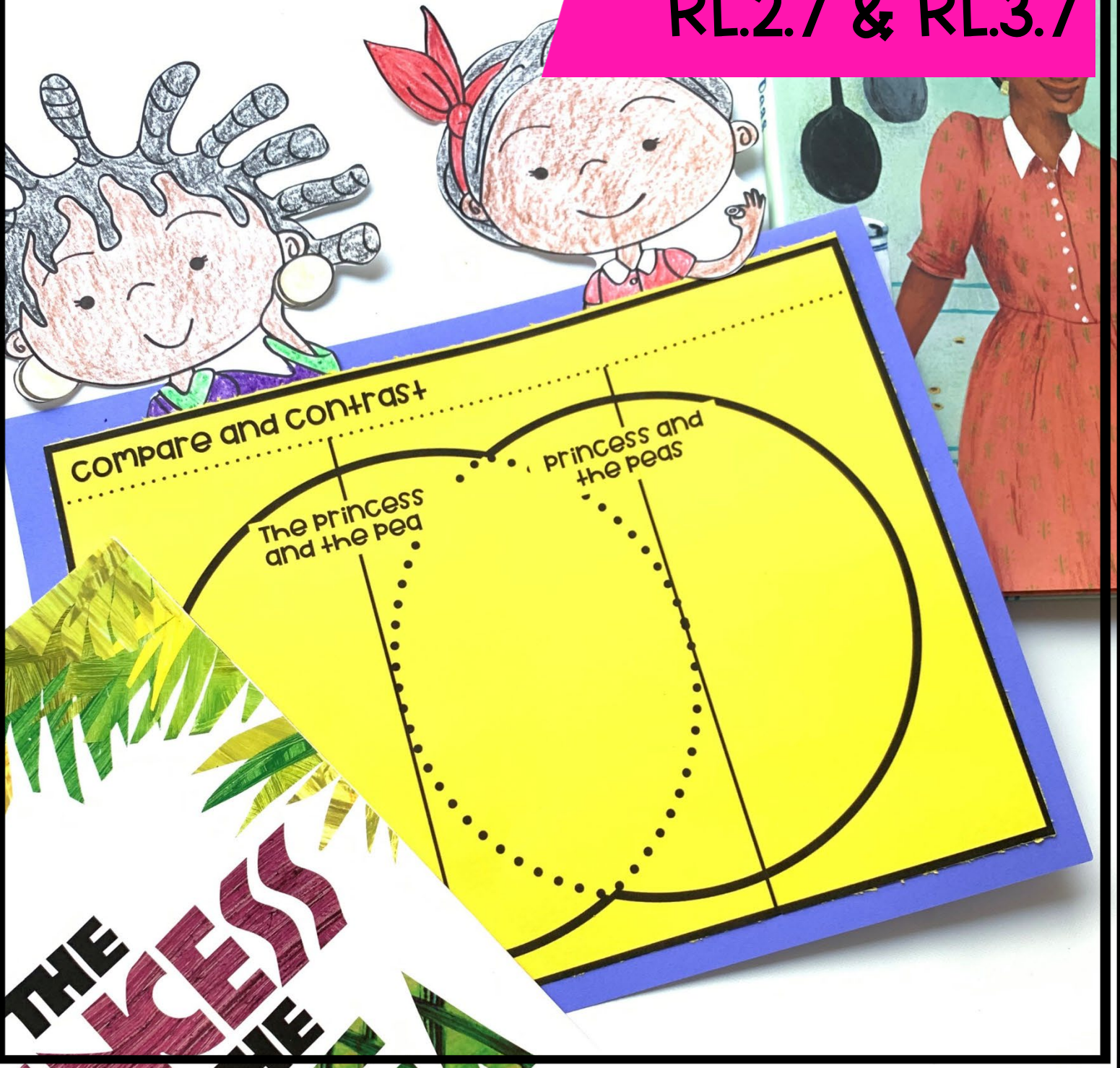


2nd & 3rd GRADE
RL.2.7 & RL.3.7



MENTOR TEXTS
compare & contrast



MENTOR TEXTS

compare & contrast

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COMPARE & CONTRAST

TEXT:

COMPARE AND CONTRAST

How are the characters similar?

How are the characters different?

COMPARE AND
CONTRAST THE
SETTING

COMPARE AND
CONTRAST THE
PROBLEM

COMPARE AND CONTRAST

How are the solutions similar?

How are the solutions different?

