



GRADE - 5th

UNIT - Nonfiction Texts

Relevant Essential Question(s)

Content-based:

- How are citizens affected by natural disasters?
- What do cities and states affected by natural disasters need to do to recover?

Skills-based:

- What is a Venn diagram, and how is it used?
- Why is it important to know how to compare and contrast?

Focus Standard(s)

-R.I.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Learning Objective

SWBAT: Students will be able to compare and contrast information in two or more texts.

GENERAL GUIDELINE		DIFFERENTIATION
Materials and Resources	News-O-Matic article " Tennessee After Tornadoes " News-O-Matic article " Heavy Floods Hit Mississippi " News-O-Matic Teacher Guide (Tennessee) News-O-Matic Teacher Guide (Mississippi)	
Vocabulary	<i>Content-based (Tennessee)</i> -volunteers: people who choose to work for free -devastation: ruin; damage -first responders: emergency workers like firefighters and police <i>Content-based (Mississippi)</i> -reservoir: lake — often man-made — that stores water -evacuate: leave an area to stay safe	

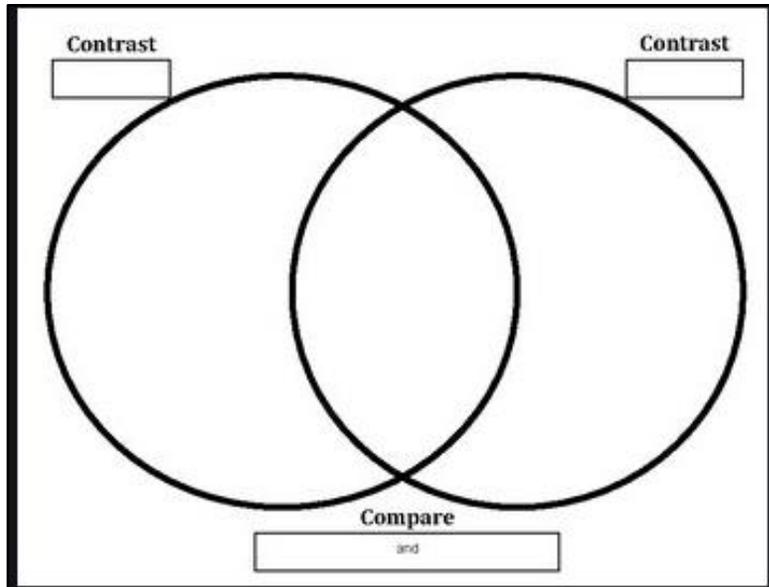


	<p>-anticipate: look ahead to</p> <p>-recede: go down; go back</p> <p><i>Skills-based</i></p> <p>-Venn diagram: two circles that overlap in the middle. Serves as a graphic organizer to compare and contrast two items, events, or ideas from a visual standpoint</p> <p>-compare: a way to see how two items, events, or ideas are alike</p> <p>-contrast: a way to see how two items, events, or ideas are different</p> <p>-evidence: proof from the text</p>	
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	GENERAL GUIDELINE	DIFFERENTIATION
Do Now	<p>Please answer the following: There are many types of natural disasters that affect people across the globe: tornadoes, floods, earthquakes, tsunamis, hurricanes, and more.</p> <ol style="list-style-type: none"> 1. Pick one: _____ 2. Put yourself in the shoes of a person affected. What would the experience be like, and why? Give as much detail as possible. <p><i>After students write their responses, they can turn and talk to share with a partner. A minute later, you can call on 3-4 students to share with the entire class. Make sure to note the similarities and differences between each of their different accounts!</i></p> <p><u>Connection:</u> “While natural disasters differ based on weather, location, danger, and devastation, they are similar in that they cause hardships for the people and places where they strike. Today’s lesson will look at how to analyze two different accounts of natural disasters, and we’ll study how two separate events were</p>	



	similar to and different from one another.”	
Mini-Lesson & Guided Practice (with think aloud and exemplar)	<p><u>Introduction/Accessing Prior Knowledge:</u> “In this mini-lesson, I’m using two articles. Our job today will be to look for items that are similar and different between the accounts of the two events. To help with this, I’ll use a Venn diagram, which is a visual tool to help us organize our ideas. During the Mini-Lesson, watch as I place items on the Venn diagram, and take note of the steps I take to sort the information so I can understand the similarities and differences.”</p> <p><u>Mini-Lesson/Think Aloud:</u> “I’ll label Article A on the left ‘Tennessee After Tornadoes,’ and I’ll label Article B on the right ‘Heavy Floods Hit Mississippi.’ I’ll start by reading each article in full. Then, I’ll record a contrasting item on each side, followed by a similar item in the middle.”</p>	



**Recommendation: In addition to making Venn diagram handouts for each student, it would be helpful to create a classroom anchor chart similar to the one above or to demonstrate this on a Smart Board, document camera, or screen share. Example courtesy of TeachersPayTeachers.com.*

Read the articles in full. As a model for students, narrate the process as you record 1 item on the left for Article A, 1 item on the right for Article B, and 1 item in the middle. (For example: Article A: 20 people died. Article B: hundreds of homes damaged. Compare section: Both were dangerous emergencies.)

Article A



Mayor John Cooper visited hit areas.

"We will rebuild. We will be stronger."

