

Lesson Plan



Note: This lesson plan can be used with any *Natural Inquirer* monograph or article.

Note: This lesson plan was adapted from the *New York Times* “Over 50 Reusable Activity Sheets to Teach Any Day’s Times.” To learn more, visit: https://www.nytimes.com/2016/11/10/learning/lesson-plans/over-50-reusable-activity-sheets-to-teach-any-days-times.html?_r=0

Time Needed

Two class periods

Materials (for each student or group of students)

- *Natural Inquirer* monograph or article.
- Text-to-Text Graphic Organizer
- Blank paper
- Writing utensil

This lesson plan encourages provides students a structured way to compare, contrast, and combine information from two texts.

Methods:

Prep

Choose one *Natural Inquirer* monograph or article. Also choose another text (informational text may work best) related to the topic discussed in the chosen *Natural Inquirer* text. Additional informational texts may be available by searching news sources online. Additional *Natural Inquirer* monographs and articles may also be used as the second text.

Note: If using a monograph from the *Natural Inquirer* Time Warp Monograph Series, you may use the Time Warp article as the second text.

Day One

Provide each student with a copy of the chosen *Natural Inquirer* monograph or *Natural Inquirer* or *Investi-gator* article. Provide each student with the Text-to-Text Graphic Organizer. Instruct students to write their names on the graphic organizer.

Students should read the entirety of the first text. In the graphic organizer, students should use the “Content” box to record the most important notes from the text. Provide a blank piece of paper if you want students to write more than what fits into the “Content” box provided.

With any remaining time, introduce students to the second text they will read during this activity. If possible, provide students the second text to start reading or read independently before the next class period.

Day Two

Provide students with their graphic organizers, as well as any of the texts necessary for this activity. Students should read the second text if they have not already done so during the last class period or independently outside of class.

Using the graphic organizer, students should record the most important information from the second text in the “Content” box provided. Next, instruct the students to begin answering the compare and contrast questions listed below the “Content” boxes. These sections include, “Similarities,” “Differences,” “The Texts, Combined,” “Reactions,” and “Questions.”

Lastly, provide time at the end of class, or in a future class period, to hold a class discussion that touches on some of the answers students provided for these questions.

Text-to-Text Graphic Organizer

Name: _____

Article Title: _____

Content

What are the main points of the text? What information would help you talk to others about this research?

Text 1	Text 2

Similarities

How are these two texts similar, connected, or related? How are they alike in content, theme, purpose, format, etc.? What is a particular example from the texts that indicate their similarity?

Differences

How were the texts different? Where do the texts disagree?

The Texts, Combined

How do the texts, when read together, provide information or understanding that you might not have gotten if you read the texts separately? What is the one piece of information from each text that should be shared with the authors of the other text?

Reactions

What reactions do you have to these texts, both individually and combined?

Questions

What questions do you have after reading both texts?