COMPARE AND CONTRAST

How are the lessons similar?

How are the lessons different?

OTHER
SIMILARITIES
AND
DIFFERENCES

COMPARE & CONTRAST

I can compare and contrast the characters.



I can compare and contrast the setting.



I can compare and contrast the plot.



I can compare and contrast the lesson or moral.





princess and the Peas

compare and contrast

The princess
and the pea

princess and
the peas



PEDAGOGY



Many schools and districts are stuck in expensive contracts using basal big box curricula. These resources claim to be both comprehensive and research based, which leads school administrators and other decision makers to believe that they are the best resources for students. Unfortunately, basal readers can often turn students off from reading, making it difficult for them to grow academically and potentially harming their chances of



becoming lifelong readers. Because the basal reader is focused on routine over development, students exposed to the basal readers without complementary resources can struggle to develop and transfer necessary comprehension skills.

I believe that students need to be immersed with reading tasks that engage them with meaningful literature that is both relatable and diverse. This is why I created my "Mentor Standards" unit.

Carefully selected books

I've carefully selected books that:

- are excellent mentor texts for each standard
- include diverse characters from different backgrounds, ethnicities, and experiences
- include topics and plots that are engaging to students and will help them think critically

While developing this curriculum, my focus was to create a process in which:

- teachers model a reading comprehension skill or strategy using the mentor text
- students have time to discuss ideas and concepts with each other
- lessons integrate writing in a meaningful way with reading response

PEDAGOGY



Unit Components

Anchor Charts

Anchor charts should be created or printed as posters for teachers to refer to during lessons and for students to refer to during work time. Journal-sized anchor charts are available for students to keep in their reading notebooks for reference.

Sticky Note Templates

Sticky note questions make prep simple, keeps things organized for years to come, and is easy for substitutes to implement.

Student sticky note templates make tasks engaging. Sticky notes are easily carried to any reading location and later placed in readers' notebooks to track progress.

Student Work Pages

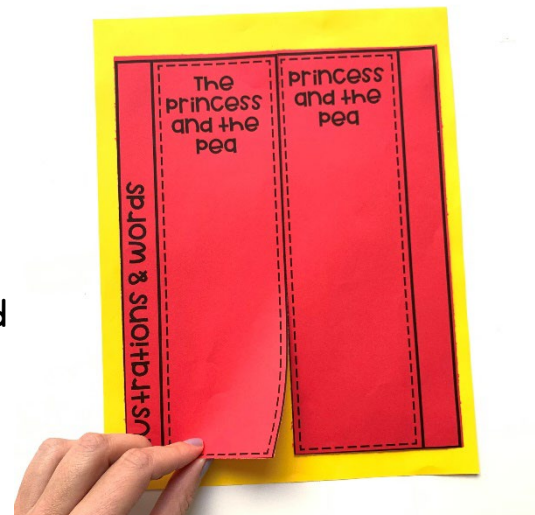
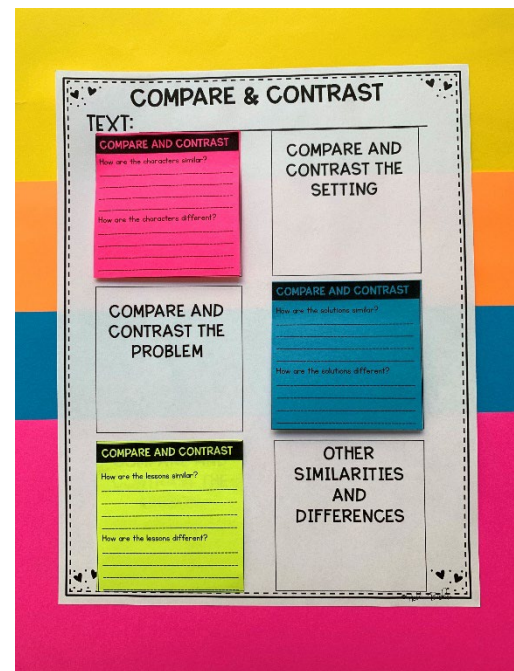
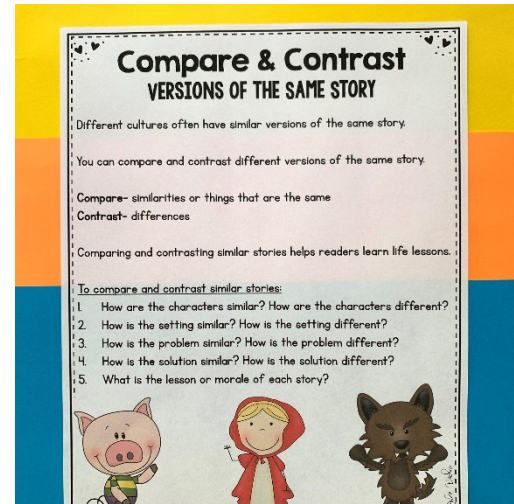
Student work pages can be placed in students' journals to track learning and make assessment easy for teachers.

