FICTION

1ST GRADE

ELA.1.R.3.3

Florida B.E.S.T.

COMPARE & CONTRAST stories

LEXILE

380L Compare & Contrast Name: _____ Date: _____

The Boy Who Cried Wolf

Darren was a shepherd boy. He was just old enough to go out with the sheep by himself.

"Watch for wolves," his father said. "If you see one, call for help."

Darren walked the sheep into the hills above the village. The sheep ate grass. Darren got bored. He didn't like being alone. He wished for some company.

"Help! Wolf!" he called.

People from the village came running to Darren. Now he wasn't alone. But the people didn't stay with Darren. When they saw there was no wolf, the people went back to the village.



Darren became lonely again.

"Help! Wolf!" he called.

Once again, the villagers came running. They looked around but didn't see a wolf. They were unhappy.

"Are you playing a game?" they asked Darren.

The people went back to the village. Darren was left all alone. Just then, he saw a wolf!

"Help! Wolf!" he called.

This time no one came. They thought he was playing a game. The wolf ran off with one of the sheep.

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290L Compare & Contrast Name: _____ Date: _____

A Gift

Marta loved her cat, Tiger. She fed him and brushed his fur. She gave him toys to play with.

"Marta is so good to me," thought Tiger. "I will do something nice for her."

Tiger went outside. He crept. He waited. Then he pounced on a little mouse!

"I will give this to Marta," he thought. "I worked hard to get it. It is a nice gift."

Tiger laid the mouse on the doorstep. When Marta saw it, she screamed! She swept the mouse into the garbage.

"Oh no," thought Tiger. "She did not know it was a gift. She did not know to eat it. I will try again."

Tiger went outside. He crept again. He waited again. He pounced on another little mouse!

"This time, I will not leave the gift outside. I will put it in Marta's shoe," he thought. "I know she will love it."



380L Compare & Contrast Name: _____ Date: _____

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Watch... one, call for help."

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440L Compare & Contrast Name: _____ Date: _____

Lost at the Zoo



The baby chipmunks peeked out of their hole in a tree. Where was their mother? She had been gone a long time. Chip decided to go look for her.

He climbed out of the hole, but he slipped and fell. Chip hurt his paw. Just then, a stroller came rumbling toward him. Chip hurried out of the way.

He limped into the elephant pen.

"Please, help me," Chip squeaked. "I'm lost and I hurt my paw."

The elephant trumpeted at Chip and went back to bathing.

Chip limped away to the lion pen.

"Can you help me?" he asked. "I can't find my home."

The lion roared at Chip and went back to sleep.

Chip began to cry. He limped away. Then he saw some animals who looked like him. The prairie dogs gathered around Chip. They wiped his tears and pet his fur.

Soon, one of the prairie dogs found Chip's mother. She took him home. He rested until his ... felt better.

©Paula Bishop

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COMPARE CHARACTER EXPERIENCES

1st grade

Table of Contents

*This product includes 14 Lexile® leveled passages in the 1st Grade Florida B.E.S.T. Text Complexity Band (the range for 1st grade is 190L-530L). There are 7 sets of paired passages, including a test.

1. Compare & Contrast Anchor Chart
2. Mentor Text - Where's Mama / Not Dad
3. Pika Gets Blamed- 220L / A Gift- 170L
4. A Dog and His Bone- 260L / The Mouse and His Corn- 200L
5. The Pony Express- 270L / New Job- 260L
6. Two Doors- 320L / Science Partners- 350L
7. The Boy Who Cried Wolf- 90L / Lost at the Zoo- 350L
8. Broken Arm- 480L / A Hand Up- 440L
9. Assessment
    - Pie Girl- 430L / Muddy Face- 370L

ABOUT LEXILE LEVELS

MagiCore is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Florida B.E.S.T. Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure that students are college and career ready by the end of 12th grade. Lexile measures help educators scaffold and differentiate instruction, as well as monitor reading growth.

