

The Kindergarten Chronicles

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Anchor Standard 9

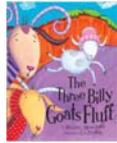
College and Career Readiness Anchor Standard 9 states, "Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take." What does this look like in kindergarten? We will be focusing on NVACS RL.K.9 and RI.K.9.

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

RI.K.9 With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Kindergarten students like listening to literature, discussing it, and then comparing and contrasting the adventures of characters in familiar stories. Equally enjoyable for my students is identifying the ways two different authors or illustrators depict the same topic in two different ways. These lessons require the students to challenge the author's craft. Harvey F. Silver, author of *The Strategic Teacher*, states, "Comparative thinking is one of our first and most natural forms of thought." These two standards should be part of our kindergarten instruction because these processes are instinctive, as well as essential, for developing readers.

Use Your Imagination



Comparing the adventures of a character proves to be exciting for kindergarten students, especially when that character is a troll! We have read *The Three Billy Goats Gruff* by Ellen Appleby and *The Three Billy Goats Fluff* by Rachel Mortimer. Before we read, I cover up the troll illustration with a large sticky note so students cannot see the troll's physical characteristics. After reading each story, the students draw a picture of what they think the troll looks like. Once I reveal what the troll looks like, the students compare **their drawings** with each respective story, as well as compare the two trolls from both stories. This is a fun lesson to promote the standard RL.K.9.



Standards

RL.K.1	RI.K
RL.K.4	RI.K.4
RL.K.5	RI.K.8
RL.K.10	RI.K.10
W.K.2	W.K.3
W.K.7	

RL.K.9: Compare and Contrast

Interested in learning more about the advantages of teaching students how to compare and contrast? Harvey F. Silver has written an **article** on this topic. He states, "Without the ability to make comparisons—to set one object or idea against another and take note of similarities and differences—much of what we call learning would quite literally be impossible."



This year, my students are fond of the story of *The Three Little Pigs*. We have read multiple versions of the story. As a class, we make **posters** to list the characters, settings, and adventures for each version of the story. We then use our posters during **writing time** to compare and contrast the adventures and experiences of the characters. Some different versions of three pig stories are *The Three Little Pigs* by James Marshall, *The Three Little Pigs and the New Neighbor* by Andy Blackford, *The Three Little Pigs* retold by Patricia Seibert, *The Three Little Javelinas* by Susan Lowell, and *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas.

Before this lesson, I use the unwrapped curriculum engine **lesson** for RL.K.9. This lesson provides the students with background knowledge of what it means to compare and contrast objects that are similar and different. As a class, we make an anchor chart defining **compare and contrast**. This anchor chart can later be transferred into our classroom library and reminds students of our prior learning and enables them to make connections as new learning happens.

Once we move away from this standard being the direct instruction, I feel that it is important to encourage the students to compare and contrast stories from our **classroom library** for independent practice. Whether a student is reading the words or reading the pictures, he or she has the ability to compare and contrast.

RI.K.9: Similarities and Differences

When students begin to identify similarities and differences between two texts on the same topic, it leads to rich conversation and an abundance of writing ideas. The students challenge each other to look deeper into the way the author/illustrator has portrayed the topic in both texts.

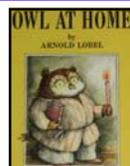


This year, the students have chosen two informational texts on octopuses. While one **book** is more rigorous, the **other** book is a great apprentice text to build students' concept knowledge and vocabulary. One difference between these two texts is one has real images of octopuses and the other has drawings, while still being informational. After reading both texts a few times, the students begin to identify the similarities and differences in the graphics and facts.

We then make **posters** comparing the two texts. We focus on the facts we have learned from what the author and illustrator present to the reader. The posters are written in two different colors and cut apart. As a class, we match similar facts from each story and identify the different facts using a Venn diagram. Once we identify the similarities and differences between the informational texts about octopuses, the students create their own **Venn diagram** to **compose** informative/explanatory texts about the topic.

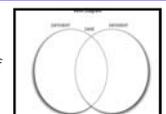
Text Exemplars for RL.K.9

Owl at Home by Arnold Lobel and the poem, "The Owl and the Pussy Cat" by Edward Lear are two resources for addressing RL.K.9. The students can compare and contrast the adventures of the owl in the story and the owl in the poem. This lesson becomes a good review on poetry and recognizing common text types.



Family Engagement Activity

It is important for our families to be aware of the topics and standards we are learning in class. For the month of February, I send home a Venn diagram each week for the **families** to fill out with their children. We hang the **Venn diagrams** around the room. Students can read them, use them for writing ideas, and feel proud of their displayed work.



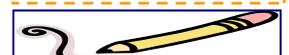
Volume 10, Issue 6

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Southern Nevada
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February 2015



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The **Literacy Stations** class for K-1 teachers is being offered February 21 & 28. Email Robyn Markovic for more details.