Mini Rubrics

Mini rubrics can be printed on sticky notes to make student self-assessment and teacher assessment simple and effective. Students learn how to assess their understanding and application of each standard. This helps students understand areas they need to improve.

Interactive Flipbooks

Flipbooks are a practical way to practice skills and strategies during group or independent work. They make the activities fun and more hands on, but they still incorporate important writing skills. There are plenty of uses for flipbooks, including guided practice, independent work, small groups, or centers.



LESSON PREP

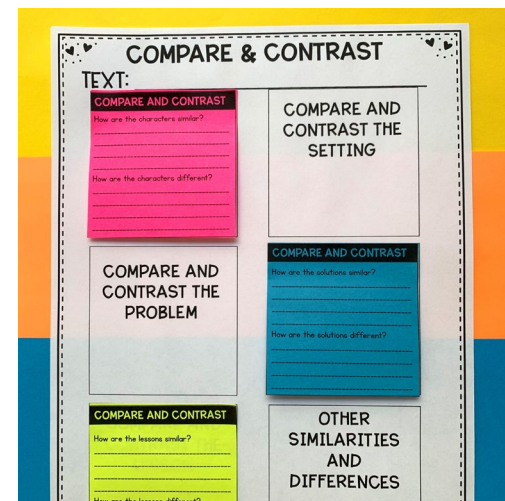
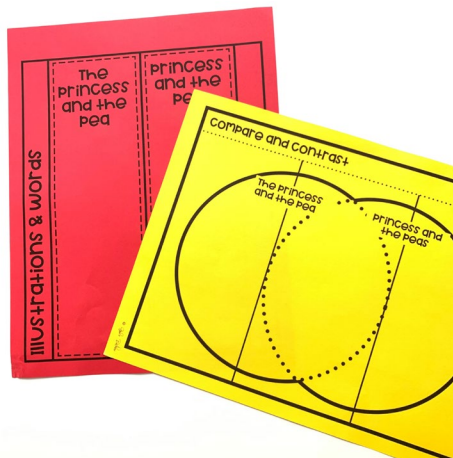


materials:

- Books: *The Princess and the Pea* by Rachel Isadora and *Princess and the Peas* by Rachel Himes
- Sticky notes
- Prepared anchor chart
- Copies of student journal pages
- Copies of sticky note questions for students
- Copies of student rubrics
- Copies of flipbook pages

prep:

1. Number all book pages. Page #1 should be the first page with the picture after the title page.
2. Create the “Compare and Contrast” anchor chart. Recreate this on chart paper, or print the included anchor chart as a poster under the print settings.
3. Print the student question tracking pages. If you would like this to fit in composition notebooks, reduce the size to 80%.
4. Print the “Sticky Note Template” page. Place sticky notes on squares. Put the template with the sticky notes into the printer per your printer settings. Print the sticky note questions.
5. Place sticky notes inside the books on indicated pages.
6. Print student sticky note questions and student rubrics.
7. Follow picture directions to print and create each activity template.



LESSON PLANS

Compare & Contrast

FOCUS:

Compare and contrast two versions of the same story.

Standard:

RL.2.9: Compare and contrast two or more versions of the same story by different authors or from different cultures.

Day 1

I DO:

Opening: Show students the “Compare and Contrast” anchor chart. Explain that many different cultures have similar versions of stories. We are going to be reading two similar stories based around the classic fairytale *The Princess and the Pea*.

Model: The book we are reading today, *The Princess and the Pea* by Rachel Isadora, is the classic version of the fairytale, but it takes place in Africa. While we read this story, we are going to pay close attention to the characters, their traits, the setting, the plot, and the theme. This will help us compare and contrast this version with another version we will read tomorrow.

Read the story through, stopping to ask and answer the sticky note questions. Place sticky notes in one column on a piece of chart paper that is set up like a T chart.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- How is this version similar or different from other stories you have read? (*Answers will vary, but if students are familiar with the classic version, this version takes place in Africa, while the classic takes place in Denmark.*)

Day 2

Guided Practice:

Opening: Review the sticky note T chart you made yesterday.

