

Grade 2 ▶

Unit Seven

PRE-INSTRUCTION CHECKLIST

MECHANICS	ACQUAINTANCE & ANALYSIS
<input type="checkbox"/> capitalization: place names <input type="checkbox"/> grammar: apostrophe use—possessives	<input type="checkbox"/> Expository: Comparison
	WRITING ON DEMAND
	<input type="checkbox"/> ongoing, all disciplines

PATTERN STATEMENT

Putting things side-by-side lets us notice interesting differences.

NOTES

If a quick glance, literally or figuratively, is all we give two things that share some characteristics, it is easy to perceive them as being the same. For example, a brief encounter with identical twins often fails the uniqueness each one possesses. But when we examine two things, side-by-side, we become aware of distinguishing traits. These defining qualities are frequently the most interesting aspects of a person, object, or experience.

Comparing experiences requires looking beyond immediate differences, such as the events occurred in two different places. The sensory experiences, the new ideas, and the new relationships (e.g., between the individual and artwork, between the individual and a field of interest or hobby, between the individual and a new acquaintance) reveal the most interesting contrasts. Focusing on these also moves the writer beyond the surface features, such as taking the same form of transportation to two different places.

Help students notice these elements by placing a strong emphasis on contrast. By learning to note differences, the students will glean much more interesting material for their writings.

Since there is no revision skill focus for this unit, the practice text provides opportunities for students to

proofread and correct errors in capitalization and apostrophe use.

ADDITIONAL NOTES

The pattern, *Putting things side-by-side lets us notice interesting differences*, can be illustrated through pairs of “spot the difference” pictures. (Challenging examples can be found at <http://www.spotthedifference.com/photogame.asp>.) Present the photos or illustrations to students one at a time. Have them comment on what they see. Then remove the first photo or illustration and give students the second one. Again, discuss what they notice. Finally, present the photos or illustrations side-by-side and challenge the students to find the differences (Ex-ex).

After they have examined the photos/illustrations, discuss the following with the students:

- What did we notice when we looked at the photos/illustrations one at a time?
- How did what we notice change when the photos/illustrations were side-by-side?
- When did we examine the photos/illustrations more closely—when we saw them individually or when they were side-by-side?
- What did we notice when we examined the photos/illustrations side-by-side? (EX-co)

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Use questions and the students' comments to guide them to the pattern statement and record it for display during the rest of the unit (EX-el). Ask the students to identify other things that illustrate the pattern (e.g., putting an apple and a peach side-by-side). Begin directing students thoughts toward experiences. One way to introduce this idea is to display two photographs from two different vacations and talk about the differences between the

two. Encourage the students to identify experiences they have had that might make for interesting comparisons/contrasts (EX-ap). Explain that when a writer contrasts two different experiences, the unique characteristics of each one often provide the most interesting material for writing. Elaborate, connecting the pattern to how a writer could approach contrasting experiences, and continue to the COmprehension Strand.

GENRE

EXPOSITORY: Comparison			
Definition		Objective	
Describes similarities and differences between two topics to clarify an understanding of each		With teacher prompting and support, student writes a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences (e.g., a field trip to a post office and a field trip to a fire station).	
Rubric			
EXEMPLARY	PROFICIENT	ADEQUATE	NOT YET
<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph comparing and contrasting two recent experiences. ▶ Writing uses contrast to thoroughly describe how at least one of the experiences was unique. ▶ Writing presents similarities and differences that describe at least one experience so well that the reader feels like he is/was there. The description reads like part of a good story. ▶ Additional revisions may minimally improve text. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive and coherent paragraph comparing and contrasting two recent experiences. ▶ Writing uses contrast to thoroughly describe how at least one of the experiences was unique. ▶ Additional development or revisions may help a reader feel like he is/was part of at least one of the experiences. 	<ul style="list-style-type: none"> ▶ Writing presents a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences. ▶ Additional development and/or revisions could provide a more thorough or interesting comparison. 	<ul style="list-style-type: none"> ▶ Writing fails to present a cohesive (unified and complete) and coherent (clear and logical) paragraph comparing and contrasting two recent experiences. ▶ Additional development or revisions could significantly improve the clarity and focus of the paragraph.

PRACTICE TEXT

The second grade classes traveled to two interesting places in our town this year. The first trip was to Frosty's ice cream factory, and the other trip was to Summer's retirement home. In some ways both field trips were alike. We loaded the bus early in the morning and listened to the teacher's advice about behavior. We enjoyed each experience and learned things we would never have learned in our classroom. The two trips were also different. The Frosty's factory tour began with a video of Frosty's history. Then we walked through several strips of heavy plastic and entered the factory. It was chilly! The machines made it difficult to hear our guide so we had to stay close to her. We watched cartons of ice cream floating by on a belt. It made our mouths water! Workers at the end of the belt packed the ice cream into boxes and loaded them onto special Frosty's ice cream trucks. These trucks were rolling freezers that would keep the ice cream cold as it was taken to grocery stores. We were almost screaming for ice cream. Thankfully, the tour ended with a delicious sample of each student's favorite flavor. Summer's retirement Home invited us to sing to their residents. Each resident's smile and hug warmed our hearts. After we sang, they gave us ice cream, too! The trips were different, but both were delicious in every way.

A POSSIBLE REVISION

This is not THE correct revision, but one possibility. Accept any justifiable revisions.

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