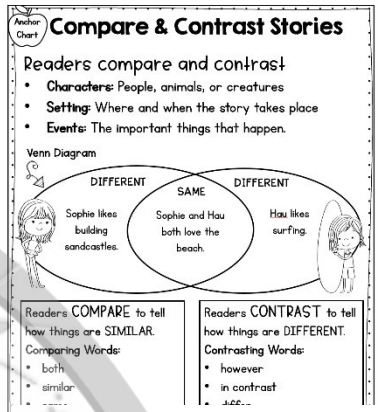
Grade Band	Lexile® Bands Aligned to Florida B.E.S.T. Expectations
K-1	BR-430L
2-3	420L-820L
4-5	740L-1010L
6-8	925L-1185L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

How to Use This Resource

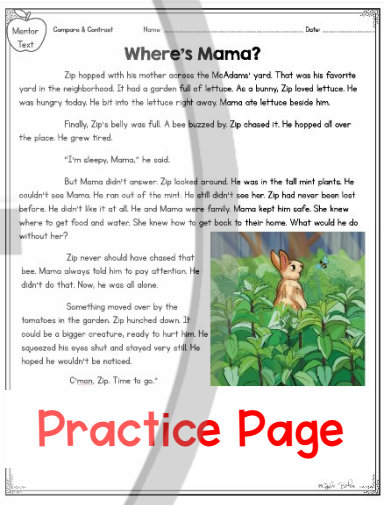
This resource was modified to fit the Florida B.E.S.T reading standards. It includes:

Anchor Charts: These anchor charts should be used to introduce the skills. You can make copies for student journals and create a large class-sized poster. Teachers should review anchor charts with students during each mini lesson. Students can refer to journal anchor charts while completing independent work.



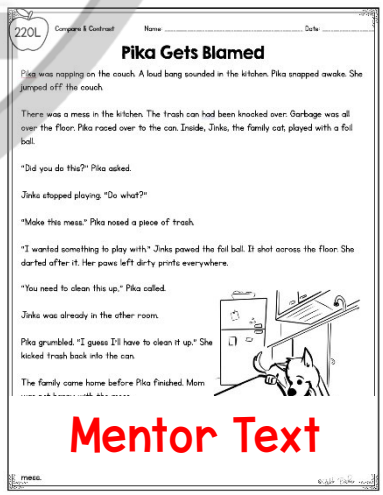
Anchor Chart

Student Practice Pages: These are extra, short practice pages for students to use as part of the mini lesson. After the anchor chart is introduced and completed as a class, practice pages can be completed as guided practice or independent practice.



Practice Page

Mentor Text: The mentor texts included in this lesson come directly from the Florida B.E.S.T standards mentor text recommendations for first grade. These texts tend to be significantly longer and more complex than the intended Lexile grade range. For this reason, I have incorporated these recommended texts for teachers to use as read alouds, shared readings, and modeling.



Mentor Text

Practice Passages: These passages are Lexile leveled and include standards-based questions. These are designed to be used for guided practice, independent practice, and small groups. Please note, all passages will not be used in one unit. I provide extra so you can use them for later review.

Assessment: Two assessment passages are included. Both are intended to be used to form a complete assessment; however, some teachers chose to use the assessment passages separately in order to differentiate assessments.

How to Use This Resource

Here is the recommend lesson layout and schedule for this resource:

Day 1- Day 2: Using the anchor chart, introduce the concepts of comparing and contrasting two stories. Discuss key words to show comparing similarities and key words to contrast differences. Go through the directions for the picture compare and contrast activity and do one example together. Have students complete the student practice in partners or independently. Review practice together. Please Note: Anchor charts should be reviewed as a part of the mini lesson each day.

Day 3: Read the mentor text together. Complete the questions as a group. Ensure you model and practice coloring text evidence in the indicated crayon colors.