That was the message John Cooper sent out to his city. Cooper serves as the mayor of Nashville, Tennessee. Tornadoes tore through his area and others in the state very early on Tuesday. More than 20 people died in the strong storms. Buildings and roads were destroyed too. Now, the people of Tennessee are working together to get through this tragic time.

Article B

On Saturday, there was no more time. Reservoir workers had to let out water, and floods got worse. There is flooding in the state capital, Jackson, as well as other cities. The waters have damaged hundreds of homes, and in some areas, electricity was cut off to keep people safe. Some residents are using boats to get around on flooded streets.

Compare A & B

Tornadoes are very dangerous. They are quickly spinning columns of air. That fast-moving air is strong enough to pick up cars and knock down trees.

Mississippi Governor Tate Reeves declared a state of emergency on Saturday. Officials have asked people to evacuate before the floods reach them, check for road closures when traveling, and stay out of the floodwaters. "Please heed these orders to take care of yourself and your loved ones," Reeves said. "Get out while you can. Do not return until officials determine that it's safe."

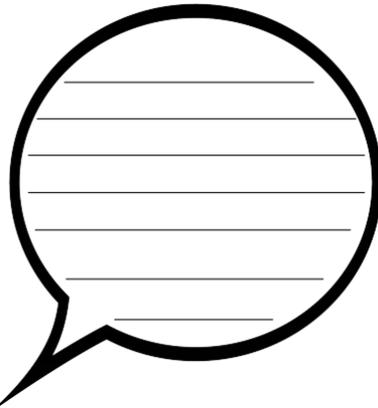
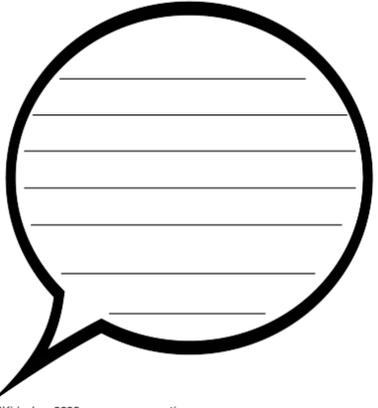
"OK, now can our class identify the steps I took to fill in the Venn diagram?"



	<p>Steps:</p> <ol style="list-style-type: none">1) Read both articles in full for comprehension.2) Skim/read a second time with a lens for contrast; place evidence on the left and right of the diagram.3) Skim/read a third time with a lens for comparison; place evidence in the center of the diagram.4) Process an overall understanding of both events on the Venn diagram at its completion. <p><u>Guided Practice:</u> "With a partner, take a few minutes to find another piece of evidence for the left, right, and middle."</p> <p><i>Give students 5 minutes to turn & talk and come up with additional items to compare and contrast. Circulate to determine who might need additional support, who might be exemplary for a share-out, and any common misconceptions.</i></p> <p>As students share out, you can populate the class Venn diagram on display with another item in each section. (Examples would be items such as: Article A: Destruction took place overnight. Article B: Destruction took place over multiple days. Compare section: Rescuers and first responders arrived to help.)</p>	
Student Practice	<p>Students will continue the same process as the Teacher Model/Guided Practice above and complete the remainder of the Venn diagram. This can be made into a competition to reward students (or teams) with the most items in each circle.</p> <p>-If desired, the class could be split into three homogeneous groups. One adult could work with the lowest-level group, while the other could work with the mid-level group and check in with the highest-level group</p>	

occasionally.
 -Or, if a learning specialist is available, he/she could work with the lowest-level group, the teacher with the mid-level group, and an assistant with the highest-level group.
 -Alternatively, students can work in heterogeneous pairings or independently.

With any extra time, students can engage in compare/contrast-related small-group discussions, using the News-O-Matic Teacher Guide prompts:

<p>Discussion: What serious weather is a possibility where you live? How can you get ready for that now?</p> 	<p>Discussion: What do you think are the best ways to stay safe in a flood?</p> 
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Closure

Students can complete the multiple-choice and discussion questions provided in the News-O-Matic Teacher Guide:

	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p>4 Tennessee After Tornadoes</p> <p>1. According to the story, which is one big problem with tornadoes?</p> <p>A. They last for a long time. B. They form quickly. C. They happen only at night. D. They move slowly.</p> <p>2. Use the Slide Show. Which is the best place to be during a tornado?</p> <p>A. In bed B. In a basement C. Outside D. In a car</p> <p>3. Who is John Cooper?</p> <p>A. A first responder B. Tennessee's governor C. Nashville's mayor D. A volunteer</p> </div> <div style="width: 48%;"> <p>2 Heavy Floods Hit Mississippi</p> <p>1. What did officials tell people near floodwaters to do?</p> <p>A. Swim to safety B. Stay out of the water C. Call for help D. Turn off power</p> <p>2. What does recede mean?</p> <p>A. Get higher B. Flood C. Go down D. Rescue</p> <p>3. What did Reeves say about the floods?</p> <p>A. The worst is over. B. It will be days before the water goes. C. The river will never be the same. D. No homes were affected.</p> </div> </div>	
<p>Assessment</p>	<p><u>Exit Ticket:</u> Collect Venn diagrams. Set clear expectations for how many items should be recorded. If desired, this can vary for high-, medium-, and low-level groups.</p>	
<p>Homework</p>	<p><u>Assignment Optional:</u> Students may choose any one of the remaining News-O-Matic articles and question sets to complete.</p>	<p><i>Student choice of the articles allows for flexibility. Higher-level students may also read multiple remaining articles.</i></p>