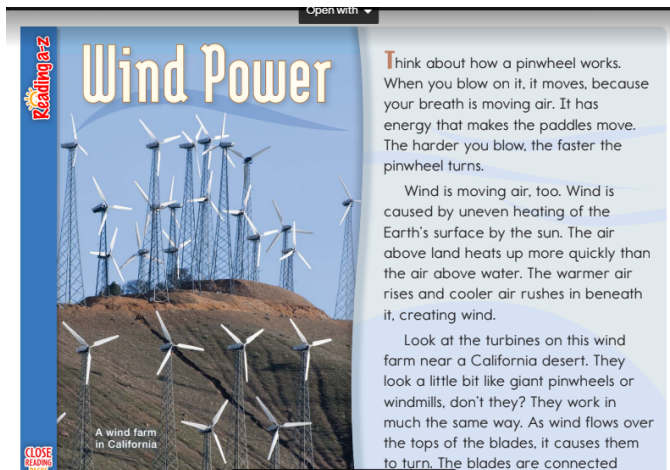
Students will be able to compare two texts about the same topic

Students will be able to recognize the differences in two texts about the same topic

Students will be able to identify the similarities between two texts about the same topic

Materials:

Printed text about wind power for each student




to a rod inside the tower. The rod connects with a machine that changes wind energy into electricity. Towers and wires take this electricity into your home, where it powers lamps and tools.

Wind has been a source of power since ancient times. It has been the force behind sailing ships of all shapes and sizes. For hundreds of years, different types of windmills have used wind energy to do work such as grinding grain and pumping water. Wind pumps are still in use today on many farms and ranches.

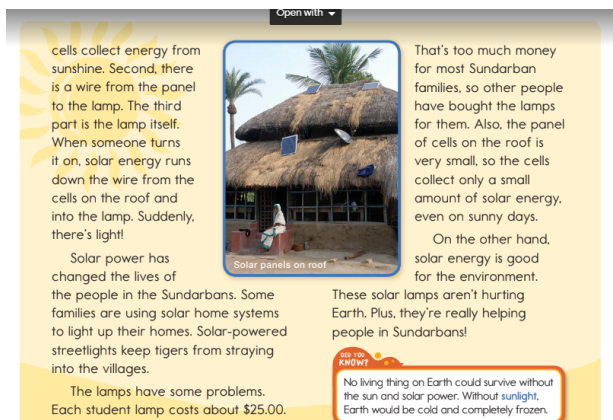
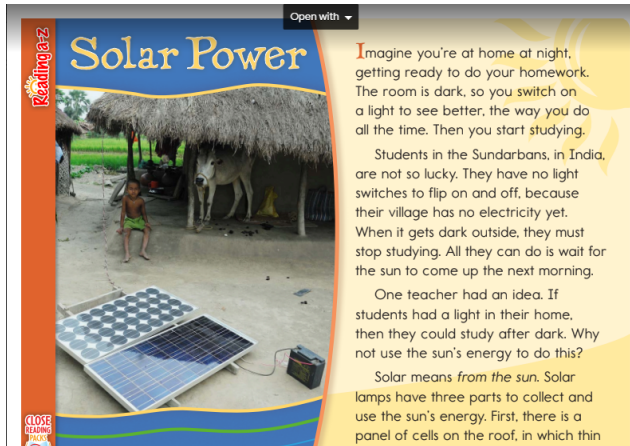
There are good reasons to use wind power. It doesn't pollute the Earth, and besides, wind is free! Not everyone likes the wind turbines, however. They cost a lot of money to make. Some people think they are ugly. Also, the turning blades have killed birds and

NEW! YOU KNOW!
Wind turbines can be as tall as a 20-story building! Each of their blades is about 200 feet long. They need to be so big and tall to catch the highest, strongest winds.

What is one of the biggest problems with wind turbines? If there isn't any wind, the blades don't turn! Scientists are working on this. One idea is to hook up the wind farms to a big power grid. If the wind stops blowing at one wind farm, there is still power coming from farms in other places. The grid helps wind farms share the electricity they make.



A wind pump in the Australian Bush



Printed text about solar power for each student
Notebook paper

WIND POWER	SIMILARITIES	SOLAR POWER

Compare and contrast chart (above)

Assessment of objective accomplishment:

- The teacher will collect the students' compare and contrast charts and check them to see if their main ideas were in the correct section of the chart.

Procedure with amount of time stated for each activity:

Intro- 3 minutes

The students will discuss their last time comparing and contrasting short texts as a class. The teacher will tell them that they are going to do more comparing and contrasting between two texts, this time they will be using longer informational texts for comparing and contrasting.

Anticipatory set- 5 mins

The students will practice comparing and contrasting between cats and dogs on the white board.

The teacher will fill in their comments when they compare and contrast under the correct category between cats, dogs, and both.

Developmental activities- 10 mins

During the first day, the teacher will read the text about wind power to the students.

Then, students will read the text about wind power in their guided reading groups.

Then, they will go through the text and underline important ideas and key details in the text.

They will also make inferences to draw their own information about wind power as the text explains it, they can write extra observations on notebook paper so that they can keep them.

During the second day of the lesson, the teacher will read the text about solar power to the students.

Then, students will read through the text about solar power in their guided reading groups.

Then, they will go through the text and underline the important ideas and key details in the text.

They will make their own inferences and draw their own information about solar power based on the text and how they explain it, they can write any additional observations in their notebook to keep track of them.

Guided practice-15 mins

During the third day of the lesson, the teacher will put the category sheet projecting on the whiteboard and have both texts in their hand.

The teacher will tell students one example that they found in each category.

In the wind power category, the teacher will write the underlined idea, "As wind flows over the top of the blades, it causes them to turn."

In the solar power category, the teacher will write the underlined idea, "Solar lamps have three parts to collect and use the sun's energy."

In the "both" category, the teacher can write, "Good for the environment."

Independent practice- 10 mins

The teacher will give students 10 minutes to get grouped with their guided reading groups to place the facts that they underlined in the correct categories on their papers. Teacher will remind students that if both texts have one fact in common, that fact or idea could be placed in the “both” category because it is something that both energy sources have in common with each other.

Closure-15 mins

The teacher will have each group share one thing in one category that they chose to write and give the students time to make sure it is on their paper

The teacher will ensure that it is written in the right category

The students will turn in their papers.

Grade level common core/ PA standards addressed:

Standard - CC.1.2.3.I

Compare and contrast the most important points and key details presented in two texts on the same topic.