Guided Practice: Show students the cover of *Princess and the Peas*. The book we are reading today, *Princess and the Peas* by Rachel Himes, is another version of *The Princess and the Pea* that is quite different. Based on the cover, what can you infer is different?

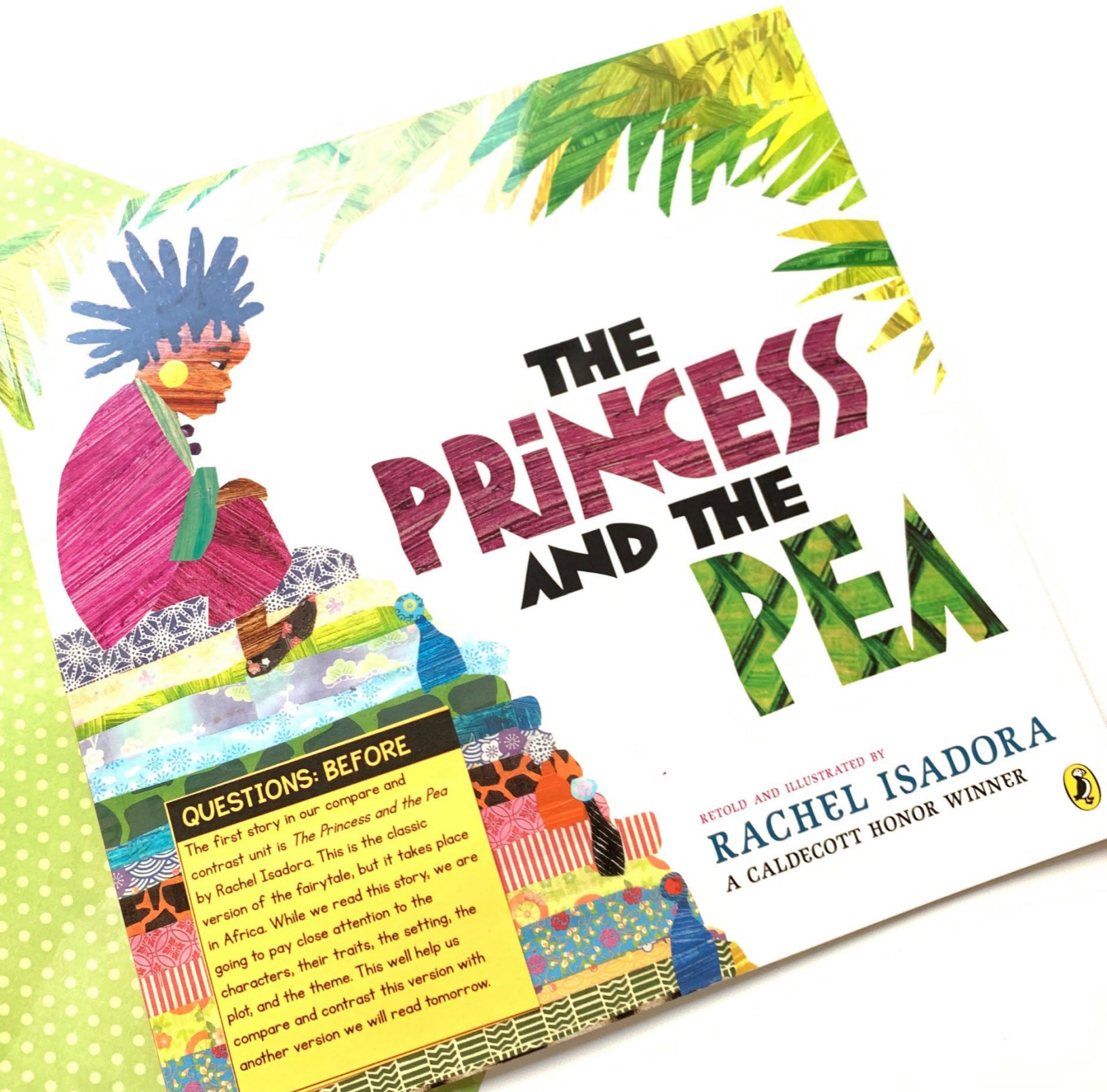
Read the book, stopping at indicated spots to ask questions and allow for student discussion about the characters, setting, plot, and moral. Have students turn and talk about their answers, then record their responses on sticky notes. Then, students can help you fill out the second side of the T chart. For each question, select one person to share his or her response. Reread portions of the text when needed to model going back into the text.