Day 4: Students complete a passage and question set in partners. I recommend choosing a text in the mid-range of the text complexity band. Always review work as a class or in groups.

Day 5: Students complete a passage at the low range of the text complexity band independently. Be sure to review student work. If students did not get answers correct, ensure you make time to review with students independtly or in small groups.

Day 6-7: Continue to assign increasingly more complex passages. Continue to assess and review work.

Day 8: By the end of the unit, most of your class should be showing mastery of the passages. This is time to give the assessment. I recommend giving both assessment passages together, but you can also separate the passages and use the different levels to differentiate.

**Follow your students lead. These lessons may take more or less time. Do not move on to subsequent lessons until your students are showing progress.*

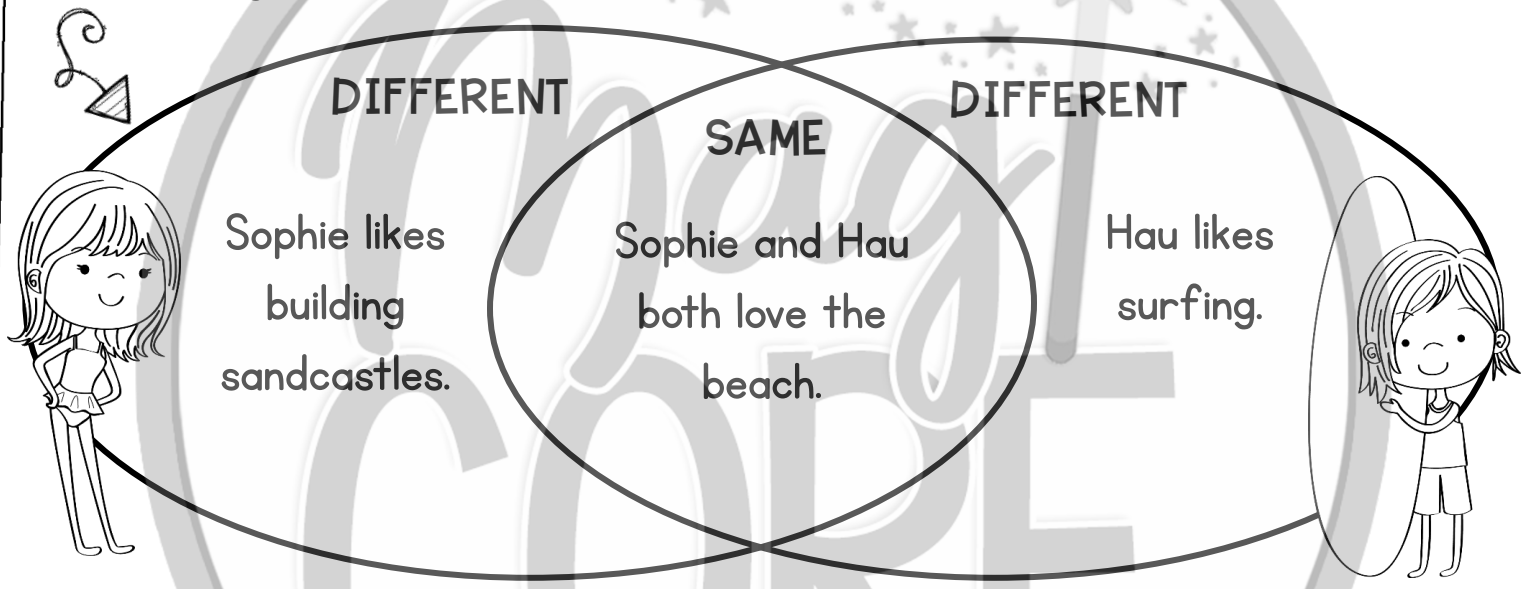
Anchor Chart

Compare & Contrast Stories

Readers compare and contrast

- **Characters:** People, animals, or creatures
- **Setting:** Where and when the story takes place
- **Events:** The important things that happen.