Closing: At the end of the lesson or at the end of your reading block, ask students:

- How is the story we read today different from traditional fairytales? (*This version takes place in America in more recent times. This version also has a strong female character who is not dependent on a man.*)

The Princess and the Pea

by Rachel Isadora



QUESTIONS: BEFORE

The first story in our compare and contrast unit is *The Princess and the Pea* by Rachel Isadora. This is the classic version of the fairytale, but it takes place in Africa. While we read this story, we are going to pay close attention to the characters, their traits, the setting, the plot, and the theme. This will help us compare and contrast this version with another version we will read tomorrow.

RETOLD AND ILLUSTRATED BY

RACHEL ISADORA
A CALDECOTT HONOR WINNER



COMPARE & CONTRAST: *The Princess and the Pea*

QUESTIONS: BEFORE

The first story in our compare and contrast unit is *The Princess and the Pea* by Rachel Isadora. This is the classic version of the fairytale, but it takes place in Africa. While we read this story, we are going to pay close attention to the characters, their traits, the setting, the plot, and the theme. This will help us compare and contrast this version with another version we will read tomorrow.

QUESTIONS: PAGE 6

I. What happens in the beginning of the story?

- *The prince wants to find a princess to marry, but he cannot tell if they are real princesses.*

QUESTIONS: PAGE 12

I. "Iska Waran" is "hello" in Somali. "Jambo, Habari" is "hello" in Kenya. "Selam" is "hello" in Amharic. What does this tell us about the setting of this story?

- *This story takes place in Africa.*

QUESTIONS: PAGE 20

I. What events happened next?

- *The prince returned home, disappointed.*
- *One night, during a storm, a princess came to his home.*
- *The queen decided she would see if the princess was real by laying a pea on the bedstead, then placing 20 mattresses and 20 feather beds on top.*

QUESTIONS: PAGE 30

I. What happens after the princess sleeps?

- *The princess complains of a terrible sleep. She says she felt like she was laying on something hard and was black and blue all over.*
- *They knew she was a real princess because she was so sensitive, so the prince marries her.*

QUESTIONS: END

I. What is the lesson or moral of this story?

- *(Note: This fairytale does not have a clear lesson or moral. It is open for interpretation.) Example: It is hard to pretend to be someone you're not.*

Other Recommended Mentor Texts for this Skill

Cinderella

The Orphan (Greece)

The Egyptian Cinderella

The Golden Sandal: A Middle Eastern Cinderella

Adelita (Mexico)

Yeh- Shen (China)

Cendrillon (Caribbean)

The Rough-Face Girl (Algonquin)

Muffaro's Beautiful Daughters (Africa)

The Irish Cinderlad

The Korean Cinderella

The Persian Cinderella

Seriously, Cinderella is So Annoying

Little Red Riding Hood

Lon Po Po

Honestly, Red Riding Hood Was Rotten!

Pretty Salma (Africa)

Petite Rouge (Cajun)

Rapunzel

Sugar Cane: A Caribbean Rapunzel

Mother Knows Best

Rapunzel by Rachel Isadora

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Good to Go



Not O.K.

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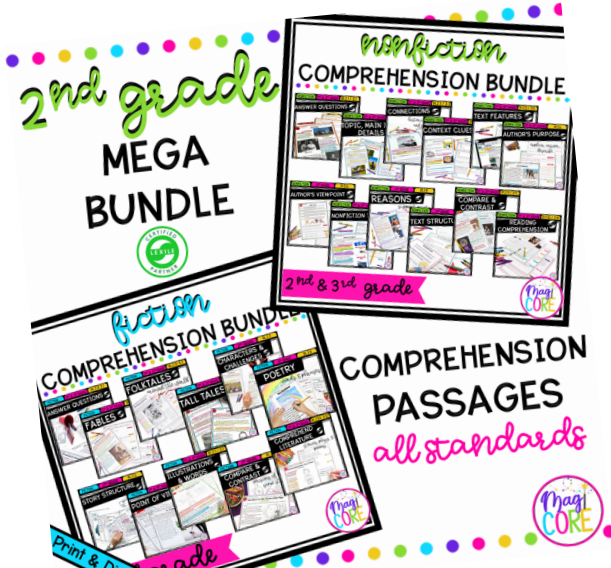


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