Venn Diagram



Readers COMPARE to tell how things are SIMILAR.

Comparing Words:

- both
- similar
- same
- also
- too
- as well

Readers CONTRAST to tell how things are DIFFERENT.

Contrasting Words:

- however
- in contrast
- differ
- different
- while
- on the other hand

©Josh Bales

Student Practice

Compare & Contrast Stories

Directions: Use the Venn Diagram to compare and contrast the photographs.



Photo 1 | Photo 2

DIFFERENT | SAME | DIFFERENT

Characters:

Setting:

Events:

©Julie Bochese

Mentor Text

Compare & Contrast Name: _____ Date: _____

Where's Mama?

Zip hopped with his mother across the McAdams' yard. That was his favorite yard in the neighborhood. It had a garden full of lettuce. As a bunny, Zip loved lettuce. He was hungry today. He bit into the lettuce right away. Mama ate lettuce beside him.

Finally, Zip's belly was full. A bee buzzed by. Zip chased it. He hopped all over the place. He grew tired.

"I'm sleepy, Mama," he said.

But Mama didn't answer. Zip looked around. He was in the tall mint plants. He couldn't see Mama. He ran out of the mint. He still didn't see her. Zip had never been lost before. He didn't like it at all. He and Mama were family. Mama kept him safe. She knew where to get food and water. She knew how to get back to their home. What would he do without her?



Zip never should have chased that bee. Mama always told him to pay attention. He didn't do that. Now, he was all alone.

Something moved over by the tomatoes in the garden. Zip hunched down. It could be a bigger creature, ready to hurt him. He squeezed his eyes shut and stayed very still. He hoped he wouldn't be noticed.

C'mon, Zip. Time to go."

Zip opened one eye. Mama came out from the tomatoes! He ran to her. "I thought I was lost!"

Mama ran her paw over his long ears. "I wouldn't leave without you."

Zip let out a breath. Being lost – even for only a few minutes – was no fun.

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Darren walked the sheep into the hills above the village. The sheep ate grass. Darren got bored. He didn't like being alone. He wished for some company.

"Help! Wolf!" he called.

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"Are you playing a game?" they asked Darren.

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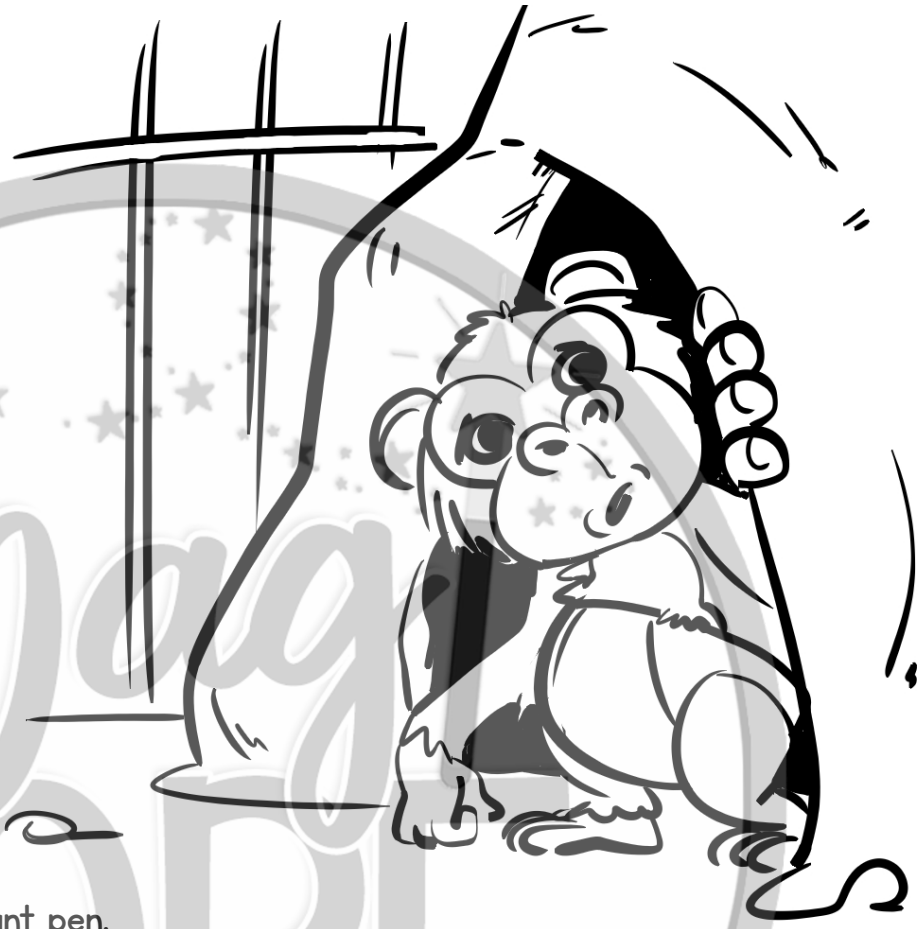
"Help! Wolf!" he called.

This time no one came. They thought he was playing a game. The wolf ran off with one of the sheep.

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350L Compare & Contrast Name: _____ Date: _____

Lost at the Zoo



The baby chipmunks peeked out of their hole in a tree. Where was their mother? She had been gone a long time. Chip decided to go look for her.

He climbed out of the hole, but he slipped and fell. Chip hurt his paw. Just then, a stroller came rumbling toward him. Chip hurried out of the way.

He limped into the elephant pen.

"Please, help me," Chip squeaked. "I'm lost and I hurt my paw."

The elephant trumpeted at Chip and went back to bathing.

Chip limped away to the lion pen.

"Can you help me?" he asked. "I can't find my home."

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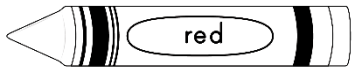
Chip began to cry. He limped away. Then he saw some animals who looked like him. The prairie dogs gathered around Chip. They wiped his tears and pet his fur.

Soon, one of the prairie dogs found Chip's mother. She took him home. He rested until his paw felt better.

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Point of View

1. Who really needed help in the beginning of the story?



a. Darren
b. Chip
c. Neither

2. Who got help at the end of the story?



a. Darren
b. Chip
c. Both

3. In what ways are Darren and Chip alike?



4. In what ways are Darren and Chip different?



5. Darren and Chip both learned a lesson. How were these lessons different?



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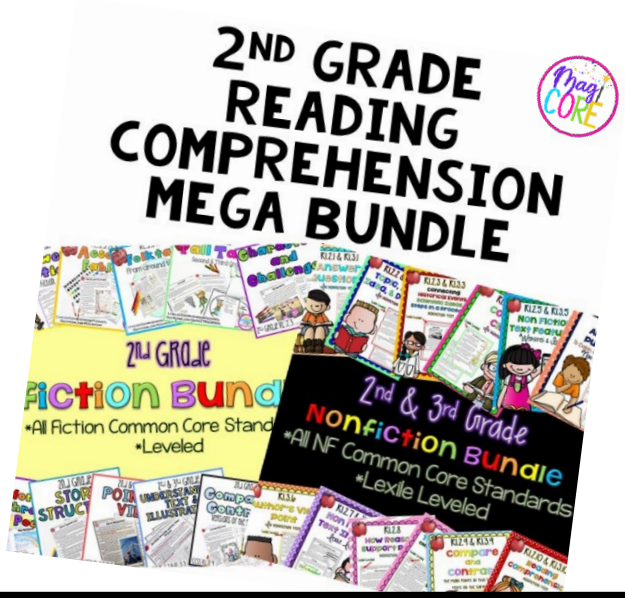
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